

COURTNEY B. CAZDEN

Present Position:

Professor of Education, Harvard University, 1971-.
Chair, Program in Teaching, Curriculum and Learning Environments, Harvard Graduate School of Education, 1979-.

Formerly:

Assistant Professor of Education and Research Associate in
Social Relations, Harvard University, 1965-1969.
Assistant Professor of Education, Harvard University,
1969-1971.
Chair, Program in Human Development/Reading, Harvard
Graduate School of Education, 1973-4 and 1976-7.
Associate Dean of Academic Affairs, Harvard Graduate School
of Education, 1977-8.
Visiting Fellow, Center for Human Information Processing and
Visiting Research Sociolinguist, Teacher Education
Program, University of California at San Diego, 1974-5
(while teaching primary grades in a public school).
Visiting Professor, University of New Mexico, Summer, 1980;
University of Alaska, Summer, 1982;
University of Auckland (New Zealand), Spring, 1983.
Member of the Faculty, Bread Loaf School of English
(Middlebury College), Summer 1986, 1987, 1988.

Education:

A.B. Radcliffe College, 1946 (philosophy)
Bank St. College of Education, 1946-7 (elementary education)
M.Ed. University of Illinois, 1953 (elementary education)
Ed.D. Harvard University, 1965 (elementary education)
Post-doctoral participant: Conference on Learning and the
Educational Process, sponsored by Social Science
Research Council, Stanford University, Summer, 1965
Post-doctoral participant: Seminar on Language, society and
the Child, University of California at Berkeley,
Summer, 1986.

Honors:

Fellow, Center for Advanced Study in the Behavioral
Sciences, Stanford, California, 1978-9.
Distinguished Research Address, International Reading
Association, Atlanta, 1984.
Award for Distinguished contributions to Research in
Education, American Educational Research Association,

San Francisco, 1986.
Fulbright Research Fellow, New Zealand, 1987.
Alumnae Recognition Award, Radcliffe College Alumnae Association, 1988.

Major Research Interests:

The development of children's verbal abilities in and out of school, and the functions of language in all educational settings.

Books:

Child language and education. New York: Holt, Rinehart and Winston, 1972.

Edited with V.P. John and D. Hymes, Functions of language in the classroom. New York: Teachers College Press, 1972. Reprinted by Waveland Press, 1985.

Edited, Language in early childhood education (Revised edition), Washington, D.C.: National Association for the Education of Young Children, 1981.

Classroom discourse: The language of teaching and learning. Portsmouth, N.H.: Heinemann, 1988.

Articles (selected items only):

Environmental assistance to the child's acquisition of grammar. Unpublished doctoral dissertation, Harvard University, 1965. (University Microfilms #68-1118.)

Subcultural differences in child language. Merrill-Palmer Quarterly, 1966, 12, 185-219. (#ED 011 325.)

Individual differences in language competence and performance. Journal of Special Education 1967, 1, 135-150.

The acquisition of noun and verb inflections. Child Development, 1968, 39, 443-448.

Three sociolinguistic views of the language of lower-class children--with special attention to the work of Basil Bernstein. Developmental Medicine and Child Neurology, 1968, 10, 600-612.

The situation: A neglected source of social class differences in language use. Journal of Social Issues, 1970, 26, (2), 35-60.

Evaluation of learning in preschool education. Early language development. In B.S. Bloom, T. Hastings, & G. Medaus (Eds.), Handbook on formative and summative evaluation of student learning. New York: McGraw Hill, 1971. pp. 345-398.

Problems for education: Language as curriculum content and learning environment. Daedalus, Summer 1972, 135-148. Play with language and metalinguistic awareness: One dimension of language experience. The Urban Review, 1974, 7, (1), 28-39.

Two paradoxes in the acquisition of language structures and functions. In J.S. Bruner & K.J. Connolly

(Eds.), The development of competence in early childhood. New York: Academic Press, 1974. Pp. 197-221.

Language education: Learning that, learning how and learning to. Philosophical Forum, 1974, 6, 70-92.

How knowledge about language helps the classroom teacher--or does it: A personal account. The Urban Review, 1976, 9, 74-90.

Foreword. In H. Mehan, Learning Lessons. Cambridge: Harvard University Press, 1979. pp. vii-xii.

Language in education: Variation in the teacher talk register. In J. Alatis and R. Tucker (Eds.), Language in public life. Georgetown University Round Table on Language and Linguistics, 1979. Washington, D.C.: Georgetown University Press, 1979. pp. 144-162.

Toward a social educational psychology--with Soviet help. Contemporary Educational Psychology, 1980, 5, 196-201.

Four comments. In P. Gilmore & A. Glatthorn (Eds.) Ethnography and education: Children in and out of school. Washington, D.C.: Center for Applied Linguistics, 1982. pp. 209-226.

Contexts for literacy: In the mind and in the classroom. Journal of Reading Behavior, 1982, 14, 413-427.

Peekaboo as an instructional model: Discourse development at school and at home. Papers and Reports on Child Language Development, No. 17. Stanford University: Department of Linguistics, 1979, 1-29. Revised version in B. Bain (Ed.), The sociogenesis of language and human conduct: A multidisciplinary book of reading. New York: Plenum, 1983. Pp. 33-58.

Can ethnographic research go beyond the status quo? Anthropology and Education Quarterly, 1983, 14, 33-41.

Effective instructional practices in bilingual education. Research review commissioned by the National Institute of Education, July 1984. (ED 249 768.)

What is Sharing Time for? Language Arts, 1985, 62, 182-188.

Classroom discourse. In M.E. Wittrock (Ed.), Handbook of Research on Teaching (3rd edition). New York: Macmillan, 1986. pp. 432-463.

Education, culture and information: The need for critical understanding. In Information and its functions: Todai symposium, 1986. Tokyo: The University of Tokyo, Institute of Journalism and Communication Studies. Pp. 117-136.

ESL Teachers as language advocates for children. In D.S. Enright & P. Rigg (Eds.), Children and ESL: Integrating perspectives. Washington: TESOL, 1986. Pp. 7-21.

Language in the classroom. Annual Review of Applied Linguistics VII, 1986. Pp. 18-33.

English for academic purposes: The student-talk register. English Education, 1987, 19(1), 31-43.

Environmental assistance revisited: Variation and functional equivalence. In F. Kessel (Ed.), The development of language and language researchers: Essays in honor of Roger Brown. Hillsdale, N.J.: Erlbaum, 1988. Pp. 281-297.

Social interaction as scaffold: The power and limits of a metaphor. In M. Lightfoot and N. Martin (Eds.), The word for teaching is learning: Essays for James Britton. Portsmouth, N.H.: Boyton/Cook, 1983. pp. 3-13.

Interactions between Maori children and Pakeha teachers. Auckland (New Zealand): Auckland Reading Association, 1988.

Butterflies, origami birds: Teachers, actors, and subtext. Bread Loaf and the Schools, Summer, 1988. Pp. 6-7.

The myth of autonomous text. In D.M. Topping (Ed.). Third International Conference on Thinking. Hillsdale, N.J.: Erlbaum, in press.

Contributions of the Bakhtin Circle to "communicative competence." Applied Linguistics, in press.

Texts and contexts: A response. In S. de Castell, A. Luke & C. Luke (Eds.), Language, authority and criticism: Readings on the school textbook. London & Philadelphia: Falmer Press, in press.

Co-authored Articles (selected articles only):

Brown, R., Cazden, C.B. & Bellugi, U. The child's grammar from I to III. In J.P. Hill (Ed.), 1967 Minnesota Symposium on Child Development, Minneapolis: University of Minnesota Press, 1969. pp. 28-73.

Carrasco, R.L., Vera; A. & Cazden, C.B. Aspects of bilingual students' communicative competence in the classroom: A case study. In R. Duran (Ed.), Latino language and communication behavior. Advances in discourse processes, Volume 6. Norwood, N.J.: Ablex Publishers, 1981. pp. 237-269.

Calfee, R.C., Cazden, D.B., Duran, R.P., Griffin, M.P., Martus, M., & Willis, H.D. Designing reading instruction for cultural minorities: The case of the Kamehameha early education program. Report to the Ford Foundation, December, 1981. (ED 215 039.)

Cazden, C.B., Carrasco, R., Maldonado-Guzman, A.A., & Erickson, F. The contribution of ethnographic research to bicultural bilingual education. In J. Alatis (Ed.), Current issues in bilingual education. Georgetown University Round Table on Language and Linguistics, 1980. Washington, D.C.: Georgetown University Press, 1980. pp. 64-80.

Cazden, C.B., Cordiero, P., & Giacobbe, M.E. Spontaneous and scientific concepts: Young children's learning of punctuation. In G. Wells & J. Nichols (Eds.), An interactional perspective. Language and learning. London & Philadelphia: Falmer Press, 1985. pp. 107-124.

Cazden, C.B., Cox, M., Dickinson, D., Steinberg, Z., & Stone, C. "You all gonna hafta listen": Peer

teaching in a primary classroom. In W.A. Collins (Ed.), Children's language and communication. 12th annual Minnesota Symposium on Child Development. Hillsdale, N.J.: Lawrence Erlbaum, 1979. Pp. 183-231.

Cazden, C.B. & Dickinson, D. Language in education: Standardization and cultural pluralism. In C.A. Ferguson & S.B. Heath (Eds.), Language in the USA. New York: Cambridge University Press, 1981. pp. 446-468.

Cazden, C.B. & Hymes, D. Narrative thinking and story telling rights: A folklorist's clue to a critique of education. In D. Hymes, Language in education: Ethnolinguistic essays. Washington, D. C.: Center for Applied Linguistics, 1980. pp. 126-138.

Cazden, C.B. & Leggett, E.L. Culturally responsive education--a discussion of LAU Remedies II. In H.T. Trueba, G.P. Guthrie & K.H. Au (Eds.), Culture and the bilingual 'classroom: Studies in classroom ethnography. Rowley, Mass.: Newbury House, 1981. pp. 69-86.

Cazden, C.B. & Mehan, H. Context, code, classroom and culture: Principles from sociology and anthropology. In M. Reynolds (Ed.) Knowledge base for beginning teachers. Pergamon Press, in press.

Cazden, C.B., Michaels, S. & Tabors, P. Self-repair in Sharing Time narratives: The intersection of metalinguistic awareness, speech event and narrative style. In S.W. Freedman (Ed.), The acquisition of writing: Revision and response. Norwood, N.J.: Ablex, 1985. Pp. 51-64.

Cordeiro, P., Giacobbe, M.E. & Cazden C.B. Apostrophes, quotation marks, and periods: Learning punctuation in the First Grade. Language Arts, 1983, 60, 323-332.

Forman, E.A. & Cazden, C.B. Exploring Vygotskian perspectives in education: The cognitive value of peer interaction. In J. V. Wertsch (Ed.), Culture, communication and cognition: Vygotskian perspectives. New York: Cambridge University Press, 1985. pp. 323-347.

Meier, T.R. & Cazden, C.B. A focus on oral language and writing from a multicultural perspective. Language arts, 1982, 59, 504-512.

Michaels, S. & Cazden, C.B. Teacher/child collaboration as oral preparation for literacy. In B. B. Schieffelin (Ed.), Acquisition of literacy: Ethnographic perspectives. Norwood, N.J.: Ablex, 1986. Pp. 132-154.

Steinberg, Z. & Cazden, C.B. Children as teachers--of peers and ourselves. Theory into practice, 1979, 18, 258-266.

Reviews (from 1980 only):

"Vygotsky, Luria and more." Review of M. Cole (Ed.), Soviet developmental psychology: An anthology. Contemporary Psychology, 1980, 25, 124-126.

Review of L. Feagans & D. Farran (Eds.). The language of children reared in poverty: Implications for evaluation and intervention. Science, 1982, 216, 865-866.

Review of M. Stubbs, Language and literacy: The sociolinguistics of reading and writing. Language problems and language planning, 1983, 4, 88-89.

Review of D.R. Olson, The social foundations of language and thought: Essays in honor of Jerome S. Bruner. Applied Psycholinguistics, 1983, 4, 88-89.

Review of M.,}. Willes, Children into pupils: A study of language in early schooling. Journal of Child Language, 1986, 13, 447-450.

Review of H.S. Becker. Writing for social scientists: How to start and finish your thesis, book or article. Harvard Educational Review, 1987, 57, 220-222.

Review of S. Romaine. The language of children and adolescents: The acquisition of communicative competence. Teachers college Record, 1987, 88, 615-617.

Cazden, C.B. & Haynes, C. Review of D.N. Ripich & F.M. Spinelli (Eds.). School discourse problems. San Diego: College-Hill Press, 1985. Applied Psycholinguistics. 1986, 7, 394-395.

Cazden, C.B. & McCollum, H. Review of P. Atkinson. Language, structure, and reproduction: An introduction to the sociology of Basil Bernstein. Contemporary Sociology, 1987, 16, 908-910.

Professional Activities:

President, Council on Anthropology and Education (American Anthropological Association), 1980-1.

President, American Association for Applied Linguistics, 1985.

Chair, Board of Trustees, Center for Applied Linguistics, 1981-85.

Member, advisory board, Center for the study of Reading, University of Illinois, 1979-.

Senior advisor, Center for Language Education and Research, 1985-8.

Advisor, Center for the Study of Writing, 1986-.

Member of Executive Board, American Educational Research Association, 1981-4; member of the Publications Committee, AERA, 1984-6; Editor, Review of Research in Education, 1987-1990.

Past or present member of the editorial board: Child Development, Journal of Child Language, Language in Society, Discourse Processes, Applied Psycholinguistics, Journal of Applied Developmental Psychology, Early Childhood Research Quarterly.

Member, Board of Syndics, Harvard University Press, 1977-81.

Fellow of the American Psychological Association in Div. 7 (Developmental Psychology), Div. 9 (Society for the Psychological Study of Social Issues), and Div. 15 (Educational Psychology).

Fellow, National Conference on Research in English.

(Soc. Sec. #058-22-5762)

Courtney B. Cazden

Charles William Eliot Professor of Education, Harvard University,
1994-

Formerly:

Professor of Education, Harvard University, 1971-1994
Assistant Professor of Education and Research Associate in
Social Relations, Harvard University, 1965-1969.
Associate Professor of Education, Harvard University, 1969-1971.
Chair, Human Development/Reading 1976-7;
Chair, Teaching, Curriculum and Learning Environments 1979-89.
Associate Dean of Academic Affairs, Harvard Graduate School
of Education, 1977-8.
Visiting Fellow/Scholar, Center for Human Information Processing
and Visiting Research Sociolinguist, Teacher Education
Program, University of California at San Diego, 1974-5
(while teaching primary grades in a public school);
University of Lancaster (England), 1994
Visiting Professor, University of New Mexico, Summer, 1980;
University of Alaska, Summer, 1982; University of
Auckland (New Zealand), Spring, 1983.
Member of the Faculty, Bread Loaf School of English
(Middlebury College), Summer 1986-90, 1992, 1994.

Education:

A.B. Radcliffe College, 1946 (philosophy)
Bank St. College of Education, 1946-7 (elementary education)
M.Ed. University of Illinois, 1953 (elementary education)
Ed.D. Harvard University, 1965 (elementary education)
Post-doctoral participant: Conference on Learning and the
Educational Process, sponsored by Social Science
Research Council, Stanford University, Summer, 1965;
Seminar on Language, society and the Child, University of
California at Berkeley, Summer, 1968.

Honors:

Fellow, Center for Advanced Study in the Behavioral Sciences,
Stanford, California, 1978-9.
Distinguished Research Address, International Reading
Association, Atlanta, 1984.
Award for Distinguished contributions to Educational Research,
American Educational Research Association, San Francisco,
1986.
Honorary degree, Bank Street College of Education, 1986. Fulbright Research Fellow, New

Zealand, 1987.

Alumnae Recognition Award, Radcliffe College, 1988.

Member, National Academy of Education, 1990-.

George and Louise Spindler Award, Council on Anthropology and Education, 1994

Member, Reading Hall of Fame, 1994

Publications (from 1988 only)

Books

(1988) Classroom discourse: The language of teaching and learning. Portsmouth, N.H.: Heinemann. (Spanish edition 1991; Chinese edition in press)

(1990) Edited, Review of research in education. Vol. 16. Washington; D.C.: American Educational Research Association.

(1990) Edited with C. Snow. English plus: Issues in bilingual education. THE ANNALS of the American Academy of Political and Social Science, Vol. 508. (Available separately from Newbury Park, CA: Sage Publications.)

(1992) Whole language plus: Essays on literacy in the United States and New Zealand. New York: Teachers College Press.

Articles, chapters, papers and reports (not including those now reprinted in above 1992 book)

(1988) Environmental assistance revisited: Variation and functional equivalence. In F. Kessel (Ed.), The development of language and language researchers: Essays in honor of Roger Brown (pp. 281-297). Hillsdale, N.J.: Erlbaum.

(1988) Social interaction as scaffold: The power and limits of a metaphor. In M. Lightfoot and N. Martin (Eds.), The word for teaching is learning: Essays for James Britton (pp. 3-13). Portsmouth, N.H.: Boynton/Cook.

(1988) Matching purpose and practice: Dialogue journals in graduate school. Dialogue, V (2), 8-9.

(1988) Issues of knowledge about language for children and teachers. Paper presented at a conference sponsored by the (British) National Association for the Teaching of English, London, June.

(1989) Texts and contexts: A response. In S. de Castell, A. Luke & C. Luke (Eds.), Language, authority and criticism: Readings on the school textbook (pp. 284-289). London & Philadelphia: Falmer Press.

(1991) Performing expository texts in the foreign language classroom. In K. Kramsch & S. McConnell-Ginet (Eds.), Text and context: Cross-disciplinary and cross-cultural perspectives on language study (pp. 67-78). Boston: D.C. Heath.

(1991) Metalinguistic awareness revisited: Its contribution to the child's appropriation of form. Plenary address to the Australian Reading Association (Adelaide), July. ED 362 066.

(1992) Reflections on the Language in the National Curriculum (LINC) project. LINC Papers #9. Slough (UK): National Foundation for Educational Research.

(1992) Does practice with specific "linguistic devices" matter? The Quarterly Newsletter of the Laboratory of Comparative Human Cognition, 14, 4, 113-114.

(1992) Revealing and telling: The socialization of attention in learning to read and write. Educational Psychology, 12, 305-313.

(1992) Language minority education in the United States: Implications of the Ramirez Report. Educational Practice Report 3. University of California Santa Cruz: National Center for Research on Cultural Diversity and Second Language Learning.

(1992) Visit to the Funds of Knowledge for Teaching Project. Focus on diversity, Fall, 2-3. Santa Cruz: National Center for Research on Cultural Diversity and Second Language Learning.

(1993) Does writing as process = writing as social practice? Paper presented at symposium honoring Sylvia Scribner, American Educational Research Association (Atlanta), April. ED 361 720.

(1993) Foreword. In B. Cope and M. Kalantsis (Eds.). of literacy: Genre approaches to teaching literacy. Philadelphia: Falmer Press.

(1993) A report on reports: Two dilemmas of genre teaching. Plenary address to conference on "Working with genre III." University of Technology, Sydney, May. (Sydney), May. ED 363 593

(1993) Contested conventions in writing about the law. In J. E. Alatis (Ed.). Georgetown University Round Tables of Languages and Linguistics 1992 (pp. 66-69). Washington, D.C.: Georgetown University Press.

(1993) Peace Day in South Africa. Bread Loaf News, Fall/Winter, 24-25.

(1993) Language socialization. In Encyclopedia of language and linguistics. Oxford: Pergamon.

(1993) Immersing, revealing and telling: A continuum from implicit to explicit teaching. Plenary address to the Second International Conference on Second Language Teacher Education, City Polytechnic of Hong Kong, March. ED 365 134

(1993) Genre in systemic linguistics, Bakhtin and linguistic anthropology. Plenary address to the 20th International Systemic-Functional Congress, University of Victoria, July.

(1994) Situational variation in children's language development revisited. In D. Biber & E. Finegan (Eds.), Sociolinguistic perspectives on register (pp. 277-293). New York: Oxford University Press.

(1994) Writing about cats: Constrasting philosophies of writing pedagogy. In D. Keller-Cohen (Ed.), Literacy: Interdisciplinary conversations (pp. 335-348). Cresskill, N.J.: Hampton Press.

(1994) Foreword. In T.J. Lensmire. When children write: critical re-visions of the writing workshop (pp. vii-viii). New York: Teachers College Press.

(1994) Vygotsky and ESL Literacy Teaching. TESOL Quarterly, 28 (1), 172-176.

(1994) Preface. In S. May, Making multicultural education work.. Clevedon (UK): Multilingual Matters.

(1994) Learnings from heightened mindfulness. Radcliffe Quarterly, 80 (2), 5-7.

(1995) Visible and invisible pedagogies in literacy education. In P. Atkinson, S. Delamont, and B. Davies (Eds.) Discourse and reproduction (pp. 161-174). Cresskill, NJ: Hampton Press.

(1995) New ideas for research on classroom discourse. TESOL Quarterly, 29, 384-387.

(1995) Language, power and development: The significance of doing what comes UNnaturally. Paper presented at the Global Cultural Diversity Conference, Sydney, April.

(1995) Revealing and telling: A continuum from implicit to explicit teaching. Education Australia, #30, 25-26.

(1995) A different road to English. Harvard Graduate School of Education Alumni Bulletin, 39 (2), 12.

(1995) Bernstein's visible and invisible pedagogies: Reading Recovery as a mixed system. Paper presented at the annual convention of the American Educational Research Association, San Francisco, April.

(in press) Readings of Vygotsky in writing pedagogy. In D. Hicks (Ed.), Child discourse and social learning: An interdisciplinary perspective. New York: Cambridge University Press.

Co-authored articles, chapters, papers and reports

(1989) Cazden, C.B. & Mehan, H. Principles from sociology and anthropology: Context, code, classroom and culture. In M. Reynolds (Ed.), Knowledge base for the beginning teacher (pp. 4757). Oxford & New York: Pergamon Press.

(1989) Cazden, C.B., Diamondstone, J. & Naso, P. Teachers and researchers: Roles and relationships. The Quarterly of the National Writing Project and the Center for the study of Writing, 11 (4), 1-2, 25-27.

(1990) Cazden, C.B., Snow, C.E., & Heise-Baigorria, C. Language planning in preschool education. Report for the Consultative Group on Early Childhood Care and Development, UNICEF (New York). ED 324 929. (Translated into Vietnamese 1994.)

(1991) Freeman, D. & Cazden, C.B. Learning to talk like a professional: Some pragmatics of foreign

language teacher training. In L.F. Bouton & Y. Kachru (Eds.), pragmatics and language learning, 2, pp. 225-245. Urbana, Illinois: University of Illinois, Division of English as an International Language.

(1992) Gray, B. & Cazden, C.B. Concentrated language encounters: The international biography of a curriculum concept. Plenary presentation at the TESOL annual conference, Vancouver, March.

(1993) Cazden, C.B. J. Lobdell, J. Writing-drama connections: A conversation. The Quarterly Journal of the National Writing Project and the Center for the Study of Writing and Literacy, 15 (3), 10-14.

Book reviews

(1988) Review of F. Lowenthal & F. Vandamme (eds), Pragmatics and education. Contemporary Psychology, 33, 547.

(1989) Review of A.D. Edwards & D.P.G. Westgate, Investigating classroom. Applied Linguistics, 10, 447-448.

(1990) Review of D. Edwards & N. Mercer, Common knowledge: The development of understanding in the classroom. Contemporary Psychology, 5, 66.

(1990) Essay review of D. Allwright, Obsevation in the language classroom, C. Chaudron, Second language classrooms: Research on teaching and learning, and L. van L, The classroom and the language learner: Ethnography and second-language classroom research. TESOL Quarterly, 24, 717-724.

(1991) Review of O.L. Taylor, Nature of communication disorders in culturally and linguistically diverse _populations. Applied Psycholinguistics, 12, 381-2.

(1992) Review of E.S. Andersen, Speaking with style: The sociolinguistic skills of children. Applied Psycholinguistics, 13, 247-249.

(1992) Review of C. James & P. Garrett (Eds), Language awareness in the classroom. Language Culture and Curriculum 5 (3), 146-8.

(1992) Review of J.L.Lemke, Talking science: Language, learning, and values. Language in Society, 21, 123-128.

(1995) Review of M.I.Macaulay, Processing varieties in English: An examination of oral and written speech across genres. Applied Linguistics, 14, 4, 439-442.

(1995) Review of C.Walton & W. Eggington (Eds), Language: Maintenance, power and education in Aboriginal contexts. International Journal of the Sociology of Language, 113, 151-6.

(in press) Review of R. A. Berman & D. I. Slobin, Relating events in narrative: A cross-linguistic study. Language in Society.

(in press) Review of P. McLaren, Schooling as a ritual performance: Towards a political economy of

educational symbols and gestures. Newsletter of the Language and Social Processes SIG, AERA.

(in press) Review of S. Pinker, The language instinct. *American Anthropologist*

(in press) Review of M. Gadotti, Reading Paulo Freire His life and work. *American Anthropologist*.

Professional Activities (since 1988)

Member, Research Committee, National Council of Teachers of English, 1988-1990

Member, Board of Syndics, Harvard University Press, 1989-1993

Co-chair, Center for the Study of Writing and Literacy Advisory Committee, 1991-

Member, Linguistics Society of American Language in the School Curriculum Committee, 1992

President, National Conference on Research in English, 1993

Member, Board of Trustees, Cambridge Friends School, 1993-

Grants: A five-year grant from the Spencer Foundation (July 1991 - June 1996) to bring together ideas on "The teaching of writing in the English-writing world." Many of the writings listed above are part of that work.

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7/95