

References

- Althusser, L. (1971). Ideology and Ideological State Apparatuses. In L. Althusser (Ed.), Lenin and Philosophy and other Essays. New York: Monthly Review Press.
- Alvermann, D. E., O'Brien, D. G. & Dillon, D. R. (1996). On Writing Qualitative Research. Reading Research Quarterly, 31(1), 114-120.
- Ames, C. (1992). Classrooms: Goals, Structures and Student Motivation. Journal of Educational Psychology, 84, 261-271.
- Apple, M.W. & Beane, J. A. (1995). Democratic Schools. Alexandria, VA: Association for Supervision and Curriculum Development.
- Aronowitz, S. (1986). Schooling, Popular Culture and Post-Industrial Society: Peter McLaren Interviews Stanley Aronowitz. Orbit, 17-18.
- Ashton-Warner, S. (1963). Teacher. New York: Simon and Schuster.
- Ayers, W. (1989). The Good Preschool Teacher. New York: Teachers College Press.
- Ayers, W. (1993). To Teach: the Journey of a Teacher. New York: Teachers College Press.
- Barber, B. R. (1984). Strong Democracy: Participatory Politics for a New Age. Berkeley and Los Angeles: The University of California Press.
- Barber, E. A. (1994). Learning Across Time and Text: Ten Child Writers in the Years from First Grade to Middle and High School. Doctoral Dissertation: Virginia Polytechnic Institute and State University.
- Becker, H. S. (1986). Writing for Social Scientists. Chicago: The University of Chicago Press.
- Bellah, R. N., Madsen, R., Sullivan, W. M., Swidler, A. & Tipton, S. M. (1985). Habits of the Heart: Individualism and Commitment in American Life. Berkeley: University of California Press.
- Beyer, L. E. (1996). Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice. New York: Teachers College Press.
- Bigelow, B. (1995). Getting Off the Track: Stories from an Untracked Classroom. In L. Devine, R. Lowe, B. Peterson & R. Tenorio (Eds.), Rethinking Schools: An Agenda for Change, 155-170. New York: The New Press.

- Bigelow, B., Christensen, L., Karp, S., Miner, B. & Peterson, B. (1994). Creating Classrooms for Equity and Social Justice. In B. Bigelow, L. Christensen, S. Karp, B. Miner & B. Peterson (Eds.), Rethinking Our Classrooms: Teaching for Equity and Justice, 4-5. Milwaukee: Rethinking Schools, Ltd.
- Blumer, I. (1992). Core Value Process. Newton, MA: Newton Public Schools.
- Bogdan, R. & Biklan, S. (1992). Qualitative Research for Education: An Introduction to Theory and Methods. Boston: Allyn and Bacon.
- Boggs, C. (1976). Gramsci's Marxism. London: Pluto Press.
- Bowles, S. & Gintis, H. (1976). Schooling in Capitalist America. New York: Basic Books.
- Boyer, E. (1995). The Basic School: A Community for Learning. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Brendtro, L. K., Brokenleg, M. & Van Bockern, S. (1990). Reclaiming Youth at Risk: Our Hope for the Future. Bloomington, IN: National Education Service.
- Briggs, C. L. (1986). Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research. New York: Cambridge University Press.
- Britzman, D. P. (1991). Decentering Discourses in Teacher Education: or, the Unleashing of Unpopular Things, Journal of Education, 173(3), 60-80.
- Brodhagen, B. (1995). The Situation Made Us Special. In M. W. Apple & J. Beane (Eds.), Democratic Schools, 83-100. Alexandria, VA: Association for Supervision and Curriculum Development.
- Burnett, J. H. (1974). On the Analog Between Culture Acquisition and Ethnographic Method, Anthropology and Education, 5 (1), 25-29.
- Canter, L. & Canter, M. (1976). Assertive Discipline: A Take-Charge Approach for Today's Educator. Santa Monica, CA: Lee Canter and Associates.
- Carini, P. (1982). The School Lives of Seven Children: A Five Year Study. Grand Forks, ND: University of North Dakota Press.
- Census Bureau Figures. (1991). Blue Ridge Regional Business Journal, 3(8), 1 & 6-8.
- Christensen, L. (1994a). Building Community from Chaos. In B. Bigelow, L.

- Christensen, S. Karp, B. Miner & B. Peterson (Eds.), Rethinking Our Classrooms: Teaching for Equity and Justice, 50-55. Milwaukee: Rethinking Schools, Ltd.
- Christensen, L. (1994b). Discipline: No Quick Fix. In B. Bigelow, L. Christensen, S. Karp, B. Miner & B. Peterson (Eds.), Rethinking Our Classrooms: Teaching for Equity and Justice, 56-57. Milwaukee: Rethinking Schools, Ltd.
- Clark, L. C. (1994). Expectations and 'At-Risk' Children: One Teacher's Perspective. In B. Bigelow, L. Christensen, S. Karp, B. Miner & B. Peterson (Eds.), Rethinking Our Classrooms: Teaching for Equity and Justice, 126-128. Milwaukee: Rethinking Schools, Ltd.
- Cochran-Smith, M. & Lytle, S. L. (1993). Inside/Outside: Teacher Research and Knowledge. New York: Teachers College Press.
- Cochran-Smith, M. & Lytle, S. (1996). Foreword. In L. E. Beyer (Ed.), Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice, ix-x. New York: Teachers College Press.
- Coffey, A. & Atkinson, P. (1996). Making Sense of Qualitative Data. Thousand Oaks, CA: SAGE Publications, Inc.
- Cohen, E. G., Kepner, D. & Swanson, P. (1995). Dismantling Status Hierarchies in Heterogeneous Classrooms. In J. Oakes & K. Quartz (Eds.), Creating New Educational Communities, 16-31. Chicago: The National Society for the Study of Education.
- Coles, R. (1997). The Moral Intelligence of Children. New York: Random House.
- Connelly, F. M. & Clandinin, D. J. (1988). Teachers as Curriculum Planners: Narratives of Experience. New York: Teachers College Press.
- Connelly, F. M. & Clandinin, D. J. (1990). Stories of Experience and Narrative Inquiry, Educational Researcher, 19(5), 2-14.
- Cotterill, P. (1992). Interviewing Women: Issues of Friendship, Vulnerability and Power, Women's Studies International Forum, 15(5/6), 593-606.
- Counts, G. S. (1932). Dare Progressive Education be Progressive? Progressive Education, 9, 257-263.
- Cunat, M. (1996). Vision, Vitality, and Values: Advocating the Democratic Classroom. In L. E. Beyer (Ed.), Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice, 127-149. New York: Teachers College Press.

- Curti, M. (1935). Social Ideas of American Educators. New York: Scribner.
- Davies, B. (1993). Shards of Glass: Children Reading and Writing Beyond Gendered Identities. Cresskill, NJ: Hampton Press, Inc.
- Deegan, J. G. (1991). An Ethnography of Children's Friendships in a Fifth Grade Culturally Diverse Class. Chicago: Annual Meeting of the American Educational Research Association. ED 330 488.
- Delamont, S. (1992). Fieldwork in Educational Settings: Methods, Pitfalls and Perspectives. London: The Falmer Press.
- Delpit, L. D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children, Harvard Educational Review, 58, 379-385.
- Delpit, L. (1994). Seeing Color: A Review of *White Teacher*. In B. Bigelow, L. Christensen, S. Karp, B. Miner & B. Peterson (Eds.), Rethinking Our Classrooms: Teaching for Equity and Justice, 130-132. Milwaukee: Rethinking Schools, Ltd.
- Delpit, L. (1995). Other People's Children: Cultural Conflict in the Classroom. New York: The New Press.
- Denzin, N. K. (1992). An Important Example of Contemporary Interpretation and Theory in a Tradition that has Informed Much Ethnographic Research. In Symbolic Interactionism and Cultural Studies. Oxford, UK: Blackwell.
- DePaola, T. (1983). The Legend of Bluebonnet. New York: Scholastic, Inc.
- Dewey, J. (1900). The School in Society. In Dworkin, M. S. (Ed.), Dewey on Education: Selections with an Introduction and Notes, 33-90. New York: Teachers College Bureau of Publications, 1959.
- Dewey, J. (1916). Democracy and Education. New York: Macmillan Co.
- Dewey, J. (1922). Human Nature and Conduct: An Introduction to Social Psychology. New York: Carlton House.
- Dewey, J. (1927). The Public and its Problems. New York: Henry Holt.
- Dewey, J. (1930). How Much Freedom in the New Schools? The New Republic, 58, 203-204.
- Dewey, J. (1938). Experience and Education. New York: The Macmillan Company.
- Dewey, J. & Tufts, J. (1908). Ethics. New York: H. Holt and Co.

- Dreikurs, R. (1966). Psychology in the Classroom. New York: Harper and Row.
- Duckworth, E. (1996). The Having of Wonderful Ideas and Other Essays on Teaching and Learning. New York: Teachers College Press.
- Durkheim, E. (1964). The Division of Labor in Society. In G. Simpson (Trans.) New York: Free Press. (Originally published 1893).
- Edelsky, C. (1994). Education for Democracy, Language Arts, 71(4), 252-257.
- Edwards, A. D. (1980). Patterns of Power and Authority in Classroom Talk. In P. Woods (Ed.), Teacher Strategies, 237-253. London: Croom Helm.
- Ellwood, C. (1994). The Day Sondra Took Over. In B. Bigelow, L. Christensen, S. Karp, B. Miner & B. Peterson (Eds.), Rethinking Our Classrooms: Teaching for Equity and Justice, 98-101. Milwaukee: Rethinking Schools, Ltd.
- Ellwood, C. (1995). Preparing Teachers for Education in a Diverse World. In D. Levine, R. Lowe, B. Peterson & R. Tenorio (Eds.), Rethinking Schools: An Agenda for Change, 246-252. New York: The New Press.
- Ely, M., Anzul, M., Friedman, T., Garner, D. & Steinmetz, A. (1991). Doing Qualitative Research: Circles Within Circles. London: The Falmer Press.
- Emerson, F., Fretz, R. & Shaw, L. (1995). Writing Ethnographic Fieldnotes. Chicago: The University of Chicago Press.
- First, J. & Gray, R. (1991). The Good Common School: Making the Vision Work for All Children. Boston: National Coalition of Advocates for Students.
- Flynn, G. J. & Innes, M. (1992). The Waterloo Region Catholic School System. In R. A. Villa, J. S. Thousand, W. Stainback & S. Stainback (Eds.), Restructuring for Caring and Effective Education. Baltimore: Brookes.
- Fouse, B. & Morrison, J. A. (1997). Using Children's Books as an Intervention for Attention Deficit Disorder, The Reading Teacher, 50(5), 442-445.
- Freire, P. (1973). Education for Critical Consciousness. New York: Seabury Press.
- Garlock, J. (1996). The Rock House: Barriers in Education and Their Demolition. In L. E. Beyer (Ed.), Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice, 62-72. New York: Teachers College Press.
- Garrison, J. W. (1986). The Paradox of Indoctrination: A Solution, Synthese, 68(2),

- 261-273.
- Garrison, J. W. (1994). Realism, Deweyan Pragmatism, and Educational Research, Educational Researcher, 23(1), 5-14.
- Geertz, C. (1973). The Interpretation of Cultures. New York: Basic Books, Inc.
- Gibson, M.A. (1976). Reputation, Respectability and School Achievement in the Virgin Islands. Washington, DC: Annual Meeting of the American Anthropological Association.
- Gibson, M.A. (1982). Reputation and Respectability: How Competing Cultural Systems Affect Students' Performances in School, Anthropology and Education Quarterly, 13, 3-27.
- Giroux, H. (1988). Teachers as Intellectuals: Toward a Critical Pedagogy of Learning. South Hadley, MA: Bergin and Garvey.
- Giroux, H. A. (1992). The Hope of Radical Education. In K. Weiler & C. Mitchell (Eds.), What Schools Can Do: Critical Pedagogy and Practice, 13-26. Albany, NY: State University of New York Press.
- Giroux, H. A. & McLaren, P. (1986). Teacher Education and the Politics of Engagement: The Case for Democratic Schooling, Harvard Educational Review, 56(3), 213-238.
- Glaser, B. G. & Strauss, A. L. (1967). The Discovery of Grounded Theory. New York: Aldine de Gruyter.
- Glossary of Educational Terms. (1996). In Valley City Public Schools 1996-1997 Calendar, 40. Valley City: Valley City Public Schools.
- Gold, R.L. (1958). Roles in Sociological Field Observations, Social Forces, 36, 217-223.
- Goodman, J. (1992). Elementary Schooling for Critical Democracy. Albany, NY: State University of New York Press.
- Goodman, Y. & Burke, C. (1980). Strategies in Reading: Focus on Comprehension. New York: Holt.
- Goodson, I. (1994). Studying the Teacher's Life and Work, Teaching and Teacher Education, 10(1), 29-37.
- Gramsci, A. (1971). Selections from the Prison Notebooks. London: Lawrence and

- Wishart.
- Grant, J., Johnson, B. & Richardson, I. (1996). The Looping Handbook: Teachers and Students Progressing Together. Peterborough, NH: Crystal Springs Books.
- Graves, D. H. (1983). Writing: Teachers and Children at Work. Portsmouth, NH: Heinemann.
- Greene, M. (1973). Teachers as Stranger. Belmont, CA: Wadsworth.
- Greene, M. (1988). The Dialectic of Freedom. New York: Teachers College Press.
- Greene, M. (1992). The Art of Being Present: Educating for Aesthetic Encounters. In K. Weiler & C. Mitchell (Eds.), What Schools Can Do: Critical Pedagogy and Practice, 203-216. Albany, NY: State University of New York Press.
- Guba, E. S. & Lincoln, Y. S. (1989). Fourth Generation Evaluation. Beverley Hills: Sage Publications.
- Hammersley, M. & Atkinson, P. (1983). Ethnography: Principles in Practice. London: Routledge.
- Harste, J. Short, K. & Burke, C. (1988). Creating Classrooms for Authors. Portsmouth, NH: Heinemann.
- Heath, S. B. (1983). Ways with Words. London: Cambridge University Press.
- Heath, S. B. & Mangiola, L. (1991). Children of Promise: Literate Activity in Linguistically and Culturally Diverse Classrooms. Washington, DC: National Education Association.
- Herndon, J. (1969). The Way It's Spozed to Be. New York: Bantam.
- Hogan, P. (1988). A Community of Teacher Researchers: A Story of Empowerment and Voice. Unpublished manuscript. Calgary: University of Canada.
- Institute for Education in Transformation. (1992). Voices from the Inside: A Report on Schooling from Inside the Classroom. Claremont, CA: Claremont Graduate School.
- Jacoby, D. (1996). Twice the Learning and Twice the Love. In J. Grant, B. Johnson and I. Richardson (Eds.), The Looping Handbook: Teachers and Students Progressing Together. Peterborough, NH: Crystal Springs Books.
- Jaddaoui, N. H. (1996). Building Bridges Toward Democracy. In L. E. Beyer (Ed.),

- Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice, 73-86. New York: Teachers College Press.
- Kagan, S. (1986). Cooperative Learning and Socio-cultural Factors in Schooling. In Beyond Language: Social and Cultural Factors in Schooling Language Minority Students. Los Angeles: California State Department of Education and California State University.
- Karp, S. (1994). Why We Need to Go Beyond the Classroom. In B. Bigelow, L. Christensen, S. Karp, B. Miner & B. Peterson (Eds.), Rethinking Our Classrooms: Teaching for Equity and Justice, 162-166. Milwaukee: Rethinking Schools, Ltd.
- Kohl, H. (1967). Teaching the Unteachable. New York: New York Review.
- Kohn, A. (1993). Punished By Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and other Bribes. New York: Houghton Mifflin Co.
- Kozol, J. (1967). Death at an Early Age. Boston: Houghton Mifflin Co.
- Kreisberg, S. (1992). Transforming Power: Domination, Empowerment, and Education. Albany: State University of New York Press.
- Krieger, S. (1991). Social Science and the Self: Personal Essays on an Art Form. New Brunswick, NJ: Rutgers University Press.
- Kvale, S. (1996). Interviews: An Introduction to Qualitative Research Interviewing. Thousand Oaks, CA: SAGE Publications.
- Lalik, R. & Dellinger, L. (1996). Efforts Toward Democratic Literacies: Studies of Relationship. Charleston, SC: National Reading Conference.
- Lave, J. (1988). Cognition in Practice. New York: Cambridge University Press.
- LeCompte, M.D. (1975). Institutional Constraints on Teacher Styles and the Development of Student Work Norms. Doctoral Dissertation: University of Chicago.
- LeCompte, M. D. & Preissle, J. (1993). Ethnography and Qualitative Design in Educational Research (2nd Ed.). Orlando, FL: Academic Press.
- Lemke, J. L. (1995). Textual Politics: Discourse and Social Dynamics. Bristol, PA: Taylor and Francis, Inc.
- Levine, D., Lowe, R., Peterson, B. & Tenorio, R. (1995). Beyond Pizza Sales: Parent Involvement in the 1990s. In D. Levine, R. Lowe, B. Peterson & R. Tenorio

- (Eds.), Rethinking Schools: An Agenda for Change, 235-239. New York: The New Press.
- Lewis, C., Schaps, E. & Watson, M. (1996). The Caring Classroom's Academic Edge, Educational Leadership. September, 16-21.
- Lieberman, A., Falk, B. & Alexander, L. (1995). A Culture in the Making: Leadership in Learner-Centered Schools. In J. Oakes & K. Quartz (Eds.), Creating New Educational Communities, 108-129. Chicago: The National Society for the Study of Education.
- Lincoln, Y. (1996). Emerging Criteria for Quality in Interpretive Research. Charleston, SC: National Reading Conference.
- Louden, W. (1992). Understanding Reflection through Collaborative Research. In A. Hargreaves & M. Fullan (Eds.), Understanding Teacher Development, 178-215. New York: Teachers College Press.
- Marshall, C. & Rossman, G. (1989). Designing Qualitative Research. Newbury Park: Sage Publications.
- Maxim, D. (1990). Beginning Researchers. In N. Atwell (Ed.), Coming to Know: Writing to Learn in the Intermediate Grades, 3-16. Portsmouth, NH: Heinemann Educational Books.
- McCaleb, S. (1994). Building Communities of Learners: A Collaboration Among Teachers, Students, Families and Community. New York: St. Martin's Press.
- McLaren, P. (1989). Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education. White Plains, NY: Longman, Inc.
- McLaren, P. (1994). Critical Pedagogy: Constructing an Arch of Social Dreaming and a Doorway to Hope. In L. Erwin & D. MacLennan (Eds.), Sociology of Education in Canada: Critical Perspectives on Theory, Research and Practice, 137-160. Toronto: Copp Clark Longman.
- Miner, B. (1995a). Teachers, Culture, and Power: An Interview with Lisa Delpit. In D. Levine, R. Lowe, B. Peterson & R. Tenorio (Eds.), Rethinking Schools: An Agenda for Change, 136-147. New York: The New Press.
- Miner, B. (1995b). Whole Language: What's the Fuss? An Interview with Harvey Daniels. In D. Levine, R. Lowe, B. Peterson & R. Tenorio (Eds.), Rethinking Schools: An Agenda for Change, 115-127. New York: The New Press.
- Murrill, L. (1996). A Teaching Self-Study on the Process of Developing a Participatory,

- Democratic Classroom Experience with College Education Students. Charleston, SC: National Reading Conference.
- Nelsen, J., Lott, L., & Glenn, H. S. (1997). Positive Discipline in the Classroom: Rocklin, CA: Prima Publishing.
- Noddings, N. (1984). Caring: A Feminine Approach to Ethics and Moral Education. Berkeley: University of California Press.
- Noddings, N. (1992). The Challenge to Care in Schools. New York: Teachers College Press.
- Oakes, J. (1995). Normative, Technical and Political Dimensions of Creating New Educational Communities. In J. Oakes and K. Quartz (Eds.), Creating New Educational Communities, 1-15. Chicago: National Society for the Study of Education.
- Oldfather, P. (1992). Sharing the Ownership of Knowing: A Constructivist Concept of Motivation for Literacy Learning. San Antonio, TX: National Reading Conference.
- Oldfather, P. & Dahl, K. (1994). Toward a Social Constructionist Reconceptualization of Intrinsic Motivation for Literacy Learning, Journal of Reading Behavior, 26(2), 139-158.
- Oldfather, P. & West, J. (1994). Qualitative Research as Jazz, Educational Researcher, 23(8), 22-26.
- Oyler, C. (1996). Making Room for Students: Sharing Teacher Authority in Room 104. New York: Teachers College Press.
- Paley, V. G. (1979). White Teacher. Cambridge, MA: Harvard University Press.
- Paley, V. G. (1992). You Can't Say You Can't Play. Cambridge, MA: Harvard University Press.
- Paley, V. G. (1995). Kwanzaa and Me: A Teacher's Story. Cambridge, MA: Harvard University Press.
- Parker, F. (1883). Talks on Teaching. New York: Kellog.
- Pateman, C. (1970). Participation and Democratic Theory. London: Cambridge University Press.
- Peterson, B. (1994). The Challenge of Classroom Discipline. In B. Bigelow, L.

- Christensen, S. Karp, B. Miner & B. Peterson (Eds.), Rethinking Our Classrooms: Teaching for Equity and Justice, 34-35. Milwaukee: Rethinking Schools, Ltd.
- Peterson, B. (1995). La Escuela Fratney: A Journey Toward Democracy. In M. W. Apple & J. Beane (Eds.), Democratic Schools, 58-82. Alexandria, VA: Association for Supervision and Curriculum Development.
- Poduska, K. (1996). To Give My Students Wings. In L. E. Beyer (Ed.), Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice, 106-126. New York: Teachers College Press.
- Quartz, K. H. (1995). Sustaining New Educational Communities: Toward a New Culture of School Reform. In J. Oakes & K. H. Quartz (Eds.), Creating New Educational Communities, 240-252. Chicago: National Society for the Study of Education.
- Rief, L. (1992). Seeking Diversity: Language Arts with Adolescents. Portsmouth, NH: Heinemann.
- Roche, E. (1996). The Bumpy Bus Ride to the Democratic Classroom. In L. E. Beyer (Ed.), Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice, 27-40. New York: Teachers College Press.
- Rose, M. (1989). Lives on the Boundary. New York: Penguin Books.
- Rose, M. (1995). Possible Lives: The Promise of Public Education in America. New York: Houghton Mifflin Co.
- Rousseau, J. (1972). Emile. B. Foxley (Trans.) London: Dent and Sons (originally published 1762).
- Sanjek, R. (Ed.) (1990). Fieldnotes: The Making of Anthropology. Ithaca, NY: Cornell University Press.
- Sapon-Shevin, M. (1990). Schools as Communities of Love and Caring, Holistic Education Review, 3(1), 22-24.
- Satre, J. P. (1977). Life Situations: Essays Written and Spoken. New York: Panteon Books.
- Sergiovanni, T. (1994). Building Community in Schools. San Francisco, CA: Jossey-Bass, Inc.
- Shah, U. (1996). Creating Space: Moving from the Mandatory to the Worthwhile. In L. E. Beyer (Ed.), Creating Democratic Classrooms: The Struggle to Integrate

- Theory and Practice, 41-60. New York: Teachers College Press.
- Shannon, P. (1990). The Struggle to Continue: Progressive Reading Instruction in the United States. Portsmouth, NH: Heinemann Educational Books, Inc.
- Shannon, P. (1993). Developing Democratic Voices, The Reading Teacher, 47(2), 86-94.
- Shor, I. (1992). Empowering Education: Critical Teaching for Social Change. Chicago: The University of Chicago Press.
- Shor, I. & Freire, P. (1987). A Pedagogy for Liberation: Dialogues on Transforming Education. South Hadley, MA: Bergin & Garvey.
- Short, K., Schroeder, J., Laird, J., Kauffman, G., Ferguson, M. J. & Crawford, K. M. (1996). Learning Together Through Inquiry: From Columbus to Integrated Curriculum. York, ME: Stenhouse Publishers.
- Simon, R. (1988). The Pedagogy of Possibility, Critical Pedagogy Networker, 1(1), 1-4.
- Sleeter, C. E. (1995). Multicultural Education, Critical Pedagogy. Albany, NY: State University of New York Press.
- Smith, B. (1993). Democracy in Education: A Philosophical Analysis and Ethnographic Case Study. Doctoral Dissertation: Virginia Polytechnic Institute and State University.
- Sorensen, K. (1996). Creating a Democratic Classroom: Empowering Students Within and Outside School Walls. In L. E. Beyer (Ed.), Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice, 87-105. New York: Teachers College Press.
- Stacey, J. (1991). Can There Be a Feminist Ethnography? In S. B. Gluck & D. Patai (Eds.), Women's Words: The Feminist Practice of Oral History, 111-119. New York: Routledge.
- Standards of Learning for Virginia Public Schools. (1995). Richmond, VA: Commonwealth of Virginia Board of Education.
- Stevenson, C. & Carr, J. F. (Eds.) (1993). Integrated Studies in the Middle Grades: Dancing Through Walls. New York: Teachers College Press.
- Stodolsky, S. (1988). The Subject Matters: Classroom Activity in Math and Social Studies. Chicago: University of Chicago Press.

- Swanson, S. (1992). Mixed Method Triangulation: Theory and Practice Compared. San Francisco: Annual Meeting of the American Educational Research Association. ED 351 342.
- Taylor, D. (1991). Learning Denied. Portsmouth, NH: Heinemann.
- Taylor, S. J. & Bogdan, R. (1984). Introduction to Qualitative Research Methods, 2nd Edition. New York: John Wiley and Sons, Inc.
- Tenorio, R. (1994). Race and Respect Among Young Children. In B. Bigelow, L. Christensen, S. Karp, B. Miner & B. Peterson (Eds.), Rethinking Our Classrooms: Teaching for Equity and Justice, 24-28. Milwaukee: Rethinking Schools, Ltd.
- Thorne, B. (1993). Gender Play: Girls and Boys in School. New Brunswick: Rutgers University Press.
- Toch, T. & Streisand, B. (1997). Does Class Size Matter? U. S. News and World Report, October 13, 22-29.
- Tyack, D. (1974). The One Best System: A History of American Urban Education. Cambridge, MA: Harvard University Press.
- Valley City Neighborhood Partnership. (1996). Valley City, VA.
- Valley City of Virginia. (1995). Valley City, VA: Economic Development Partnership.
- Van Manen, M. (1990). Researching Lived Experience: Human Science for an Action Sensitive Pedagogy. Ontario: State University of New York Press.
- Villegas, A. (1988). School Failure and Cultural Mismatch: Another View, The Urban Review, 20(4), 253-265.
- Walker, D. C. (1994). Living Together in the Classroom: The Coparticipatory Construction of Preservice Teacher and Novice Student Identities. Doctoral Dissertation: Virginia Polytechnic Institute and State University.
- Washburne, M. (1883). Colonel Parker: The Man and the Educational Reformer. New York: Kellog.
- Wax, R. H. (1971). Doing Fieldwork: Warnings and Advice. Chicago: University of Chicago Press.
- Weiler, K. (1988). Women Teaching for Change: Gender, Class and Power. South Hadley, MA: Bergin and Garvey Publishers, Inc.

- Weiler, K. & Mitchell, C. (Eds.) (1992). What Schools Can Do: Critical Pedagogy and Practice. Albany, NY: State University of New York Press.
- Wells, G. (1986). The Meaning Makers: Children Learning Language and Using Language to Learn. Portsmouth, NH: Heinemann.
- Wells, G. & Chang-Wells, G. L. (1992). Constructing Knowledge Together: Classrooms as Centers of Inquiry and Literacy. Portsmouth, NH: Heinemann.
- Wheeler, N. (1990). Showing the Way: Using Journal Writing to Develop Learning and Teaching Strategies. In N. Atwell (Ed.), Coming to Know: Writing to Learn in the Intermediate Grades, 129-138. Portsmouth, NH: Heinemann Educational Books, Inc.
- Wheelock, A. (1992). Crossing the Tracks: How "Untracking" Can Save America's Schools. New York: The New Press.
- Wink, J. (1997). Critical Pedagogy: Notes from the Real World. White Plains, NY: Longman Publishers.
- Wolcott, H. F. (1992). Transforming Qualitative Data: Description, Analysis and Interpretation. Thousand Oaks, CA: Sage Publications.