Research in Curriculum and Instruction

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This curriculum and instruction series invites manuscripts that describe, elaborate, and critique curriculum and instruction programs and projects that unfold in schools, high education institutions and in the community.

Selected manuscripts will communicate the lived experiences of teachers and learners as they study particular content areas in the current educational context. The volumes will center on the curriculum making that occurs at the interstices of four commonplaces: teacher, learner, subject matter, and milieu. Any defensible research method may be used. Preference will be shown to manuscripts that contribute actionable knowledge to the educational enterprise. The curriculum and instruction series will be of interest to professors, students enrolled in colleges of education, teachers, and the public at large.

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Facing Challenges and Complexities in Retention of Novice Teachers
Denise McDonald, University of Houston-Clear Lake

The chapters in the book present in-depth examination of novice teachers’ experiences in Houston area schools during their first-through-third year of teaching. Their professional challenges and the unique conditions in which they must navigate their developing and sometimes fragile teacher identity are comprehensively explored.


Educating About Social Issues in the 20th and 21st Centuries - Vol 4
Critical Pedagogues and Their Pedagogical Theories
Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina

This volume is the fourth, and last, volume in the series entitled Educating About Social Issues in the 20th and 21st Centuries: An Annotated Bibliography.Volumes I and Volume 2 focused on (1) the lives and work of notable scholars dedicated to addressing why and how social issues should become an integral component of the public school curriculum, and (2) various topics/approaches vis-à-vis addressing social issues in the classroom. Volume 3 addressed approaches to incorporating social issues into the extant curricula that were not addressed in the first two volumes. This volume, Volume Four, focuses solely on critical pedagogy: both the lives and work of major critical pedagogues and the different strains of critical pedagogy the latter pursued (e.g., critical theory in education, critical feminism in education, critical race theory).

In many elementary classrooms, social studies has taken a back seat to English Language Arts and Mathematics in the wake of No Child Left Behind and Race to the Top. This volume is not another hand-wringing lament. On the contrary, the elementary educators who have contributed to this volume have a positive set of stories to tell about how social studies can play a central role in the elementary classroom, how teachers can integrate social studies knowledge and skills throughout the school day, and how this learning can carry over into children’s homes and communities.

The seven case studies in this book, one at each elementary grade level, highlight exemplary teachers in whose classrooms social studies is alive and well in this age of accountability. At the end of each case study, each teacher provides advice for elementary teachers of social studies. Our hope is that elementary teachers and prospective teachers, elementary principals, social studies supervisors, staff developers, and professors of elementary social studies methods who study the stories that we tell can be empowered to return social studies to its rightful place in the curriculum.

CONTENTS:
- Social Studies in the Age of Accountability: The Two Are Not Mutually Exclusive, Jeff Passe, Amy Good, and Andrea S. Libresco.
- Listening to and Nurturing Interested, Passionate, and Thoughtful Sixth Graders, Andrea S. Libresco.
- Fostering Civic Efficacy and Action Through Fifth Graders’ Civic Zines, Roi Kawai, Stephanie Serriere, and Dana Mitra.
- Generating Higher Order and Meaningful Social Studies Instruction for Fourth Graders With a Documents-Based Test, a Lead Teacher, and a Community of Learners, Andrea S. Libresco.
- Multiple Intelligences Theory to Practice in Third Grade: Call All Children to Learn, Karon LeCompte and Kristine Kruczek Mains.
- Service Learning to Empower Second Graders as Change Agents, Stephanie C. Serriere.
- Teaching Social Studies Within a First-Grade Learning Community, Janet Alleman and Jere Brophy.
- Intentionally Incorporating Social Studies Everywhere in a Kindergarten Classroom, Jeff Passe.
- Common Practices of Exemplary Teachers: Implications for Our Practice, Andrea S. Libresco, Janet Alleman, and Sherry L. Field.

Schooling for Tomorrow's America
Marcella L. Kysilka, University of Central Florida; O. L. Davis, University of Texas - Austin

This book can be read by educators at all stages in their careers. What a great selection for a book study group of practicing teachers or for a seminar with graduate students. The authors share their thoughts about education for the future, but also inform us about the past. Whether you encounter this book as a textbook or for a professional learning community, the contents will inform and inspire you, encouraging you to think deeply and work towards the improvement of education.


Educating About Social Issues in the 20th and 21st Centuries Vol. 2
A Critical Annotated Bibliography
Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina

Over the course of the past decade and a half, we, Samuel Totten and Jon E. Pedersen, have co-edited a series of books on teaching and learning about social issues. Our goal has been to build a series that would broadly represent the work that has been undertaken over the past 110 plus years related to the field of teaching and learning about social issues. As we created and added to the series (see for example: Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field; Researching and Teaching Social Issues: The Personal Stories and Pedagogical Efforts of Professors of Education; Teaching and Studying Social Issues: Major Programs and Approaches), we came to the conclusion that the development of an annotated bibliography of the key works (books, chapters, articles, reports, and research) on a wide-range of issues/topics germane to teaching and learning about social issues was a logical addition to the series. In Educating About Social Issues in the 20th and 21st Centuries Volume 1: A Critical Annotated Bibliography
(which was published in early 2012), the focus was on a host of programs, models, strategies and concerns vis-à-vis teaching and learning about social issues. This new book constitutes Volume Two in the series entitled Educating About Social Issues in the Twentieth and Twenty First Centuries and picks up where Volume One left off.

Included in this book are the pioneering works of the following: Boyd Bode, Alan F. Griffin, G. Gordon Hullfish, Richard Gross, Robert Yager, and James Banks. Collectively, their work on social issues spans the period between the late 1930s through the present (with James Banks and Robert Yager continuing to publish through today). As for the subjects/topics (other than pioneers of teaching about social issues) addressed in this volume, they are: Issues-Centered Approaches to Teaching Geography, Addressing Social Issues in Sociology and Anthropology Courses, Peace Studies, The Vietnam War, and LBGT.


Educating About Social Issues in the 20th and 21st Centuries
Vol 1
A Critical Annotated Bibliography
Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina


The book is composed of twenty two chapters and addresses an eclectic array of topics, including but not limited to the following: the history of teaching and learning about social issues; George S. Counts and social issues; propaganda analysis; Harold Rugg’s textbook program; Hunt and Metcalf’s Reflective Thinking and Social Understanding Model; Donald Oliver, James Shaver and Fred Newmann’s Public Issues Model; Massialas and Cox’ Inquiry Model; the Engle/Ochoa Decisionmaking Model; human rights education; Holocaust education; education for sustainability; economic education; global education; multicultural education; James Beane’s middle level education integrated curriculum model; Science Technology Society (STS); addressing social issues in the English classroom; genocide education; interdisciplinary approaches to incorporating social issues into the curriculum; critical pedagogy; academic freedom; and teacher education.

A Century of Leadership
Biographies of Kappa Delta Pi Presidents

O. L. Davis, University of Texas - Austin; Mindy Spearman, Clemson University


Kappa Delta Pi is an international honor society in Education founded in 1911. This book chronicles the leadership of Kappa Delta Pi across the past century through a collection of short life stories about the 32 individuals who were elected by members to lead the Society. Through their work with their fellow officers, they helped keep alive the flame that called attention to the importance of highly qualified teachers in American schools, in the main, teachers whose academic credentials were very strong.

These life stories attend to KDP presidents' contributions to education, particularly with emphasis a) on high academic scholarship for educational professionals, e.g., teacher candidates, teachers at all levels, school administrators, college and university faculty members in education and in fields related to educational practice and knowledge; b) toward teacher candidates' mindful learning in and the integration of liberal arts, education, and other fields of study; c) and in the support and fostering of scholarly endeavors, especially substantive research and creative developments in the educational processes of schooling – all or many related to the individual's involvement in Kappa Delta Pi.

A number of elements of KDP's purposes and practices during its first century are illuminated in this book. Many others remain obscured, neglected, or unknown. Readers reasonably may discover keys to increased understanding and wonderment as they read and think about the lives of these former presidents, particularly about their contributions to the continuance and strengthening of the Society. One impressive key surely is evident. Their presidencies not only helped Kappa Delta Pi to continue to exist. They also fostered the fruitful creation of this honor society in education. And so also will those members and leaders who, succeeding these former presidents, enter confidently into Kappa Delta Pi's second century.


Teaching and Studying Social Issues: Major Programs and Approaches

Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina


Teaching and Studying Social Issues: Major Programs and Approaches focuses on many of the major innovations developed over the past 100 years by noted educators to assist students in the study and analysis of key social issues that impact their lives and society. This book complements earlier books that address other aspects of studying and addressing social issues in the secondary classroom: Researching and Teaching Social Issues: The Personal Stories and Pedagogical Efforts of Professors of Education (Lexington, Books, 2006); Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field (Information Age Publishing, 2007); and Social Issues and Service at the Middle Level (Information Age Publishers, 2009).

The current book ranges in scope from Harold Rugg’s pioneering effort to develop textbooks that purposely addressed key social issues (and thus provided teachers and students with a major tool with which to examine social issues in the classroom) to the relatively new efforts over the last 20 to 30 years, including global education, environmental education, Science/Technology/Society (STS), and genocide education. This book provides the readers with details about the innovators their innovations so they can (1) learn from past efforts, particularly in regard to what worked and didn’t work and why, (2) glean new ideas, methods and approaches for use in their own classrooms, and (3) craft new methods and approaches based on the strengths of past innovations.

Matthew Arnold, 19th century English poet, literary critic and school inspector, felt that each age had to determine that philosophy that was most adequate to its own concerns and contexts. This study looks at the influence that Matthew Arnold had on John Dewey and attempts to fashion a philosophy of education that is adequate for our own peculiarly awkward age.

Today, Arnold and Dewey are embraced by opposing political positions. Arnold, as the apostle of culture, is often advocated by conservative educators who see in him a support for an education founded on great books and Victorian values, while Dewey still has a notably liberal coloring and is not too infrequently tarred for the excesses of progressive education, even those for which he bears no responsibility at all. Both, no doubt, are misread by those who rather carelessly use them as idols for their own politics of education.

This study proposes a pluralistic approach to education in which pluralism means not only plurality of voices, but also plurality of processes. Using a model built out of a study of rhetoric and hermeneutics, four aspects of mind are indentified that draw Arnold and Dewey into close correspondence. These aspects are the tentacle mind (using Dewey’s favorite metaphor for breaking down the barrier between mind and body), the critical mind (which builds on the concepts of criticism that animated both Arnold and Dewey’s approach to experience), the intentional mind (which attempts a long overdue rehabilitation of the concept of authority and an expansion upon the increasingly apparent limitations of reader-response theory) and the reflective-response mind (in which the contemplative mind is treated to that active quality that makes it more a true instrumentality and less an obscuring mechanism of isolation).

Dewey echoed Matthew Arnold who himself echoed so many of the voices that preceded and were contemporary with his own. Theirs were awkward echoes, as all such echoes invariably are. They caught at the intentionality of those voices they echoed, trying for nearness, but hoping, at least, for adequacy. Awkward, but adequate, is what this study offers, but it may well be what we most need right now.


Measuring History complements the cases presented in Wise Social Studies Practices (Yeager & Davis, 2005). Yeager and Davis highlight the rich and ambitious teaching that can occur in the broad context of state-level testing. In this book, the chapter authors and I bring the particular state history tests more to the fore and examine how teachers are responding to them. At the heart of Measuring History are cases of classroom teachers in seven states (Florida, Kentucky, Michigan, New York, Texas, Mississippi, and Virginia) where new social studies standards and new, and generally high-stakes, state-level history tests are prominent. In these chapters, the authors describe and analyze the state’s testing efforts and how those efforts are being interpreted in the context of classroom practice. The results both support and challenge prevailing views on the efficacy of testing as a vehicle for educational reform. Catherine Horn (University of Houston) and I lay the groundwork for the case studies through a set of introductory chapters that examine the current environment, the research literature, and the technical qualities of history tests.


War, Nation, Memory
International Perspectives on World War II in School History Textbooks
Keith A. Crawford, Newcastle University, Australia; Stuart J. Foster, University of London

The Second World War stands as the most devastating and destructive global conflict in human history. More than 60 nations representing 1.7 billion people or three quarters of the world’s population were consumed by its horror. Not surprisingly, therefore, World War II stands as a landmark episode in history education throughout the world and its prominent place in school history textbooks is almost guaranteed. As this book demonstrates, however, the stories that nations choose to tell their young about World War II do not represent a universally accepted “truth” about events during the war. Rather, wartime narratives contained in school textbooks typically are selected to instil in the young a sense of national pride, common identity, and shared collective memory. To understand this process War, Nation, Memory describes and evaluates school history textbooks from many nations deeply affected by World War II including China, France, Germany, Japan, USA, and the United Kingdom. It critically examines the very different and complex perspectives offered in many nations and analyses the ways in which textbooks commonly serve as instruments of socialisation and, in some cases, propaganda. Above all, War, Nation, Memory demonstrates that far from containing “neutral” knowledge, history textbooks prove fascinating cultural artefacts consciously shaped and legitimated by powerful ideological, cultural, and sociopolitical forces dominant in the present.

Talent Knows No Color
The History of an Arts Magnet High School
Elaine Clift Gore, Mitchell College

In the summer of 1970, the members of the New Orleans Fifth Circuit Court of Appeals understood clearly the realities of race in the South. Houston, Texas, like other Southern cities, had made haste toward racial school desegregation as slowly as the White Southern Federal courts would allow. When the High School of Performing and Visual Arts opened its doors in Houston a year later, a new superintendent and liberal-dominated Board of Education wished to demonstrate the positive potential of a voluntarily desegregated student body. HSPVA was the first United States public school for the arts specifically used for racial desegregation purposes, the prototype for the first public urban magnet program of desegregation used to replace a standing court order, and a continuing prototype for other public magnet schools for the arts across the United States.

Talent Knows No Color is a 35-year history of HSPVA, exemplary in both arts and academics, which chronicles multi-perspective participant experiences within the context of ever-changing district education policies and demographics. Ten years of school system and HSPVA archival research, examination of local newspapers, and oral history interviews allow a
Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field

Samuel Totten, University of Arkansas, Fayetteville; Jon Pedersen, University of South Carolina


Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field is comprised of essays that delineate the genesis and evolution of the thought and work of pioneers in the field of social issues and education. The authors (many of whom, themselves, are noted professors of education and who have done significant work in the field of social issues and education) delineate and analyze the efforts (e.g., theoretical work, research, curriculum development, and teaching) of such pioneers within the larger framework of their life-story. As a result, the reader is not only introduced to the significant work of each pioneer but valuable and often fascinating insights into how his/her life experiences informed his/her thinking, beliefs, goals and work.

This book constitutes a rich and unusual record of the thinking and accomplishments of those luminaries who worked tirelessly in the belief that a well-educated and well-informed populace was absolutely imperative in a democracy if the latter were to remain healthy and vibrant.

Beyond current scholars and students, we believe that this book will be of great interest to a wide spectrum of individuals: teacher educators who perceive the need to avail their students of the rich history, rationales and methods for incorporating the study of social issues across the curriculum; professors who teach history of curriculum courses and/or history of education courses are likely to be drawn to the book, both for the rich stories as well as the bounty of information found in each chapter; those who specialize in autobiographical studies in the field of education are likely to find the book to be remarkably rich and valuable both for their own research as well as in their teaching; secondary level teachers in science, social studies, and English who are interested in incorporating the study of social issues into the courses they teach will glean incredibly rich insights into why and how to go about such an endeavor; and future scholars and students who care deeply about how society impacts education, education impacts society, and how individuals and groups can have a positive impact on society through their collective efforts are bound to find the book both fascinating and instructive.

The pages of this book illustrate that as instruments of socialization and sites of ideological discourse textbooks are powerful artefacts in introducing young people to a specific historical, cultural and socioeconomic order. Crucially, exploring the social construction of school textbooks and the messages they impart provides an important context from within which to critically investigate the dynamics underlying the cultural politics of education and the social movements that form it and which are formed by it.

The school curriculum is essentially the knowledge system of a society incorporating its values and its dominant ideology. The curriculum is not “our knowledge” born of a broad hegemonic consensus, rather it is a battleground in which cultural authority and the right to define what is labelled legitimate knowledge is fought over. As each chapter in this book illustrates curriculum as theory and practice has never been, and can never be, divorced from the ethical, economic, political, and cultural conflicts of society which impact so deeply upon it. We cannot escape the clear implication that questions about what knowledge is of most worth and about how it should be organized and taught are problematic, contentious and very serious.

teachers, school administrators, university faculty, and anyone else who is interested in thinking clearly about the question of what should be taught in America's schools.


Exposing a Culture of Neglect
Herschek T. Manuel and Mexican American Schooling
Matthew D. Davis, Rowan University

In this book Professor Davis illustrates the often unexpected reach of historical research intended originally to fill a knowledge gap. He found a forgotten figure from the past who as a scholar and teacher had contributed significantly to education. Manuel’s story warranted attention, but in reconstructing it Professor Davis discovered leads to a more complex account in which the key actor, his ideas, and certain precise, albeit dynamic, social conditions intersected and influenced each other. In the end the book not only fills a gap, making the history of education in Texas and the United States more complete, it also underscores the thrust of other recent contributions to Latin American studies in casting doubt on the reliability of previously accepted standard histories. These accounts now seem dated and suspiciously wrong-headed. New research like that of Professor Davis pointedly suggests the old histories need to be reconceptualized, reorganized, and rewritten. Methodologically and substantively, his book advances work on this agenda. Specifically, it provokes fresh thinking about the now indisputably linked histories of education research, Mexican Americans, and racism in the United States.


Deep Change
Cases and Commentary on Schools and Programs of Successful Reform in High Stakes States
David Strahan, University of North Carolina, Greensboro; Gerald Ponder, University of North Carolina, Greensboro

This book presents cases of schools (Part One) and programs at the district level and beyond (Part Two) in which reform, while driven by high-stakes accountability, became larger and deeper through data-driven dialogue, culture change, organizational learning, and other elements of high performing cultures. Commentaries on cross-case patterns by Ann Lieberman and Michael Fullan and a chapter on "now what?" first steps provide implications for initiating deep change that results in improved student learning outcomes even in challenging activity settings.

Wise Social Studies in an Age of High-Stakes Testing
Essays on Classroom Practices and Possibilities

O. L. Davis, University of Texas - Austin; Elizabeth Anne Yeager, University of Florida


The chapters in this volume illustrate how teachers are bringing creativity, higher-order thinking, and meaningful learning activities into particular school settings despite pressures of standards and testing. We chose the word wise for the title of this book, and we use it frequently to describe the pedagogical practices we have identified. The words powerful and ambitious are used as well. The larger point, as Keith C. Barton makes in his chapter, is that there is no necessary connection between content standards and high-stakes tests on the one hand, and low-level, rote instruction on the other. He reminds us, as Thornton (1991) and Wiggins (1987) previously have argued, that "teachers play a crucial role in mediating educational policy, and their intentions and interpretations have at least as much influence on classroom practice as does the content of standards and highstakes tests." Barton also asserts that "this makes it all the more crucial to identify the wisdom of practice that enables teachers . . . to engage students in powerful educational experiences."


Narrative Inquiries of School Reform
Storied Lives, Storied Landscapes, Storied Metaphors
Cheryl J. Craig, University of Houston


This book culminates five years of extensive field-based inquiry with teachers and principals in four reforming school contexts. It arises from living alongside teachers and principals, entering into their realities, engaging them in conversations, seeing school life through their eyes, and employing the words and images they use to wrap around their experiences. It involved thinking narratively about schools as sites of high drama within which teachers and principals negotiate meaning as knowledgeable and knowing human beings. It gave primacy to everyday events taking shape on school landscapes. It meant creating spaces and devoting enormous amounts of time to observing and listening hard to what teachers and principals say and do when reform initiatives become personally lived in context--from their points of view.

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