

**AERA NEWS**  
**American Educational Research Association**

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Awards, page 2

Professor Hoover was honored for four decades of contributions to the theory and practice of educational measurement. A past president of the National Council on Measurement in Education, he was the senior author of the Iowa Test of Basic Skills. Throughout his career, he has supported professionally responsible test use.

Andrew W. Mellon Foundation President **William G. Bowen** and co-authors **Martin A. Kurzweil** and **Eugene M. Tobin** were presented AERA's Outstanding Book Award for their book, *Equity and Excellence in American Higher Education*, published by the University of Virginia Press in April 2005. Bowen is former President of Princeton University. Kurzweil was a research associate at the Mellon foundation and is a student at Harvard Law School. Tobin, former President of Hamilton College, is a Program Officer at the Mellon foundation.

This book provides a history of American higher education from primary school to university since the American Revolution, discusses the social and economic conditions that shape contemporary governmental and institutional policies, and analyzes future challenges facing policymakers, educational leaders, parents, and students. The authors propose a broad national policy agenda—stretching from childhood to the college admissions process and reaching across institutional, state, and federal terrain—to strengthen the racial and economic diversity.

Other award recipients include:

**Gwendolyn C. Baker**, AERA's first Director of Social Justice, the Social Justice in Education Award

Awards, page 2

addresses an important topic that affects all areas of education research, evidences a high degree of rigor, and provides an excellent description of the methodology employed.

**Cynthia Coburn**, University of California-Berkeley; Palmer O. Johnson Memorial Award, for her scholarly article “The Role of Nonsystem Actors in the Relationship Between Policy and Practice: The Case of Reading Instruction in California,” published in the Spring 2005 issue of AERA’s peer-reviewed, scholarly journal *Educational Evaluation and Policy Analysis*. This article represents the highest quality of academic scholarship published in one of the following AERA journals during the 2005 volume year: *American Educational Research Journal*, *Educational Evaluation and Policy Analysis*, *Educational Researcher*, or *Journal of Educational and Behavioral Statistics*. Her article develops a complex model of the relationship between practice and policy.