

Frances Clarke Sayers Lecture Features Children's Author Jim Murphy

by Laurel Wruble

"I really love a good epidemic," quipped award-winning author Jim Murphy as he opened the twelfth Frances Clarke Sayers Lecture on Sunday, March 6, 2005. Professor Virginia Walter, Chair of the Department of Information Studies, welcomed an eager audience of librarians, teachers, local authors and parents—readers all. Barbara Metzenbaum, a second-year student in the Masters of Library and Information Science degree program, graciously introduced Mr. Murphy.

In his lecture, "The Accidental Book," Murphy conveyed his passion for the research process, which can entail many years, as was the case for his most recent work. In *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793*, Mr. Murphy uses the mystery genre to convey the detective nature of the doctors' work and infuse his narrative with suspense often absent in historical writing. In his talk, Mr. Murphy explained that *An American Plague* demonstrates his intent to write "experience" rather than "history" books. By transporting his readers to descriptive scenes true to their day, providing a dramatic arc, and interspersing humor, Murphy reveals the engaging and relevant narrative in the annals of history.

The following day, Mr. Murphy visited the classrooms of upper elementary students at UES, where he described his creative process and answered questions from admiring young fans. While the

children may have been surprised to learn that Jim Murphy began his writing career well into adulthood, they were visibly impressed by the author's example as a reader—Mr. Murphy told them he reads over four hundred books a year! Jim Murphy has written more than twenty-five books for young people. In addition to his Newbery Honor for *The Great Fire*, he has received many other awards, including the Robert F. Sibert Informational Book Award and a Boston Globe-Horn Book Honor. Currently, Mr. Murphy is working on three projects: a novel about a young girl on the Eerie Canal, a biography of Benedict Arnold, and an Irish horror picture book.

For the first time in the lecture's history, the Gonda Family Library of the Corinne A. Seeds University Elementary School (UES) joined the Department of Information Studies as a co-host of the event. Together, the Information Studies Department and the Gonda Family Library successfully secured eight Event Sponsors, who made possible the author's visit to UES in addition to the lecture. The annual lecture honors Frances Clarke Sayers (1897-1989). Considered a pioneer in children's librarianship, she also found expression as an author, essayist, speaker, and storyteller. Among her many titles, she served as the Librarian at UES and as a member of the UCLA faculty from 1954 to 1965.



Jim Murphy and Information Studies Department Chair Virginia Walter

After her death in 1989, friends and colleagues of Ms. Sayers established the Frances Clarke Sayers Lecture Fund. The Frances Clarke Sayers Lecture annually brings luminaries of children's literature to UCLA and a greater Los Angeles audience. In chronological order, previous Sayers Lecturers include Margaret McElderry, Ashley Bryant, Katherine Paterson, Lois Lowry, Robert Cormier, Virginia Hamilton, David Macaulay, Kevin Henkes, Walter Dean Myers, Richard Peck and Sharon Creech. Next year, the Department of Information Studies will proudly add Linda Sue Park's name to this impressive list. Park, who received the Newbery Medal for *A Single Shard*, will present the 13th Annual Sayers Lecture on Sunday, March 12, 2006. Continuing contributions to the Sayers Fund will secure the annual lecture as well as additional activities in children's literature, such as public conferences and visiting scholars. *You may contribute to the Sayers Fund by contacting the GSE&IS Office of Development at (310) 206-0375. **

Dean's Message

Much of the work of GSE&IS faculty and students takes place on the UCLA campus and in the greater Los Angeles area. It is here we do our teaching and learning, collaborate with education, library, and information studies professionals, and plan – if not carry out – our research.

We also travel. For some of us, our research requires that we travel. For all of us, an important means of sharing our work with others and learning from their work is travel to present papers to colleagues elsewhere and to attend meetings of our scholarly and professional organizations. Two of the largest conventions in which GSE&IS faculty and students in education and information studies participate take place in April and June. As I write this message in the middle of March, I am looking forward to attending both of them.

First up is the annual meeting of the American Educational Research Association (AERA), which represents approximately 22,000 members who conduct research and evaluation in education. This year, over 100 GSE&IS faculty and students are serving on panels, leading discussion groups, and presenting papers at the AERA annual meeting in Montreal, Canada from April 11 through April 15. For a listing of who is participating and what they are doing, go to www.gseis.ucla.edu/news/files/aera05.html. The theme of this year's AERA conference, "Demography and Democracy in the Era of Accountability," is particularly relevant to the work we do in education.

In late spring, June 23 through June 29 to be exact, the American Library Association (ALA) will hold its annual convention in Chicago. ALA is the oldest and largest library association in the world, with more than 64,000 members. Its mission is to promote the highest quality library and information services and public access to information. This year, librarians, information professionals, scholars, publishers, and other leaders in the library and information industry gather to consider topics associated with libraries and information services including the recent funding cuts (over \$50 million nationally according to an ALA national survey) to library budgets.

At both the AERA and ALA meetings, we host evening receptions. They are lively events, full of conversation about how one's presentation was received, what one is learning from other sessions and colleagues, and where the field is going. And there's lots of catching up. My colleagues and I especially enjoy talking with our graduates, taking pride in their accomplishments. We also have the opportunity to learn something about how our graduate programs contributed to their career paths and what we might do to prepare well the next generation of graduates.

For the weeks in which AERA and ALA are in session, many GSE&IS faculty and students will be away from UCLA. I am glad they are traveling. The travel to AERA and ALA, just like the travel faculty and students do for other



Aimée Dorr, Dean

conferences and for special presentations of their work, is necessary for their success. Tiresome as it can soon become, travel takes us to places where we have rich opportunities to inform others of our work and to learn from others how to improve our work.

Dean *

Peter McLaren: Connecting Pedagogy to Social Issues

by Shaena Engle

What is the role of an educator in the twenty-first century? In a world where education is the key to economic prosperity, social cohesion, and the promise of democracy, how do teachers provide students with tools to better themselves and their surroundings? How do social, class, racial, and political issues affect education? To what extent should the mission of public schools be focused on societal transformation?

Over the past thirty years, Education Professor Peter McLaren has written books, lectured at conferences and universities, and participated with grass roots activists around the world addressing these and other questions relating to critical pedagogy, the sociology of education, critical literacy, cultural studies, and social theory.

McLaren began his career in education as an elementary school teacher in Canada's largest public housing complex in Toronto. In 1980, while a graduate student at The Ontario Institute for Studies in Education, McLaren published, *Cries from the Corridor: The New Suburban Ghettoes*, a controversial exposé on urban schools in Canada. Based on events he witnessed while teaching, it soon became a national bestseller. "It is probably the only book I will ever write that is a popular bestseller. Ironically, it is now a book I disown," said McLaren. Many Canadians were shocked to read about violence in their communities, schools, and homes. "Violence was associated with the inner cities of the United States, not Canada," said McLaren. "What I don't like about the book is the fact that I was discouraged by the publishers to analyze what I observed. They saw a successful book in the description of violence. Without analysis,



Professor Peter McLaren

the book was read and interpreted by some as blaming the students and their families for the violence that permeated their lives both inside and outside of the school context."

After the book was published, McLaren continued pursuing his doctoral program and attended lectures by Michel Foucault, Umberto Eco, and Northrop Frye, as well as by visiting U.S. professors including Henry Giroux and Michael Apple. Upon completion of his doctorate in 1983, he became a special lecturer in Education at Brock University where his specialty was teaching in urban education and language arts contexts.

In 1985, he was invited by Henry Giroux to join him at Miami University of Ohio's School of Education and Allied Professions. Together with Giroux, McLaren began the Center for Education and Cultural Studies, eventually serving as the Center's Director. He authored numerous articles and books in a variety of fields including critical theory, postcolonial criticism, liberation theology, anthropology, and linguistics. "Working with Henry for me was like a budding artist working with Picasso. He was, and still is, a great mentor," said McLaren. While at Miami University, McLaren became the youngest professor to be named Renowned Scholar-in-Residence.

In 1986 McLaren published a critical ethnography, *Schooling as a Ritual Performance*, that the late sociologist, Basil Bernstein, described as a decade ahead of its time. In 1987, McLaren authored his classic book of critical pedagogy: *Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education* (now in its

fourth edition). McLaren incorporated parts of his first book, *Cries from the Corridor*, but he added an extended self-critique and leftist analysis. The book describes McLaren's reinvention as an educator, from a liberal humanist to a Marxist-humanist advocate of critical pedagogy. In *Life in Schools*, McLaren criticizes the pedagogy that he practiced as a classroom teacher and develops a new theoretical and political framework for teaching social justice. In 2004, the book was named one of the 12 most significant writings by foreign authors in the field of educational theory, policy, and practice by the Moscow School of Social and Economic Sciences. "I was extremely honored to be included in such a prestigious list. It was especially moving to me to be named alongside such great scholars as Paulo Freire, Jerome Bruner, Pierre Bourdieu, and Basil Bernstein," said McLaren.

McLaren met his second life-long mentor, Paulo Freire, when he attended a Pan American Psychology Association conference in Cuba in the late 1980s. The relationship grew and McLaren became a major proponent of Freire's work. He has now co-edited and written several books on the Brazilian educator: *Paulo Freire: A Critical Encounter* (Routledge, 1993), *Politics of Liberation: Paths from Freire* (Routledge, 1994), *Freirean Pedagogy, Praxis, and Possibilities: Projects for the New Millennium* (Falmer Press, 2000), and *Che Guevara, Paulo Freire, and the Pedagogy of Revolution* (Rowan and Littlefield, 2000). McLaren became the inaugural recipient of the Paulo Freire Social Justice Award in 2003 from the School of Education at Chapman College in California.

In 1993, McLaren began teaching at GSE&IS where he is the only Marxist on the faculty. Students in our teacher education program, education doctorate program in educational leadership (offered jointly with California State University Fresno and UC Davis), and PhD program know him to be a warm and engaging classroom teacher and devoted advisor and mentor. He and his

(Continued on page 5)

Alumni Making a Difference

by Shaena Engle

Each issue of *The Forum* highlights two GSE&IS alumni who are making a difference in the fields of education and information studies. This issue features alumnae pursuing their unique research interests as assistant professors at the University of Wisconsin-Madison and California State University Long Beach.

Alumna Ciaran Trace began her career as an assistant professor last August when she joined the faculty of the School of Library and Information Studies (SLIS) at the University of Wisconsin-Madison (UW-Madison). Trace became the first full-time archival educator at the university, continuing a long tradition of archival education at SLIS that dates back to the 1960s.

Prior to attaining her PhD in Information Studies at GSE&IS, Trace received a Bachelor of Arts Joint Honors degree in Archaeology and Greek and Roman Civilization and a diploma in Archival Studies at the National University of Ireland: University College Dublin in Ireland.

“I chose to attend UCLA’s GSE&IS program in Information Studies because of a connection I had made with Professor Anne Gilliland when she visited Ireland for a workshop in 1995,” said Trace. “She was instrumental in helping me realize that I could pursue an academic career in archives. Attending GSE&IS gave me the opportunity to fulfill that goal.”

Before coming to the United States, Trace worked as a processing archivist for the Archives Department of the University College Dublin. Among the collections she worked on were those of the Literary and Historical Society of the university and of the papers of Robert Dudley Edwards, a former professor of

Modern Irish History at the university. While attending GSE&IS, Trace worked as the associate director of the Institute on Primary Resources (IPR). IPR is sponsored by Corinne A. Seeds University Elementary School (UES) and the Department of Special Collections at Young Research Library at UCLA. The purpose of the institute is to introduce teachers to primary resources (unpublished materials such as manuscripts, photographs, maps, artifacts, audio and video recordings, postcards, and posters) and how they can be used in a K-12 classroom.

While at GSE&IS, she also completed her dissertation, “Documenting School Life: Formal and Informal Imprints of a Fifth Grade Classroom,” where she examined how and why a class of fifth grade students created and used records. “Basically, my dissertation looked at what records were generated in the course of the school year and what the students had to know to create and use records, theorized about the processes of record creation, and looked at the record itself – what it embodied and achieved in a school setting,” said Trace. In the study, Trace emphasized what students can achieve of their own volition outside of the formal rules structure of the classroom. “In particular, the focus was on what students achieved through the creation and use of ‘unofficial’ or ‘informal’ literacies,” she added.

In her current position, Trace lectures, conducts research, writes, and meets with students and faculty. She also charts a vision for the development and growth of the archival program at UW-Madison. “My time at GSE&IS helped me to understand what motivates and drives me in my professional life. As a student, I came to place archival studies in a much wider context. I learned to be more open in my thinking and at the same time more critical in my assessments,” said Trace. She credits her teachers and fellow students as having a major impact in her life and her career. “My fellow PhD students were instrumental in helping me through the

Left: Ciaran Trace
Right: Jill Andrea Pinkney Pastrana



dissertation process. I continue to be enormously impressed by the passion and commitment that faculty and students bring to the study of both education and library and information studies,” she said.

Her current research interests include analyzing how and why adults and children create and maintain records in their personal lives and the impact that technology is having on the function and use of recorded information. One of Trace’s main goals is to continue to develop and expand the archival program at UW-Madison. “I want to educate and inspire students to be passionate about their chosen career and to be both leaders and advocates for the archival profession.”

Alumna Jill Andrea Pinkney Pastrana also decided to attend GSE&IS because of the strong faculty. A decade at UCLA provided Pastrana with a BA in Linguistics and Philosophy, a MEd in Curriculum and Teacher Studies, a MA in Latin American Studies and a PhD in Education, Urban Schooling Division.

After graduating, her interest in educational reform, particularly in Latin America, led her to become a lecturer at the Universidad de la Frontera in Temuco, Chile for eighteen months. Upon returning to the States, she accepted a position as a lecturer in the Master’s program of Social and Multicultural Foundations of Education at California State University Long Beach. In 2001, she became an assistant professor. “We have a fantastic group of students interested in exploring the critical issues of race, class, and gender and how they play out in schools,” said Pastrana. Her work revolves around exploring how globalization affects

schooling in the United States as well as in international contexts. "I am deeply involved in developing research projects in Chile and Cuba," she said.

Her initial research in Chile has continued to develop, and she is currently involved with the Proyecto Kelluwun, a project with the Mapuche people in Ercilla, Chile. The project is situated in an area in the center of intense social and political struggle, as the Mapuche work for land rights and social and political autonomy in the ninth region. The project centers much of its work in the local schools, using these sites not only as educational centers but also as community spaces, intersections where the indigenous community and the Chileans can work together and explore issues of democratization and social justice.

In Cuba, she is currently working with Proyecto Espiral, a group of young students and professionals who undertake a variety of social service projects including creating street theater for youth around issues of AIDS awareness, gathering resources for residents of retirement homes, and specific school based projects such as creating computer centers for local K-12 students to communicate with students in the United States. "My interest in this project is to create spaces where young teachers from the United States can interact with their Cuban peers to explore issues of civic participation and community involvement," said Pastrana.

While working through her doctoral program, Pastrana was able to participate in a variety of research projects. "I worked with Professors Jeannie Oakes and Megan Franke on their Los Angeles partnership with schools research, with Professor Carollee Howes on the Early Head Start Program research, and with CRESST on the development of bilingual performance assessment measures. All of these amazing research opportunities as well as the strong mentoring support I received from my dissertation advisor, Professor Peter McLaren, enabled me to

Peter McLaren, Continued from page 3

graduate student advisees often publish together. In 2004, for example, McLaren and his former advisee Ramin Farahmandpur co-authored *Teaching Against Global Capitalism and the New Imperialism* (Rowman and Littlefield). This year there will be two more books from McLaren and his students: *Capitalists and Conquerors: Critical Pedagogy Against Empire* (Rowan & Littlefield Publishers, March 2005) and *Red Seminars* (Hampton Press, Spring 2005). In discussing the latter collection of essays about the crisis of capitalism and democracy and its impact on education, McLaren said "I am really excited about this comprehensive anthology. Ninety percent of the essays are collaborations with my students."

Known as one of the leading critical pedagogists in North America, McLaren has to date written and edited approximately 40 books and monographs on critical pedagogy, ranging from curriculum and policy reform, to media and popular culture and education as a revolutionary act. As a result of his storied writing style, CUNY Professor Joe Kincheloe has christened McLaren

get a sense of the broad debates within the field of education, and in turn helped me to put my own international research in perspective," said Pastrana.

Currently, Pastrana is working on a research project investigating the results of using a test-based accountability system on a dual language program. "Leadership, Community, and Power: NCLB and the Dynamics of Participation. An Ethnographic Look at Participation and Excellence and the Contradictions of Test Scores in a Dual Language School," explores some of the many issues raised by the No Child Left Behind (NCLB) legislation. "The mandates of NCLB affect the work of every teacher in every classroom and consequently the experience of each

"the poet laureate of the educational left". McLaren's body of work as a curriculum theorist has recently been analyzed in *Teaching Peter McLaren: Paths of Dissent* (Marc Pruyn and Luis M. Huerta-Charles, Peter Lang Publishing, February 2005), the first volume of a series on leading curriculum theorists.

McLaren's work is widely known and respected in the international community. His speaking engagements this year alone will take him to Venezuela (at the invitation of the Office of the Presidency), Uruguay, England, Taiwan, Spain, Mexico, Montreal, Jerusalem, Haifa, and the West Bank. In 2004 he traveled to the University of Lapland, Finland to accept an honorary doctorate for his worldwide contributions to social justice and to Mexico for the inauguration of La Fundación McLaren de Pedagogía Crítica. McLaren sees himself, as he is, a citizen of the world, a scholar, teacher, and mentor who participates in a social and political project. He acts on his belief "that professors need to engage the world and be part of it to make it a better place." *

student in the classroom. Unfortunately, it has created a situation that is exacerbating many of the problems faced by education in the United States and is creating an environment in which it appears that our public education system is once again failing in its mission to educate our children," said Pastrana. "I feel that my work can contribute to a greater understanding of how we are currently going very quickly in the wrong direction," she said.

Pastrana's future goals include continuing her research on the democratizing potential of schooling and the way schools may play either a critical or a colonizing role in society, both in the United States and abroad. *

Bringing Awareness to Diversity in Higher Education: Associate Professor Mitchell Chang

by Kathy Wyer

In July of 2004 Associate Professor of Education Mitchell Chang began his year-long term as Fellow of the Sudikoff Family Institute for Education & New Media. Dedicated to public engagement, the Sudikoff Family Institute looks to disseminate through the popular press the work of an individual faculty member selected from the GSE&IS each year.

Chang was awarded the Sudikoff Fellowship for his outstanding work on diversity and diversity-related issues in higher education. He closely watches initiatives that promote diversity such as affirmative action, ethnic studies, and cross-cultural requirements, and looks to contribute commentary and perspective that illuminate the critical importance of such issues and bring greater awareness to a public dialogue. Chang has won attention for his book, *Compelling Interest: Examining the Evidence on Racial Dynamics in Colleges and Universities*, which was cited in the 2003 U.S. Supreme Court ruling of *Grutter v. Bollinger*, one of two

cases involving the use of race sensitive admissions practices at the University of Michigan. Based on Chang's research, *Compelling Interest* substantiates the need for race conscious admissions practices such as affirmative action, as a way of ensuring minority students equitable access to institutions of higher learning.

2004 was a productive year for Chang, who completed two groundbreaking collaborative research projects. One study examined the dynamics of racial diversity on complex thinking; students who interacted within a diverse group were found to display increased levels of higher thinking, and patterns emerged which showed that racial and other forms of diversity have positive effects on learning. Findings were published in the August '04 issue of *Psychological Science*. A second study examined the educational significance of cross-racial interaction and found that composition alone doesn't maximize student learning, but that sustained, high frequency cross-racial interaction is required. Findings of the study were published in the August '04 issue of *Research in Higher Education*.

As part of his Sudikoff Fellowship, Chang participated in an on-camera interview for the television program, *Connect with Kids*, a half-hour, syndicated show distributed nationally. The program, which is produced for elementary, middle, and high

school students and their parents, covers topics related to education, health, and social responsibility. Addressing the issue of diversity in K-12 education during his interview, Chang discussed how diversity influences educational outcomes, how cognitive dissonance affects students' perceptions of their peers, and the value of maintaining a diverse school environment. The program aired locally on KABC-TV during the Spring of this year.



Weighing in on a controversial topic, Chang wrote an opinion piece for *The San Francisco Chronicle* which ran on February 14th. The commentary, entitled "Will Diversity Return to UC?" examined the effects of former UC Regent Ward Connerly's successful campaign to end affirmative action. Since numbers of minority students in the UC system dropped precipitously after affirmative action's repeal, Chang argued that Connerly's efforts interrupted the educational benefits of diversity so dramatically that it will be difficult to predict how or when diversity—and its benefits—will re-emerge on UC campuses. His commentary called for public action to reverse the drop in underrepresented minority enrollment; students and faculty at UC Berkeley organized a Day of Action on March 3rd, in a show of solidarity towards reversing the drop in underrepresented minority enrollment at their school.

Writing for education professionals, Chang contributed two feature articles in 2005 that focused on diversity-related topics, for the Spring issues of *Liberal Education* and *About Campus* magazines. Showing how benefits associated with diversity are quantifiable and real, the articles called for remedial support by educators and administrators towards resolving the present effects of past discrimination. *

2005 Allan Murray Cartter Lecture

Beverly Daniel Tatum
President, Spelman College

"Why Are All the Black Kids Still Sitting Together in the Cafeteria?:
The Continuing Significance of Race in Education"

Thursday, May 5, 2005 at 4:30 p.m.
Grand Horizon Room, Covel Commons, UCLA
Reception immediately following lecture

Free and Open to the Public
Please rsvp at rsvp@gseis.ucla.edu with Cartter in the subject.

Highlights from the 2004 CIRP Freshman Survey

by Linda J. Sax
Associate Professor-in-Residence
Director, Cooperative Institutional
Research Program

In January 2005, the Higher Education Research Institute (HERI) released the results of the Fall 2004 Cooperative Institutional Research Program (CIRP) Freshman Survey. Conducted annually since 1966, the CIRP reports on the characteristics of full-time students entering U.S. colleges and universities for the first-time. The 2004 national survey involved questionnaires completed by 424,808 freshmen entering a national sample of 720 colleges and universities. The national “norms” are based on 289,452 questionnaires from 440 institutions judged to have surveyed the most representative samples of entering freshmen.

Politics. This year’s survey reveals that students entering college have become increasingly polarized in their political orientations, as a record number of students label themselves as politically “far left” (3.4 percent) and “far right” (2.2 percent). Although these percentages are small, they reflect a significant increase over time in the proportion of students who define themselves at the political extremes. Identification as either “liberal” (26.1 percent) or “conservative” (21.9 percent) is also up from last year. Although “middle-of-the-road” remains the most popular political category at 46.4 percent, this figure has reached its lowest point in over thirty years, and marks a nearly four-percentage point drop since last year, when 50.3 percent of students considered themselves to be politically moderate. The change between 2003 and 2004 in students’ political orientation—concurrent with the 2004 presidential election year—reflects the

largest one-year shift in this item’s thirty-five year history on the survey.

This year’s survey also reveals declining support for federal military spending. Although the percent of students who currently advocate increased military spending is double the rate reported in 1992 (17.4 percent), it is down ten percentage points from a high of 45.0 percent in 2002, the immediate aftermath of September 11th. Currently 35.4 percent of students believe that “Federal military spending should be increased.” This is a sizable decline in support among freshmen in just two years.

Technology. The study also yields information on entering college students’ technological preparedness. Despite widespread increases in technology proficiency among college freshmen, wide race- and income-based variations in technological preparedness continue to exist. Currently a spread of fifteen percentage points exists in rates of frequent computer usage across racial/ethnic groups. In fact, disparities in technological preparedness based on race have widened over time. Notably, Hispanic/Latino students have surpassed African American students in their levels of pre-college computing experience. While racial/ethnic differences in technology preparedness are minimized among students from high-income families, they are exacerbated at lower income levels, suggesting that little or no progress has been made in bridging the “digital divide” since it gained national attention in the 1990s.

Academics. Students’ grades continue to improve, with the proportion of students earning “A” averages in high school increasing to an all-time high of 47.5 percent, compared to a record low of 17.6 percent in 1968. Similarly, the percent of students earning average grades of “C+” or below remained at the all-time low of 5.1 percent reached in 2003, compared to a high of 23.1 percent in 1968. Interestingly, as grades have risen, so has student boredom. The percent of students who were frequently “bored in class” during their last year of high school reached a record 42.8 percent. We also witnessed a downward trend in the amount of students’ out-of-class interactions with their high school teachers. Less than half of students (47.0 percent) report spending at least one hour per week talking with their teachers outside of class, and a record low percent of students (24.0 percent) report being a guest in a teacher’s home.

Careers and Majors. Another noteworthy trend relates to students’ majors and careers, with interest in the biomedical sciences reaching an all-time high. The percent of freshmen interested in general biological sciences, biochemistry, or biophysics has doubled since the late 1980s. Interest in the health careers of pharmacy and dentistry has reached all-time highs, and the number of students who indicate nursing as a probable career is at its highest point in twenty-years.

For more information on the 2004 CIRP Freshman Survey results, see www.gseis.ucla.edu/heri/heri.html. *

UCLA Spotlights GSE&IS’s Center X

In January 2005, GSE&IS was honored to be featured in the Spotlight series on UCLA’s homepage. The video clip showcases our work to enhance the teaching of mathematics in Los Angeles’s public schools. To view the video, go to www.ucla.edu/spotlight.html and click “Spotlight Archives;” it is featured under January 2005. You will see first graders from 93rd Street Elementary School in Los Angeles actively engaged in learning mathematics, hear their teacher Rosalie Pitts, [an alumna of LUCIMATH, one of the teacher professional development programs we offer in mathematics,] describe the benefits of her new teaching methods, and meet Jody Priselac, the Center X leader responsible for these programs. *

In Brief

Faculty Honors and Achievements

Information Studies Associate Professor **Clara Chu** has been named one of fifty “movers and shakers” by the *American Library Journal*. Each year the editors of the *Library Journal* choose fifty emerging leaders in the library world. Chu is profiled in the March 15 edition.

Education Assistant Professor **Robert Cooper**, together with the EASE Project research team, presented a discussion on “Improving Academic Possibilities of Urban High School Students During the 8th and 9th Grade Transition: Conceptual and Strategic Considerations,” at the Emerging Scholarship in Urban Education conference at City University in New York in December 2004.

Education Associate Professor **Yasmin Kafai** received a certificate of commendation from the City of Los Angeles for her mentoring work at Youth Opportunities Unlimited, a charitable agency focused on helping at-risk youth make the transition from school to work.

Education Associate Professor **Jennifer Obidah** was a featured speaker at the Fall Forum of the Coalition of Essential Schools in November 2004 in San Francisco and presented, “Reflecting on Our Pedagogies and Practices as Equitable Educators.”

Education Professor **Robert Rhoads** served as Professor in Residence at Guangdong University of Foreign Studies in Guangzhou, China for the month of December. While in residence, he gave a series of lectures including “The System of Higher Education in the U.S.” and “Globalization and the University.”

Faculty Publications

Education Assistant Professor **William Sandoval** published “Understanding Students’ Practical Epistemologies and Their Influence on Learning Through Inquiry,” in the journal *Science Education*. The article proposes a new theoretical approach to research on students’ understanding of the nature of science.

Education Professor **Carlos Torres** published “The No Child Left Behind Act: A Brainchild of Neoliberalism and American Politics,” in *New Politics, a Journal of Socialist Thought*.

Education Professor **Carlos Torres** and Education Professor **Robert Rhoads** published *The Political Economy of Globalization: The University, The State, and Market in the Americas* (Stanford University Press, March 2005).

Education Assistant Professor **Jeffrey Wood**, with co-authors Dr. Rena Repetti and Dr. Scott Roesch, published, “Divorce and Children’s Adjustment at Home and School: The Role of Depressive/Withdrawn Parenting,” in *Child Psychiatry and Human Development*.

Student Achievements

Education PhD students **Kara Crohn** and **Nicole Eisenberg**, who are specializing in Social Research Methodology, presented two papers, “An Environmental Science Teacher Development Program Evolves: How Evaluation Findings Help Reshape the GLOBE in the City Program and its Evaluation,” and “Avoiding Cooptation into the Management Function of a Program: Reflection on the Evaluator’s Role,” at the November Annual Conference of the American Evaluation Association in Atlanta, Georgia. *



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