

FEATURED TITLE

TEACHER AND COMRADE

Richard Dudley and the Fight for Democracy in South Africa

ALAN WIEDER

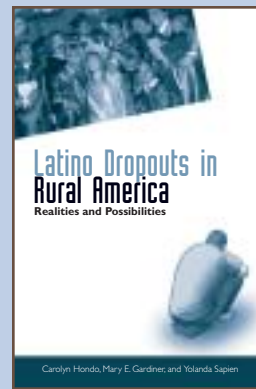
A biographical/narrative study of oppression, racism, and resistance in twentieth-century South Africa through the life of Richard Dudley, a teacher/politico.

Teacher and Comrade explores South African resistance in the twentieth century, before and during apartheid, through the life of Richard Dudley, a teacher/politico who spent thirty-nine years in the classroom and his entire life fighting for democracy. Dudley has given his life to teaching and politics, and touched and influenced many people who continue to work for democracy in South Africa and abroad. Whether it was students, comrades, or opposition, life was always teaching and relational for Dudley. He challenged power throughout the apartheid era, and his foundational beliefs in anti-imperialism and nonracialism compel him to continue to talk, teach, and speak to power. Through Dudley's story, *Teacher and Comrade* provides a rare portrait of both Cape Town and South Africa, as well as the struggle against racism and apartheid.

"This volume is incredibly relevant for American teachers and teacher unionists. The struggles, failures, and triumphs of Dudley and his comrades are instructive for American teachers and political activists." — Wayne J. Urban, author of *Black Scholar: Horace Mann Bond, 1904–1972*

ALAN WIEDER is Professor and Chair of Educational Studies at the University of South Carolina. He is the author of *Voices from Cape Town Classrooms: Oral Histories of Teachers Who Fought Apartheid* and *Race and Education: Narrative Essays, Oral Histories, and Documentary Photography*.

MARCH • 192 pp.
14 b/w photographs
\$21.95 pb 978-0-7914-7430-3
\$65.50 hc 978-0-7914-7429-7



FEATURED TITLE

LATINO DROPOUTS IN RURAL AMERICA

Realities and Possibilities

CAROLYN HONDO,
MARY E. GARDINER, AND
YOLANDA SAPIEN

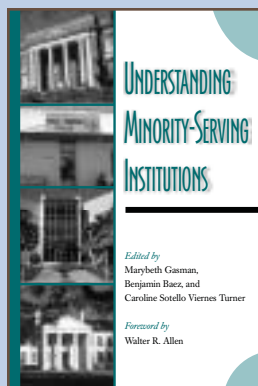
Latino high school students in rural communities talk about dropping out of school.

This book affords Latino high school dropouts from rural communities in Idaho the opportunity to tell their stories in their own words. It candidly reveals students' school experiences, explores why students leave school, and looks at the impact of the No Child Left Behind Act (2001). Four of the nine students interviewed for the book passed NCLB-mandated state graduation tests, two others passed two of three sections, and all were capable of achieving success in school. The decision to leave school was connected with students' seeking personal satisfaction and to reduce the social-psychological pain of schooling. In certain cases principals and teachers blamed the Latino students for disadvantaging the school. *Latino Dropouts in Rural America* presents a systematic approach for addressing the main problem: a lack of cultural responsiveness in school curriculum, instruction, policies, and practices. The leadership plan recommended by the authors will help educators to understand the lives of rural Latino youth and to critique their own schools.

"This book gives voice, in a most respectful and skilled manner, to nine Latino students who dropped out of school. Their dreams were shattered as they encountered educators and school systems that were unprepared at best or unwilling at worst to address their needs. This book is invaluable for teachers and administrators who work with Latino students." — Gisela Ernst-Slavitz, Washington State University

CAROLYN HONDO is Principal of Oakley Elementary School in Idaho. **MARY E. GARDINER** is Professor of Educational Leadership at the University of Idaho at Boise and is the author of *Parent-School Collaboration: Feminist Organizational Structures and School Leadership* and the coauthor (with Ernestine Enomoto and Margaret Grogan) of *Coloring outside the Lines: Mentoring Women into School Leadership*, both also published by SUNY Press. **YOLANDA SAPIEN** teaches English as a Second Language at Burley High School in Idaho.

MARCH • 192 pp.
2 tables, 1 figure
\$21.95 pb 978-0-7914-7388-7
\$65.50 hc 978-0-7914-7387-0



FEATURED TITLE

UNDERSTANDING MINORITY-SERVING INSTITUTIONS

MARYBETH GASMAN,
BENJAMIN BAEZ, AND
CAROLINE SOTELLO
VIERNES TURNER, EDITORS
FOREWORD BY
WALTER R. ALLEN

Explores the particulars of minority-serving institutions while also highlighting their interconnectedness.

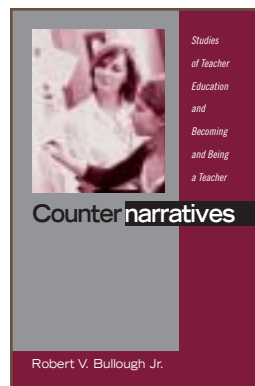
Understanding Minority-Serving Institutions explores these important institutions while also highlighting their interconnectedness, with the hope of sparking collaboration among the various types. The book's contributors focus on several issues, including institutional mission, faculty governance, student engagement, social justice, federal policy, and accreditation. They critically analyze the scholarship on MSIs, not only describing the existing research and stressing what is missing, but also providing new lines of thought for additional research.

MARYBETH GASMAN is Assistant Professor of Higher Education at the University of Pennsylvania. **BENJAMIN BAEZ** is Associate Professor of Higher Education at Florida International University. **CAROLINE SOTELLO VIERNES TURNER** is Professor of Educational Leadership and Policy Studies and Lincoln Professor of Ethics and Education at Arizona State University.

MARCH • 384 pp.
37 tables, 7 figures
\$34.95 pb 978-0-7914-7360-3
\$74.50 hc 978-0-7914-7359-7

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COUNTERNARRATIVES Studies of Teacher Education and Becoming and Being a Teacher

ROBERT V. BULLOUGH JR.

Relying on local, self, and historical studies, the author argues for better—not best—practices in teaching and teacher education.

Representing more than two decades of Robert V. Bullough Jr.'s research into the problems of teaching and teacher education, this book presents a set of guiding principles that hold promise for achieving increasingly powerful teacher education.

“This is a truly engaging book—what a change from the literature in teacher education. Bullough uses historical analysis, empirical research, and deeply intellectual and ethical reflection to present the usefulness of small-scale local research in teacher education. This book should be read, carefully, by all those who treasure the process and work toward the improvement of teacher education.”
— Virginia Richardson, editor of *Handbook of Research on Teaching, Fourth Edition*

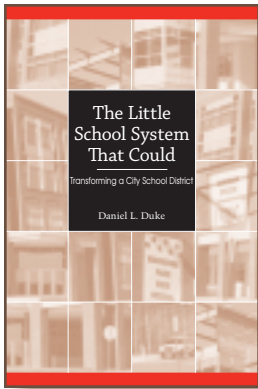
“Rich with meaning and ideas relevant to both historical and contemporary teacher education, *Counter Narratives* should become a seminal text in and among teacher education dialogue and practice. Bullough has compiled a masterpiece with this work, and I applaud his efforts and contribution to the field.”
— Thomas Nelson, editor of *Teacher Education Quarterly*

“This book offers hope and renewal to teacher educators in these times of increased standardization, external controls, and neglect of the moral aspects of education. It reminds us of what is truly important in teaching and teacher education.”
— Kenneth M. Zeichner, Hoefs-Bascom Professor of Teacher Education, University of Wisconsin-Madison

ROBERT V. BULLOUGH JR. is Professor of Teacher Education and Associate Director of the Center for the Improvement of Teacher Education and Schooling at Brigham Young University. His previous books include *Stories of the Eight-Year Study: Reexamining Secondary Education in America* (coauthored with Craig Kridel), also published by SUNY Press.

A volume in the SUNY series, Teacher Preparation and Development
Alan R. Tom, editor

FEBRUARY • 256 pp.
\$24.95 pb 978-0-7914-7314-6
\$74.50 hc 978-0-7914-7313-9



THE LITTLE SCHOOL SYSTEM THAT COULD Transforming a City School District

DANIEL L. DUKE

Examines, from four organizational perspectives, Virginia's Manassas Park City School's ten-year turnaround.

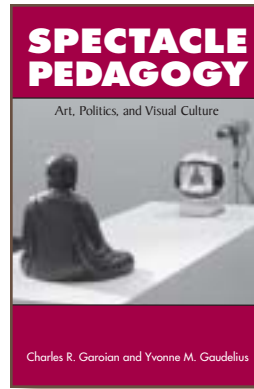
The *Little School System That Could* is a story about transformation. In 1995, equipped with not much more than a vision of the quality education that urban students deserved, Tom DeBolt, the new superintendent of the Manassas Park School System, set into motion a series of reforms that transformed the district. By 2005 every school was accredited, passing rates on state tests had doubled, and the school system was attracting national attention. Daniel L. Duke examines the district's ten-year turnaround, from four organizational perspectives and addresses the critical role of professional and political leadership in overcoming the challenges of low morale, scarce resources, changing demographics, and dysfunctional school-community relations.

"Virtually all states have moved toward deregulation and decentralization in an effort to require local districts to forge need-specific improvements. Historically, superintendents have been instruments of change and not reform architects. This book both exposes new realities of practices and provides an excellent example of one school district's journey." — Theodore J. Kowalski, coauthor of *Effective Communication for School Administrators: A Necessity in an Information Age*

DANIEL L. DUKE is Professor of Educational Leadership at the University of Virginia. He is the author of many books, including *Education Empire: The Evolution of an Excellent Suburban School System* and coeditor (with Margaret Grogan, Pamela D. Tucker, and Walter F. Heinecke) of *Educational Leadership in an Age of Accountability: The Virginia Experience*, both also published by SUNY Press.

A volume in the SUNY series, Educational Leadership
Daniel L. Duke, editor

MARCH • 160 pp.
5 tables
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\$56.50 hc 978-0-7914-7379-5



SPECTACLE PEDAGOGY Art, Politics, and Visual Culture

CHARLES R. GAROIAN AND
YVONNE M. GAUDELIUS

Examines the interrelationships between art, politics, and visual culture post-9/11.

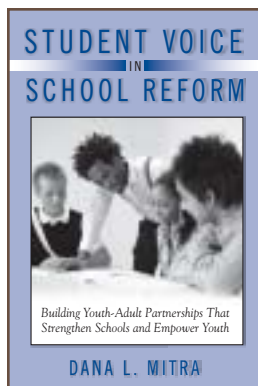
This book examines the complex interrelationships between art, politics, and visual culture through the concept of spectacle pedagogy. In a series of essays Charles R. Garoian and Yvonne M. Gaudelius utilize the narratives of collage, montage, assemblage, installation, and performance art to expose, examine, and critique the pervasive influence of visual culture. Looking at current events such as the war in Iraq and on terrorism, as well as modes of communication that include advertising and photography, they note that while visual culture has the power to teach us what and how to see and think, as well as to influence how humans interact with one another, it is imperative to understand—particularly for students—the complex and contradictory relationships that exist between art-making activities and the spectacle pedagogy of visual culture.

"*Spectacle Pedagogy*, written by two of the most forward-thinking scholars in the field, is timely, relevant, and pushes art education theory beyond its limits. Intellectually speaking, it is one of the best books I've read in a long time." — Kristin Congdon, author of *Community Art in Action*

"The topics that the authors address are cutting-edge and compelling, and the authors are obviously passionate about them, but also reasoned in their approach." — Doug Blandy, coeditor of *Remembering Others: Making Invisible Histories of Art Education Visible*

At Penn State at University Park, **CHARLES R. GAROIAN** is Director of the School of Visual Arts and Professor of Art Education, and **YVONNE M. GAUDELIUS** is Professor of Art Education and Women's Studies. Garoian is the author of *Performing Pedagogy: Toward an Art of Politics*, also published by SUNY Press. Gaudelius is the coauthor (with Peg Speirs) of *Contemporary Issues in Art Education*.

MARCH • 164 pp.
Trim size: 5 ½ x 8 ½
19 b/w photographs
\$17.95 pb 978-0-7914-7386-3
\$59.50 hc 978-0-7914-7385-6



STUDENT VOICE IN SCHOOL REFORM

Building Youth-Adult Partnerships That Strengthen Schools and Empower Youth

DANA L. MITRA

Examines a high school that sought to increase student participation in its reform process.

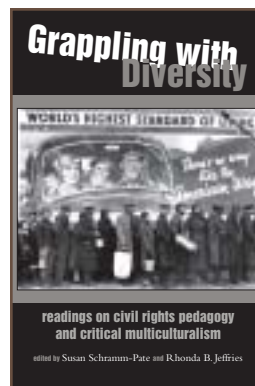
High schools continue to be places that isolate, alienate, and disengage students. But what would happen if students were viewed as part of the solution in schools rather than part of the problem? This book examines the emergence of “student voice” at one high school in the San Francisco Bay area where educators went straight to the source and asked the students to help.

Struggling, like many high schools, with how to improve student outcomes, educators at Whitman High School decided to invite students to participate in the reform process. Dana L. Mitra describes the evolution of student voice at Whitman, showing that the students enthusiastically created partnerships with teachers and administrators, engaged in meaningful discussion about why so many failed or dropped out, and partnered with teachers and principals to improve learning for themselves and their peers. In documenting the difference that student voice made, this book helps expand ideas of distributed leadership, professional learning communities, and collaboration. The book also contributes much needed research on what student voice initiatives look like in practice and provides powerful evidence of ways in which young people can increase their sense of agency and their sense of belonging in school.

“This is a closely detailed, well-organized case of student voice drawn from extensive time in the field. The story is carefully told and represents an important advance for scholars and their students. Dana Mitra has done a fine job of integrating description, student voice, and theory.” — Steven Jay Gross, author of *Promises Kept: Sustaining School and District Leadership in a Turbulent Era*

DANA L. MITRA is Assistant Professor of Education at Penn State at University Park.

FEBRUARY • 128 pp.
4 tables
\$17.95 pb 978-0-7914-7320-7
\$53.50 hc 978-0-7914-7319-1



GRAPPLING WITH DIVERSITY

Readings on Civil Rights Pedagogy and Critical Multiculturalism

SUSAN SCHRAMM-PATE AND
RHONDA B. JEFFRIES, EDITORS

Addresses the concerns of the marginalized in the American school curriculum.

Written for classroom and pre-service teachers who wish to adopt a “civil rights pedagogy,” *Grappling with Diversity* illuminates the diverse worldviews of people in our nation’s history who are usually omitted, marginalized, or misrepresented in the American school curriculum. In order to prepare young people to interact in a variety of contexts with people who are different from themselves, the contributors take a serious look at teaching them to examine the origins and assumptions underlying mainstream thinking, which divides the nation into North and South, us and them, rich and poor, black and white, and to analyze alternative educational frameworks for understanding people and the planet. They also explore the concept of privilege by asking which stories are privileged in contemporary culture, what readings are available, and whose interests are served by them.

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“...This work plants germinal analytical seeds, seeds that may grow in fertile undergraduate or graduate soil on issues such as multiculturalism, progressive education, women in education, social justice pedagogy, urban education, gay and lesbian issues in education, and ‘race’ and education.” — Erskine S. Dottin, Florida International University

SUSAN SCHRAMM-PATE is Associate Professor of Curriculum Studies at the University of South Carolina and coauthor (with Katherine C. Reynolds) of *A Separate Sisterhood: Women Who Shaped Southern Education in the Progressive Era*. **RHONDA B. JEFFRIES** is Associate Professor of Curriculum Studies at the University of South Carolina and coeditor (with Gretchen Givens Generett) of *Black Women in the Field: Experiences Understanding Ourselves and Others through Qualitative Research*.

FEBRUARY • 288 pp.
\$27.95 pb 978-0-7914-7328-3
\$83.50 hc 978-0-7914-7327-6



ALWAYS AT ODDS? Creating Alignment between Faculty and Administrative Values

MARY C. WRIGHT

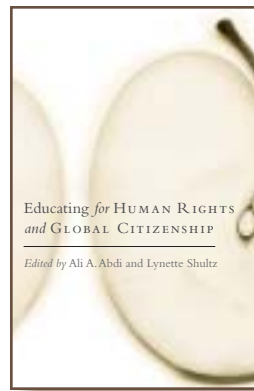
How faculty and administrators at research universities can create a shared sense of values.

In surveys, research university faculty often report that they value teaching more than their departments do. This incongruence holds implications for job satisfaction, stress, time spent on teaching, organizational continuity, and even student evaluations. Using an interactionist view of organizations, Mary C. Wright examines the reasons for this lack of agreement between the individual's values and perceptions of organizational leaders' views. She also examines departments in which there is a consensus about the value of teaching, specifically how formal policies, social networks around teaching, and chair leadership can offer an alternative work environment, or a culture of congruence around instruction. The practices and organizational arrangements of these departments offer lessons for administrators, faculty, and faculty developers who wish to create universities conducive to instructional enhancement. Because this book features extensive case studies of science departments, it also holds implications for those interested in constructing productive work environments and enhancing student learning in STEM (science, technology, engineering, and mathematics) fields.

"While the author is careful to situate her findings in a particular type of institution, I predict that people in a wide variety of institutions will find her conclusions compelling and her recommendations extremely useful." — Laura Kramer, author of *The Sociology of Gender: A Brief Introduction, Second Edition*

MARY C. WRIGHT is Instructional Consultant at the Center for Research on Learning and Teaching at the University of Michigan.

MARCH • 112 pp.
Trim size: 5 ½ x 8 ½
8 tables, 1 figure
\$14.95 pb 978-0-7914-7368-9
\$44.50 hc 978-0-7914-7367-2



EDUCATING FOR HUMAN RIGHTS AND GLOBAL CITIZENSHIP

ALI A. ABDI AND
LYNETTE SHULTZ, EDITORS

Essays that highlight the role of education in bringing about inclusive citizenship and human rights norms.

Nearly sixty years after the Universal Declaration of Human Rights, in spite of progress on some fronts, we are in many cases as far away as ever from achieving an inclusive citizenship and human rights for all. While human rights violations continue to affect millions across the world, there are also ongoing contestations regarding citizenship. In response to these and related issues, the contributors to this book critique both historical and current practices and suggest several pragmatic options, highlighting the role of education in attaining these noble yet unachieved objectives. This book represents a welcome addition to the human rights and global citizenship literature and provides ideas for new platforms that are human rights friendly and expansively attuned toward global citizenship.

"This well-written and accessible book provides an excellent analysis of the current issues in education for human rights and global citizenship. The historical framework is valuable, as is the direct questioning of 'global citizenship for whom?'"
— Allan Pitman, University of Western Ontario

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MARCH • 256 pp.
\$70.00 hc 978-0-7914-7373-3



**AUTHORITY
IS RELATIONAL**
Rethinking Educational
Empowerment
CHARLES BINGHAM

A must read for anyone who wants to think in depth about contemporary classrooms.

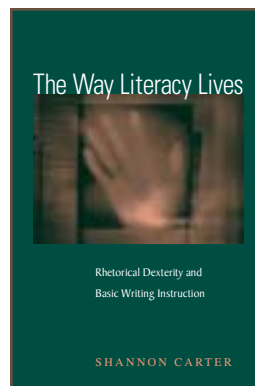
Written in an accessible and personal style, this innovative study of authority

in education examines scenarios of authority in ways that problematize, augment, and redefine prevalent ideas of how it works. Usually seen as a thing that people have, the author suggests that authority should be understood instead as a relation that happens between people, which gets enacted in circuits where each participant has a role to play; those circuits can include teachers, students, the books they read, as well as former teachers and former students. Drawing on ideas from psychoanalysis, hermeneutics, philosophy of language, and the work of Jacques Derrida and Paulo Freire, the book offers a useful new understanding of authority in education.

“Charles Bingham debunks the notion that teaching and learning are straightforward practices that can be improved by doing something ‘other’ or ‘more,’ an important contribution in the midst of dominant discourses that would have education be about the ‘test/improve, test/improve’ Sisyphean cycle. He turns our attention to the messy operation of human interaction, encouraging us to enrich our notions of authority and relation, which in turn enriches our notions of learning at the level of both schools and universities. This is one philosophical text that, refreshingly, does not shy away from examining classroom applications.”
— Kate Evans, author of *Negotiating the Self: Identity, Sexuality, and Emotion in Learning to Teach*

CHARLES BINGHAM is Assistant Professor in the Faculty of Education at Simon Fraser University and coeditor (with Alexander M. Sidorkin) of *No Education Without Relation* and author of *Schools of Recognition: Identity Politics and Classroom Practices*.

APRIL • 160 pp.
\$55.00 hc 978-0-7914-7403-7



THE WAY LITERACY LIVES
Rhetorical Dexterity and
Basic Writing Instruction
SHANNON CARTER

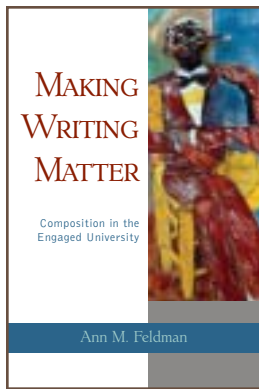
Challenges an autonomous model of literacy instruction in favor of one that recognizes and builds on students’ facility in navigating other rhetorical contexts.

Working from the premise that literacy is a social process rather than an autonomous practice, *The Way Literacy Lives* offers a curricular response to the political, material, social, and ideological constraints placed on literacy education. Shannon Carter argues that fostering in students an awareness of the ways in which an autonomous model deconstructs itself when applied to real-life literacy contexts empowers them to work against this system in ways critical theorists advocate. She builds upon a theoretical framework provided by new literacy studies, activity theory, and critical literacies to construct a new model for basic writing instruction, one that trains writers to effectively read, understand, manipulate, and negotiate the cultural and linguistic codes of a new community of practice based on a relatively accurate assessment of another, more familiar one.

“This book is a critical addition to research in literacy studies and basic writing. Weaving together contemporary theory with rich personal experiences, Carter’s text offers a fresh perspective that is sure to engage many teachers and researchers.”
— Laura Gray-Rosendale, author of *Pop Perspectives: Readings to Critique Contemporary Culture*

SHANNON CARTER is Associate Professor of English at Texas A&M University at Commerce.

MARCH • 208 pp.
1 map, 2 tables
\$60.00 hc 978-0-7914-7355-9



MAKING WRITING MATTER

Composition in the Engaged University

ANN M. FELDMAN

Challenging more limited approaches to service learning, this book examines writing instruction in the context of universities fully engaged in community partnerships.

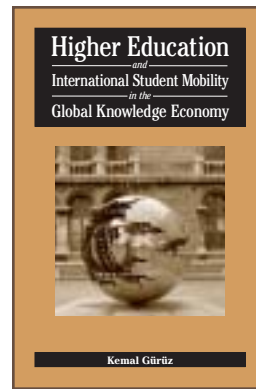
In *Making Writing Matter*, Ann M. Feldman explores how changing scholarship at engaged metropolitan universities offers an opportunity to redesign first-year writing classes in ways that make students better writers. An engaged university commits to a relationship with its surrounding metropolitan area, with faculty members undertaking collaborative research with community partners. The more vibrant, participatory role of an engaged university allows students to link their academic studies to important public issues and gain real-world writing experience (writing press releases and letters to organizations). This newly focused and contextualized research and scholarship at engaged universities shows students how discourse and writing matter in new ways.

“Ann Feldman’s work is always original and contributory; in this case she is on the cutting edge with the new engaged university and the writing instruction that it warrants.” — Susan Miller, author of *Trust in Texts: A Different History of Rhetoric*

“Feldman does a wonderful job of complicating matters so that composition is tied to community and becomes not just ordinary writing, but writing with real social purpose.”
— Victor Villanueva, editor of *Cross-Talk in Comp Theory: A Reader, Second Edition*

ANN M. FELDMAN is Associate Professor of English at the University of Illinois at Chicago. She is the author of *Writing and Learning in the Disciplines* and the coauthor (with Ellen McManus and Nancy Downs) of *In Context: Reading and Writing in Cultural Conversations, Second Edition*.

MARCH • 272 pp.
5 tables, 26 figures
\$85.00 hc 978-0-7914-7381-8



HIGHER EDUCATION AND INTERNATIONAL STUDENT MOBILITY IN THE GLOBAL KNOWLEDGE ECONOMY

KEMAL GÜRÜZ

Demonstrates how the international mobility of students, scholars, programs, and institutions of higher education evolved over time, and the ways in which it is occurring in today’s global knowledge economy.

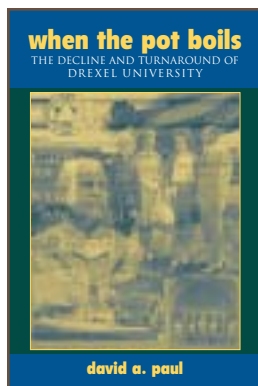
Students and scholars leaving their homes in search of education and knowledge is not a new phenomenon. Kemal Gürüz discusses how the international mobility of students, scholars, programs, and institutions of higher education has evolved over time. He explores the contributions it has made to civilization, scientific and technological progress, and the ways in which it is occurring in today’s global knowledge economy.

“Gürüz does a nice job of relating the theme of mobility to the historical development of higher education and other trends over time. He brings an important cross-cultural perspective to the topic.” — Philip G. Altbach, coeditor of *The Racial Crisis in American Higher Education: Continuing Challenges for the Twenty-first Century, Revised Edition*

“The book is a grand sweep of the history of higher education from an international comparative perspective, with country-by-country descriptions of institutional patterns, enrollments, governance, recent trends in relationships to the state, the emergence and growth of private institutions, the diversification of revenues, and the increasing internationalization of knowledge, students, scholars, and institutional providers.” — D. Bruce Johnstone, coeditor of *Cost-sharing and Accessibility in Higher Education: A Fairer Deal?*

KEMAL GÜRÜZ is Former President of the Council of Higher Education of the Republic of Turkey and retired Professor of Chemical Engineering at the Middle East Technical University. In 2005, he was the first recipient of the Chancellor John W. Ryan Fellowship in International Education at the State University of New York.

APRIL • 300 pp.
16 tables, 61 figures
\$75.00 jacketed hc 978-0-7914-7413-6



WHEN THE POT BOILS

The Decline and Turnaround of Drexel University

DAVID A. PAUL

Tells the story of the decline and near bankruptcy of a major American university, and how its dramatic turnaround was quickly achieved.

When the Pot Boils examines the decline and near

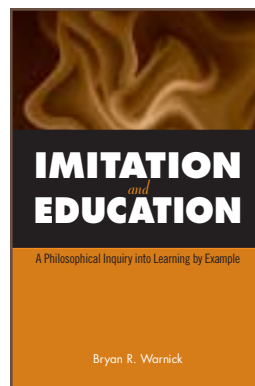
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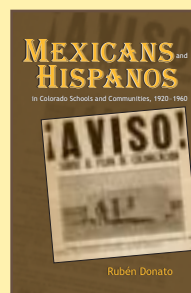
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