

A Definition of Information

by Marcia Bates and Shaena Engle

For a field named “Information Studies,” it would be natural to assume that the basic term, “information,” would be well-defined and widely agreed upon among researchers. The reality is that people in the information studies field, as well as professionals in other fields, differ on what information is and how it should be defined.

In popular everyday use, information refers to something that is new or surprising, particularly of a factual nature. “I just received the information that your ship has come in”; “I need some information on where yoga lessons are given in this city.” In these sentences, the term refers to something that the speaker does not or did not know. Coming to learn about something previously unknown leaves the speaker feeling informed.

Consequently, many writers on information have argued that information or becoming informed is a subjective thing. One person’s information is another person’s old news. Others have argued, however, that there are surely kinds of information that are stable, objective, and independent of individual experience, but are still information—two times two is four, whether or not Jasmine or Johnny has ever been informed of the fact.

Marcia Bates, Professor Emerita in Information Studies and a distinguished scholar, has tackled this issue by arguing that we should think of information in a very fundamental way, and build up to the more popular senses of the term. She has recently proposed defining information in a revolutionary, and controversial way - “the pattern of organization of matter and energy.” The pattern of organization of the material in rocks and all manner of physical objects, as well as in living things, is information, as is the shape (pattern of organization) of sound waves in the air when someone speaks, or the waves in the earth during an earthquake.

She has argued that this definition makes information both subjective and objective. Something exists out there beyond our minds and bodies and that something has some objective existence and some sort of pattern of organization. However, each animal species and each individual animal, including each individual human being, experiences the various patterns of organization in the world around them in different ways. Each constructs its own sense of its world, stores its own memories, and develops its own habits in relation to the world. In this sense, information is subjective.



Information Studies Professor Marcia Bates

But is information then equal to everything there is? Dr. Bates would argue that, no, information is not everything; rather, it is the pattern of organization of everything.

Why should this distinction matter? The ability of living things to distinguish the shape, structure, pattern of something in the world, and also to process that pattern independently of the thing observed or experienced is fundamental to our understanding of information in all its manifestations. When you stand on the dock and see the ship come in, then go and tell your friend that their ship has come in, it means that you have the ability to extract a pattern of organization from the event, then re-form it in such a way as to communicate it to another person. These behaviors are so automatic and feel so easy that we forget what remarkable capabilities they are.

Continued on page 5, A Definition of Information

Dean's Message

Last July I journeyed to a gorgeous mountain setting in Utah to attend my first meeting of the independent, by-invitation-only, Information Technology (IT) Deans' Group. The group, made up of leaders from more than 40 emerging and established colleges, schools, and institutions of computing, information, and information technology, meets bi-annually to discuss a range of topics relevant to creating effective and meaningful IT programs and schools.

Part of the meeting focused on discussing the challenges in information technology, such as how will new developments in technology expand the potential for learning? How can secure systems be created that will not restrict the flow of information yet keep critical information protected? How can we create an information literate population? What are we doing to close the digital divide? These questions led to a discussion on the fundamental role of information in society.

GSE&IS's Information Studies Department is actively addressing these and a myriad of other challenges and questions. We are dedicated to creating and disseminating knowledge about recordable information, its users and uses, and the services, processes, and technologies that facilitate its management and use. Through our research we aim to uncover new and better ways to collect, evaluate, classify, store, retrieve, and distribute information.

Many of our efforts involve pairing with corporations and other professional schools. In 2000, we partnered with Pacific Bell to create the Pacific Bell/UCLA Initiative for 21st Century Literacies. An outcome of a \$1 million gift from SBC Pacific Bell to GSE&IS, the project explored the meaning of literacy in an age of rapidly changing technologies and growing diversity. We launched a website providing teachers

and librarians with resources and tools to support them in providing our nation's youth with 21st century literacy skills and produced *e-literate*, a 15 minute educational video used by teachers, librarians, community leaders, and parents to introduce the subject of today's literacy to young people. We also examined the feasibility of creating adaptive interfaces for accessing digital archives.

We are home to InterPARES (International Research on Permanent Authentic Records in Electronic Systems), a pioneering international research initiative in which archival scholars, computer engineering scholars, national archival institutions, and private industry representatives are collaborating to develop the theoretical and methodological knowledge required for the permanent preservation of authentic records created in electronic systems. One of the InterPARES projects, a thesaurus of archival terminology, is discussed in our profile of Assistant Professor Jonathan Furner in this edition of *The Forum*.

Additionally, we house the Center for Information as Evidence (CIE). CIE is an interdisciplinary center for research and advocacy as they relate to information objects and information systems when they are created, used, or preserved as legal, administrative, documentary, technological, cultural, political, or historical evidence. The Center provides a networking community for faculty members from different professional schools.

GSE&IS's Information Studies Department has paired with UCLA's Department of Film, Television, and Digital Media and UCLA's Film & Television Archive to create a new Master of Arts degree program in Moving Image Archive Studies (MIAS). The program, which began in 2002, is the first and largest of two moving image archive graduate



Aimée Dor, Dean

programs in the country. We think of it as another facet of a vibrant program that fits well within the emerging IT school image.

A special article in this edition of *The Forum* describes a proposed reconceptualization of the very meaning of the Information part of IT. It is the work of Information Studies Professor Emerita Marcia Bates, a renowned scholar in this field.

At GSE&IS, we believe that librarianship and newly emerging forms of information science must develop together and continue to prepare professionals to exercise leadership in planning, implementing, and promoting the preservation, organization, and effective use of society's recorded information and ideas. Our participation in the IT Deans' Group is a welcome opportunity to join with colleagues across the nation in crafting our future.

Dean *

Dean's Scholars Dinner

by Laurel Wruble

Over one hundred and sixty guests gathered at Covell Commons on the evening of November 18th to commemorate the 15th anniversary of the Dean's Scholars program. Dean Aimée Dorr welcomed this lively audience of students, donors, alumni, and faculty with a brief history of the Dean's Scholars program, beginning with its founder and the evening's honoree, Dr. Lewis Solmon. As Dean of the (then) Graduate School of Education (from 1985 to 1991), Solmon established the Dean's Scholars program to increase the number of teachers, administrators, policymakers, and researchers who reflected the changing ethnic composition of students in schools and to enhance the prestige of admission by offering fellowships in a field that had not typically provided them. Dr. Solmon addressed the audience in a video presentation produced for the event, "I continue to take pride in having started a program to help aspiring teachers, those who have the most important jobs in society."

For his vision in 1989 and for his ongoing commitment to the teaching profession and schools, Dean Dorr thanked Solmon, who is currently Vice President of Education and Director of the Teacher Advancement Program for the Milken Family Foundation. Over the past fifteen years, the Milken Family



Education students Carol Yoo, Trestan Dior Ivory, Ronald Gochez, Adriana Jimenez, Benjamin de Leon and donors Marion and Bob Wilson

Foundation has expanded to fund a sophisticated set of national initiatives, including the Educator Awards, Education Conference and Teacher Advancement Program. However, its commitment to GSE&IS' Dean's Scholars program has remained steadfast. Dahlia Geilman, Program Officer at the Milken Family Foundation and our friend, represented the foundation at the dinner. Ms. Geilman has attended the event almost every year and was joined this year by her husband Art.

The celebration honored the 464 students awarded as Dean's Scholars from 1989 to 2003, as well as the 116 Dean's Scholars of 2004-05. In her welcome, Dean Dorr gave special recognition to the donors of individual Dean's Scholarships and consistent contributors to the Dean's Scholars Fund. Five donors were acknowledged for continuous giving in each of the sixteen years since the establishment of the Dean's Scholars in 1989: the Milken Family Foundation,

Dahlia Geilman,
Program Officer Milken
Family Foundation,
Education student Say
Park, and Art Geilman



Cheri Hunter, Eleanor and Clay Levine, Michael and Tim Miklaucic, and the Ahmanson Foundation.

Following Solmon's address, four students shared personal remarks of gratitude. Jeffrey P. Thompson, a first year student in the Master in Library and Information Science (MLIS) program, expressed his dream of working as a law librarian with his joint law and library degrees. Stephen Johnson, a doctoral candidate in the Department of Education's Psychological Studies in Education division, described his research on autism under the guidance of Dr. Connie Kasari. Maribel Santiago and Julie Park, both novices in the Teacher Education Program, also spoke. Santiago shared her interest in the relationship between incarceration and lack of education in California's Latino communities while Park's words reflected the importance of teaching self-confidence and self-challenge. Dean Dorr concluded the evening with an appreciation of student support and recognition of the ongoing need for fellowship funds to enable GSE&IS to compete for the best graduate students in the fields of Education and Information Studies. *

The Dean's Scholars Program is a shining example of philanthropy building a stronger School, a stronger University, and a better future for society. Your support helps ensure that our students develop a firm foundation for lifelong learning that is their best hope for personal achievement and society's best hope for a brighter future. Registration and fees for California residents in the majority of GSE&IS' degree programs are currently \$8,000; full support including living expenses is \$16,000 - \$20,000 . For more information please call the Office of Development and Alumni Affairs at 310/206-0375.

Alumni Making a Difference

by Michelle Jacobson
and Shaena Engle

In this edition of *The Forum*, we profile two alumni who, through their unique efforts, have made extraordinary contributions in both the public and private sectors. Both Kim Labinger and Ken Karmiole illustrate the variety of ways our alumni make a difference in our communities.

Alumna Kim Labinger has been a teacher in the Glendale school system for 18 years. She received her Bachelor's degree in Anthropology from Pomona College and a Master's degree in Education from UCLA.

"I chose to attend the education program at UCLA because I liked the combination of student teaching while achieving a graduate degree," said Labinger. "It was wonderful to have graduate classes along with credential classes. The program was intensive but it got us into the classroom for half of each day. This produced interesting and educational discussions in our afternoon and evening methods classes."

While earning her degree, Labinger learned about the UCLA Writing Project from a teacher. Now a UCLA Writing Project Fellow, Labinger provides consultation and workshops for teachers in the greater Los Angeles area. The Writing Project, a professional development network for teachers of all disciplines, offers invitational institutes which draw teachers together to engage in writing and to share their expertise and discuss current research and issues in the teaching of writing.

In addition to writing, Labinger teaches reading, math, science, and history to her 4th grade students at Thomas Edison Elementary School in Glendale. "Along with traditional subjects, students enjoy

Excerpt from Kim Labinger essay:

One of the first lessons in world history describes how civilization began with the presence of a river and with the discovery that a seed can be cultivated. So ended the need for mass migrations of people in search of sustenance. With the ability to create a surplus of food, the human mind and hand were freed to grasp at creative ways to honor and improve life. Out of this freedom came the celebration and renewal of life itself—art, drama, dance, music, and poetry. Ancient Civilization. Yet is it not this for which all the world still hungers: a better, more civilized life? We can build settlements anywhere on earth now. We don't need a river—but we still need water, we still need to be sustained, and our souls still long to celebrate. Teachers and leaders of our communities are that life-giving force—the river. It is we who are the guardians of growth, sustenance, and renewal. We cannot stand by and let wither that which renews. Our children need to sing their songs and paint their pictures in order to know where they came from. In order to know who they are, they need to learn the language of their brother and sister, and to dance the dance of their neighbor. Together, by tending lush gardens rich in culture and diversity, we can and will tear down barriers that restrain and walls that restrict, and become and remain truly civilized.

art, dance, and music in my classroom every day," said Labinger. "I believe that the arts complement academic learning and are key to teaching the whole child."

It was this philosophy, in part, that led to Labinger being named as one of five California Teachers of the Year on November 22, 2004. The winners were chosen for their effectiveness in the classroom, passion for teaching, and commitment to improving their skills. After being nominated by her district to represent her fellow teachers, Labinger had to write essays explaining her philosophy about teaching and education (an excerpt from Labinger's essay is above). "I focused on the lack of arts education in schools, explaining that lessons in poetry, dance, and the arts can help teachers prepare students for other academic classes," she said.

After being interviewed by a state panel and observed in her classroom by other educators, Labinger heard the news that she was selected over the school's public address system. "It's not something I expected," she said. "The process of being nominated gave me the opportunity to

reflect and put into words what I have learned as a teacher and what I have come to appreciate about the art of teaching."

"I didn't set out to be an antiquarian bookseller," maintains Kenneth Karmiole, a highly respected member of the book trade who received his Masters of Library and Information Science from the School of Library Service in 1971. Kenneth Karmiole Bookseller, Inc. was established in 1976 and was initially located south of the UCLA campus on Westwood Boulevard. Located in Santa Monica since 1986, and specializing in European antiquarian books (books printed before 1800), Karmiole's interest in the world of books was a "slow evolution." A sports enthusiast in high school, Karmiole smilingly claims that he didn't even read books before his undergraduate days at the University of California, Santa Barbara (UCSB), where he earned a B.A. in History in 1968. He first entered a used bookstore to buy UCSB required reading for his college courses and found a biography published in the 1880's of an obscure political figure priced at \$1.00. Karmiole remembers

A Definition of Information, Continued from page 1

However, information gathering, information transfer, information storage, and information retrieval are all based on this ability to distinguish the pattern from the material or energy forming the pattern, and to process and manipulate that pattern of organization, that is, the information, independently from the matter or energy forming the pattern.

Definitions of the term “information” will continue to vary, but the nature of information, its creation, organization, use, and impact will continue to be central to people’s lives and work. *

thinking, “A book should cost more than a danish.” That got him interested in determining the value of old books.

Today, a visitor to Kenneth Karmiolo Booksellers, Inc. will see an impressive space combining a bookshop with Karmiolo’s personal reference library. “My daily routine is very simple: buying and selling old books,” said Karmiolo. To know the value of an antiquarian book, Karmiolo has built up a very strong reference library to understand the book’s historical context. He researches the subject matter, what importance it had at the time of writing, who the author was, who the printer was, and what edition it is. To facilitate selling such esoteric books, Karmiolo publishes a quarterly rare book catalogue, *New Miscellany*, that goes out to a mailing list of 1000 people, in addition to listing the books on the



In Brief

Faculty Honors and Achievements

Education Professor and CRESST co-director **Eva Baker** was awarded a Visiting Fellowship for 2004-2005 with the Teaching and Learning Research Programme (TLRP) at the University of Cambridge, England.

CRESST Senior Research Associate **Francis Butler** and Associate Professor **Alison Bailey** gave an invited live webcast, “Meeting Annual Measurable Achievement Objectives Targets: How Can Understanding Academic Language Help?” to the Mid-Atlantic Regional Comprehensive Center in October 2004.

Education Associate Professor **Mitchell Chang** presented “The Diversity Rationale: Promises, Problems, and Possibilities” and Education Professor **Walter Allen** presented, “Reinforcing Hierarchy: Mechanisms of Dominance and Debilitation in Higher Education,” at the Achieving Diversity in Tertiary and Higher Education: Cross-National Lessons, Challenges, and Prospects Conference at the Kunming University of Science and Technology on November 15-17, 2004 in Kunming China.

Education Professor Emeritus **Burton R. Clark** gave a keynote address on “Sustaining Change in Universities,” at the International Forum of the 29th Annual Conference of the Association for

Continued on page 7, In Brief

internet. Although he attends 4-6 national book fairs annually, Karmiolo points out, “the Internet is a major growth area for the future of antiquarian bookselling.” He is currently at work on a new catalogue of 15th and 16th century books.

After graduating from UCSB, Karmiolo joined the Peace Corps and planned to go to law school after his service. However, Karmiolo realized upon his return that he no longer was interested in pursuing law. “Someone who knew me well suggested I investigate the then UCLA School of Library Service,” Karmiolo recalls. At that time (1970) it was a one year program. “I thought it would be a worthwhile endeavor for one year, and it was. Library school helped make me a better bookseller,” said Karmiolo. “The program emphasized the notion of thoroughness and provided the discipline I needed for research and catalogue work.”

As a student, Karmiolo appreciated that the program allowed him the flexibility to follow his rare book interest and customize his emphasis. “The

professional diversity of GSE&IS continues today. Most of the library programs around the country are de-emphasizing archival work for the technological side of information studies,” said Karmiolo. To show his support for the direction GSE&IS has taken, Karmiolo endowed a fellowship in 2002, the Kenneth Karmiolo Fellowship, to support one student each year in the field of rare books and manuscripts. In addition, last year Karmiolo established an endowment at the UCLA Center for 17th and 18th Century Studies and the William Andrews Clark Memorial Library to fund an annual lecture on the history of the book trade. This seemed a perfect fit for the former library student who was in charge of a speakers program.

While buying and selling rare books is Karmiolo’s livelihood, his passion is for collecting early 20th century California oil paintings. After nearly 30 years in business, Karmiolo has developed a “comfortable business pace” which he can see doing for some time into the future. Established and well-known in Santa Monica, where he lives in walking distance of his shop, he is a bookseller, art collector, folk-dancer, and world-traveler. He sums it up simply, saying, “It’s a good life.” *

Left: Kim Labinger
Right: Kenneth Karmiolo

Convocation

by Amy Gershon

On September 29, 2004, more than 400 enthusiastic incoming students attended the GSE&IS convocation held in Moore Hall. Dean Aimée Dorr welcomed the new students, provided a short history of GSE&IS, and introduced department chairs Virginia Walter (Information Studies) and Daniel Solorzano (Education). Education Professor Mike Rose and Information Studies Assistant Professor Jonathan Furner received Distinguished Teaching Awards. Assistant Professor Jeffrey Wood received the Harold and Louis Haytin Award for Outstanding Research in Teaching and Learning, made possible by a gift from the grandparents of two Seeds University Elementary School (UES) alumni. The award is presented each year to a researcher or group of researchers for exceptional work done at the



Information Studies Chair Virginia Walter, Information Studies Assistant Professor Jonathan Furner, Dean Aimée Dorr, Education Professor Mike Rose and Education Professor (and former Chair) Daniel Solorzano.

elementary school. Office of Student Services Director Amy Gershon presented an overview of the services her office provides and introduced her staff. Students Deborah LaTorre from the UCLA Graduate Students Association in Education and Carol Perruso from the Information Studies Student Governing Board also provided welcoming and informational speeches to the students. After meeting for breakfast, visiting information service tables, attending convocation, gathering for lunch, and going to area meetings the new students began the new year with a great start. *

Jonathan Furner: Managing Information

by Shaena Engle

In the 21st century the importance of information as a basis for making knowledgeable decisions and preserving history is rapidly growing in both the public and private sectors. Technological advancements have expanded opportunities for storing and retrieving information throughout the world. What is the best way to classify information? How should librarians and archivists categorize knowledge for information seekers? Assistant Professor Jonathan Furner is combining his interest in philosophy with his passion for information organization to conduct research and create systems that streamline the process of information management.

“I became interested in Information Studies purely by accident,” said Furner. After graduating from the University of Cambridge, England, he held a series of jobs before landing a position at the University of London as a library assistant. “When I was studying philosophy as an undergraduate I became interested in ontology, the study of categories and what kinds of things there are,” said Furner. While working in the library, Furner realized that books were broadly arranged by subject rather than author or title. “This generated an interest in what kinds of tools one would need to categorize things.” It was then that he decided to become a librarian. While completing his equivalent of the American Masters of Library and Information Science degree at the University of Sheffield, Furner combined his interest in computers with his

fascination with organization. For his master’s thesis, he created a hypertext system for the Victoria and Albert Museum in London. “It was an early multimedia orientation system outlining the museum’s floor plan,” he said.

After graduation, Furner was invited to complete the Ph.D. program and participate in a hypertext research project at Sheffield. On earning his Ph.D., he became a lecturer at the Robert Gordon University in Aberdeen, Scotland. In 1995, he attended a conference for the American Society for Information Science and Technology in Chicago and decided to move abroad. “I saw that the status of librarians and of information studies as a discipline was much higher in America,” said Furner. “I used to read articles by Marcia Bates and Christine Borgman and I wanted to work with these people.” In 1998, Furner fulfilled this wish and joined GSE&IS as an assistant professor.

It was at the Department of Information Studies that Furner’s interest in philosophy and information science came together. At first he was teaching and researching information retrieval – a sub-field of information studies focusing on the design and evaluation of information retrieval systems such as library catalogues, the world wide web, and search engines. Gradually his research and teaching turned to knowledge organization – how information can be organized in structures that make it easier for the end-user to access knowledge.

Recently Furner completed “Dewey Deracialized.” “It is an application of critical race theory to a study of the evolution of the Dewey Decimal Classification. In the paper I examine a particular table in the Dewey scheme, the so-called ‘race’ table,” said Furner. “In the 22nd edition of the scheme, what Dewey called the ‘basic’ racial categories were removed. Many critical race theorists would argue that even though you can’t define racial categories on a biological basis, you can on a social or cultural basis. The categories are no less real. And if

those categories are no longer in Dewey, it means they are no longer available to the classifier or the information seeker. I was interested in investigating the impact of those changes.”

Furner’s findings revealed that it is now more difficult for users to find books or materials that are on topics related to racial categories. “I am hoping that even if people disagree with my conclusions, at least they might consider that critical race theory is a relevant perspective to apply to the study of knowledge organization and library classification.”

Currently, Furner is working with InterPARES (International Research on Permanent Authentic Records in Electronic Systems) to develop a thesaurus of archival terminology. “Basically we are creating a controlled vocabulary of about 1200 words that can act as a retrieval tool,” said Furner. The thesaurus will help authors and searchers select appropriate terminology. “Each term in the thesaurus will be assigned a standard definition,” he said. When completed in January

2005, the thesaurus will be accessible to the public via a website.

In 2004, Furner was selected as the first Information Studies faculty member to receive the newly established departmental Distinguished Teaching Award. “It is an incredible honor to receive such an award, because ultimately it is from the students,” said Furner. “The most rewarding aspect of my job is when students find my classes interesting.”

Furner is teaming with Professor Leah Lievrouw to edit a series of books on information studies for Temple University Press. “We are editing a series of monographs from professors all across the world,” he said. Furner’s next goals include contributing a monograph to the series and continuing to focus on a philosophical approach to knowledge organization. *



In Brief, Continued from page 5

the Study of Higher Education (ASHE) in Kansas City, Missouri in November 2004.

Education Assistant Professor **Robert Cooper** and graduate students **Cheong Huh, Daniel Liou, Pedro Nava, and Erica Yamamura** presented “Improving Academic Possibilities of Urban High School Students During the 8th to 9th Grade Transition: Conceptual and Strategic Considerations,” at the Emerging Scholarship in Urban Education conference at The City University of New York in December 2004.

Education Associate Professor **Yasmin Kafai** received a two-year grant, “Investigating Immersive Simulation Science Activities in Large Scale Multi-User Online Environments Comparing Formal and Informal Settings” from the National Science Foundation. The project will study an online informal science site called Whyville.Net with over 500,000 members. One of the

Continued on page 8, In Brief

Diversity Brown Bag Meetings

by Shaena Engle

On October 13, 2004, the first GSE&IS Dean’s Diversity Brown Bag discussion for the 2004-05 academic year was held in the Moore Hall reading room. The series of monthly meetings was created by Dean Aimée Dorr to promote faculty, student, and staff awareness and discussion about diversity topics. Now in its second year, the meetings encourage dialogue on social and cultural differences. Sparked by speakers drawn from UCLA students, staff, and faculty, participants explore and address various aspects of diversity both inside and outside the formal classroom setting.

Over 30 staff, faculty, and students attended the first meeting which dealt

with “Issues in Teacher Education: What Do We Really Mean by ‘Culture’ and ‘Diversity’? (And Why These Aren’t the Same).”

Dean Aimée Dorr provided opening remarks and introduced presenters Eloise Lopez Metcalfe, Director of the Teacher Education Program (TEP), and Associate Professor Marjorie Faulstich Orellana, Faculty Advisor to TEP. “Both students and faculty at colleges and universities across the country are becoming increasingly varied in their backgrounds and experiences, reflecting the diversity in our broader society. Our Teacher Education Program has a very diverse population and our graduates end up teaching in a variety of culturally diverse communities,” said Dean Dorr. “This Brown Bag provides an opportunity to learn how our students are prepared to succeed in these communities and explore implications for others of our programs.”

The presentation began with a discussion on how “diversity” and “culture” are interpreted in urban schools and segued into an explanation of what the terms mean to TEP. “We have several classes in the Teacher Education Program that focus on the role of diversity and culture in the education process,” said Metcalfe. “When the current TEP began 10 years ago, our student population was primarily white. Now, we have a majority of Latino/a and Asian- American students. Issues of diversity and culture are significant both to our students and to the ethnically and racially diverse Los Angeles schools that they will teach in.”

Topics for future meetings include presentations by the Information Studies Department’s Graduate Student Diversity Paper Winners and by the leaders of UCLA’s Gender Equity study. For more information on the GSE&IS Dean’s Diversity Brown Bag meetings, contact Faith Guyton at guyton@gseis.ucla.edu. *

In Brief, Continued from page 7

participating research sites will be the Corinne E. Seeds University Elementary School (UES).

Education and Applied Linguistics Professor **Reynaldo Macías** was elected as chair of the National Association for Chicana and Chicano Studies in Spring 2004.

Education Professor **Peter McLaren** and **Daniel Ellsberg** (The Pentagon Papers) gave a presentation on the recent Presidential election as part of the Association for Moral Education, The School of Education, and the Paulo Freire Democratic Project at Chapman University in October. Professor McLaren also provided a plenary address and presentation on evangelical Christian politics at the same conference.

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

Education Associate Professor-in-Residence **Linda Sax** gave a keynote address on "The Assessment of Civic Engagement" in Albuquerque, New Mexico at the national meeting of the American Democracy Project in August 2004.

Faculty Publications

Education Professor Emeritus **Burton R. Clark** published "Delineating the Character of the Entrepreneurial University," in *Higher Education Policy* in December 2004. He also published, "Genetic Entrepreneurialism in American Research Universities," in the *Higher Education Forum* (a Japanese journal published in English) in January 2005.

Education Assistant Professor **Tyrone Howard** was a guest editor for "Examining the Role of Race in Social Education," in *Theory and Research in Social Education*. He also contributed an article titled, "Does Race Really Matter? Secondary Students' Construction or Racial Dialogue in the Social Studies," to the journal.

Education Associate Professor-in-Residence **Linda Sax**, with HEOC alumnae **Alyssa Bryant** and **Shannon Gilmartin**, published "A Longitudinal Investigation of Emotional Health Among Male and Female First-year College Students," in the *Journal of the First Year Experience and Students in Transition*. Sax was also selected as guest editor for a special issue of *The Journal of College Student Retention*.

Education Professor **Carlos Torres**, with Finnish Professor **Ari Antikainen** of the University of Joensuu, published *The International Handbook on the Sociology of Education: An International Assessment of New Research and Theory* (Lanham, MD, Rowman and Littlefield). In addition to scholarly work, Professor Torres also published *Poesía Perdida al Atardecer* (Poetry Lost at Sunset) (Valencia, Spain Set I Mid, Germania, 2003); *Cuentas de Amor, de Locura y de Muerte* (Stories of Love, Madness, and Death) (Valencia, Spain. Deges, Colección Cantábrica, 2004); and *Nostalgia de Dios: El Manuscrito de Sir Charles* (Nostalgia for God. The Manuscript of Sir Charles) (Dom Quixote, Lisbon, 2004). *



UCLA Graduate School
of Education & Information Studies

2320 Moore Hall
Box 951521
Los Angeles
California 90095-1521

Address Correction Requested

GSE&IS FORUM
Aimée Doré, Dean
Shaena Engle, Editor/Writer
310.825.8308
www.gseis.ucla.edu

NON-PROFIT
ORG.
U.S. POSTAGE
PAID
UCLA