

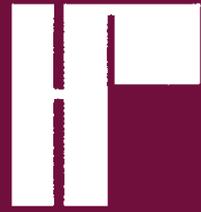


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NEW AND FORTHCOMING TITLES

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 Aristotle's 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 educa-

tion, specifically those having to do with diversity and multiculturalism.

Contents: INTRODUCTION. THE IMPORT OF ARISTOTLE'S MORAL THEORY. Kinds of Knowledge and Reasoning. The Relationship between Phronesis and Virtues. The Nuts and Bolts of Aristotelian Moral Theory. *Tact and Sensus Communis*. The Threat of Relativism. Conclusion. FOUNDATIONS OF A DIALOGIC MORAL POSITION. Language *is* Being. Gadamer's Appropriation of Aristotle's Concept of *Phronesis*. Dialogue, Truth and the Human Sciences. Dialogic Hermeneutic in Multicultural Perspective. DIALOGIC VIRTUES AND SOCIAL SOLIDARITY. Understanding as Praxis. Dialogic Virtues. Elements of Solidarity. A NEW STARTING POINT FOR CONSIDERING MULTICULTURAL EDUCATION. Bildung. Dialogic Virtues and Solidarity in Paulo Freire's Pedagogy. The Aims of Multicultural Education. Conclusion. PROBLEMS, CHALLENGES, OPPORTUNITIES. Controlling Speech on the College Campus. The "Multi" Plying of Curricula. Virtues and Vices in Teaching and Learning About Other Cultures. Educators as Role Models. "That's All Folks!" Bibliography. Author Index. Subject Index.

Summer, 2002 256 pages (appx.)

ISBN: 1-57273-469-8 \$52.50

ISBN: 1-57273-470-1 \$24.95

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.

Contents: Preface, *David E. Purpel*. Joy: An Introduction. JOY ON THE WAY TO UNDERSTANDING. Joy: Beginnings. Joy: Buber, Heidegger, Poetry and Thought. JOY: METAPHORS FROM COMPUTER SCIENCE, NEUROSCIENCE, AND QUANTUM PHYSICS. Cyberspace: Realities of Joy. Mind-Brain: Learning of Joy. Paradox and Contradiction: Being of Joy. JOY: IN CONTEXT. Joy: A Personal Aesthetic. Joy: In Educational Context. Bibliography. Author Index. Subject Index.

2001 224 pages

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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 equitable 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?

Contents: Introduction. Silent Voices, Bodies of Knowledge: Towards a Critical Pedagogy of the Body, *Sherry Shapiro* and *Svi Shapiro*. Politics and the Pedagogy of Display: Youth Under Siege, *Henry Giroux*. Pedagogy, Power and Bodies: On the Un(der)-Acknowledged Effects of Schooling, *Jennifer Gore*. Sitting, Writing, Listen-

ing, Speaking, Yearning: Reflections on Scholar-Shaping Techniques, *Don Hanlon Johnson*. A Sweaty Pedagogy of Bodily Resistance: Critical Implications, *Barry Kanpol*. Pedagogical Bondage: Body Bound and Gagged in a Techno-Rational World, *Sheila Macrine*. Modern and Postmodern Body Metaphors: How We Can Move from Curing the Patient to Shared Healing in Medicine, *Gail Marion*. Secondary Virginity, Passionate Disavowals, and the Promiscuity of the Oath: Policy Attempts to Remake the Body, *Cris Mayo*. Queer Bodies and Configurations: Towards a Pedagogy of the Body, *Peter McLaren* and *Cindy Cruz*. Sitting in Rows and Teaching On-line: Life-histories,

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Keep Teachers Growing. Views From Along the Journey. APPENDIXES. References. Author Index. Subject Index
2002 248 pages
ISBN: 1-57273-433-7 \$49.50 cloth
ISBN: 1-57273-432-9 \$23.95 paper

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.
Contents: Introduction: Are You Ready? PART ONE: THE JOURNEY OF TRANSFORMATION. The Journey of Transformation's Path. Changes Along the Way. PART TWO: A GUIDE TO FACILITATING TEACHER TRANSFORMATION THROUGH LEARNING EDUCATIONAL TECHNOLOGY. Preparing for the Journey. A Map for the Journey. PART THREE: STRATEGIES FOR LIFELONG LEARNING ALONG THE JOURNEY. Resources to Keep Faculty Sharp. Lifelong Learning Skills to Keep Faculty Growing. Views From Along the Journey. APPENDIXES. References. Author Index. Subject Index.
Fall, 2002 240 pages (appx.)
ISBN: 1-57273-471-X \$47.50 cloth
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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 learn-

er-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.

Contents: Lifelong Learning Skills to Keep Teachers Growing. PART ONE: THE JOURNEY OF TRANSFORMATION. The Journey of Transformation's Path. Changes Along the Way. PART TWO: A GUIDE TO FACILITATING TEACHER TRANSFORMATION THROUGH LEARNING EDUCATIONAL TECHNOLOGY. Preparing for the Journey. A Map for the Journey. PART THREE: STRATEGIES FOR LIFELONG LEARNING ALONG THE JOURNEY. Resources to Keep Teachers Sharp. Lifelong Learning Skills to

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.

Contents: Introduction: Why Teaching Cultures Matters, *Susan Florio-Ruane*. CULTURAL KNOWLEDGE FOR TEACHING. Why Study Knowledge for Teaching? What do Teachers Know? How to Make Cultural Knowledge Visible. Overview of the Book. NATIONAL CULTURES AND TEACHING CULTURES. Who Knows What? Professional Culture and National Culture. Multiple Cultures for Teaching. SCHOOLS AND TEACHERS IN FRANCE. The French School System. Elementary Teachers and Their Training. Summary. CLASSROOM CULTURES, NATIONAL AND TRANSNATIONAL. National Classroom Cultures. Values Claimed in Common Across National Boundaries. Conclusion. TEACHERS' PROFESSIONAL KNOWLEDGE. Professional Knowledge: What Teachers Know that Lay People Don't. National Professional Knowledge. What the Comparative Study Has Shown. READING LESSONS IN VILLEFLEURIE. Inside Classrooms: The Diversity of Practice. Principles for Running a Reading Lesson. Some Sources of Common Principles for Practice. Cultural Knowledge and Individual Creativity. A NATIONAL "SCHEDULE" FOR READING INSTRUCTION. A Common Schedule. Sources of the Schedule. ASSESSING STUDENT PROGRESS. Evaluating Academic "Progress". Other Classroom Behaviors. Sources of the Teachers' Criteria for Success. EXPLAINING "FALLING BEHIND". Common Explanations. Surprises. Explaining the Explanations. TEACHING DIFFERENT STUDENTS DIFFERENTLY. To Group or Not to Group—And If So, When and How? Strategies within Whole-Class Instruction. Retention and Other Year-End Strategies. Two Different Ways to Fall Behind. KNOWLEDGE SHAPES PRACTICE, PRACTICE SHAPES KNOWLEDGE. What Do Teachers Know? Who Knows What? Cultural Materials at Hand. Institutional Arrangements. Lessons and Questions. Appendixes. References. Index and Glossary. Author Index. Subject Index. **2002 352 pp.**
ISBN: 1-57273-399-3 \$69.50 cloth
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 maleness 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.

Contents: Introduction. Becoming Male or Female. Researching with Children. The Sense Children Make of Feminist Stories. Female Power. Male Power. Moving Beyond the Male-Female Dualism. Conclusion. Appendix—Feminist and Non-sexist Stories. Bibliography. Index.

2002 192 pages
ISBN 1-57273-448-5 \$19.95

Shards of Glass

Revised Edition
Children Reading and Writing Beyond Gendered Identities

Bronwyn Davies, James Cook University (Australia)

THE AUTHOR explores with primary school age children the possibility of discovering different ways of being, as well as looking at the ways in which gender relations are resistant to change. The author is present in many ways: as writer, child, research, mother and daughter.

Shards of Glass looks at the processes through which gender

is constituted from a poststructuralist perspective: at the usual ways knowledge is constructed in classrooms, the nature of femininities and masculinities, and the children's experience of sexuality. The author challenges us to work with children to allow them as speaking subjects to invent, invert and break old structures and speak/write into existence other ways of being. The new edition involves a refining and developing of the theoretical framework and analysis.

Contents: Prologue. Poststructuralist Theory and the Study of Gendered Childhoods. The Subjects of Childhood. Knowledge and the Subjects of Reading and Writing. A Vision of Femininity? (Masculine) Transformations. Sexuality. Deconstructive Reading. Writing Beyond the Male-Female Dualism. Bibliography. Index.

2002 248 pages
ISBN 1-57273-365-9 \$22.95

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.

Contents: Becoming Ethnographers of an Early Childhood Classroom, *Rebecca Kantor and David Fernie*. Complexities of Learning in a Small Group, *Donna Williams*. A Peer Culture Perspective on Social Group Play, *Peg Elgas*. The Social Construction of "Outsiders" in the Preschool, *James A. Scott, Jr.* Individual Pathways Through Preschool, *Paula McMurray-Schwarz*. Diverse Paths to Literacy in a Preschool Classroom, *Sandra Marie Miller*. Deaf Children in Inclusive Early Childhood Classrooms, *Cheri Williams*. What We Have Learned Through an Ethnographic Lens, *David Fernie and Rebecca Kantor*. Author Index. Subject Index.

Fall 2002 272 (appx.)
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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.

Contents: UNDERSTANDING THE DISCOURSE OF INTERPROFESSIONAL PRACTICE. Listening for Voices. How Others Attend to Voice. Ethnographic and Sociolinguistic Methods to Study Multiple Voices. Becoming Professional, Interprofessional, and Client-Oriented. How We Attend to Voice. FOCUS ON PRACTICE: REFRAMING THEORY AND METHOD. Linking Grounded Theory, Ethnography, and Sociolinguistics. Moving From a Biomedical to a Biosocial Approach. Methodological Issues of Interprofessional Practice. VOICES OF RESEARCHERS. Initial Commonalities and Differences. Entering the Center. From Entry to the Center to Entry to the Team. Shifting Voices. System Change: Their Questions of Us. COLLABORATING VOICES: THE SOCIAL CONSTRUCTION OF DIAGNOSIS. Diagnosis as a Labeling Process. Diagnosis as a Sociolinguistic Endeavor. Being Diagnosed: Parents and Knowledge. Social Constructing a Diagnosis: The Case of Kate. Case of Kate: Why Diagnose? Constructing and Reconstructing Diagnosis: The Case of Mimi. Case of Mimi: Which Diagnosis? VOICES OF SOCIETY. Considering Public Policies and Practices. Is Nicholas Mentally Retarded? Is Jerry Intelligible? VOICES OF NEWCOMERS: PROFESSIONALS AND PROFESSIONALS-IN-TRAINING. Implications for a Biosocial Model. MISSING VOICES. The Missing Physical Therapist. The Missing Communication Specialist. VOICES OF FAMILIES. How Literature Views Parent Expectations and Beliefs. Participating Across Contexts: Demands on Ten Families. Families: What Do They Hear? What Do They

Say? Discourse in Interpretive Sessions. VOICES OF PROFESSIONALS. Representing a Profession or Discipline at Riverview. The Motor People. The Health-Related Cluster. The Social and Behavioral Science Cluster. Professional Language. Opportunities for Being Biosocial: Professional Frame Clash. WHOSE VOICE COUNTS? "Knowledgeed" Voices. Fluid Hierarchies of Authority. Shifting To and From Biomedical and Biosocial Models. Reframing Models for Interprofessional and Team-Family Discourse. Implications for Practice. Implications for Practitioner Inquiry Into Their Own Teams.

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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.

Abridged Contents: Introduction: Literacy in African-American Churches: A Conversation Between the Academy and the Church Begins. African-American Church as Community. Entering the Communities Creating a Community Within the Sermons. Broadening the Community Boundaries Through the Text: Reverend M. in a New Congregation. The Emergence of a Text. Conclusion. References. Author Index. Subject Index.

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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.

Tentative Contents: Myths and Misconceptions in Adult Literacy: A Research and Development Perspective, *Daniel A. Wagner*. Standards for Adult Literacy: Focal Points for Debate, *Regie Stites, Ellen Foley and Daniel A. Wagner*. Supply and Demand for Literacy Instruction in the United States, *Richard Venezky and Daniel A. Wagner*. Literacy and Welfare Reform: Are We Making the Connection? *Elena Cohen, Susan Golonka, Rebecca Maynard, Theodora Ooms, and Todd Owen*. Effective Service Delivery in Adult Literacy Programs: A Policy Review and Recommendations, *Judith Ann Koloski*. Literacy and Development: Rationales, Assessment and Innovation, *Daniel A. Wagner*. Adult Literacy: The Next Generation, *Daniel A. Wagner, Richard Venezky, et al.* Author Index. Subject Index.

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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.

Tentative Contents: When Less is More: Methods for Placing Students in Adult Literacy Classes, *Richard Venezky, Page Bristow and John Sabatini*. The Role of Metacognition in Adult Literacy Development, Instruction, and Assessment, *Scott Paris and Andrea Parecki*. Issues in Adult Numeracy Education, *Ido Gal*. Learning to Read: Literacy Acquisition by Children and Adults, *Charles Perfetti and Maureen Marron*. Use it or Lose It? The Problem of Adult Literacy Skill Retention, *Daniel A. Wagner*. Literacy Transfer: A Review of the Literature, *Larry Mikulecky, Peggy Albers, and Michele Peers*. Author Index. Subject Index.

Fall, 2002 256 pages
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MEDIA EDUCATION CULTURE TECHNOLOGY

Education and Technology

Critical and Reflective Practices

edited by Robert Muffoletto, Appalachian State University

THIS COLLECTION brings to the public forum discussions related to educational technology and critical and reflective thought and practices. The chapters raise questions concerning the social, political, and economic implications of technology on schooling, teacher education, and educational reform. Each chapter provides a focused discussion placing educational technology at the center of various social, political and epistemological debates.

The text is designed and written for students, practitioners, and policymakers. It is appropriate for both graduate and undergraduate students, teacher educators, classroom teachers and school administrators.

Contents: Introduction, *Robert Muffoletto*. On the Relationship of

Education and Technology, *Robert Muffoletto*. The Influence of Context: Gender, Power, and the Use of Computers in Schools, *Hank Bromley*. Critical Views to Promote Critical Thinking, *Marilyn Bazeli and Rhonda Robinson*. The Founders of Educational Technology Were Also Women, *Rebecca Butler*. Challenging the Applications: An Alternative View on Why, When and How Computers Should be Used in Education, *Valdemar Setzer and Lowell Monke*. Square One TV, Gender, Race, and Ethnicity, *Ann DeVaney and Alejandra Elenes*. The Technology Club: Images of Gender within School, Mass Media, and Society, *Nancy Nelson Knupfer*. Fostering Inclusive Environments for Girls with Technology, *Joan Hanor*. Using Digital Technology to Augment a Critical Literacy Approach to First-Year Composition, *Barbara Blakely Duffelmeyer*. Technology, the Pleasures of the Interface, and the Psychology of Motivation, *David Shutkin*. The Need for Critical Theory and Reflective Practices in Educational Technology, *Robert Muffoletto*. Author Index. Subject Index.

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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.

Contents: Contributors. BROAD PHILOSOPHICAL PERSPECTIVES ON CREATIVE INTELLIGENCE. Mapping the Terrain of Creative Intelligence, Don Ambrose, LeoNora M. Cohen, and Abraham J. Tannenbaum. Paradigms, Mind Shifts, and the 21st-Century Zeitgeist: New Contexts for Creative Intelligence, Don Ambrose. A

Conceptual Lens for Looking at Theories of Creativity, *LeoNora M. Cohen*. OVERARCHING THEMES AND MODELS. Toward a Componential Model of Creativity, *Klaus K. Urban*. The Ecosystem of Giftedness and Creativity, *Patricia Hollingsworth*. Art and Science, Ancient and Modern: A Psychoeconomic Perspective on Domain Differences in Creativity, *Daniel L. Rubenson*. Human Creativity and Chaotic Dynamics, *Anne Sterling*. CONTEXTUAL AND INTERNAL INFLUENCES ON INTELLIGENCE. Cognitive Research on Giftedness: A Window on Creativity and Teaching for Creativity, *Bruce M. Shore, F. Gillian Rejskind, and Lannie S. Kanevsky*. Optimal Motivation for Creative Intelligence, *Dan Rea*. The Gifted Learner, the Novice, and the Expert: Sharpening Emerging Views of Giftedness, *Sophie Pelletier and Bruce M. Shore*. From William James to Maslow and Dabrowski: Excitability of Character and Self-Actualization, *Michael M. Piechowski*. Theoretic Scope, Dynamic Tensions, and Dialectical Processes: A Model for Discovery of Creative Intelligence, *Don Ambrose*. Author Index. Subject Index.

Summer, 2002 384 pages
ISBN: 1-57273-465-5 \$79.50 cloth
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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.

Contents: INTRODUCTION. Critical Thinking: Origins, Historical Development, Future Directions, *Daniel Fasko, Jr.* THEORIES. The Philosophy of Critical Thinking and Informal Logic, *Michael Scriven.* Communities for Developing Minds, *Arthur L. Costa.* Styles of Thinking, *Robert J. Sternberg.* Critical Thinking Et TU, *Jack Lochhead and Judith Collison.* LEARNING AND DEVELOPMENT. Learning New Problem Solving Strategies by Observing and Explaining, *Kevin Crowley.* Using a Complex Rule in Different Domains: When Familiar Schemes Don't Help, *Merry Bullock, Gertrud Nunner-Winkler, Elsbeth Stern, Alejandro Lopez, and Albert Ziegler.* Critical Thinking in Adulthood, *Stephen Brookfield.* The Development of Thinking: Commentary, *Henry Markovits.* CURRICULUM AND INSTRUCTION. Chaos in the Classroom: The New Science Applied to Instructional Practice, *Thomasina DePinto Piercy and William Piercy.* Infusing Critical and Creative Thinking into Instruction in High School Classrooms, *Robert Swartz.* Critical Thinking in Colleges and Universities: A Model, *George M. Luckey, Jr.* Some Foundational Thoughts on Critical Thinking Practice, *Mark Weinstein.* ASSESSMENT. Critical Thinking Assessment, *Robert H. Ennis.* The Meaning of Critical Thinking Test Performance: The Effects of Abilities and Dispositions on Scores, *Stephen P. Norris.* What Can Performance-Based Assessment Tell Us About Students' Reasoning? *Michal S. Lomask and Joan Boycoff Baron.* The "How" and "Why" of Critical Thinking Assessment, *Diane Halpern.* EPILOGUE. Neglected Issues

in the Field of Critical Thinking, *Vincent Ryan Ruggiero.* Author Index. Subject Index.

2002 416 pages
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ISBN: 1-57273-460-4 \$32.30 paper

Educating Creativity

A Primer

John Houtz, Fordham University

THIS BOOK about the education of creativity is concerned with the body of knowledge pertaining to the development and improvement of creativity skills and behaviors of children and adults and in the application of this knowledge base to education practice.

Part One introduces definitions of creativity and the methods of research used to study it. Part Two describes four theoretical approaches to creativity study. Various instruments, procedures, tests, and tasks related to the approaches are included. Part Three discusses applications and the book concludes with a brief description of an educational psychology of creativity. Each chapter begins with an organizer followed by a short list of specific objectives and a chapter outline.

The book has been written as a reference and as a text that could be used in a college or university course in creativity that has education as a focus. It could also be used in preservice programs for students beginning their professional studies to become teachers or for in-service programs for the practicing professional.

Abridged Contents: INTRODUCTIONS. Definitions of Creativity. Methods of Creativity Study. THEORIES. Learning Theories. Gestalt Theory. Psychodynamic and Personality Theories. Cognitive, Information-Processing Views of

Creativity. APPLICATIONS. Idea Generation Techniques. Creativity Programs and Materials. Creative Classrooms. Teacher Training for Creative Development. THE PROMISE OF AN EDUCATIONAL PSYCHOLOGY OF CREATIVITY. Appendices. References. Author Index. Subject Index.

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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.

Contents: INTRODUCTION. The Educational Psychology of Creativity, *John C. Houtz.* OBJECTIVE 1: UNDERSTANDING THE CREATIVE PROCESS. Psychodynamic Theories of Creativity, *Giselle B. Esquivel.* Creativity, Cognition, and Their Educational Implications, *Mark A. Runco.* OBJECTIVE 2: RECOGNIZING CREATIVITY. Assessment and Measurement in Creativity and Creative Problem Solving, *Donald J. Treffinger.* Creative and Affective Behavior: Cognition, Personality and Motivation, *John F. Feldhusen and Erik L. Westby.* Creativity Issues Concerning Linguistically and Culturally Diverse Children, *Emilia C. Lopez.* OBJECTIVE 3: FOSTERING CREATIVITY. Creativity, Development, and Personality, *Giselle B. Esquivel and Traci G. Hodes.*

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Summer, 2002 336 pp.
ISBN 1-57273-234-2 \$67.50 cloth
ISBN 1-57273-235-0 \$27.50 paper

"My Teeming Brain"

Understanding Creative Writers

Jane Piirto, Ashland University

THIS BOOK considers the psychology of 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 that explores the themes in their lives. Written in readable prose, this book is a must for those 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 like. This book remedies that.

Abridged Contents: PART I: PERSON, PROCESS AND PRODUCT. The Psychology of Creativity and the Creative Writer. Introduction. Where Literature and Psychology Meet. The Piirto Pyramid of Talent Development. The Writer and Psychology. The Personalities of Creative Writers. More Personality Attributes of Writers. The Creative Process in Writers. Current

Psychological Theories of the Creative Process. Rituals. The Quest for Silence. Inspiration. Imagination. The Need for Solitude. Flow. Fasting. Meditation. Improvisation. Differences Between Novelists' and Poets' Creative Processes. The Use of Self-Help Books. The Written Product and What to Do With It. Should A Creative Writer Get a Degree in Creative Writing? Choosing a Writing Teacher. The Literary Agent. PART II: Themes in the Lives of Contemporary Creative Writers. The Sun of Home: Families and Early Lives of Writers. Unconventional Families and Family Traumas. Predictive Behavior of Extensive Early Reading. Predictive Behavior of Early Publication and Interest in Writing. Incidence of Depression and/or Self-Destructive Acts. Being in an Occupation Different From Their Parents. The Sun of Community and Culture and of School. Feeling of Marginalization or Being an Outsider. Late Career Recognition. High Academic Achievement and Many Writing Awards. Nurturing of Talents by Both Male and Female Teachers and Mentors. Attendance at Prestigious Colleges, Majoring in English Literature but Without Attaining the Ph.D. The Suns of Chance and of Gender. Residence in New York City. The Accident of Place of Birth and Ethnicity. Conflict with Combining Motherhood and Careers in Writing; of Parenthood. Societal Gender Expectations Incongruent with Their Essential Personalities. History of Divorce More Prevalent in Women. Military Service More Prevalent in Men. Epilogue: Back to Keats. Appendixes. Endnotes. Index. References.

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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: PART ONE: INTRAPERSONAL PROCESSES. Creativity as Variation and Selection: Some Critical Constraints, *Dean Simonton*. Picking the Right Material: Cognitive Processing Skills and Their Role in Creative Thought, *Michael D. Mumford, Wayne A. Baughman, and Christopher E. Sager*. Idea Evaluation, Divergent Thinking, and Creativity, *Mark A. Runco*. Creativity, Personality and the Convergent-Divergent Continuum, *H. J. Eysenck*. Creative Interaction: A Conceptual Schema for the Process of Producing Ideas and Judging the Outcomes, *Edward Necka*. Evaluative Thinking, Creativity, and Task Specificity: Separating Wheat From Chaff is Not the Same as Finding Needles in Haystacks, *John Baer*. The Role of Intelligence in Creativity, *Robert J. Sternberg and Todd E. Lubart*. Thinking Critically About Creative Thinking, *Diane F. Halpern*. Creative Attributional Self-talk, *Thomas E. Heinzen*. Pragmatic Psycholinguistics as a Framework for the Evaluation of Creativity, *Albert N. Katz*. The Development of Creative Thinking and Critical Reflection: Lessons from Everyday Problem Finding, *John F. Wakefield*. PART TWO: INTERPERSONAL PROCESSES. Teaching Invention as Critical Creative

Processes: A Course on Technoscientific Creativity, *Michael E. Gorman and Jonathan A. Plucker*. Evaluative Processes During Group Improvisational Performance, *R. Keith Sawyer*. Motives for Criticism: Some Theoretical Speculations and Introspective Data, *Jock Abra*. Intermediaries in the Creative Process: Serving the Individual and Society, *Morris I. Stein*. Author Index. Subject Index.

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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:** PERSONALITY AND FAMILY. Identity, Experiences, and Career Choice Among the Exceptionally Gifted and Eminent: A Goodness-of-Fit Model, *Robert S. Albert*. More on Creativity and its Vicissitudes, *John E. Gede*. Creativity in Women: Outer and Inner Views Over Time, *Ravenna Helson*. MOTIVATION AND PERSONAL HISTORIES. Within You, Without You: The Social Psychology of Creativity and Beyond, *Teresa M. Amabile*. History, Chemistry, Psychology, and Genius: An

Intellectual Biography of Historiometry, *Dean Keith Simonton*. Generativity Theory and Creativity, *Robert Epstein*. ECOLOGY AND THE CULTURE. Expanding Horizons in the Discovery of Creativity, *Howard E. Gruber*. The Ecology of Human Creativity: A Psychological Perspective, *David M. Harrington*. Musical Imaginations: Comparative Perspectives on Musical Creativity, *Donald Brenneis*. The Domain of Creativity, *Mihalyi Csikszentmihalyi*. PRAGMATICS AND COGNITIVE PROCESSES. Creativity: An Idea Whose Time Has Come and Gone?, *Roberta Milgram*. Implicit Theories and Ideational Creativity, *Mark A. Runco*. CONCLUSION. Observation, Conclusions and Gaps, *Robert S. Albert and Mark A. Runco*. Author Index. Subject Index.

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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 conversationalists. *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.

Contents: Prologue. SCRIPTS AND IMPROVISATIONS. Scripts. Improvisation. Back to the Script, Part 2: Theme and Variations. Improvised Conversations: Towards a New Performance Metaphor. DIALOGUES. How Conversation Works, Part I: The Fourth Wall. How Conversation Works, Part 2: Taking Turns. Collaborative Creativity. AUDIENCES. Creating the Audience. Overhearers. Performing for Multiple Audiences. Invisible Audiences. Crossing the Fourth Wall. Mediated Conversations. REHEARSALS. Learning to Improvise. Group Learning in Rehearsal. The Secret History of Conversation. CHARACTERS. The Characters of Everyday Life. Professional Characters. Multiple Characters. Ventriloquism. The Real Self and the Social Self. SETTINGS. Formal and Information Conversation. Ritual and Improvisation. Negotiating the Setting. PERFORMANCES. The Performance of Everyday Life. Creating Conversation at Work. Learning by Creating Conversation. EPILOGUE. Notes. References. Author Index. Subject Index. **2002 272 pages**
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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.

Contents: Introduction, *Joan Franklin Smutny*. GENERAL PERSPECTIVES. The Invisible Gifted Child, *Dorothy Funk-Werblo*. Twenty-five Teaching Strategies that Promote Learning Success for Underserved Gifted Populations, *Jerry Flack*. School Guidance and Counseling for the Underserved Gifted: Strategies to Facilitate the Growth of Leaders, Thinkers, and Change-Agents, *Garnet W. Millar and E. Paul Torrance*. ENVIRONMENTAL INFLUENCES. Lost and Found: Achievers in Urban Schools, *Alexinia Baldwin*. Urban Gifted Youth, *Beverly Shaklee and Awilda Hamilton*. Rural Gifted Children: Isolated and Alone?, *Pat Hollingsworth*. Gifted Children of Poverty, *Jacqueline High*. Gifted and Poor: America's Quiet Crisis, *Al Ramirez*. MULTICULTURAL AND GLOBAL FACTORS. Delivering Two-Way Bilingual Immersion Programs to the Gifted and Talented: A Classic Yet Progressive Option for the New Millennium, *Ernesto Bernal*. Poised on the Threshold of a New Paradigm for Giftedness: Children From Culturally and Linguistically Diverse Backgrounds, *Todd Fletcher and Dorothy Massalski*. Na Pua No'eu: The Hawaiian Perspective of Giftedness, *Darlene E. Martin, David K. Sing, and L. 'Alapa Hunter*. The DISCOVER Assessment and Curriculum Models, *Aleene Nielson*. Maximizing the Potential of Minority Economically Disadvantaged Children, *Dorothy Sisk*.

Gifted Native American Children, *Stuart Tonemah*. Talent Development in Kenya, *Margaretta Gacheru*. Gifted Education in Brazil, *Maria Sabatella*. SPECIAL LEARNING PROBLEMS. Underachieving Gifted Children, *Cheryl B. Sawyer and Derek C. Delgado*. AGE AND GENDER. Early Childhood: The Neglected Years, *Margaret Bryant*. Gifted Girls: Underachieving Politely, Blending Perfectly, Disappearing Quietly, Succeeding Differently, *Spomenka Calic-Newman*. HIGHLY GIFTED AND

CREATIVELY GIFTED. "The Road Less Traveled": The Different World of Highly Gifted Children, *Miraca Gross*. The Horizon You See Is Not the Horizon You Get, *Karen Morse and Elizabeth Meckstroth*. Searching for Talent: Art, a Tool for Thinking and Creating, *Jeanie Goertz*. The Highly Creative Person: A Minority of One, *Karen Meador and Gail Lewis*. Author Index. Subject Index.

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ISBN: 1-57273-288-1 \$35.00 paper

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.

Contents: THE BEGINNING . . . OR SOMETHING THAT RESEMBLES IT. The Genesis of My Critique. A Post Graduate Research Odyssey. A Point of Refinement. Critical Theory. Transfer Report. A Brief Confessional. NEWTOWN SCHOOL IN CONTEXT. The Context. Processes of Selection. A POLITICAL TYPOLOGY OF TEACHERS' MORAL BELIEFS AND CONTRASTING MORAL DIMENSIONS. Analysis of Interviews. The Ideal Match Type. The Socialist Type. The Critical Type. The Religious Dimension. The Market Context Dimension. The Cultural Dimension. A "FOUCAULDIAN" VISION OF NEWTOWN SCHOOL. Foucault's Perspective. The School Code of Conduct as a "Regimé of Truth". An Alternative Reading: Deconstruction. METHODOLOGICAL METAMORPHOSIS. A Theoretical Journey. Practical Implications. The First Perspective: Part 1. The First Perspective: Part 2. The Issue of Criteria—A Theoretical Perspective. RELATIVISM VERSUS AUTHENTICITY. The Dilemma. Gadamer Revisited. Rethinking the Dilemma. POSTSCRIPT. Appendixes 1-3. Glossary of Terms. Bibliography. Author Index. Subject Index.

Fall, 2002 224 pages
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RESEARCH IN THE TEACHING OF RHETORIC AND COMPOSITION

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.

Contents: What We Talk About When We Talk About Writing. Basic Writing and the Problem of Autonomous Literacy. An Inward Glance: Basic Writing and Basic Writers in Basic

Writing Research. Who Are Basic Writing Students? Curricular Strategies: Helping Basic Writers. Pedagogical Alternatives: Basic Writing and Basic Writers in Context. “I Can Just Give You Five . . .”: Student Talk About Writing in School. Writing, Writers, and Transmission. School-Based Writing and Correctness. Writing Wrong. “Successful” Student Writing and Schooling. Enacting/Acting With: Beginning to Make Basic Writing a Political Act. Student Talk About Literacy Out of School. Students, Families, and Literacy. Beyond Family: Literacy Bonds. Real-Life Writing: Literacy in School and Beyond. Looking Outward: Basic Writing and Basic Writers in the Mainstream Media. The School-Success Narrative: Students in Middle-Class Culture. CUNY and the Failure of the School-Success Narrative: “An Institution Adrift”. Powerless Students. General College: The Triumph of the School-Success Narrative. Basic Writing Coverage: Who Speaks, What is Said. Continuing the Conversation: Basic Writing Now and Beyond. Basic Writing Defined? The Complications of Framing Basic Writing. Bureaucracy as Enabler and Constrainer. When is Basic Writing First-Year Composition Instead? Making Basic Writing a Political Act: Curricular Change and the Basic Writing Classroom. References. Author Index. Subject Index.

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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 reconception 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.

Contents: Editors’ Introduction. THE SYMBOLIC ACTION OF GENRE. Genre and Identity: Citizenship in the Age of the Internet and the Age of Global Capitalism, *Charles Bazerman*. Uptake, *Anne Freedman*. UPTAKES ON PROFESSIONAL DISCOURSES. Genre and Identity: Individuals, Institutions, and Ideology, *Anthony Pare*. Genre and Power: A Chronotopic Analysis, *Cathy Schryer*. Genre Systems: Chronos and Kairos in Communicative Interaction, *JoAnne Yates and Wanda Orlikowski*. Fuzzy Genres and Community Identities: The Case of Architecture Students Sketchbooks, *Peter Medway*. Learning Medical Talk: How the Apprenticeship Complicates Current Explicit/Tacit Debates in Genre Instruction, *Lorelei Lingard and Richard Haber*. Problems of Generalization/Genrelization: The Case of The Doctor-Patient Interview, *Judy Segal*. UPTAKES IN EDUCATION. Meta-Genre, *Janet Giltrow*. Assembling a Generic Subject, *Gillian Fuller and Alison Lee*. The Kind-ness of Genre: An Activity Theory Analysis of High School Teachers’ Perception of Genre in Portfolio Assessment Across the

Curriculum, *David Russell*. From Little Things Big Things Grow: Ecogenesis in School Geography, *J.R. Martin*. UPTAKES ON SOCIAL AND POLITICAL DISCOURSE. Disembodied Voices: The Problem of Context and Form in Theories of Genre, *Peter Knapp*. Genres—From Static, Closed, Extrinsic, Verbal Dyads to Dynamic, Open, Intrinsic, Semiotic Triads, Sigmund Ongstad. Ideology and Genre: Heteroglossia of Soviet Genre Theories, *Tatiana Teslenko*. The Exclusionary Potential of Genre: Margery Kempe’s Transgressive Search for a Deniable Pulpit, *Nadeane Trowse*. (En)compassing Situations: Sex Advice on the Rhetoric of Genre, *Ryan Knighton*. Author Index. Subject Index.

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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-

gogy that encourages students to find a direction and choose activities suggested by their own concerns and ongoing lives.

Contents: Love and Trust and Always in Trouble. So Much Talking, So Many Words. Everyone's Secret is the Same.

THEMES IN URBAN AND INNER CITY EDUCATION

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 newer visions of the future. The chapters are grouped into three parts representing the past, present, and future. In their commitment to excellence and desire to reconceptualize professional education, the authors provide a blend of practical, empirical, and theoretical information for transforming teaching and teacher education in the inner cities and urban cen-

All the Fine Things I Might Say. A Self to be Confused About. To Seek a Name and Nothing More. Of Narrative and Identity. In Africa When the Sun Comes Up. References.

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ISBN 1-57273-451-5 \$52.50
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ters of the United States in the 21st century.

Contents: Introduction, *Linda A. Catelli* and *Ann C. Diver-Stamnes*. THE PAST—WHEN A LOOK BACK IS A STEP FORWARD. The Alton/Lehman Pre-Teaching Academy: A Model for Growing Your Own Teachers for Urban Settings, *Anne L. Rothstein*, *Phyllis Opochnsky*, and *Linda Roemer Whetzel*. Teachers as Leaders in Mathematics: A New York City Professional Development Project, *James Bruni*, *Ray Durney*, and *Anne Campos*. Cognitive Development Through Literacy for Inner-City Youngsters: A Curriculum-Staff Development Project in the South Bronx, *Dorothy A. Stracher*. Project SCOPE I and II: Holistic School-College/University Partnership Projects for Instituting Change and Improvement in K-18 Education, *Linda A. Catelli*. THE PRESENT—A NEW ERA. How a Suburban College Educates Teachers for Diversity: A Working Model for Teacher Education, *Kathryn Padovano*, *Sarah E. Church*, and *Roberta Senzer*. Hispanic and Asian Children's Literature: An Instructional Module for Preservice Teacher Education, *Bernadyn Kim Suh*. Teaching Youngsters Science in a Culturally Diverse Urban Classroom, *Stephen Farenga* and *Beverly Joyce*. Helping Teachers Recognize and Connect the Culturally Bound Nature of Young Children's Mathematical Intuitions to In-School Mathematics Concepts, *Daniel Ness*. Literacy Experiences for Young Children 3 to 8 Years of Age, *M. Victoria Rodriguez*. Best Practices in Teaching Urban Second-Language Learners, *Joye*

Smith. Teacher as Negotiator: The Evolution of a Teacher's Theory of Practice in an Urban School, *Nancy E. Dubetz*. THE FUTURE—A JOURNEY OF IDEAS, INSIGHTS AND MODELS. Extending Learning Opportunities in Cybercity, *Kay E. Vandergrift*. Oppression and Resultant Violence in the Inner City: Causes, Effects on Students, and Responsibilities of Educators, *Ann C. Diver-Stamnes*. Author Index. Subject Index.

2002 320 pages
ISBN: 1-57273-405-1 \$65.00
ISBN: 1-57273-406-X \$26.50

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.

Contents: Introduction: "and so it all began..." A PARADIGM SHIFT. Thinking

About Collaboration, Change, and Aesthetics, *Suzanne SooHoo*. Dispelling the Myth of Moral Bankruptcy in American Urban Youth, *Donald N. Cardinal*. Exception to the Perception, *Dolores Gauntly-Porter*. RETHINKING CURRICULUM. Community Matters, *Tom Wilson*. The Curriculum of the Self: Critical Self-Knowing as Critical Pedagogy, *Jeff Sapp*. UNIVERSITY FACULTY IN THE SCHOOLS. Reworking Urban Educational Leadership through Naming and Narrative Inquiry, *Penny S. Bryan*. Crossing Cultural Borders Into the Inner City, *Suzanne SooHoo*. STUDENT VOICES. Gatekeepers, *Jan Osborn*. Expect the Unexpected: A Practitioner's View of Urban Teaching, *Susie Weston-Barajas*. Can We Talk . . . about Collaboration? SOE Book Group. Author Index. Subject Index.

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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

Impact of Voice on the Politics of Inclusion in the Literacy Classroom, *Mary DeKonty Applegate*. Multiculturalism in Teacher Education: Philosophical Frameworks and Teaching Models for Transformative Learning, *Jim Lee*. Tensions Related to Inclusion with the 1990s Reform Movement in Mathematics and Science, *Thomas E. McDuffie*. Curriculum and Inclusion: An Interdisciplinary Platform of Possibility, *Barry Kanpol*. EDUCATIONAL REFORM. Educational Choice and the Politics of Inclusion, *Robert Palestini*. The Politics of School Safety: Going Beyond Reform to Inclusion, *Donna C. Perrone*. Author Index. Subject Index.

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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.

Contents: Introduction: Restructuring Teacher Education and Urban Education: Hope Within Limitations, *Barry Kanpol*. THEORETICAL FRAMEWORKS IN URBAN EDUCATION. Urban Education: A Critical Theory of Compassion and Social Justice, *Jeanne F. Brady*. Higher Order Thinking and Preparation of Teachers for Urban Schools, *Betty Fortner*. Evolution of Social Studies Education: The Melting Pot to the Salad Bowl, *Charles Jenks*. PRAGMATIC FRAMEWORKS IN URBAN EDUCATION. Preparing Teachers to Integrate Multiple Intelligences into Urban Schools, *Colleen Willard-Holt*. Using Voice to Illuminate: Constructivist Insights of Literacy, *Mary DeKonty Applegate* and *Melanie Goodman*. Balanced Reading Instruction in an Urban Elementary School: The Story of Tri-Community, *Barbara Marinek*. Teacher Education Programs: Reading Instruction and Assessment in Urban Elementary Classrooms, *Diane Bottomly*. Classroom Management in the Urban Environment, *Randy Singhiser*. Mathematics for All? Preparing Teachers of Mathematics for Urban Settings, *Susan Hillman*. URBAN LEADERSHIP AND RESEARCH IN URBAN EDUCATION. Facilitating Urban and Inner City Teacher Education Initiatives: The Challenge of Academic Leadership, *William A. Henk*. Restructuring Teacher Educators' Perceptions of Urban Education: One Faculty's Journey, *Colleen Willard-Holt*. Author Index. Subject Index.

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Charting New Terrains of Chicana(o)/Latina(o) Education

edited by Carlos Tejada, Cal State-Los Angeles, Corinne Martinez, Cal State-San Bernardino and Zeus Leonardo, Cal State-Long Beach

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.

Contents: Introduction-Critical Multiculturalism and Globalization: Transgressive Pedagogies in Gringolandia, Cuesto Lo Que Cuesto, *Peter McLaren* and *Ramin Farahmandapur*. HISTORICAL

PERSPECTIVES ON CHICANA(O)/LATINA(O) EDUCATION. Toward a Critical Race Theory of Chicana and Chicano Education, *Daniel G. Solorzano* and *Tara J. Yosso*. Historical Struggles for Educational Equity: Setting the Context for Chicana(o) Schooling Today, *Delores Delgado Bernal*. METHODOLOGICAL AND THEORETICAL PERSPECTIVES ON CHICANO(A)/LATINA(O) EDUCATION. Transcending Deficit Thinking About Latinos' Parenting Styles: Toward an Ecocultural View of Family Life, *Angela Arzubiaga*, *Miguel Ceja* and *Alfredo J. Artiles*. Betwixt and Between: An Introduction to the Politics of Identity, *Zeus Leonardo*. Spatialized Understandings of the Chicana(o)/Latina(o) Educational Experience: Theorizations of Space and the Mapping of Educational Outcomes in Los Angeles, *Carlos Tejada*. Mapping the Problematics of "Race": A Critique of Chicano Education Discourse, *Antonia Darder* and *Rodolfo D. Torres*. POLITICAL PERSPECTIVES ON THE CRISIS IN CHICANO(A)/LATINA(O) EDUCATION. Redefinitions and Identity: Lessons From Critical Basic Literacy Programs, *Concepcion M. Valadez* and *Marcos A. Cajina*. Rethinking Literacy and Curriculum Reform for Chicana/Chicano Students, *Corinne Martinez*. The Crisis in Latino Education: The Morning of America, *Kris Gutierrez*, *Patricia Baquedano-Lopez*, and *Hector H. Alvarez*. Author Index. Subject Index.
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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*. IMPLICATIONS 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.

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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 ENTRENCHED 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 CYNICAL 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.
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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.

Contents: Black Women as Qualitative Researchers: Performing Acts of Understanding and Survival: An Introduction, *Rhonda Baynes Jeffries and Gretchen Givens*. EXPERIENCES UNDERSTANDING THE OTHER. Look Back and Wonder: African-American Women During North Carolina's Struggles in Education, *Sheryl Conrad Cozart*. I Can't Hear Myself Think: One Student's Journey into Mainstream English, *Joanne K. Dowdy*. Giving Voice to Those Who Look Like Us But Are Not Us, *Jennifer E. Obidah*. African-American Women, Child Sexual Abuse, and Career Development: Are You Listening?, *Linda Quinn*. EXPERIENCES UNDERSTANDING THE SELF. What's in a Myth?: Qualitative Research as a Means of (Re)Creating the World, *Gretchen Givens*. Insider, Outsider, or Exotic Other? Identity, Performance, Reflexivity, and Postcritical Ethnography, *Paula Groves*. Getting In and Gaining Trust: One African-American Researcher's Journey through the Ethnographic Rites of Passage, *Trevy A. McDonald*. "I Yam What I Am": Research through the Ethnographic Self, the Literary "Other," and the Academy, *Rhonda Baynes Jeffries*. Author Index. Subject Index.
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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.

Contents: Foreword, *James P. Comer*. Studying Successful Comer Schools, *George W. Noblit, Paula R. Groves, Michael E. Jennings, and Jean A. Patterson*. Oceanview Elementary School, *Paula R. Groves*. Gregory Elementary School, *George W. Noblit and Michael E. Jennings*. Merrit Elementary School, *Sofia A. Villenas and Paula R. Groves*. Trivette Middle School, *William W. Malloy and Joseph M. Rayle*. West High School, *Carol E. Malloy and Jean A. Patterson*. The School Development Program and School Success, *George W. Noblit*. The School Development Program and Education Reform, *George W. Noblit and Jean A. Patterson*. Author Index. Subject Index.

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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.

Contents: Postcritical Ethnography: An Introduction, *George Noblit, Susana Y. Flores and Enrique G. Murillo, Jr.* CONSTRUCTING POSSIBILITIES. Grandma's Hands, *Cynthia Carla Hernandez Leyva*. Critical Theory, Critical Ethnography, Critical Conditions: Considerations of Postcritical Ethnography, *Bill J. Johnston*. Promising Rhetoric for Postcritical Ethnography, *Michael G. Gunzenhauser*. Postcritical Ethnography: Research as a Pedagogical Encounter, *Kathy Hytten*. Time, Space and Ethnography with Proper Subjects, *Susan Talburt*. Scripting "Postcritical" Ethnography: A Derridean Writing, *Lynda Stone*. Mojado Crossings Along Neoliberal Borderlands, *Enrique G. Murillo, Jr.* THEORIZING POSITION. Who Do I Represent?, *Paula R. Groves*. Observing the Observer, *Susana Y. Flores*. CRACKS IN THE ARMOR: the unspoken lives of white privilege, *Amy Bauman*. Black Teachers on Black Teachers on Teaching, *Sheryl Conrad-Cozart*. Conversations as Bridges, *Sheryl Conrad-Cozart and Amy Bauman*. "Hey, That's Me in That Ethnography!", *Elizabeth Becker*. Decentering Whiteness: Personal Narratives of Race, *Jean A. Patterson and Joseph M. Rayle*. The Value of Examined Lives: Data Re-presentation and Critical Space in Research Data About First Year Teachers, *Dwight Rogers, Mary Kay Delaney, and Leslie Babinski*. The Big Problem with Change, *Phil Smith*. KNOWING CONSTRUCTIONS. Tourist Dollars, *Corrine Glesne*. Sonnets, *Jennifer Treeger Peters*. Toward a Critical Social Narrative of Education, *Robert B. Everhart*. Storytelling as Ethnographic Representation, *George W. Noblit*. Working without a Net but with a Spotlight, *Michelle Fine and Lois Weis*. Clues from the Classroom: The Hidden Curriculum of Space, *Monica B. McKinney*. Testing the Water: Could Ulmer's CATTt be a [Post]Critical

Ethnographic Methodology?, *Stacy Otto*. The Future of Postcritical Ethnography, *Cynthia I. Gerstl-Pepin*. About the Contributors. Author Index. Subject Index.

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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 succes-

sor, 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.

Contents: RHETORIC, EDUCATION, CONTROVERSY. The Need for a Rhetorical Approach. Rhetoric and Controversy. ACCOUNTABILITY, OBJECTIVES, PRODUCTS. Teacher Education Reform, 1970-1974. The Crisis of Declining Test Scores 1975-1983. Conclusion. PRODUCTS, OBJECTIVES, ACCOUNTABILITY. The Use of Tests. The Real Test Bias. ACCOUNTABILITY AT RISK. A Nation at Risk. Fragmentation of Accountability. Failure of Accountability. PERFORMANCE, OUTCOMES, REAL WORLD. The Teaching Profession. State Governments. The Popular Press. THE PRESIDENT'S GOAL. America 2000. Goals 2000. OUTCOMES—REAL WORLD—PERFORMANCE. The California Learning Assessment System. Shift to Outcomes. EDUCATION, CONTROVERSY, RHETORIC. Educational Controversies. Controversial Rhetoric. Rhetorical Education. Endnotes. References. Author Index. Subject Index.

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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.

Contents: Culture Matters in School Reform, *George W. Noblit and William T. Pink*. Changing School Culture: Rutledge Elementary as an Accelerated School, *Christine Finnan and Julie Dingle Swanson*. West Hollow School and the North Carolina A+ Schools Program: Integrating the Arts, *Crafting a Local Agenda for Reform, Ameer Adkins and Michael Gunzenhauser*. Comer, Efficacy, and Power: What Gregory Did with the School Development Program, *George W. Noblit and Michael E. Jennings*. It's

Hard Work, But It's Worth It: School Culture and Success for All, *Monica B. McKinney*. Contradictions in Culture: African-American Studies in Two Charter Schools, *Carol E. Malloy*. A School Kids Want to Attend: Perspectives on the Culture of Talent Development, *Bruce Wilson and H. Dickson Corbett*. Pixie Dust Can't Save Celebration School: The Failure to Create a Durable School Culture, *Kathryn Borman*. Author Index. Subject Index.

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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.

Contents: MORE HARM THAN GOOD: AN INDICTMENT OF SOCIAL EDUCATION. Issues and Questions. More Harm Than Good. Changing Direction. WHERE TO NOW?: SOCIAL EFFICACY AND POPULAR CULTURE IN SCHOOLS. Teaching for Social Efficacy and Social Justice. Popular Culture for Social Efficacy. Introductory Possibilities. Where to Now? THE STRUGGLE FOR VOICE: CRITICAL DEMOCRATIC EDUCATION FOR SOCIAL EFFICACY (with Trena Walker). Democracy and Schooling. The Context of Social Education. New Directions? Developing Critical and Active Citizens. Transforming for Empowerment. LIVES IN THE BALANCE: CONTROVERSY, MILITARISM, AND SOCIAL EFFICACY (with Tony Talbert). Rationale. Engaging in Controversy. A Militaristic Social Education. SAVING GRACE? TECHNOLOGY, POPULAR CULTURE, AND SOCIAL EFFICACY (with Trena Walker). Popular Culture and Social Efficacy. Technorealism. READING THE WORLD: ENHANCING LITERACY THROUGH THE CONTEXT OF POPULAR CULTURE (with Carole Basile). The Intellectual Voice. The Emotional Voice. Social Voice. In the Classroom. HEARTS AND MINDS: SCHOOLS AND THE BATTLE FOR POKEMON AND HARRY POTTER (with Carole Basile). The Pop Culture Debate. Integrating

Popular Culture. Finding Voice Through Popular Culture. Pokemon and Harry Potter Possibilities. TUNING IN: MAKING POPULAR CULTURE WORK FOR SOCIAL EFFICACY. Issues. Constructivism and Inquiry for Social Efficacy. Applications. Obstacles to the Transformation. Inquiry Procedures. LET THE GOOD TIMES ROLL: POPULAR MUSIC FOR SOCIAL EFFICACY. Issues. Popular Music for Social Efficacy. MTV. Rock Music and Social Efficacy. BREATHING SPACE: ENVIRONMENTAL EDUCATION FOR SOCIAL EFFICACY (with Carole Basile). Developing Efficacy. Nurturing Respect. Facilitating Processes. Modeling Environmental Stewardship. Guiding Principles for Teaching and Learning. INVASIONS: BODY SNATCHERS AND POSTWAR AMERICA (with Neil Liss). The 1950s. The 1970s. The 1990s. THINKING GLOBALLY: SOCIAL EDUCATION AND SOCIAL EFFICACY IN NEW ZEALAND, INDONESIA AND TEXAS. Rationale for Change. New Zealand. Indonesia. Texas. PRACTICING WHAT WE PREACH: TRANSDISCIPLINARY TEACHER EDUCATION FOR SOCIAL EFFICACY. Rationale. A Model. Issues. Recommendations. Concluding Thoughts. Selected Bibliography. Web Links. Author Index. Subject Index.
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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 to 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.

Contents: Introduction: Productivity and Suspicion, *Ellen Barton* and *Gail Stygall*. Inductive Discourse Analysis: Discovering Rich Features, *Ellen Barton*. Analysis of Oral-Written Language, *Wallace Chafe*. Functional Grammar and Discourse Structure, *Charles Meyer*. Metadiscourse, Discourse, and Issues in Composition and Rhetoric, *William Vande Kopple*. The Analysis of Academic Discourse(s), *Susan Peck MacDonald*. Genre Analysis and the Advanced Second Language Writer, *John Swales* and *Margaret Luebs*. Critical Discourse Analysis, *Thomas Huckin*. Rhetorical Analysis, *Jeanne Fahnestock* and *Marie Secor*. Combining Diverse Approaches in the Analysis of Scientific Discourse, *Dwight Atkinson*. New Research Strategies in Genre Analysis: Reported Speech as Recontextualization in a Psychotherapist's Notes and Initial Assessment, *Carol Berkenkotter* and *Doris Ravitz*. Narrative Discourse Analysis and Legal Texts, *Gail Stygall*. Temporal Analysis: A Primer Exemplified from a Case from Pre-Hospital Care, *Cheryl Geisler* and *Roger Munger*. Evaluating Professional Discourse: How Well Does it Work for Real Readers?, *David Charney*. Arrangement and Perspective in HTML Hypertext, *George Dillon*. Constructing Authority: Student Perspectives and Classroom Discourse, *Mary Lutz* and *Jeanne Fuller*. Dialogic Discourse Analysis of Revision in Response Groups, *Martin Nystrand*. Further Notes from a Young Orthographer, *Robert Gundlach*. Author Index. Subject Index.

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Englishes 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.

Abridged Contents: Introduction. CREOLES, IDENTITY, AND CARIBBEAN MIGRATION. Anglophone Caribbean Migration. LANGUAGES, DIALECTS, AND EDUCATION. Creoles—Languages or Dialects? Anglophone Caribbean Students in

England. Anglophone Caribbean Students in Canadian Schools. Anglophone Caribbean Students in American Schools. Literacies and Writing in an American Context. Research Perspectives. THE STUDY. Setting. Participants. Data Collection. Data Analysis. CHARLES BENJAMIN. Early Language and Schooling Experiences. Migration and Schooling in New York City. Writing at LIU. Discourse Analysis. Morphosyntactic Features. Final Reflections. MYRNA GEORGE. Early Language and Schooling Experiences. Migration and Schooling in New York City. Writing at LIU. Discourse Analysis. Morphosyntactic Features. Final Reflections. NADINE FERGUSON. Early Language and Schooling Experiences. Migration and Schooling

in New York City. Writing at LIU. Discourse Analysis. Morphosyntactic Features. Final Reflections. OSCAR EVANS. Early Language and Schooling Experiences. High School in Jamaica. Writing at LIU. Discourse Analysis. Morphosyntactic Features. Final Reflections. DISCUSSION AND CONCLUSIONS. Style Shifting. Speech and Writing. Discourse Features in Participants' Writing. Morphosyntactic Features. Reflections on Four Semesters in the Writing Program. Placement. Broader Issues. Language Attitudes. A "Resource-full" Policy. Directions for Future Research. Notes. Appendixes. References. Author Index. Subject Index.

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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 "savagery 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 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.

Contents: Introduction, *Mary Louise Buley-Meissner, Mary McCaslin Thompson, and Elizabeth Bachrach Tan*. The Hollow Curriculum, *Robert Sollod*. Every Moment Meditation: Teaching English as Spiritual Work, *Karen Carlton and Chalon Emmons*. Teaching—and Living—in the Meantime, *Virginia A. Chappell*. Listening, Learning, and the Language of Faith, *Jeannette M. Lindholm*. Goddess Spirituality and Academic Knowledge-Making, *Hildy Miller*. Emunah: The Craft of Faith, *Susan*

Handelman. At Once the Inspirer and the Condemner: Rorty and Emerson, Antifoundationalism and the Possibility of Belief, *Kevin O'Donnell*. Rhetorical Epistemology and Rhetorical Spirituality, *Barry Brummett*. The Hermeneutics of Suspicion and Other Doubting Games: Clearing the Way for Simple Leaps of Faith, *Jan Swearingen*. Storm in the Academy: Community Conflict and Spirituality in the Research University, *Robert L. Brown, Jr. and Michael Jon Olson*. The Arts of Compassion and the Instruments of Oppression: James Agee, Lionel Trilling, and the Semiotic Turn, *Kurt Spellmeyer*. Author Index. Subject Index.

2000 224 pages

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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, multicultural 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.

Contents: THE DEVELOPMENT OF CRITICAL PEDAGOGY. The Continuing Resurgence of Critical Pedagogy. A Personal Journey: Establishing a Criticality. Critical Pedagogy and the Concept of Resistance. ONGOING TRENDS IN CRITICAL PEDAGOGY. Critical Pedagogy and the Multicultural Project. A Contradiction of Teacher Professionalism: A Gender Critique. A Critical Pedagogy for Principals: Necessary Conditions for Moral Leadership (with *Fred Yeo* and *Suzanne SooHoo*). The Inner City School and Critical Pedagogy: Locations of Possibility and Difference (*Fred Yeo* with commentary by *Barry Kanpol*). EMERGING TRENDS IN CRITICAL PEDAGOGY. Teaching for a New Paradigm: Critical Pedagogy and Popular Culture. Outcome Based Education and Democratic Commitment: Hopes and Possibilities. Critical Pedagogy and Liberation Theology Images: Borders for a Transformative Agenda. Author Index. Subject Index.

1997 200 pages

ISBN: 1-57273-084-6 \$49.50 cloth

ISBN: 1-57273-085-4 \$21.95 paper

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.

Contents: Education as a Sovereign Possibility—The Cultural Politics of Lyotard: Is There Any Hope? Lyotard and the Sovereign. The Abandonment of Unity in Lyotard and Democratic Possibilities. Sovereign of Possibility. Conclusion. CRITICAL PEDAGOGY AND LIBERATION THEOLOGY IMAGES: BORDERS FOR A TRANSFORMATIVE AGENDA. Critical Pedagogy. Liberation Theology. Language of Possibility and Sense of the Possible. Terrain of Struggle and Sense of the Sacred. Transformative Intellectual and Teacher as Prophet. Group Solidarity and Co-Workers. Border Crossings and Breaking Bread and Talking Back. Conclusion: Social Transformation and Epochal Transition. NARRATIVE AND THE CRITICAL. John's Story of the Inner City. Teaching the “Faces at the Bottom of the Well”: Experiencing Teaching in the Inner City. Teaching in

the Hood. Paul—The Budding Radical. The Burnt Out Teacher. The Academic Alternative School: An Anecdotal Discussion. Moving Along. INTERLUDE: A PERSONAL JOURNEY. A PARTNERSHIP OF HOPE: NARRATIVE AND THE CRITICAL CONTINUED. David: The Converted? History, Teaching, Faith, and the Critical. My Pedagogy—In and Out of the Classroom. To Heal, Repair, and Talk Across Difference. Jean: History. Jean Combines Images of the New Testament with Critical Pedagogy, Subjectively Defined. New Testament and Critical Pedagogy. How Does This Work For Me. Moving Along. EDUCATION AND THE PROMISED LAND: TEACHING AS A HOLY AND PROPHETIC RESPONSIBILITY.

Theoretical Border Crossings. Beyond Self and Other: Towards a Covenant. Self, Other, and Compassion as a Social Critique. Cynicism and Joy. EDUCATION REFORM AND DEMOCRATIC COMMITMENT: TOWARD BUILDING A COVENANT. The Learning Process "Critically" and "Postmodern" Defined. Principles of the Holistic Teaching-Learning Process versus Principles of a Critical Democratic Teaching-Learning Process. OBE and Postmodern Possibilities. OBE and Democratic Hope. Epistemology and the Practical. Conclusions: Teacher Education and the Real Teacher? Author Index. Subject Index. **1998 192 pp.**
ISBN: 1-57273-151-6 \$42.50 cloth
ISBN: 1-57273-152-4 \$19.95 paper

LANGUAGE AND SOCIAL PROCESSES

Series Editor: Judith Green, University of California, Santa Barbara,

Associate Editors: Ginger Weade, Ohio University
 Carol Dixon, University of California, Santa Barbara

This series explores what occurs at the intersection of language and social processes. The series provides a forum for scholarly work that makes visible the ways in which everyday life is accomplished through discourse processes among individuals and groups. Volumes examine how language-in-use influences the access of individuals and culturally, ethnically, and linguistically diverse groups to social institutions, and how knowledge construction and social participation across diverse social settings is accomplished through discourse.

Studies in education and other social institutions are invited from a variety of perspectives including those of anthropology, communication, education, linguistics, literary theory, psychology, and sociology. Books are encouraged that involve theoretical treatments of relevant issues; present in-depth analyses of particular social groups or institutional settings; or present comparative studies across individuals, social groups, or social institutions.

Inquiries and proposals should be sent directly to Judith Green, Graduate School of Education, University of California, Santa Barbara, CA 93106 (805) 893-4781.

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 class-

room 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.

Contents: Introduction. Students as Ethnographers, Thinking and Doing Ethnography: A Bibliographic Essay, *Ann Egan-Robertson and Jerri Willett*. COMMUNITY AS CURRICULUM: FOCUS ON CULTURE, WRITING, AND ACADEMIC LEARNING. Learning to Write by Doing Ethnography, *Toby Curry and David Bloome*. Celebrations and Letters Home: Research as an Ongoing Conversation of Students, Parents, and Teacher, *Marceline Torres*. When Young People From Marginalized Communities Enter the World of Ethnographic Research—Scribing, Planning, Reflecting and Sharing, *Carmen I. Mercado*. Life in an Elementary School: Children's Ethnographic Reflections, *Rosi A.C. Andrade*. Learning to See Learning in the Classroom: Developing an Ethnographic Perspective, *Beth Yeager, Ana Floriani, and Judith Green*. COMMUNITY AS CURRICULUM: FOCUS ON LANGUAGE. Investigating Language Practices in a Multilingual London Community, *Kit Thomas and Janet Maybin*. Dialect Awareness and the Study of Language, *Walt Wolfram*.

Knowledge About Language in British Classrooms: Children as Researchers, *Jenny Cheshire and Viv Edwards*.

COMMUNITY AS CURRICULUM: FOCUS ON SOCIAL ACTION.

Reclaiming Indigenous Cultures: Student Developed Oral Histories of Talamanca, Costa Rica, *Martha Montero-Sieburth*. Telling Stories with Ms. Rose Bell: Students as Authors of Critical Narratives and Fiction, *David Schaafsma*. "We Must Ask Our Questions and Tell Our Stories": Writing Ethnography and Constructing Personhood, *Ann Egan-Robertson*. Author Index. Subject Index.

1998 316 pages

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-

ence and inequitable relations of power in order to change and improve the discourse about early childhood. The chapters affirm the possibility of changing gendered practices so that schools and homes are places where all individuals can live and work in equity and safety. They also attest to the complexity of changing inequitable relations and demonstrate that teachers who attempt to do so must confront contradictions in the beliefs that inform their teacher practices.

Contents: Critical Frameworks for the Study of Early Childhood, *Barbara Kamler*. What is Feminist Poststructuralist Research? Examining Texts of Childhood, *Bronwyn Davies*. "Only Boys Can Jump High": Reconstructing Gender Relations in a First/Second Grade Classroom, *Jo-Anne Wilson Keenan, Judith Solsken, and Jerri Willett*. Constructing Gendered Subjectivities: Peer Interactions in the First Weeks of School, *Rod Maclean*. Language, Play and Identity Formation: Framing Data Analyses, *Marjorie Faulstich Orellana*. I Had It First!: Children and Power, *Alyson Simpson*. Surveillance or Personal Empowerment?: Macro- and Micro-Politics of Gender and Schooling, *Nola Alloway*. Little Women/Little Men: Gender, Violence and Embodiment in an Early Childhood Classroom, *Jo-Anne Reid*. "This Doll Who's Come to School": Morning Talk as Gendered Language Practice, *Barbara Kamler*. Author Index. Subject Index.

1999 224 pages

ISBN: 1-57273-222-9 \$49.50 cloth

ISBN: 1-57273-223-7 \$21.95 paper

Constructing Critical Literacies

Teaching and Learning Textual Practice

edited by Sandy Muspratt, Griffith University, Allan Luke, University of Queensland, and Peter Freebody, Griffith University

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 completing 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.

Contents: Critical Literacy and the Question of Normativity: An

Introduction, *Allan Luke* and *Peter Freebody*. Media Literacy and Cultural Studies, *Carmen Luke*. Pleasure and Danger: Children, Media, and Cultural Studies, *Linda K. Christian Smith*.

Discourses on Gender and Literacy: Changing the Stories, *Pam Gilbert*.

Reading the Silences Within Critical Feminist Theory (Response to Gilbert), *Parlo Singh*. Critical Literacy and Active Citizenship, *Colin Lankshear* and *Michele Knobel*. Critical Literacies for Informed Citizenship: Further Thoughts on Possible Actions (Response to Lankshear and Knobel), *M. Garbutcheon Singh* and *Pat Moran*.

Coda and Response to Singh and Moran, *Colin Lankshear* and *Michele Knobel*. Critical Literacy and Control in the New World Order, *Nicholas Faraclas*. Tradition, Colonialism, and Critical Literacy (Response to Faraclas), *Fazal Rizvi*. Postcolonialism in an Era of Recolonization (Response to Rizvi), *Nicholas Faraclas*. Shaping the Social Practices of Reading, *Allan Luke* and *Peter Freebody*. Reading With an Attitude; or, Deconstructing "Critical Literacies (Response to Luke and Freebody), *Bill Green*. Literacy Practices and Classroom Order, *Carolyn D. Baker*. Critical Order and Change in the Literacy Classroom (Response to Baker), *Jill Freiberg* and *Peter Freebody*. Meanings in Discourses: Coordinating and Being Coordinated, *James Paul Gee*.

Relativism in the Politics of Discourse (Response to Gee), *Mary Macken-Horarik*. After English: Toward a Less Critical Literacy, *Ian Hunter*. Setting Limits to English (Response to Hunter), *Annette Patterson*. Critical Literacies and the Teaching of English, *Terry Threadgold*. Toward a Critical Writing Pedagogy in English (Response to Threadgold), *Barbara Kamler*. Linguistics and the Politics of Literacy and Curriculum, *Alison Lee*. Questioning the Critical: Linguistics, Literacy and Pedagogy (Response to Lee), *Anna Yeatman*. Author Index. Subject Index

1997 480 pp.

ISBN: 1-57273-102-8 \$85.00 cloth

ISBN: 1-57273-103-6 \$35.00 paper

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.

Abridged Contents: Lenses for Studying Literacy Learning. Initial Insights into Literacy Learning. The Campus Children's Center as a Setting for Literacy Learning. Social Interaction at the Literacy Centers: Form and Function. Co-Authoring and Requesting Assistance: Transportation Across the Zone of Proximal Development. Friendship and Authoring. Making Connections: The Role of Hypothesis Generation and Testing in Literacy Learning. Strategic Learning: The Role of Metacognition in Early Literacy Learning. Learning from Demonstration. Literacy Learning as a Sociocognitive Process. Creating Supportive Classroom Environments for Literacy Learning. Appendixes. References. Author Index. Subject Index.

1993 288 pp.

ISBN: 1-881303-71-3 \$57.50 cloth

ISBN: 1-881303-72-1 \$23.95 paper

Writing Ourselves

Mass-Observation and Literacy Practices

Dorothy Sheridan, University of Exeter, Brian Street, University of London, and David Bloome, Vanderbilt University

THE MASS-OBSERVATION Project has played an important part in British social documentary from its inception in the 1930s to the present day. It has been characterized as a people's history, a democratic precursor to, for example, present-day oral history. The Project itself has not been extensively described and remains less well known in other countries. The present book fills some of the gap by providing a clear and succinct account of the main features of its development. However, this is not simply a record or history of a movement, a project, an archive: it is also a telling case of the role of writing practices in society. 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."

Contents: Foreword, *Shirley Brice Heath*. INTRODUCTION: LITERACY THEORY AND MASS-OBSERVATION. Literacy Practices and Social Life. Invisibility of Literacy Practices of Ordinary People. Literacy Practices

and Mass-Observation. The Mass-Observation Project. Theorising Literacy: Mass-Observation Project as a Telling Case. SECTION 1: AN HISTORICAL CONTEXT OF MASS-OBSERVATION. Mass-Observation from 1937 to 1981. Mass-Observation Revived: Writing Britain. Mass-Observation and Anthropology. SECTION 2: DIALOGUES AND WRITING PRACTICES. Framing the Dialogues: Literacy Practices. Dialogues About Literacy Practices and the Mass-Observation Project. SECTION 3: ORDINARY PEOPLE WRITING. Uses of Writing. Power. Personhood and Crossings. Writing Ourselves and Writing Britain. Appendixes. References. Author Index. Subject Index.

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LITERACY: RESEARCH, POLICY AND PRACTICE

Series Editor: Daniel A. Wagner, National Center on Adult Literacy, University of Pennsylvania
Associate Editors: Vivian L. Gadsden, University of Pennsylvania, Richard Venezky, University of Delaware

There is increasing recognition that the most basic of intellectual tools—literacy—has returned to center stage of policy concerns in virtually all countries, industrialized and developing. It has become clear that schools, the primary vehicle of contemporary education, impart instruction imperfectly and insufficiently in most countries, and that much greater attention will be needed in order to improve literacy for children and adults.

It is not by chance, therefore, that the field of literacy studies has grown considerably over the last decade. This growth may be seen in studies ranging from emergent literacy in young children, to metacognitive skills in adolescents, to second language literacy acquisition in adults. Literacy studies have also taken on a cultural and even international perspective as specialists begin to understand the importance of human migration, language in contact, and global competition in terms of workforce skills. These and numerous related areas constitute the new world of literacy studies which this Series will try to represent.

The series is co-sponsored by the National Center on Adult Literacy, one of the national research and development centers of the U.S. Department of Education.

Inquiries and proposals should be sent to: Daniel A. Wagner, Director, National Center on Adult Literacy, University of Pennsylvania, 3910 Chestnut St., Philadelphia, PA 19104-3111, 215-898-2100 (phone), 215-898-9804 (fax).

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.

Contents: Foreword, *Houston Baker*. Introduction, *Vivian L. Gadsden*. ACCESS TO THE WORD: HISTORICAL AND CONTEMPORARY ISSUES. Introduction, *Herman Beavers*. The African-American Struggle for Literacy and Education, *James D. Anderson*. Reading Failure and Literacy: A Linguistic Approach, *William Labov*. Educating Low-Income Black Children, *Dorothy S. Strickland*. Educating Black Youth: A Perspective From Practice, *Deidre Farmbry*. LITERACY IN HOME AND SCHOOL CONTEXTS. Introduction, *Emilie V. Siddle Walker*. Minority Literacy in Comparative Perspective, *John Ogbu*. Families, Communities, and Schools as Contexts for Literacy and Learning, *Diane Scott-Jones*. Literacy for Empowerment: The Case of Black Males, *Diana T. Slaughter-Defoe* and *Heraldo Richards*. LITERACY, SCHOOL POLICY, AND CLASSROOM PRACTICE. Introduction, *Michele Foster*. Teacher Quality and Equality: Implications for Literacy and Black

Youth. *Linda Darling-Hammond*. Tracking and School Achievement: Implications for Literacy Development. *Jomills H. Braddock*. Literacy and Silencing, *Michelle Fine*. LITERACY CURRICULA AND STRATEGIES. Introduction, *Susan L. Lytle*. Connecting African-American Parents and Youth to the School's Reading Curriculum: Its Meaning for School and Community Literacy, *Patricia A. Edwards*. Using African-American Literature in the Classroom, *Violet J. Harris*. Curriculum Reform and Testing, *Eric Cooper*. Afterword, *Daniel A. Wagner*. Author Index. Subject Index.

1995 336 pp.

ISBN: 1-881303-27-6 \$67.50 cloth

ISBN: 1-881303-28-4 \$27.50 paper

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: Introduction. PERSPECTIVES ON NUMERACY. On Numeracy and Numeracy Education, *Iddo Gal*. Numeracy, Mathematics, and Adult Learning, *Diane Coben*. Building a Problem-Solving Environment for Teaching Mathematics, *Peter Kloosterman, M. Ali Hassan, and Lynda Wiest*. Preparing Adult Students to be Better Decision Makers, *Robert Clemen and Robin Gregory*.

APPROACHES TO INSTRUCTION. Instructional Strategies for Adult Numeracy Education, *Lynda Ginsburg and Iddo Gal*. Characteristics of Adult Learners of Mathematics, *James Steele Foerch*. Adult Numeracy at the Elementary Level: Addition and Subtraction Up to 100, *Wim Matthijse*. Technology and the Development of Mathematical Skills in Adult Learners, *Betty Hurley Lawrence*. Teaching Mathematics to Adults with Developmental Learning Difficulties, *Martha Sacks and Dorothy M. Cebula*. Writing About Life: Creating Original Math Projects with Adults, *Karen Hicks and Elizabeth Wadlington*. REFLECTING ON PRACTICE AND LEARNING. Learning to Learn: Mathematics as Problem Solving, *Leslie Arriola*. Journey into Journal Jottings: Mathematics as Communication, *Donna Curry*. The Challenge of Diversity in Adult Numeracy Instruction, *Harriet Hartman*. Mathematics and the Traditional Work of Women, *Mary Harris*. ASSESSMENT. Assessment in Adult Numeracy Education: Issues and Principles for Good Practice, *Joy Cumming and Iddo Gal*. Assessment of Adult Students' Mathematical Strategies, *Mieke Van Groenestijn*. Author Index. Subject Index.

2000 384 pages

ISBN: 1-57273-232-6 \$76.50

ISBN: 1-57273-233-4 \$32.50

What Makes Workers Learn

The Role of Incentives in Workplace Education and Training

edited by **Donald Hirsch**,
Organisation for Economic Co-operation and Development, and **Daniel A. Wagner**,
University of Pennsylvania

THIS BOOK examines what makes adults participate in education and training, particularly in relation to work. Effective participation depends on a suitable course being offered, on the offer being accepted, and on the learning being effective. The book, therefore, considers three kinds of incentives: to provide education and training, to accept learning opportunities, and to learn effectively.

Throughout the chapters it becomes clear that effective adult learning is being constrained by the failure of all the incentives to exist simultaneously. A recurring theme is the apparent failure of employers to provide an optimal level of training for their workers. The strong conclusion emerging from the book as a whole is that learning increasingly must become a genuinely collaborative activity between employer and employee.

Contents: Introduction, *Donald Hirsch and Daniel A. Wagner*. FINANCIAL INCENTIVES. Adult Learning and Work: Finance, Incentives, and Certification, *Paul Ryan*. Do Most Employers and Workers Underinvest in Training and Learning on the Job?, *John H. Bishop*. LEGAL INCENTIVES. Worker Access to Vocational Training: A Legal Approach, *Jean-Marie Luttringer*. Legal Incentives and the New Workforce, *Thierry Noyelle and Donald Hirsch*. WORK ORGANIZATION INCENTIVES. Organizational Change and Adult Learning, *Larry Hirschhorn*. Workplace Learning in Changing Environments: A Researcher/Practitioner's Viewpoint, *Bill Ford*. INCENTIVES AND LEARNING METHODS. Learning at and through the Workplace: A Review of Participation and Adult Learning Theory, *Kjell Rubenson and Hans G. Schütze*. Functional Context Education for Schoolplaces and Workplaces, *Thomas G. Sticht*. LITERACY AND BASIC SKILLS. Workplace Literacy Programs:

Organization and Incentives, *Larry Mikulecky*. Workplace Basic Skills Programs in the United Kingdom: Why So Few?, *Alan Wells*. COMPARING INDUSTRIALIZED AND DEVELOPING NATIONS. Incentives for Adult Learning in Developing Countries: Lessons and Comparisons, *Laurel Puchner*. Adult Learning Under Conditions of Hardship: Evidence for Developing and Developed Countries, *Nelly P. Stromquist*. References. Author Index. Subject Index.

1995 224 pp.

ISBN: 1-881303-23-3 \$47.50 cloth

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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.

This book contains 13 chapters describing developments in individual countries, written by experts from each country. In addition, two chapters analyze data and policy trends across countries.

Contents: Introduction: STW Policies in Industrialized Countries as Responses to Push and Pull, *David Stern* and *Daniel A. Wagner*. Youth Labor Markets in 23 Countries: A Comparison Using Micro Data, *David G. Blanchflower*. An Overview of STW Arrangements in Australia, *Richard Sweet*. Moving Away from the Maze: Transitions from STW in Canada, *Patrice de Broucker*. STW Transition in Denmark, *Roland østerland*. Alternating Training and the STW Transition: Programs, Assessment, Prospects, *Claudine Romani* and *Patrick Werquin*. STW Transition: The Example of Germany, *Felix Rauner*. Transition from STW and Career Transformation of Japanese High School Students, *Takehiko Kariya*. STW Transition in Mexico: An Overview of Recent Experience, *Bernardo Mendoz Lugo*. STW Transition Programs in the Netherlands, *Jan N. Streumer*. Transition from STW in Russia, *Valery A. Poliakov* and *Nikolai D. Nikandrov*. STW Transition in Spain, *Jordi Planas*. Transition in a School-based Vocational Training System: The Case of Sweden, *Ulla Arnell Gustafsson* and *Torsten Madsén*. Recent Changes in STW Transition in England and Wales, *Joan Payne*. Preconditions for Effective School-Work Linkages in the United States, *James E. Rosenbaum*. Author Index. Subject Index.

1999 582 pages

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Adult Basic Skills

Innovation in Measurement and Policy Analysis

edited by Albert Tuijnman, 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.

Contents: Introduction, *Albert Tuijnman*. Adult Basic Skills: Policy Issues and a Research Agenda, *David Stern* and *Albert Tuijnman*. The Contribution of Literacy in the Wealth of Individuals and Nations, *Sue E. Berryman*. Self-Assessed Skill Needs and Job Performance, *Peter Cappelli* and *Nikolai Rogovsky*. Adult Literacy Assessment in Comparative Contexts, *Daniel A. Wagner*. Abilities and Competencies in Adulthood: Life-Span Perspectives on Workplace Skills, *Jacqui Smith* and *Michael Marsiske*. Measuring Adult Basic Skills: A Literature Review, *Stan Jones*. European Traditions in Literacy Research and Measurement, *Max Van der Kamp*. Proxy Measurement of Adult Basic Skills: Lessons from Canada, *Scott T. Murrery*. Using Large-

Scale Assessment Results to Identify and Evaluate Generalizable Indicators of Literacy, *Irwin Kirsch* and *Ann Jungeblut*. The Role of Monetary Incentives in Literacy Survey Research, *Leyla Mohadjer*, *Martha Berlin*, *Sue Rieger*, and *Joseph Waksberg*. Information Trade-Offs in Large-Scale Assessments, *Andrew Kolstad*. Using Large-Scale Assessments to Set Educational Policy: An Agenda-Analytic Approach, *Peter Mosenthal*. Literacy Assessment in the Service of Literacy Policy, *Richard L. Venezky*. Author Index. Subject Index.

1997 384 pages

ISBN: 1-57273-042-0\$76.50 cloth

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The Future of Literacy in a Changing World

Revised Edition

edited by Daniel A. Wagner, University of Pennsylvania

THE CHAPTERS 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.

Contents: Foreword, *Dell Hymes*.

INTRODUCTION. Literacy Futures, Revisited: Five Common Problems from Industrialized and Developing Countries, *Daniel A. Wagner*. THEORETICAL PERSPECTIVES ON COMPARATIVE LITERACY. Introduction, *Sylvia Scribner*. Comparative Perspectives in World Literacy, *John Downing*. Literacy and Social Change: The Significance of Social Context in the Development of Literacy Programmes, *Brian V. Street*.

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The Characteristics of the Chinese Language and Children's Reading to Read and Write, *Liu Fan*, *Lequan Tong*, and *Jun Song*. Illiteracy in a Literate Society: Understanding Reading Failures in Brazil, *Terezinha Nunes*.

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Author Index. Subject Index. **1999 448 pages**

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MEDIA EDUCATION CULTURE TECHNOLOGY

Series Editor: Robert Muffoletto

This series publishes works that inquire into the nature of media and technology as found and practiced in the social world of schooling. It will create a forum for investigating the social, institutional, historical, and epistemological relationships between media, education, culture, and technology. From this perspective, media, education, culture, and technology are positioned as social constructions existing in time, geography, and within the social world. The series will address, but not limit itself to questions concerning power and control over the meanings and interpretations used to form individuals as subjects, and to shape realities and the ways of thinking of students and teachers. Alternative voices to the empirical positivist way of thinking now dominating educational discourse will be considered.

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Social Learning from Broadcast Television

edited by Karen Swan, Carol Meskill, and Steven DeMaio, University at Albany, State University of New York

IN RECENT YEARS, the issue of social learning from broadcast television has been of interest to a wide range of researchers and observers. Clearly, the variety of different arenas in which the medium has been examined points to its perceived importance as a social force in modern society. The chapters in this volume employ a variety of research methodologies and focus on a variety of dimensions of the current broadcast television picture. The wide range of vantage points is provided to remain true to the notion that social realities as portrayed on, created by, or constructed behind the scenes of television, are negotiable, ever-changing and mutually influencing constructs. Therefore, the chapters not only represent different discussions about the issue of

social learning from broadcast television, but also function as dialogues with the media scholar, communications media specialist, 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.

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PERSPECTIVES ON CREATIVITY

Series Editor: Mark Runco, California State University-Fullerton

The Perspectives on Creativity series contains books, monographs, and edited volumes that present original research and theory about creativity and related subjects (i.e., aesthetics, exceptional achievement, giftedness, genius, problem solving). Volumes published in the series not only present a thorough overview of the field, but cover important new developments. Volumes focusing on basic or applied research are represented as are volumes that integrate findings from a large number of studies and those that build original theory. Purely speculative work is not published.

Inquiries and proposals should be sent directly to Mark Runco, EC 105, California State University, Fullerton, CA 93634, 714-773-3376 (phone), 714-773-3314 (fax)

Reclaiming the Wasteland

TV and Gifted Children

Robert Abelman, Cleveland State University

INTELLECTUALLY gifted children possess certain characteristics 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 heterogeneous group of over 1 million children school-labeled "intellectually gifted" share similar traits, habits, abilities, and practices—particularly with regard to their general thirst for knowledge, eagerness 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 awareness of the potential negative and positive aspects of televiewing by gifted children and offers a prescription 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 viewing 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, *Ruthan 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 GIFTEDNESS/QUESTIONS 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: 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

Family Life. TV as a Socializing Agent. Parental Mediation of Television. Concern 1: How Much is Too Much? Concern 2: What is a "Good" Program? Concern 3: How Do My Children Avoid Attentional Inertia? Concern 4: What Do I Do About Channel Surfing? Concern 5: How Can I Get Commercial-Free TV? Concern 6: How Can I Get Kidvid Literate? Concern 7: What about the Sex and Violence Controversy? Concern 8: Is Viewing Solo Unhealthy? Concern 9: How Can I Get Into the Act? Concern 10: Isn't There an Easier Way? THE ABCS OF TV LITERACY. Gifted Education in Review. When Educational Wasteland Meets Vast Wasteland. Selection of Critical Viewing Materials. Application of Critical Viewing Materials. "Grovergate" Exposed. EPILOGUE: HELLO I MUST BE GOING. Author Index. Subject Index. **1995 256 pages**
ISBN: 1-57273-014-5 \$55.00 cloth
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The Motives for Creative Work

Jock Abra, University of Calgary

THIS BOOK grapples with a puzzling aspect of a puzzling pursuit. Why do people bother to do creative work? It is fascinating and also important to consider the motives that have driven past creators. Yet the mainstream literature, although recognizing motivation's importance in principle, has given short shrift to questions about its sources and influence.

This book's primary aim is to lessen this neglect. It uses an eclectic approach that adopts by turn a variety of outlooks from various versions of psychoanalysis and existentialism as well as behavioristic, cognitive, developmental, and humanistic psychology, to determine the explanation each offers for creative motivation.

Abridged Contents: The "Why" of Creativity. Preliminary Orientation. Geniuses, Jocks and Gurus. Nonspecific Drive Hypotheses. Sources from Nature and Nurture. The Need for Expression. The Expressive Motives II: The Negative Motives. The Expressive Motives III: Do the Muses Dwell in Elysium? The Interpersonal Motives: Competition and Cooperation. The Positive Motives: The Search for Excellence and Perfection. Conclusions: Nonspecific Motivation Revisited. References. Author Index. Subject Index. **1997 288 pages**
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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-view, 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.

Contents: Foreword, John Feldhusen. Foreword, Barbara Kerr. Perspectives on Female Talent Development, Karen Arnold, Kathleen Noble and Rena

Subotnik. THE CONTEXT OF FEMALE TALENT DEVELOPMENT. Giftedness and Gender in Historical Context, Linda Kreger Silverman. Of Blue Collars and Ivory Towers: Women from Blue-Collar Backgrounds in Higher Education, Signe M. Kastberg and Darlene G. Miller. In God's Country: Rural Gifted Women, Janyce I. West. Pioneering Hindu Women in India: Overcoming Barriers and Claiming Their Places in Today's Society, Sutapa Basu. Four Remarkable Polish Women: Antecedents to Success, Sharon Lynch. The Gendered Character of Women Superintendents' Professional Relationships, Colleen S. Bell and Susan E. Chase. Nine Native Women: Pursuing the Doctorate and Aspiring to Positions of Leadership, L.A. Napier. Older Women's Reflections on Eminence: Obstacles and Opportunities, Sally M. Reis. GIFTED GIRLS IN ELEMENTARY AND SECONDARY SCHOOLS. Gifted Girls, Remarkable Women, Carolyn M. Callahan and Sally M. Reis. Perceptions of Achievement Among High-Potential Females Between 9 and 26 Years of Age, Frances R. Spielhagen. Attitudes of Adolescent Gifted Girls and Boys Toward Education, Achievement and the Future, Sally M. Reis, Carolyn N. Callahan, and Diane Goldsmith. Portraits of Puerto Rican Gifted Females Who Achieve and Underachieve, Eva I. Diaz. Factors Influencing Recruitment, Enrollment and Retention of Young Women in Special Secondary Schools of Mathematics, Science and Technology, Carolyn M. Callahan et al. TALENT IN THE DOMAINS. Success and Sacrifice: The Costs of Talent Fulfillment for Women in Science, Rena Subotnik and Karen Arnold. Academically Talented Women and Mathematics: The Role of Special Programs and Support from Others on Acceleration, Achievement, and Aspirations, Paula Olszewski-Kubilius and Barry Grant. The Talent Development Process in Women Writers: A Study of Charlotte Bronte and Virginia Woolf, Joyce VanTassel-Baska. Spatial Ability in Female Artists' Performance, Sandra Kay. The Talented Female Athlete: Issues in the Development of Competitive Excellence, Kevin J. Wildenhaus. PSYCHOLOGICAL PER-

SPECTIVES. Deborah and Judith: Case Studies in Reflective Giftedness, Audrey A. Friedman. Counseling Gifted Women of Color, Kathy M. Evans. An Examination of the Lives of Gifted Black Young Women, Constance Hollinger. The Whole is More than the Sum of its Parts: Support Groups for Gifted Women, Caroline Yahne. Resilience, Resistance, and Responsibility: Resolving the Dilemma of Gifted Women, Kathleen Noble. SUMMARY. A New Model of Female Talent Development: A Synthesis of Perspectives from Remarkable Women, Kathleen Noble, Rena Subotnik, and Karen Arnold. Author Index. Subject Index.

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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.

Contents: CREATIVITY AND GIFTEDNESS WITHIN A CULTURAL CONTEXT. The Culturally and Linguistically Diverse School Population in the United States, *Angela Carrasquillo*. Culturally Diverse Gifted Students: A Historical Perspective, *Gisell B. Esquivel* and *Sara Nahiri*. GIFTED AND CREATIVE CHARACTERISTICS IN CULTURALLY DIVERSE CHILDREN. Learning Styles and Creativity in Culturally Diverse Children, *Fern Sandler* and *Giselle B. Esquivel*. Social and Emotional Characteristics of Gifted Culturally Diverse Children, *Mary Kopala*. Bilingualism and Creativity, *Mario Martorell*. IDENTIFICATION AND ASSESSMENT OF GIFTED AND CREATIVE ABILITIES IN CULTURALLY DIVERSE STUDENTS. Multicultural Issues in the Test of Ability and Achievement, *Robert J. Sternberg*. Identifying Gifted and Creative Culturally Diverse Children, *Emilia C. Lopez*. EDUCATIONAL INTERVENTIONS AND PROGRAMS. Educating the Culturally Diverse Child: An Integrative Perspective, *Ernesto M. Bernal*. Parents of Culturally Diverse Youngsters, *Joan Silverstein*. Evaluation of Gifted and Talented Programs, *John C. Houtz* and *Susan McCann*. Author Index. Subject Index.

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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.

Contents: CONCEPTUAL AND HISTORICAL BASES FOR EXAMINING CREATIVITY. Introduction: Issues in Studying Creativity in Youth, *Anne S. Fishkin*. A Survey of Psychological Studies in Creativity, *Jane Piirto*. Research Support for a Conceptual Organization of Creativity, *Susan Keller-Mathers* and *Mary Murdock*. COGNITIVE FUNCTIONING AND CREATIVITY. Problem Finding: A Key to Creative Productivity, *Alane Starko*. Creators Thinking and Producing: Toward a Developmental Approach to the Creative Process, *Susan Rostan* and *Jeanie Goertz*. The Judgmental Bases of Creativity and the Implications for the Study of Gifted Youth, *Mark A. Runco*, *Diane Johnson*, and *Joni R. Gaynor*. INTERPERSONAL CULTURAL AND ENVIRONMENTAL INFLUENCES ON CREATIVITY. Early Childhood Interests: Seeds of Adult Creativity, *LeoNora Cohen* and *Judy Gelbrich*. Motivation for Productive Creativity, *Gail Lewis*. Perspectives in Studying Creativity and Cultural Diversity, *Scott Hunsaker* and *Mary Frasier*. RESEARCH METHODOLOGIES. Is Creativity Quantitatively Measurable? A Paradigm for Creativity Research, *Karen B. Rogers*. Qualitative Research Methods for Studying Creativity, *Karen Meador*, *Scott Hunsaker*, and *Ketheryn Kearney*. ASSESSMENT OF CREATIVITY. Assessment of Cognitive

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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 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.

Contents: Introduction: Individual Differences in Problem Solving: Psychometric and Information-Processing Theories. Problems, Problem Types, and Problem Solving. What is a Problem. Differences Among Problems. Taxonomies of Problem Types. How are Different Problems Solved? Chapter Summary. Flexible Thinking. Flexible Versus Rigid Thinking. Flexible Thinking in the Developmental Theories of Piaget and Vygotsky. Models of Knowledge and Thinking Mobility. Analogical Thinking and Flexibility. Flexible Thinking in Psychometric Theory. Critical Remarks. Flexible Strategy Use Issues in Previous Research. New Finding. Metacognitive Links. Chapter Summary. Strategy Flexibility: The Cognitive-Training Approach. Recent Research. New Findings. Chapter Summary. Concluding Remarks. References. Author Index. Subject Index.

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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.

Abridged Contents: The Gifted Triangle. Intellect and Creativity. Measuring Creativity. Other Ways to Know Gifted Children. Discover and Nurture Creative Talent. Stimulating Creative Imagination. Making Creative Analogies. Intellect, Imagination and Discovery. Creatively Gifted Children Growing Up. Creatively Gifted Children Have Problems. Learning Approaches for the Creatively Gifted. Glancing at Curriculum and Motivation. Paths to Excellence. Reaching for the Rainbow. References. Author Index. Subject Index.

2000 264 pages

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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.

Contents: Introduction, *Mark A. Runco*. THEORETICAL APPROACHES. Historiometric Studies of Creative Genius, *Dean Keith Simonton*. Psychoanalytic Theories of Creativity, *John E. Gedo*. Creativity and Personality, *Hans Eysenck*. Creativity and Perception, *Gudmund J.W. Smith* and *Gunilla van der Meer*. Fostering Creativity in the Classroom: General Principles, *Arthur Cropley*. Developmental Trends in Creative Potential and Creative Performance, *Mark A. Runco* and *Robyn E. Charles*. TOPICS AND ISSUES. The Structure-of-Intellect Model Revisited, *Patricia A. Bachelor* and *William B. Michael*. Mental Imagery and Visual Creativity, *Ronald A. Finke*. Creativity and the Cerebral Hemispheres, *Albert N. Katz*. Humor and Creativity: A Review of the Empirical Literature, *Karen O'Quin* and *Peter Derks*. Creativity's Compass: A Review of Problem Finding, *Eileen S. Jay* and *David N. Perkins*. Mental Illness, Deviance and Creativity, *Russell Eisenman*. Author Index. Subject Index.

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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.

Contents: PART I: PERSPECTIVES, *Joan Franklin Smutny*. PART II: IDENTIFICATION: CREATIVE STRATEGIES AND TECHNIQUES, *Joan Franklin Smutny*. The Beginnings of Giftedness: Optimizing Early Learning, *Barbara Clark*. Identifying the Gifted Infant, *Judith A. Gelbrich*. Seeking Advanced Potentials: Developmentally Appropriate Procedures for Identification, *Bertie Kingore*. A Sensibility Approach to Identifying and Assessing Young Gifted Children, *Maurice D. Fisher*. Identification and Nurturing of Precocious Children in Early Childhood, *John F. Feldhusen* and *Hazel J. Feldhusen*. The Importance of Early Identification of Gifted Children and Appropriate Educational

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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.

Abridged Contents: An Introductory Overview. The Typography of the Parents as Teachers Program. An Urban Parent Education Program: Preliminary Sketches. Difficult Family Situations: The Interplay of Recruitment and Services. Recruiting the Hard to Reach. The Parent Educator as Teacher. The PAT Program as Curriculum. PAT as an Educational System: A Macro View. Organizational Structures and Processes: Toward a Systemic View of Art. A Concluding Perspective. Summary, Conclusions, and Recommendations. Overall Summary and Conclusions. References. Author Index. Subject Index.

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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.

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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

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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 were it 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 to bear on writing's relationship to new technologies.

Contents: PROLOGUE. By Way of Prologue: A Dispatch Concerning Suspense, Signs, and Shapes, *Hugh Burns*. Introduction, or Philosophizing About the Art and Techne of Writing in This Book, *Dene Grigar and John F. Barber*. CHAPTERS FROM NEW WORLDS: WRITING IN AND ABOUT ELECTRONIC SPACES. A Dialog on the Reality of Writing in Virtual

Environments, *Dene Grigar*. In Between: Or, Writing on the Midway, *Victor Vitanza*. @Title This_Chapter As . . . [Was: On the Web, Nobody Knows You're an Editor], *Mick Doherty*. A Play on Texts: A Rhetoric and Poetics of Discourse, *Myka Vielstimmig*. Following in the Footsteps of the Ancestors: From Songlines to Illuminated Digital Palimpsests, *John F. Barber*. COMMENTS BETWEEN CHAPTERS: Dispatches from the MiddleWor(l)ds of Computers and Composition: Experimenting with Writing and Visualizing the Future, *Gail Hawisher* and *Cynthia Selfe*. CHAPTERS FROM NEW WORDS: STAKING OUT EVOLVING BOUNDARIES OF ELECTRONIC SPACES. CypherText MOOVes: A Dance With Real-Time Publications, *Jan Rune Holmevik* and *Cynthia Haynes*. Diving into the Text: Rediscovering the Myths of Our Books, *Nick Carbone*. A Meshing of Minds: The Future of Online Research for Print and Electronic Publication? *Michael Day*. Theorizing the Raw Archive: A New Paradigm for Academic Scholarship and Publication, *Jeff Galin* and *Joan Latchaw*. What Are We Doing to Ourselves? (Some Material Practices of Digital Publishing), *Dickie Selfe*, with *April Chapman*, *Allan Heaps*, *Heather Kreager*, *Brian Neuwerth*, and *Alanna Smith*. Writing in Electronic Spaces, *Judith Kirkpatrick*. CHAPTERS FROM NEW WOR(L)DS. MOO=Public+A(c)tion: A MOO Session for New Worlds, New Words, *Mick Doherty* and *Sandy Thompson*. Epilogue: "They Are Already In It", *Lester Faigley*. Author Index. Subject Index.

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UNDERSTANDING EDUCATION AND POLICY

Series Editors: **William T. Pink and George W. Noblit**

This series employs a variety of perspectives to better understand the aims, practices, substance, and contexts of schooling, and to explore the meaning of this analysis for a reconceptualization of educational policy. The primary intent is to redirect the language used, the voices included in the conversation, and the range

of issues addressed in the current debate concerning educational policy. In doing this the series also explores the differential conceptions and experiences that surface from analysis across racial, class, gender, and ethnic differences.

Books in the series are grounded in the contextual lives of the major actors in schools—students, teachers, administrators, parents, and policymakers. They focus on and integrate where appropriate, education and policy across the range of formal educational institutions (preschool through postsecondary) as well as other key areas that cross-cut school and youth development—home, community, peer groups, work, and juvenile justice. The challenge is to fully explore life in schools through the multiple lenses of these various perspectives and within the context in which actors and schools are situated. Such a range of empirically sound and theoretically challenging work provides a basis for a fundamental but urgently needed rethinking of the content, process and context for school reform.

Inquiries and proposals should be sent directly to either editor. William T. Pink, Marquette University, Schroeder Health Complex 176, POB 1881, Milwaukee, WI 53201-1881, 414-288-7351 (office) 414-288-3945 (fax); George W. Noblit, School of Education, CB# 3500, University of North Carolina-Chapel Hill, Chapel Hill, NC 27599, (919) 962-2513.

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 an ethnographic case study.

Contents: LANGUAGES OF COM-

MUNITY IN SCHOOLING.

Community: Two Languages of Philosophical Meaning. Exploring Community: Methodologies, Research Sites, and the Researcher. PAST AND PRESENT TENSIONS. A Brief History of Competing Traditions. Contemporary Dialogues. LIBERAL AND COMMUNITARIAN VIEWS ON EDUCATION. Varieties of Liberalism in Educational Philosophy and Practice. Communitarianism and Schooling: Philosophy and Practice. Problems for Liberal and Communitarian Educational Agencies. PORTRAIT OF A CONFLICT. "A Community of Learners and Leaders." Conflict. Emerging Themes. PUBLIC SCHOOL COMMUNITIES: REASONING, RELATIONAL, PARTICIPATORY. Reason Conceived as Reasoning. The Relational Dimensions of Community. Participation and Power. PRACTICAL TRANSFORMATIONS: SCHOOLS AS COMMUNITIES. The Importance of Reasonable Scale and Flexible Time. Using Site-Based Management to Transform Definitions of Leadership. Challenging "The Cult of Efficiency". Dialogue and the Art of Relating. Concluding Thoughts, Bibliography. Author Index. Subject Index.

2000 208 pages
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Working Together?

Grounded Perspectives on Interagency Collaboration

edited by Amee Adkins, Illinois State University, Catherine Awsumb, University of Pittsburgh, George Noblit, 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.

Contents: Working Together? An Introduction, *George W. Noblit, Penny L. Richards and Amee Adkins*. MAPPING CURRENT PRACTICE: CASE STUDIES OF SERVICE DELIVERY, *George W. Noblit*. Making a Virtue of Necessity: Organic Collaboration in a Rural Community, *Catherine Awsumb and Rhonda Jeffries*. Collaboration and Complexity in an Urban Center, *Penny L. Richards, Brian McFadden, and Jackie Blount*. Collaboration in Crisis: Fragmentation as Status Quo, *Amee Adkins and Kathy Hytten*. Interagency Collaboration: Alternative Forms and Their Problems, *Laura Desimone et al*. Part I Conclusion: Learning from Current Practice, *George W. Noblit,*

Penny L. Richards, and Amee Adkins. FROM THE OTHER SIDE OF THE DESK: CLIENT PERSPECTIVES ON COLLABORATION, *Penny L. Richards, Michelle, Lynn, LaShawn, and Alice*: Narratives of Increasing Dependency, *Penny L. Richards and Brian McFadden*. Betty, Meg, Sharon, and Wanda: Narratives of Maintenance, *Penny L. Richards and Mary Nix*. Cheryl, Ruth, Edith, and Susan: Narratives of Increasing Independence, *Penny L. Richards and Rhonda Jeffries*. Part II Conclusion: Five Messages from the Other Side of the Desk, *Penny L. Richards*. REALITIES OF COLLABORATION: LESSONS LEARNED FROM BEST EFFORTS, *Catherine Awsumb*. Targeting Services to At-Risk Students—Caldwell County Communities in Schools, *Catherine Awsumb and Kathy Hytten*. Creating Opportunities for Families: Cleveland Country Communities in Schools and Opportunities for Families, *Catherine Awsumb and Kathy Hytten*. Synchronizing Substance Abuse Prevention: Columbia County CARES, *Catherine Awsumb*. Building Communities: Uplift, Inc., *Catherine Awsumb and Jean Patterson*. The Floating Think Tank: Wake County Children's Initiative, *Catherine Awsumb and Brian McFadden*. Part III Conclusion: Common Themes from Best Efforts, *Catherine Awsumb*. Looking Forward: Lessons for Future Practice, *George Noblit et al*. Epilogue: Moving Forward—Interagency Collaboration in Context in North Carolina, *Dee Brewer*. References. Author Index. Subject Index.

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ISBN: 1-57273-105-2 \$24.95

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 ide-

ologies, 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 post-modern 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 introductions 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.

Contents: PART I: THE DISCOURSES OF ADMINISTRATION AND SUPERVISION. Discursive Power in Educational Organizations: An Introduction, *David Corson*. The Language of Power vs. The Language of Empowerment: Gender Differences in Administrative Communication, *Charol Shakeshaft and Andy Perry*. Power, Discourse, and Styles of Female Leadership in School Committee Meetings, *Ruth Wodak*. The Micropolitics of Successful Supervisor-Teacher Interaction in Institutional Conferences, *Jo Roberts and Joseph Blase*. Teacher Resistance in a Supervision Conference, *Duncan Waite*. Ideology and Distortion in the Administration of Outgroup Interests, *David Corson*. The Identification and Evaluation of Power in Discourse, *Viviane Robinson*. PART II: THE DISCOURSES OF POLICY AND CURRICULUM. Power and the

Discourses of Policy and Curriculum: An Introduction, *David Corson*. Pragmatism, Modernity and Educational Change, *Cleo H. Cherryholmes*. Sign Language and the Discursive Construction of Power Over the Deaf through Education, *Jan Branson and Don Miller*. Discursive Power in Educational Policy and Practice for Culturally Diverse Students, *Jim Cummins*. Talking Difference: Discourses on Aboriginal Identity in Grade One Classrooms, *Alan Luke, Joan Kale, Michael Garbutcheon Singh with Tracey Hill, and Favardin Daliri*. Changing Schools, Teachers and Curriculum: But What About the Girls? Theorizing Change and Feminist Post-structuralism, *Jill Blackmore and Jane Kenway*. Critical Language Awareness and Self-Identity in Education, *Norman Fairclough*. Dancing, Seducing or Loving, *Robert Young*. Experience-Near Classroom Examples as Commodities, *Stanton Wortham*. References. Author Index. Subject Index.

1995 368 pages
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.

Contents: Introduction. Chapters 1-13. Endnote. Bibliography.

1998 256 pages

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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.

Abridged Contents: Understanding the Forms of the Current Crisis. The Social Context of Urban Schooling. The Perennial Quest of Ideological Control of Big-City Schooling. Postmodernism and the Politics of Urban Pedagogy. Postmodernism, Identity Politics, and Student Resistance. Conclusion: The Lingering Quest of Democracy. References. Author Index. Subject Index.

1996 272 pages

ISBN: 1-57273-074-9 \$55.00 cloth

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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 desegregation policies that do not take into account the importance a school can have for its community.

Contents: INTRODUCTION. Focus. Politics of Location and Space in Centerville. History/Context of Project. The Wonders of the Encounter. The Attitude-Achievement Paradox or Contradictions between "Values-Spoken" and "Values-Lived". DREAM-KEEPERS AND TALES OF THE PAST. Mothers as Pushers. Lost Ownership. The Lost Ethic of Caring with Power. Situated Freedom versus Freedom in a Vacuum. SCHOOLS OF THE PRESENT. "Schools Not Living." School Life and Real Life. "Teachers Don't Teach—Teachers Don't Care". "They Called Me Zebra"—About Peer Pressure. Gender Identity Construction in School. Dropping Out to School—About Busing and School Transfers. CONCLUSION. Summary. The "Attitude-Achievement Paradox" (Mickelson, 1990) Revisited. The Needs of the Young and the Nostalgia of the Old. Symbolic Healing and the Possibilities for Action. APPENDIX. Data Collection. Interviewing: The Procedure. Data Analysis. References. Author Index. Subject Index.

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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

High School Organization: Bureaucracies and Communities, *Valerie E. Lee*. THE INTERPRETIVE PATH: INTROSPECTION ON DOING EMIC RESEARCH IN EDUCATION. An Introduction to Introspection on Doing Emic Research in Education, *Richard Westheimer and Kathryn Borman*. Beyond Settling for Scholarship: On Defining the Beginning and Ending Points of Post-Modern Research, *Jane Van Galen and Deborah J. Baker*. Beyond Innocent Readings: Educational Ethnography as a Crisis of Representation, *Deborah P. Britzman*. Qualitative Research in Sociology of Education: Reflections on the 1970s and Beyond, *Lois Weis*. THE CRITICAL PATH: POWER, POLITICS AND KNOWLEDGE IN EDUCATION. An Introduction to Power, Politics and Knowledge in Education, *Michael W. Apple*. The State and Educational Reform, *Didacus Jules and Michael W. Apple*. The Genesis of Groups in the Sociology of Education, *James G. Ladwig*. THE POLICY PATH: FEDERAL, STATE, AND LOCAL ROLES IN EDUCATIONAL REFORM. An Introduction to the Federal, State, and Local Roles in Educational Reform, *Bruce L. Wilson*. The Federal Commitment to Educational Reform 1979-1993: From Self-Help to Systemic Reform, *Peter W. Cookson, Jr.* The States and Educational Reform, *William A. Firestone*. Restructuring and Policy Research: Connecting Adults to Students, *Bruce L. Wilson, Jaci Webb, and H. Dickson Corbett*. THE POSTMODERN PATH(S): EXPLORING THE IMPLICATIONS OF A POSTMODERN PRACTICE OF THE SOCIOLOGY OF EDUCATION. An Introduction to Exploring the Implications of a Postmodern Practice of the Sociology of Education: Closing the Rift Between Theory, Practice and Research, *Alan R. Sadovnic*. Sociology of Education as a Postmodern Practice, *Philip Wexler*. Difference, Identity and Community: American Perspectives on the Curriculum, *Johan Muller*. Just Naming?: Educational Discourses and the Politics of Identity, *Carmen Luke and Allan Luke*. Author Index. Subject Index.

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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.

Abridged Contents: Introducing the Argument and Summarizing the Debate: Democracy and a General Theory of Action. The Role of the Schools and the Importance of a General Theory of Education. Meeting the Goal of Student Participation in Decisions that Affect One's Life: Developing the Skills for Responsible Practical Empowerment. The Problem-Solving Curriculum in a Democratic

Classroom: Helping Students Learn How to Solve Important Social and Personal Problems. Building a Democratic Culture. Personal Problems or Difficulties as Problem-Solving Curriculum in the Democratic Classroom. Rights as an Integral Component of a General Theory of Democratic Education. Equal Encouragement in the Democratic Classroom. "Intelligence" and the Democratic Classroom. The Democratic Teacher-Leader, Theoretician, and Research: The Heart of the Educational Process in the Classroom. Democratic Evaluation and Research. Last Thoughts. References. Author Index. Subject Index.

1999 384 pages

ISBN: 1-57273-219-9 \$35.00 paper

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 tenacious relationships, and one describes the personal tenacity of students on their own. The last presents a school whose philosophy and approach support the concept of tenacity. An introductory 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 construct of caring in schools.

Contents: Introduction, *Mary Anne Pitman*. "Oh No, Not My Child": One Parent's Refusal to Let Her Sons be "Pushed Out" or "Pushed Down," *Anne Hawkins*. Teen Mothers and Young Grandmothers, *Lanahan D. Camblin and Patricia H. White*. Survival Patterns Among Unemancipated Independent Living Teenagers, *Joel Milgram and Nancy Briton*. Tenacity in a Noncaring Environment: Growing Up With Chemical Dependency and Sexual Child Abuse, *Margo J. Heydt*. You Are Students AND Parents: Messages from and Modeling by a Day Care Teacher in an Urban High School, *M. Lynne Smith*. Holding On: Establishing Webs of Care and Connection, *Debbie Zorn*. A School with a Mission to Care, *Barbara Huston*. Tenacious Caring: Where Do We Go from Here?, *Bram Hamovitch*. Postscript, *Mary Anne Pitman and Debbie Zorn*. References. Author Index. Subject Index.

1999 160 pages

ISBN: 1-57273-210-5 \$42.50

ISBN: 1-57273-211-3 \$18.95

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. Its 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 ideologies, 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

changes to their professional working practices. The theme of the book is articulated by the question that weaves through the study: How do individuals manage to retain a sense of freedom with constraints imposed on them?

Contents: INTRODUCTION. FROM PATRONAGE TO COMPETITION. Introduction. Examinations and Their Influential Place in Controlling the Education of Children in England/Wales. Examinations and the Upper Class. Examinations and the Middle Classes. Examinations and the Lower Classes. Twentieth Century Examinations: The Rise of Teacher Control. The Rise of One Examination For All: The Fall of Teacher Control. Concluding Comment. NATIONAL CHANGE. From Partnership to Subservience. Central Imposition-Local Conditions. The Teachers' Pay and Conditions Act 1987. The New Teacher In-service Arrangements. Comments on the National Strategy for Managing Change. FROM THE MACRO TO THE MICRO. The School Context. Researching in the Context. Control. Goal Diversity. Ideology. Conflict. Case Study Research Methods-Doing Research. The Structure of the Case Study. BEING A CTL AT PARKVIEW SCHOOL. The Little Museum. Sunshine Management. The Organ Grinder's Monkey. Theme 1-Imposed Curricula. Theme 2-Legislation. Theme 3-Organizational Demands. Conclusion. CTL PERSPECTIVE ON IMPLEMENTING THE GCSE. On Teaching the GCSE. CDT-Mr. Wood. English-Mrs. Hardy. Humanities-Mr. Bond. Math-Mr. Pye. Science-Mr. Joule. Commentary. Innovation - But Change?? ON MANAGING CURRICULUM AND ASSESSMENT CHANGE. On Managing the Curriculum Area. Power? What Power? Commentary. Concluding Comment. ASSESSMENT AND TEACHER PROFESSIONALISM. National Assessment—The Tightening of Control of Teachers' Work. So What Happened to TGAT? High Stakes Testing and Teachers Fighting Back.

Teacher Professionalism in an Era of Accountability. References. Author Index. Subject Index.
1996 240pages
ISBN: 1-57273-034-X\$49.50 cloth
ISBN: 1-57273-035-8\$22.95 paper

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.

Abridged Contents: Through the Looking Glass: Framing Feminist Work. I'm Going to Tell You a Story: The Women. "I Don't Call Myself That": Naming Our Beliefs. The Tune of the Hickory Stick: Structure and Social Organization in High Schools. The Procession of the Sons of Educated Men: Structure and Social Organization in Higher Education. Behind Closed Doors: The Politics and Practice of Feminist Teaching in the High School. Border Crossing: The

Politics and Practice of Feminist Teaching at the University. Teaching and Research: Outrageous Acts and Everyday Revolutions. Coda: The Balance of Power in Feminist Qualitative Research, or Dancing with a Stranger. Appendix: Doing Feminist Research. References. Author Index. Subject Index.
1997 304 pages
ISBN: 1-57273-080-3\$59.50 cloth
ISBN: 1-57273-081-1\$24.95 paper

Good Schools

The Policy Environment Perspective

Charles A. Tesconi, The American University

THIS VOLUME reports on the policy-based dimensions, or policy elements, of three successful high schools, which the author terms the policy environment. The policy environment perspective offers insight into how school uniformity and uniqueness interact; illuminates the importance of the philosophy-policy-practice connection in successful schools; instructs about a school's readiness for change; and identifies access points for particular changes in a school. It offers a new and compelling way of thinking about successful schools, their unique and their common features, and their likely response to change.

Contents: PART I: CONTEXT APPROACH FOCUS. THE EFFECTIVE SCHOOLS CONTEXT. On the Other Hand. A SHAKY START. SOME BACKGROUND. Four Major Steps. A Note of Caution. A FALSE AHA! Teacher Professional Authority. Three High Schools. THE POLICY ENVIRONMENT. Policy as Normative. Policy Elements. Policy Elements as Interrelated. The Policy Environment. Some Considerations. PART II: THE SCHOOLS. Overview. RURALDOM UNION HIGH SCHOOL. TOWNSTON REGIONAL HIGH SCHOOL. CITYVILLE HIGH SCHOOL. Postscript. Policy Elements. PART III: THE POLICY

ENVIRONMENT PERSPECTIVE. THE PARADOX. THE LOGIC OF THE POLICY ENVIRONMENT. Contextuality. Features of Policy Elements in Good Schools. THE POLICY ENVIRONMENT PERSPECTIVE AND SCHOOL CHANGE. Epilogue. References. Author Index. Subject Index.
1995 208 pages
ISBN: 1-57273-024-2\$46.50 cloth
ISBN: 1-57273-025-0\$21.95 paper

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 evident 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.

Contents: Introduction, *Fred Yeo* and *Barry Kanpol*. The Rules of the Game: Detracking and Retracking the Urban High School, *Dennis Carlson*. The Rubber Band Club and Other Fables of the Urban Place, *Karen Anijar*. Pedagogy and the Politics of Popular Culture in the Inner City, *Barry Kanpol*. Urban Education in a Multicultural Society: The Role of Black Studies, *Felix Boateng*. Critical Dialogue and the Transformation of Schools and Schooling: Urban and Suburban Sister Schools, *William T. Pink*. Dewey and the Inner-City School: Arguments for a Democratic

Reformative Praxis, *Lois Weiner*. Urban Schools and Teaching: An Illusion of Education, *Fred Yeo* and *Barry Kanpol*. Curriculum and Pedagogy in Inner-City Schools: An Analysis of Rationales for Failure, *Fred Yeo*. Urban People's Knowledge and Voice: A Challenge to the Hegemony of Learning Settings and Situations, *Daniele Flannery*. Can Critical Pedagogy Work in the Inner City?: A Conversation with *Peter McLaren*, *Barry Kanpol* and *Peter McLaren*. Author Index. Subject Index. **1999 288 pages**
ISBN: 1-57273-212-1 \$59.50 cloth
ISBN: 1-57273-213-X \$26.50 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.

Contents: Introduction. Writing Classrooms as Activity Systems, *Patrick Dias*. Write Where You Are: Situating Learning to Write in University and Workplace Settings, *Aviva Freedman* and *Christine Adam*. Diplomats in the Basement: Graduate Engineering Students and Intercultural Communication, *Ann Beer*. Writing and Design in Architecture Education, *Peter Medway*. Bridging the Gap: University Based Writing is More Than Simulation, *Aviva Freedman* and *Christine Adam*. Writing as Way into Social Work: Genre Sets, Genre Systems, and Distributed Cognition, *Anthony Pare*. What Do We Learn From the Readers? Factors in Determining Successful Transitions

Between Academic and Workplace Writing, *Christine Adam*. Revising a Research Article: Dialogic Negotiation, *Natasha Artemeva*. Organizational Culture as Contexts for Learning to Write, *Jane Ledwell-Brown*. Reinventing Expertise: Experienced Writers in the Workplace Encounter a New Genre, *Graham Smart*. Author Index. Subject Index.

2000 256 pages
ISBN 1-572730269-5 \$59.50 cloth
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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.

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.

Contents: Introduction: An Emerging Research, *Scott Lloyd DeWitt* and *Kip Strasma*. Sites of Conflict: The Challenges of Hypertextualizing Composition in the College Writing Class, *Kathleen Duguay*. The Limitation of Hypertext in the Composition Classroom, *MaryLynn Saul*. The Pedagogical and Electronic Contexts of Composing Hypermedia, *Ann Margaret McKillop* and *Jamie Myers*. Defining Links, *Scott Lloyd DeWitt*. Cognition, Meaning, and Creativity: On Reading Student Hypertexts, *Emily Golson*. Developing Hyperphoric Grammar to Teach Collaborative Hypertexts, *David W. Norton*, *Beverly B. Zimmerman* and *Neil Lindeman*. Hypertext Unplugged: Using Hypertext in Any Written Content, *Kip Strasma*. Epistemic Conversations: Creating Socratic Dialogue in Hypertext, *Gary Ryan*. Inquiry into Hypertextualizing TAs: Or How Do I Evaluate Hypertexts for Composition TAs? *Deborah Balzhiser*. Mapping the Emergent Structures of Hypertext, *H. Lewis Ullman* and *Maureen Alana Burgess*. Author Index. Subject Index.

1999 352 pages
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Abridged Contents: Portfolio-Based Writing Assessment, Portfolio-Based Writing Assessment in College Writing Programs. Portfolios in Practice. Developing a Theory for Portfolio Based Writing Assessment. Research Agenda for Portfolio-Based Writing Assessment. Author Index. Subject Index.

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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. LITERACY FOR SALE AT THE PLAZA DE SANTO DOMINGO. The Plaza de Santo Domingo. Methodology: Tools for Looking Up Close. Data Analysis. Learning the

Trade: The Focal Scribes. What Scribes Do. The Scribes' Clientele. SCRIBES AND CLIENTS AT WORK. The Structure of Scribe and Client Interactions. Multiple Participations: Spectators, Monitors, Practitioners and Foremen. Multiple Participations in Literacy. UNPACKING THE SOCIAL DIMENSIONS OF LITERACY. Writing: Truth and Consequences. Following the Rules of Written Language. Literacy Imbedded in the Social World. THE MULTIPLE SOCIAL DIMENSIONS OF LITERACY PRACTICE AND PARTICIPATION. The Social Nature of Literacy: Dialogic, Intertextual and Situated. The Use of Writing in the Social World. Great Expectations: Literacy, Development, and Social Participation. Appendixes. References. Author Index. Subject Index.

1999 184 pp.

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

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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 literac(ies) 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 get an understanding of how literacy functions in these communities.

Contents: Introduction, Beverly J. Moss. En Los Idiomas: Literacy Practices Among Chicago Mexicanos, Marcia Farr. From Mountaintops to

City Streets: Literacy in Philadelphia's Hmong Community, Gail Weinstein-Shr. Toward a Dialogical Understanding of Literacy: The Case of Navajo Print, Daniel McLaughlin. Reading Rites and Sports: Motivation for Adaptive Literacy of Young African American Males, Jabari Mahiri. Creating a Community: Literacy Events in African-American Churches, Beverly J. Moss. World Traveling: Enlarging our Understanding of Nonmainstream Literacies, Elizabeth Chiseri-Strater. Author Index. Subject Index.

1994 224 pages

ISBN: 1-881303-61-6 \$45.00 cloth

ISBN: 1-881303-62-4 \$24.95 paper

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 theo-

ries 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.

Contents: Introduction, Kathleen Blake Yancey. The Case for Prompted Self-Assessment in the Writing Classroom, Thomas L. Hilgers, Edna L. Hussey, and Monica Stitt-Bergh. Some Issues and Concerns from Postmodern and Feminist Perspectives, Susan Latta and Janice Lauer. Applications and Assumption of Student Self-Assessment, Rebecca Moore Howard. Talking About Writing: A Classroom-Based Study of Students' Reflections on Their Drafts, Chris M. Anson. Confessions from Our Reflective Classroom, Sam Watson. Revision as Self-Assessment, Richard L. Larson. Freewriting in the Middle: Self-Help for College Writers Across the Curriculum, Vicki Tolar Collins. "Know Your Knowledge": Journals and Self-Assessment, Jane Bowman Smith. Self-Assessment, Reflection, and the New Teacher of Writing, Irwin Weiser. Negotiating T.A. Culture, Sandra Mano. Reflections on Self-Assessment, Kathleen Blake Yancey and Jane Bowman Smith. Author Index. Subject Index

2000 192 pages

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

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GENERAL TITLES

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.

Contents: Editorial Introduction. Bernstein and Poetics, *Dell Hymes*. Cultural Semantics: Occupations and Gender Discourse, *Lynne Chisholm*. Official Knowledge and the Growth of the Activist State, *Michael W. Apple*. Culture, Crisis and Morality: The Struggle Over the National Curriculum, *Stephen J. Ball*. Changing Pedagogic Discourse, *Tony Edwards*. Basil Bernstein and Aspects of the Sociology of the Curriculum, *Ivor Goodson*. Decoding Classroom Work, *Brian Davies*. Visible and Invisible Pedagogies in Literacy Education, *Courtney B. Cazden*. Decoding Childhood, *Chris Jenks*. Classification and Framing in English Public Boarding Schools, *Geoffrey Walford*. Theorizing Social Relations Within Urban Schooling, *Gerald Grace*. Delicate Boundaries: Bernstein, Sacks and the Machinery of Interaction, *David Silverman*. Bernstein and Ricoeur: Contours for the Social Understanding of Narratives and Selves, *Hilary Dickinson* and *Michael Erben*. Post-Metaphysical Discourse and Pedagogy, *Robert Young*. Notes on Contributors. Indexes.

1995 320 pp.

ISBN: 1-881303-04-7 \$65.00 cloth

ISBN: 1-881303-05-5 \$26.50 paper

Curriculum Leadership

Rethinking Schools for the 21st Century

edited by **Regis Bernhardt, 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

OF CONSTRUCTIVIST CURRICULA. The Quiet Revolution: Rethinking Teacher Development, *Linda Darling-Hammond*. Redirecting Professional Development of Professional Administrators: Collaborative Approaches, *Anne Gargan* and *Rita Guare*. The Task Characteristics of Teaching: Implications for the Organizational Design of Schools, *Brian Rowan*. The Role of Collaboration in the Process of Change, *Patricia Antonacci* and *Regis Bernhardt*. Collaboration and Constructivism: The Case for the Nonpublic School, *Gerald Cattaro*. Staff Development Planning: Teacher Responses to At-Risk Students, *Daniel Duke* and *Bruce Gansneder*. The National Standards Movement: Transforming Mathematics and Education, *Martha Stone Wiske*. THEORETICAL PERSPECTIVES FOR COLLABORATIVE, CONSTRUCTIVIST CURRICULA. Acquisition of Self-Regulatory Skill: From Theory to Practice, *Barry J. Zimmerman*.

Vygotsky, Bakhtin, and Identity Formation: Applications for Youth Empowerment, *William Penuel*. Curriculum and Leadership Roles for Educating Linguistically and Culturally Diverse Students, *Angela Carrasquillo*. Challenges to Curriculum Planning for Inclusion in Early Care and Education, *Theresa Bologna*. Data-Based Staff Development for Inclusion Education, *Terry Cicchelli*. CONTEXTS AND STRATEGIES FOR LEARNING: THE HOW TO FOR CONSTRUCTIVIST CURRICULA. Teaching Thinking: How Can We and Why Should We?, *Carthy Collins Block* and *Cathleen Cavanaugh*. Implementing the Multiple Intelligences: The New City School Approach, *Thomas Hoerr*. Problem Based Learning Across the Curriculum, *William Stepien*. Author Index. Subject Index.

1998 320 pages

ISBN: 1-57273-149-4 \$65.00 cloth

ISBN: 1-57273-150-8 \$26.50 paper

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.

Contents: Sociocultural and Motivational Contexts of Mathematics Learning for Diverse Students, *Laurie Hart* and *Martha Allexsaht-Snider*. Beliefs, Motivation, and Achievement in Mathematics: A Cross-National Perspective, *David Uttal*. Influential Factors in Student Motivation to Learn Mathematics: The Teacher and Classroom Culture, *Doug Grouws* and *Linda Lembke*. Constructivism and the Motivated Transfer of Skills, *John Borkowski* and *Nithi Muthukrishna*. Metacognitive, Motivational, and Social Influences on Mathematics Strategy Use, *Martha Carr*. Gender Differences in Mathematics Achievement: The Role of Motivation, *Judith Meece*. Students' Beliefs of Knowing and Learning Mathematics: Implications for Motivation, *Peter Kloosterman*. Strategy Use, Motivation, and Math Achievement in High School Children, *Patricia Pokay*. Author Index. Subject Index.

1996 200 pp.

ISBN: 1-57273-026-9 \$45.00 cloth

ISBN: 1-57272-027-7 \$20.95 paper

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.

Contents: All Too Familiar. The Division of Labour in Ethnography. Writing About Teachers. Waxing Eloquent. A Green Hill Far Away. Socialization into Teaching. Beds, Benches and Backcloths. Naming the Flames. The Rapist with a Helicopter. The View from the Cabbages. Purity and Paradigms. References. List of Publications by Sara Delamont and Paul Atkinson. Author Index. Subject Index.

1995 256 pages

ISBN: 1-881303-14-4 \$55.00 cloth

ISBN: 1-881303-15-2 \$22.95 paper

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

ISBN: 1-57373-031-5 \$21.95 paper

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 relations 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 cycle around the possibility of a collective “critical” position in literacy education, always with the practical urgency that contemporary language and literacy education demands.

Contents: Literacy’s Myths and Legacies: From Lessons From the History of Literacy, to the Question of Critical Literacy, *Harvey Graff*. Language Policy: State Texts for Silencing and Giving Voice, *Joseph Lo Bianco*. History, Cultural Diversity, and English Language Teaching, *Martin Nakata*. The Regulating Discourses of Race and Ethnicity in Cultural Inclusive Literacy Education, *Parlo Singh and Karen Dooley*. Accounting and Silencing in Interviews: Smooth Running Through the “Problem of Schooling the Disadvantaged”, *Peter Freebody, Tim Forrest, and Stephanie Gunn*. Schooling and Literacy in Small Rural Communities, *Sandy*

Muspratt, Peter Freebody, and Allan Luke. Fiction, Fantasy and Femininities: Popular Texts and Young Women’s Literacies, *Linda Christian-Smith*. Making Theories for Different Worlds: Making Critical Differences, *Terry Threadgold*. Dangerous Memory as a Toll of Hope: Women in Catholic Education, *Mary MacDonald*. Literacy Instruction: A Bourdieuan Perspective, *Vicki Carrington*. Criteria-based Assessment in Senior High School: Transcending the Textual in Search of the Magical, *Jill Freiberg*. The Nature and Uses of Text in the Workplace: A Cross-case Comparison, *Sheryl Gowan*. “A Hiatus of Considerable Proportions”: Policy Interventions in Adult Literacy and Competence in Australia, *Rose Wickert*. Quality, Science and the Lifeworld: The Alignment of Business and Education, *James Paul Gee*. Author Index. Subject Index.

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.

Contents: Introduction to the Online Writing Classroom: Supporting Teachers Who Are Beginning to Use Technologies to Expand Notions of Literacy, Power, and Teaching, *Susanmarie Harrington, Michael Day, and Rebecca Rickly*. FOCUS ON

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The Literacy Connection

edited by Alice S. Horning 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.

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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.

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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.

Contents: Prologue. The Enigma of Spirituality. Psychological Resistance to Spiritual Events. In Search of Spiritual Intelligence. Spiritual Awakenings. A New Frame of Mind. Spiritual Intelligence or Spiritual Dementia. The Next Frontier. References. Selected Bibliography. Author Index. Subject Index.

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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 pre-school 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.

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The Literacy Standard

edited by Ronald A. Sudol and Alice S. Horning, 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 specific features of literacy assessment, followed by two chapters that deal with literacy standards in postsecondary settings. The next two 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.

Contents: Setting and Meeting New Literacy Standards: A Multicultural and Collaborative Pedagogy, *Evelyn Jaffe Schreiber*. Changing the Terms of the Debate: Standards and Skills in Postsecondary Education, *Pegeen Reichert Powell*. How Scoring Helps Teachers Understand Literacy Standards, *Karen Sheingold and Joan I. Heller*. Legislating Literacy: The Politics of Proficiency, *Connie Kendall*. Literacy Standards and Professional Stresspoints: Reflections on Large-Scale Writing Assessment, *Ronald A. Sudol*. Meeting Standards with Efficient Practices for Assessing Revision, *Maurice Scharton and Janice Witherspoon Neulieb*. Adventures in Assessment: Definitions and Standards for Critical Literacy Programs, *Alice S. Horning*. Learning in Different Worlds: Native American Students' Approaches to Academic Literacies, *Sibylle Gruber*. Deconstructing "Dumb Reading Groups": Rural New England Culture, Basic Writers/Readers, and the Question of Standards, *Laura Gray-Rosendale*. Literacy Standards at Hull-House: Forming a New Citizen in Civic Space, *Van E. Hillard*. Using Writing Standards to Develop a Rational and Moral Foundation for Economic Literacy, *Ken Baake*. Author Index. Subject Index.

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