

Frances Clarke Sayers Lecture Features Children's Author Linda Sue Park

by Shaena Engle and
Michelle Jacobson

Linda Sue Park, Newbery award winning author of eleven children's books, delivered the 13th annual Frances Clarke Sayers Lecture on March 12, 2006 at UCLA. Park organized her thoughts about writing around a question posed by Sayers, "Writing for Children: A Responsibility or an Art?"

"My writing addresses the question, 'What does it mean to be human?' I seek to make connections – between the reader and the characters, between the reader and the writer, between the reader and the world," said Park. Time often determines what societies come to view as "art," so Park concentrates on the craft of writing, choosing the best words, in the best order, in service of the story.

Linda Sue Park won the 2002 Newbery Medal for her novel *A Single Shard*, which, like many of her titles, draws on her Korean ancestry. Her contemporary novel, *Project Mulberry*, was recently awarded the 2005 Chicago Tribune Prize for Young Adult Fiction. In September 2005, Linda Sue's third picture book, *Bee-bim Bop!*, was published. Her sixth novel, *Archer's Quest*, a time travel story, will be available in Spring 2006.

The audience, comprised of librarians, teachers, students with an interest in library services, local authors and parents, delighted at Park's observation, "Based on my research about Frances Clarke Sayers



Information Studies Professor Virginia Walter, Linda Sue Park, Information Studies Department Chair Anne Gilliland, and Dean Aimée Dorr.

(1897-1989), Frances must have been 'quite a dame'. Sayers was a distinguished children's librarian, inspiring master teacher, author, storyteller, and member of the UCLA faculty from 1954 to 1965, first in the Department of English and later at the UCLA School of Library Services. Friends and colleagues of Sayers established the Frances Clarke Sayers Fund in 1991 to recognize her lifelong dedication to children and early literacy. The Fund has made possible an Annual Frances Clarke Sayers Lecture, bringing luminaries of children's literature to UCLA and a greater Los Angeles audience.

Sayers also served a period of time as the librarian at (the now named) Corinne A. Seeds University Elementary School (UES). For the second year in a row, the Department of Information Studies and UES' Gonda Family Library collaborated to host both a successful annual lecture and an

author visit at UES, maximizing their mutual interests in children's literature. Park visited with UES' students and shared both her love of reading and writing and her celebration of the human spirit.

Park concluded her lecture by reflecting on Korea today, a country with the highest per capita internet use in the world. "While public and school libraries are still few in number, the Korea of my parents' childhood had no public libraries at all," reflected Park. "Librarians safeguard and share the world's wisdom." *

Dean's Message

As a professional school in a research university, GSE&IS seeks to bring scholarship, professional practice, and policy together in service to the education and information fields. We do this in many different ways. Work with public officials is an important and exceptionally interesting one. I'd like to share a sample of recent interchanges.

On February 8, GSE&IS hosted California State Superintendent of Public Instruction Jack O'Connell for the Southern California presentation of his annual "State of Education" address. His speech offered an opportunity for students, staff, faculty, local media, and community leaders to hear the Superintendent's summary of accomplishments of the past year and his outline of challenges and goals for the year ahead. In turn, the question and answer session offered Superintendent O'Connell the opportunity to consider topics of access, disparities in educational opportunity, inter-ethnic relationships in schools, special education, and more that were raised by audience members, often with supporting scholarship cited.

California's Secretary of Education Alan Bersin visited GSE&IS about a month later. People from Seeds University Elementary School (UES), our Department of Education, and GSE&IS research centers joined with the Secretary in a series of small roundtable discussions. They brought their considerable expertise to bear on such important topics as effective educational practices for students whose home language is something other than English, school reforms that would most improve educational achievement, the reasons for disparities in educational opportunity, the role of vocational and technical education in public schools, and how to determine what constitutes adequate financing of California's public education.

Late in May, Archivist of the United States Allen Weinstein, head of the U.S. National Archives and Records Administration (NARA), will visit for a day. He will meet with Information Studies and Moving Image Archive Studies students and perhaps recruit some of them to NARA,

talk with Seeds UES and Teacher Education faculty and California Subject Matter Project leaders about the use of original resources in K-12 education, and discuss major issues in archival practice with our Information Studies faculty. Himself a historian and long a university faculty member and library user, Dr. Weinstein will also meet with History Department faculty and with University Librarian Gary Strong's Executive Cabinet.

Issues germane to our Information Studies Department were also addressed when I joined other information school deans at the Government Printing Office (GPO) in Washington DC. GPO's "A Strategic Vision for the 21st Century" laid out a plan to ensure all "citizens the ability to access all published Government information through the Internet while knowing that the information is authentic and will be preserved for public access in perpetuity." Public Printer of the United States Bruce James and several senior staff met with us to discuss such topics as implementation of the plan, internships, and hiring our diverse and technologically sophisticated graduates.

On another trip to Washington DC, I joined many volunteers, our own Center X Executive Director Jody Priselac, and four students in our Teacher Education Program in UCLA's annual advocacy effort. This year much federal attention is being given to American competitiveness and the need for better education in science and mathematics. Center X provides superb preparation for new teachers and professional development for current teachers in these two areas. In two days of meetings with Legislators, Legislative and committee staff, and Department of Education leaders, we offered information about successful practices, funding needs, and new ventures. Our Teacher Education students were exceptionally able spokespersons for the quality of our program and the importance of their work in the Los Angeles schools that most need our highly qualified mathematics and science teachers.



Aimée Dorr, Dean

In encounters such as these, we at GSE&IS simultaneously share our expertise and learn much that influences our work. In so doing, we seek to contribute to understanding and improving the education and information professions that are so vital to our nation.

Dean *

U.S. News & World Report's 2006 listing of top graduate schools shows that GSE&IS, in Education, ranked second overall and first out of all public universities. In the category of programs rated best by Education School leaders, our Department of Education placed among the top ten in three categories: Educational Psychology (7th), Educational Policy (10th), and Higher Education Administration (3rd). Information Studies ranked 13th overall in the Library and Information Studies rankings and among the top ten in three specialty categories: Archives and Preservation (5th), Digital Librarianship (9th), and Services for Children and Youth (5th).

Developing Algebraic Reasoning in Elementary School

by Shaena Engle

Algebra is often challenging for both students and teachers. One reason for this, according to Education Associate Professor Megan Franke and her colleagues, is that although algebraic ideas emerge implicitly in elementary school, we do not make them explicit until students get to more formal algebra. Moreover, traditional teaching of elementary mathematics may impede later algebraic thinking.

Franke and her colleagues have found elementary school students quite capable of engaging in algebraic thinking by asking students to reason about the meaning of the equal sign, or the result of taking a number away from itself, or the equivalence of $a+b$ and $b+a$, all of which are part of algebraic thinking. Franke and her colleagues have drawn on research documenting the

development of students' algebraic thinking to create both professional development opportunities and also materials to support teachers.

Franke's research focuses on improving mathematics instruction by providing teachers a better understanding of the way students think about mathematics and developing materials to help teachers engage their elementary school students in algebraic thinking.

Her most recent effort, "A Large-Scale Study of Professional Development Focused on Children's Algebraic Reasoning in Elementary School," co-written with Victoria R. Jacobs (San Diego University), Thomas P. Carpenter and Linda Levi (University of Wisconsin-Madison), and Dan Battey (Arizona State University), examines the effects of a teacher professional development project that involved 19 elementary schools, 180 teachers, and 3,735 students from South Los Angeles. "We decided to conduct an experimental study investigating the effects of professional development in which algebraic reasoning

was used as the centerpiece for work with the teachers in grades 1-5 from an urban, low-performing district," states Franke.

The study focused on developing students' algebraic reasoning by addressing three specific applications of relational thinking: viewing the equal sign as an indicator of a relation; using number relations to simplify calculations; and generating, representing, and justifying theories about fundamental properties of number operations.

The researchers met with teachers once a month to discuss students' algebraic thinking. "In each school site meeting, we asked teachers to generate potential student responses for algebraic problems, discussed what these responses indicated about students' understandings, and considered how these understandings might be related to other previously discussed aspects of students' algebraic reasoning," said Franke. Additionally, teachers shared stories from their classes, helped identify what students did understand, and discussed questions teachers could pose to elicit and build on existing mathematics knowledge.

Continued on page 4, Algebraic Reasoning

Information Studies Fellowship Completed

by Laurel Wruble

The Library and Information Studies Alumni Association (LISAA) successfully completed an \$80,000 fundraising campaign, spurred by a challenge from alumnus Kenneth Karmiole. In June 2005, Karmiole, proprietor of Kenneth Karmiole, Bookseller, Inc., pledged a gift of up to \$40,000 to the LISAA Fellowship Fund as a match to gifts received by December 31, 2005. Karmiole received his Masters of Library Science from the School of Library Services in 1971.

Library and Information Studies alumni, as well as GSE&IS faculty and friends, rose to the challenge, resulting in the largest fundraising campaign in the history of this academic program. All the members of LISAA's current Board of Directors made a gift to the fund and invited fellow alumni to join them in making a gift. The now fully-endowed fund will increase the annual fellowship for a master's student

from \$1,000 to \$5,000. Current student fees are just over \$8,000.

"The Information Studies program provides a comprehensive education in the study of how information is created, identified, managed, structured, accessed, and preserved," said Karmiole. "Additionally, it allows students to obtain an extensive understanding of a specialized field enabling them to pursue a career which fits their individual interests. I created the challenge to encourage others to contribute to and promote this outstanding program," he added.

The campaign to support future information professionals, as well as the knowledge that every gift would be matched, proved to be a powerful appeal. Many alumni made their first gift, made a gift after a long lapse in giving, or made their largest gift ever to the LISAA

Fellowship Fund. Through the GSE&IS faculty campaign, contributions were also made by members of the Information Studies faculty, the chair, and the dean. Gifts received ranged from \$25 to \$10,000.

"The support of our alumni is vital to maintaining our leading role in training top information professionals," said Professor Anne Gilliland, Information Studies Department Chair. "Generous gifts such as these truly make a difference, both in the lives of our students and in the communities that they will serve upon graduation."

Contributions may be added to endowed gift funds even once they have met their minimum goals. To inquire about contributing to the LISAA Fellowship Fund or establishing a named, endowed gift fund, please contact the GSE&IS Development Office at (310) 206-0375. *

Steven Ricci: Advancing the Field of Moving Image Archiving

by Shaena Engle

Fra due mondi,” or in English, “between two worlds,” is an appropriate phrase to describe Assistant Professor Steven Ricci’s research and career.

As director of UCLA’s Moving Image Archive Studies (MIAS), an interdepartmental MA program, Ricci maintains a joint appointment as an assistant professor in the Department of Film, Television, and Digital Media and the Department of Information Studies. Decades before MIAS began in 2002, Ricci’s dual interests in Italian and American cinema led him to Rome, Venice, and Florence.

After receiving a MA in Film and Television from UCLA, Ricci traveled to Italy to pursue research on the history of Italian cinema for his doctorate and found work consulting and organizing film conferences, retrospectives, and festivals throughout the country. In 1988, he returned to the United States and the

university to become Head of Research and Studies for the UCLA Film and Television Archives. “The Archives at that time wanted to provide more access to its collections. My goal was to connect the campus to the Archives,” said Ricci. “There are basically two schools of thought about the archiving practice. Some people believe that preservation is the primary goal of the discipline. Others, myself included, believe that there is a continuous interaction between preservation and access and that the two activities inform and benefit one another,” he added.

In addition to sensitizing the community about the needs of preservation, Ricci was also successful at bridging the gap between the archival and educational fields. When he began his new position, the Archives averaged approximately 500 viewing appointments per year. After two years of planning, participating in, and sponsoring conferences, workshops, and film and television retrospectives, viewing appointments jumped to approximately 13,000 in 1990. “By classifying the archival materials by their social and political content, as opposed to by media genres, we were able to significantly increase interest and access,” said Ricci.



Assistant Professor Steven Ricci

In 2002, Ricci was named the founding director of UCLA’s new graduate program in Moving Image Archive Studies. The first of its kind in North America, the program is jointly sponsored by UCLA’s Department of Film, Television, and Digital Media, Department of Information Studies, and Film and Television Archive. “There didn’t exist a systematic program for educating and training new archivists until we created one,” said Ricci. “Most archivists only received on the job training. We created a program to train archivists not only to be technically competent but also to be critically aware.”

Continued on page 5, Steven Ricci

Algebraic Reasoning, continued from page 3

The study found that the professional development experiences made a positive difference for both teachers and their students. Specifically, participating teachers learned more about algebraic thinking: how students thought about it and how to support it in their classrooms. Similarly, students in participating teachers’ classes were more likely to generate strategies reflecting relational thinking and demonstrated a significantly stronger understanding of the equal sign than did students in non-participating teachers’ classes.

Understanding the equal sign as a relation is an ongoing challenge in elementary school mathematics; data show that students become less likely to think relationally as they move up the grades. Many students develop the idea that the equal sign is a signal to carry out the calculation that precedes it and view the number after the equal sign as the answer to that calculation, instead of understanding that the equal sign

represents a relationship between numbers on each side of the sign. Franke argues that the misunderstanding is a result of the way mathematics is taught in elementary school; consequently, she promotes alternative teaching techniques.

The teachers engaged in the algebraic thinking professional development were able to use the tools Franke provided to challenge students’ existing notions and to help them develop ideas of the equal sign as a relation. This required ongoing conversations about the arithmetic number sentences they were already writing. “We found that discussions about the equal sign provided a good starting point for developing classroom practices to support mathematical discussions essential for building algebraic reasoning,” said Franke, “And once the teachers began these types of conversations they were able to move to engaging students in more complex conversations around using relational

thinking to simplify calculations and making explicit fundamental mathematical properties.”

“We began the study with the idea that engaging teachers in discussions about algebraic reasoning could be a lever for motivating fundamental change, not just in algebra, but in mathematics generally,” said Franke. “We found that teachers engaged in discussions of mathematics, teaching, and learning were able to develop pedagogical skills to better orchestrate mathematical conversations and encourage algebraic thinking.”

Students of these teachers improved their mathematical thinking. Teacher professional development programs provide teachers the tools and teaching strategies to integrate algebraic thinking into the classroom and provide students a strong foundation for understanding algebra in later grades. *

Steven Ricci, continued from page 4

The program provides students with hands-on training opportunities at archives, libraries, and laboratories in the Los Angeles area as well as classes and seminars in the aesthetics and history of film and television, preservation and restoration philosophy, access and programming for the public, collection management, and cataloging and documentation.

As head of the MIAS program, Ricci recruits faculty, plans curriculum, teaches, and organizes lectures, workshops, screenings, and internship programs. He credits his previous post as Secretary General for the International Federation of Film Archives (FIAF) with helping him prepare for his many duties as director of the program. "While at FIAF, I found out what the international needs were for archival training and met many of the people I now approach to participate in MIAS as guest speakers and visiting professors," said Ricci.

In addition to teaching and directing the MIAS program, Ricci is currently working on *The Italian Cinema Under Fascism: Film Culture and Public Discourse from 1922 to 1943*. The book, scheduled to appear in 2007, focuses on the cinema experience

during the Italian Fascism period. "Many of the films of that period were not studied and had not been looked at for 50 years. When I came upon them during my research work in Italy, I became interested in the subject of fascism and Italian cinema because many films from that period did not seem overtly fascist to me," said Ricci. "Even though fascism controlled many aspects of popular culture, it seemed to initially escape the movies."

During the 1920s and 1930s, Ricci discovered, Italian and American cinema looked very similar. Moreover, even though fascism was culturally anti-American, the most popular films during the period came from Hollywood. "The big difference was that the Italian government intervened in controlling and shaping the readership of the films, rather than the films themselves. I was particularly interested in how publicity and criticism surrounded films and encouraged a particular form of reading," said Ricci.

In addition to finishing work on the book, Ricci is also working on a series of articles about the cultural politics of moving image archiving. Why do institutional organizations of archives collect certain things and not others? Why do people

classify things the way they do? What do archivists prioritize for preservation and what do they passively hide? These are some of the questions, and answers, that Ricci is researching. "I don't want to write about collection policy and just accept the easy answers – archivists and institutions collect what is available or that they try to collect everything. I want to go deeper than simply explaining practical procedures and provide a view of cultural political theory," said Ricci.

To accomplish this, he is looking at various American collections, including The Library of Congress, The Museum of Modern Art, George Eastman House in Rochester, and the Academy of Motion Picture Arts and Sciences, and comparing them to large international leaders in the field such as The British Film Festival, the Cinematheque Française, and the China Film Archive in Beijing. The result will be the first comprehensive account of different approaches to media restoration in the archival field.

Through teaching, directing the MIAS program, and a variety of research projects, Steven Ricci continues to advance the field of moving image archiving throughout the country and the world. *

In Brief

Faculty Honors and Achievements

Education Professor Emeritus **Alexander Astin** was awarded the Tenth Anniversary Commemoration Award on January 27 by the Associated New American Colleges (ANAC) at the annual meeting of the Association of American Colleges and Universities in Washington, D.C.

Education Professor and CRESST co-director **Eva Baker** presented "Principles of Educational Assessment" to the Education Writers Association (EWA) Research and Statistics Bootcamp at the University of Southern California on March 11. Co-sponsored by EWA and the Western Knight Center for Specialized Journalism at USC's Annenberg School for Communication, Professor Baker's presentation helped 22 reporters improve their understanding and use of test scores in their education articles.

Education Associate Professor **Mitchell Chang** was designated as one of ten "Emerging Scholars in 2006" by *Diverse: Issues in Higher Education* magazine. Editors of the magazine select the ten Emerging Scholars from a number of candidates who are recommended by other scholars in the field, department chairs, and university public information officers for their excellence in teaching and research on issues in diversity. The January 2006 issue of *Diverse* includes an article featuring the selected ten scholars.

Education Assistant Professor **Noel Enyedy** received the Jan Hawkins Early Career Contribution Award, conferred by Division C of the American Educational Research Association.

Education Professor and Director of the Center for International and Development Education **John Hawkins** was the keynote

speaker at the annual Conference on Higher Education Reform in Beijing, China on December 11, 2005. His address, "Trends in Higher Education: Public and Private Intersections," will be published in May in both English and Chinese by the Beijing Municipal Government.

Education Professor **Patricia McDonough** won the 2006 campus-wide Distinguished Teaching Award.

Education Assistant Professor **Ernest Morrell** presented the lecture, "Critical Literacy, Achievement, and Empowerment for Urban Youth," on March 2 at Barnard College in New York as part of the 2005-2006 Issues in Urban Education Lecture Series. In December, he presented "Critical Participatory Action Research and the Literacy Achievement of Ethnic Minority Students," the keynote address for the

Continued on page 8, In Brief

Alumni Making a Difference

by Shaena Engle

Although their fields of study differ, alumni Claude Zachary and Thomas Bennett chose to attend UCLA for similar reasons. Both the variety of research opportunities and the exceptional faculty were major draws.

After receiving a BA in Mathematics from San Diego State University, Thomas Bennett began his career in education as a high school mathematics teacher. He spent several years in the classroom while completing his MA in Education from the United States International University in San Diego and then decided to pursue a PhD. “I recognized the need to help improve both the teaching and learning of mathematics,” said Bennett.

In 1992, he enrolled in what was then the UCLA Graduate School of Education’s (GSE) PhD program with a specialization in Educational Psychology, Learning, and Instruction. “My decision was heavily influenced by the quality of the faculty. I was looking for a program that would provide me with more than just book knowledge,” said Bennett. “Specifically, I wanted to attend a school that had a strong faculty interested in issues related to mathematics education and was willing to have graduate students collaborate on projects that attempted to bridge research and practice. I was particularly interested in the research Professor Geoffrey Saxe was conducting,” he added.

While a student of GSE, Bennett became interested in Professor Jim Stigler’s research in international mathematics education. Eventually this led to several opportunities, in 1998 and in 2000, to co-chair the International Conference on Mathematics Education in Hangzhou, China. As co-chair, Bennett was responsible for all aspects of the conference and program, which was designed to promote international collaboration among university professors, researchers, classroom teachers, and administrators to help bridge the gap between research and practice in K-12 mathematics education. “As a direct



Claude Zachary

result of my interaction with Jim, I have continued to explore international issues in mathematics education. My investigation has led me to collaborate with educators in Japan, China, and the Netherlands,” he said. One of the projects that emerged as a result this collaboration had teams of teachers from the US, Japan, and China collaborating online (using translators). Using a modified “lesson study” approach, teachers would first identify similar content challenges in mathematics education, together design a lesson that would address the identified challenge, and then teach the lesson in their own country. Each lesson was videotaped and shared with the teachers from the other countries for further discussion.

After receiving his PhD in Education in 1995, Bennett became an Assistant Professor of Mathematics Education at California State University San Marcos in San Diego. In 2004, he divided his duties between teaching and filling a new campus role as University Planning Champion. In this role, Bennett was responsible for strategic planning, and helping to initiate a new planning process on the campus that would connect planning with resources. Bennett became a full Professor in 2005, but in January 2006 he stopped teaching to start a new position as Associate Vice President for Academic Affairs. In his current position, Bennett is responsible for strategic planning, assessment related issues, and division resources.

“The faculty in the education program at UCLA helped me to learn from first-hand experience how to frame, design, and conduct a study, how to analyze data, and



Thomas Bennett

how to write about my findings for different audiences,” said Bennett. “My advisors, Professor Megan Franke and Professor Geoffrey Saxe, also helped me to learn how I could support my own students as an advisor. Overall, the education and experience I received while a student at UCLA was outstanding. The experience I gained and the relationships I developed continue to positively impact my career to this day,” said Bennett.

Information Studies alumnus Claude Zachary was also impressed by the wide range of topics covered and the stellar faculty at UCLA. After receiving a BA in American Film and Literature from the University of California, Santa Cruz, he chose to attend the Department of Library and Information Studies and received his Masters of Library and Information Science in 1998.

“I became very interested in cultural heritage preservation and in the ability to work with a wide range of materials, such as manuscripts, audio-visual footage, and electronic files in addition to books,” said Zachary. “I was fortunate to begin the program the same year that Anne Gilliland joined the department and brought a lot of energy to the archival track.” His thesis, “A History of the UCLA Library Department of Special Collections, 1945-1971,” provided an opportunity to engage in research using the extensive archival holdings in, and about, the UCLA libraries. “The dynamic founders of our department, Lawrence Clark Powell and Andrew Horn, and their colleagues were also influential nationally in the development of Special Collections in

Continued on page 7, Alumni

Highlights from the 2005 CIRP Freshman Survey

by Shaena Engle

On January 25, 2006, the Higher Education Research Institute (HERI) released the results of the Fall 2005 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 2005 national survey involved questionnaires completed by 263,710 students at 385 of the nation's baccalaureate colleges and universities.

This year's survey reveals that entering college freshmen exhibit record increases in commitments to social and civic responsibility. Two out of three (66.3 percent) entering freshmen believe it is essential or very important to help others who are in difficulty, the highest this figure has been in the past 25 years, and an increase of 3.9 percentage points (roughly 50,000 students nationally) over last year.

The beliefs of entering freshmen also are reflected in their actions. An all-time high of 83.2 percent volunteered at least occasionally during their high school senior year and 70.6 percent typically volunteered on a weekly basis. Additionally, the survey revealed an all-time high in the percentage of students who believe there is a good or some chance that they will continue to volunteer in college, at 67.3 percent.

"The Indian Ocean tsunami occurred during their high school senior year, and Hurricane Katrina hit the southern Gulf Region in August, as many students began college," said John Pryor, director of the CIRP Freshman Survey. "This widespread rise in student attitudes reflecting social concerns and civic responsibility could be a reaction to the worst global and national disasters witnessed in their lifetime."

According to the survey, more of today's freshmen believe it is important to take personal action on several levels. Approximately one in four (25.6 percent) reports that it is essential or very important for them to participate personally in community action programs, an increase of 4.1 percentage points over 2004 and the highest since 1996. An even larger percentage, 33.9 percent, find becoming a leader essential or very important, an increase of 3.2 percentage points over 2004. Larger still is the percentage of students who believe it is essential or very important to influence social values personally (41.3 percent), an increase of 3.0 percentage points over last year.

Not only is the rise in civic responsibility and engagement beneficial to the communities in which students live, but it also is correlated with improved practical and intellectual skills in the college years.

In the year after the events of September 11, 2001, 45.0 percent of American

freshmen supported increased military spending, whereas only 34.2 percent express the same opinion in 2005.

Nearly two-thirds of freshmen (65.8 percent) disagree with the statement that "federal military spending should be increased" and 63.1 percent agree with the statement that "only volunteers should serve in the armed forces."

A new survey item revealed that 63.0 percent of freshmen believe that "dissent is a critical component of the political process." In addition, nearly half (49.7 percent and the highest percentage in the survey's history) participated in an organized demonstration as high school seniors. More than one-third (36.4 percent) believe it is important or essential to "keep up to date with political affairs," a response that has rebounded to 1994 levels. This increased political involvement may be due to recent election activity, as 12.0 percent worked in local, state, or national political campaigns in high school. Though the percentage is small and many students were not eligible to vote a year ago, it is the highest since 1971, a year that posted a record 15.4 percent participation rate in electoral politics among entering freshmen.

For more information on the 2005 CIRP Freshman Survey results, see www.gseis.ucla.edu/beri/beri.html. *

Alumni, continued from page 6

academic libraries. I was spending most of my time inside institutions they had begun, and I wanted to learn about and from them," said Zachary.

After graduating, Zachary began his current position as a University Archivist and Manuscripts Librarian in the Specialized Libraries and Archival Collections at the University of Southern California (USC). The job allows him to utilize various components to collect,

preserve, and provide access to the materials that comprise the institutional memory of the university. Additionally, he is responsible for curating the manuscript collections that provide the depth of primary research materials for the many researchers who use the university libraries for their work in the social sciences and humanities, with a special emphasis on the cultural life of Southern California.

"The program gave me the theoretical basis for many of the tasks that I perform daily, including collection development, cataloging, arranging archival collections, and providing reference services," said Zachary. "Additionally, it provided a very broad approach to archival studies, covering management, library planning, technology, cataloging, research methodology, and the opportunity to apply for and obtain wonderful internships," he added. *

In Brief, continued from page 5

University of Connecticut's National Reading Conference in Miami, Florida.

Education Professor **Concepción Valadez** was awarded the 2006 Rosenfield Prize for leadership by the UCLA Center for Community Partnerships.

Education Assistant Professor **Jeffrey Wood** won the 2006 American Educational Research Association Division E (Counseling and Human Development) Early Career Award.

Faculty Publications

Education Senior Lecturer **Stuart Biegel** authored *Education and the Law* (Thomson/West, March 2006), an education law textbook focusing on both K-12 and higher education issues.

Education Assistant Professor **Noel Enyedy** authored "Inventing Mapping: Creating Cultural Forms to Solve Collective Problems," for *Cognition and Instruction*, Fall 2006, and co-authored, with Jennifer Goldberg, Assistant Professor at Fairfield University and Kate Muir, Assistant Professor at the University of

Wyoming, "Complex Dilemmas of Identity and Practice," for *Science Education*, Winter 2005.

Distinguished Professor in Residence Emeritus **Ronald Gallimore** co-published (with GSE&IS PhD alumna **Estela Zarate**) "Gender Differences in Factors Leading to College Enrollment: A Longitudinal Analysis of Latina and Latino Students" in the *Harvard Educational Review*, Winter 2006.

Education Professor **Douglas Kellner** authored "Cultural Studies, Media Spectacle, and Election 2004," for the magazine *Interaction*, vol 2, number 1, 2006 and the chapter "Toward a Critical Theory of Education," in *Critical Theory and Critical Pedagogy Today. Toward a New Critical Language in Education* (University of Haifa: Studies in Education, 2006).

Education Professor and Director of UCLA's Institute for Democracy, Education, and Access (IDEA) **Jeannie Oakes** and **John Rogers**, Associate Director of UCLA's Institute for Democracy, Education, and Access (IDEA), with **Martin Lipton**, authored *Learning Power: Organizing for Education and Justice* (Teachers College Press,

April 2006), a book which documents a radical approach to school reform.

Information Studies Professor **John V. Richardson** edited the *English-Russian Library and Information Studies Dictionary* (Professiya Publishing House in St. Petersburg, Russia, January 2006). The goal of the dictionary is to increase international understanding and collaboration between English and Russian speaking library and information science professionals by assisting them in reading each other's professional literature.

Education Professor **Mike Rose's** work will be the focus of *An Open Language: Selected Writing on Literacy, Learning, and Opportunity* (St. Martin's Press, March 2006). The book features a collection of twenty-five years worth of Professor Rose's work.

Education Professor **Carlos Alberto Torres** is the co-editor, together with Senior Lecturer in Development Studies at the Institute of Social Studies in The Hague **Linda Herrera**, of *Cultures of Arab Schooling: Critical Ethnographies from Egypt* (State University of New York Press, May 2006). *



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