DEPARTMENTS

NEW AND FORTHCOMING AT REFERENCE

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Barron, Ann E. and Gary W. Orwig. *New Technologies for Education: A Beginner's Guide*. 3rd ed. Englewood, CO: Libraries Unlimited, 1997. 295p. ISBN 1-56308-477-5. OCLC#35666597. $32.50.

Offers an updated review of technologies that are affecting education, including World Wide Web, wireless LANs, multimedia, and videoconferencing. Intended as an introduction to these new technologies for those employed in the teaching profession as well as prospective educators. Advantages, disadvantages, and educational applications of each technology are presented with detailed graphics and glossaries. Each chapter begins with a "real-life" scenario of implementation of technology in an educational setting. Chapters contain contact information for software and hardware vendors.

Bodilly, Susan J. and Karen J. Mitchell. *Evaluating Challenge Grants for Technology in Education: A Sourcebook*. Santa Monica, CA: Rand, 1997. 194p. ISBN 0-8330-2487-6. OCLC#19970207. $13.00.

Designed to help Challenge Grant managers develop an evaluation that would match the projects and to explore the evaluation principles outlined. The main sections present judgments about the type of evaluation approaches that are likely to work within a Challenge Grant setting. Extensive appendixes offer an array of instruments, examples of products, indicators, and benchmarks.

Burgess, William E. *The Oryx Guide to Distance Learning: A Comprehensive Listing of Electronic and Other Media-Assisted Courses*. Foreword by Elaine K. Didier. 2nd ed. Phoenix, AZ: Oryx Press, 1997. 497p. ISBN 1-57356-073-1. OCLC#36681662. $98.50.

Provides information on 434 institutions offering over 4,176 media-assisted courses for academic credit. These include universities, colleges, consortiums, public broadcasting stations, and statewide telecommunications services. Organizational entries give name, location, cross-reference to their parent or related organization, delivery systems, institution description, and courses offered. Subject, delivery system, and institution name indexes.

Cunningham, Carmela and Norman Coombs. *Information Access and Adaptive Technology*. Phoenix, AZ: American Council on Education; Oryx Press, 1997. 198p. ISBN 0-89774-992-8. OCLC#36589312. $34.95.

Written for education professionals working in higher education facilities to assist them in meeting the technological and educational needs of disabled students. Twelve chapters give an overview of adaptive computing; provide a broad introduction to the issues involved in providing adaptive computing services; and describe the vast array of adaptive computer hardware and software. Appendixes include resources and manufacturer addresses. Bibliography and index.

Decker, Paul T. et al. *Education and the Economy: An Indicators Report*. Washington, DC: National Center for Education Statistics, U.S. Department of Education, Office of Educational Research and Improvement: For sale by U.S. G.P.O., Supt. of Docs., 1997. 102 p. OCLC#37005585. $14.00.

This report by the Special Study Panel on Education, mandated by Congress, is the first in a series of reports on education indicators. The data sources include NCES and other federal and international statistical agencies. Nineteen indicators cover such topics as worker productivity and education; economic consequences of educational attainment, educational achievement, and adult literacy; the role of occupations in the education-earnings link; the training of labor force participants; and international trends in education. Numerous tables and figures illustrate the executive summary and individual chapters.

Dictionary of Multicultural Education. Carl A. Grant and Gloria Ladson-Billings, eds. Phoenix, AZ: Oryx Press, 1997. 308p. ISBN 0-89774-798-4. OCLC#36930635. $49.95.

Intended to serve as a resource for scholars, students, education practitioners, and others. Alphabetic entries include terms, court cases, legal precedents and methodology. Does not include biographical entries or terms that describe groups of people. Each entry has the initials of the contributor, and where necessary, cross-references are provided. Includes list of terms and a sampler of multicultural education resources.

Drozdowski, Mark J. and Patrick Cullen. *Insider's Guide to Graduate Programs in Education.* Boston, Allyn and Bacon, 1997. 175p. ISBN 0-205-19511-3. OCLC#36987168. $17.00.

Close to 300 graduate schools and departments of education are described in entries providing such basic information as: enrollment, academic programs available, computer resources, research areas and number of faculty within each, student body demographics, minority and geographic representation, information about tuition and percentage of financial aid, number of annual applicants and acceptance rate. An introductory chapter discusses the nature of education schools. Includes addresses for state offices of certification and a master index of schools by area of education interest.

Educational Research, Methodology, and Measurement: An International Handbook. John P. Keeves, ed. 2nd ed. Oxford, UK; Tarrytown, NY: Pergamon, 1997. 1054p. ISBN 0-08-042710-3. OCLC#36143581. $219.75.

This volume contains numerous entries on the methods of educational inquiry, research methodology, and measurement in educational research, which are drawn from articles in the *International Encyclopedia of Education* (2nd ed. 1994). This edition includes new entries and revisions of earlier ones. Includes a list of contributors, a name index of authors cited, and a subject index.

Glaser, Robert et al. *Assessment in Transition: Monitoring the Nation's Educational Progress.* Stanford, CA: National Academy of Education, 1997. 150p. ISBN 0-942469-11-9. OCLC#37314622. $37.00.

This final report of the National Academy of Education's Panel on the Evaluation of the Trial State Assessment suggests ways in which NAEP should broaden its conceptualization, assessment, and reporting of student achievement. It draws on six years of investigation and four previous reports of the Academy. Six chapters cover purpose of the NAEP, what should NAEP measure, measuring achievement, informing the nation, linking to state and international assessments, and long term planning. References.

Hoffman, Charlene et al. *Historically Black Colleges and Universities, 1976-1994.* Washington, DC.: U.S. Dept. Of Education, Office of Educational Research and Improvement, National Center for Education Statistics: For Sale by the U.S. G.P.O., Supt. Of Docs., 1996. 112p. OCLC#35748327. $9.00.

Provides a compilation of statistical information covering recent trends in the development of historically black colleges and universities. Data draws on the results of the "Higher Education General Information Survey" and "Integrated Postsecondary Education Data System". The first section reviews the historical context of black colleges and is followed by an analysis of recent statistical trends. Contains information on enrollment, degrees conferred, staff, faculty salaries, revenues, and expenditures. Includes figures, tables, appendix with guide to sources, methodology, and definitions.

International Encyclopedia of Developmental and Instructional Psychology. Eric De Corte and Franz E. Weinert, eds. Oxford, OX, UK; Tarrytown, NY: Pergamon, 1996. 882p. ISBN 0-08-042980-7. OCLC#34782612. $219.75.

Provides a research-based overview from an educational perspective of the conditions, processes, and modifiabilities of human development and learning. Focuses on both developmental and instructional psychology. A resource for researchers, faculty members, teacher educators, government officials, educational administrators, and policymakers. Name and subject index. List of contributors.

Internet Tools of the Profession: A Guide for Information Professionals. Hope N. Tillman, ed. 2nd ed. Washington, DC: Special Libraries Association, 1997. 249p. ISBN 0-87111-467-4. OCLC#36672005. $40.00.

Intended to provide a select list with full descriptions of Internet-accessible resources identified by the participating eleven divisions, caucuses, or other SLA units, and to identify the value-added features provided by these resources. Divided into four parts: introduction, general background chapter on searching subjects via the Internet, SLA on the Net, and eleven division chapters. Chapter entries include source, cost, type of resource, purpose and value. The education chapter was authored by SLA Education Division member, Debbie Bogenschutz.

Katzer, Jeffrey et al. *Evaluating Information: A Guide for Users of Social Science Research.* 4th ed. New York: McGraw-Hill, 1997. 297p. ISBN 0-07-034309-8. OCLC#36316015. $23.75.

Written primarily as a supplementary textbook for courses on research methods and statistics, and in courses that review research findings or make use of the original journal articles. A thematic approach focuses on broad concerns common to all forms of social research. Aims to provide the reader with a framework for understanding how to evaluate research reports, and to translate that framework into a practical set of criteria or questions that the reader should ask of the research. Five sections containing twenty chapters include the error model, reliance on evidence, accepting an author's assumptions, bias, measurement, and applications. Notes, glossary, and bibliography.

Leu, Donald J. et al. *Teaching with the Internet: Lessons from the Classroom*. Norwood, MA: Christopher-Gordon Pub., 1997. 214p. ISBN 0-926842-59-5. OCLC#3639062. $24.95.

Three sections cover an introduction to the Internet, teaching in content areas with Internet resources, and the Internet classroom. Within sections chapters cover Internet tools, e-mail, specific teaching ideas, and creating a home page on the WWW. Each chapter contains selected Internet sites to support the chapter topic. Index.

McFadden, John et al. *Multicultural & Global/International Education: Guidelines for Programs in Teacher Education*. Washington, D.C.: American Association of Colleges for Teacher Education, 1997. 24p. OCLC#37027799. $23.00.

Six sections define and consider multicultural and global/international education. Part V contains recommendations and questions regarding the responsibilities of teacher educators. The last section is a bibliography of references in multicultural education and global/international education; resources for teacher education in both these areas; and references and resources which address the connections between these areas.

Mitchell, Bruce M. and Robert E. Salsbury. *Multicultural Education: An International Guide to Research, Policies, and Programs*. Westport, CT: Greenwood Press, 1996. 383p. ISBN 0-313-28985-9. OCLC#33045183. $85.00.

A reference work which examines a sampling of the world's educational systems with a focus on multicultural education. Country survey results were augmented with research literature. Country chapters include a history of the educational system, structure of the system, muliticultural education efforts, summary, and references. Appendix contains survey used to obtain country information on multicultural education. Bibliography and index.

NAFSA's Guide to Education Abroad for Advisers and Administrators. William Hoffa and John Pearson,eds. 2nd ed. Washington, DC: NAFSA, Association of International Educators, 1997. 492p. ISBN 0-912207-75-2. OCLC#36252769. $60.39.

Designed to serve as a basic text in the field of education abroad. Divided into three parts: chapters 1 through 8 focus on American institutional contexts of education abroad; chapters 9 -14 center on advisers and students; and chapters 15-19 discuss program development, administration, and oversight. New chapters cover faculty roles, promoting world study abroad, and legal issues. Appendixes and index.

Neill, Monty. *Testing Our Children: A Report on State Assessment Systems*. Cambridge, Ma: National Center for Fair & Open Testing (FairTest), 1997. 180p. OCLC#37938658. $30.00

This study evaluates how well state assessment systems support and help improve student learning. The evaluation is based on standards derived from *Principles and Indicators for Student Assessment Systems* (FairTest, 1995), a document developed by the National Forum on Assessment. Data was obtained by survey, follow-up interviews, and various documents. Forty-four states responded to the survey, and for the remaining six states FairTest relied on other sources. Provides executive summary, summary of state findings, and standards. Appendixes include glossary, methodology, survey, and bibliography.

Nettles, Michael T. and Laura W. Perna. *The African American Education Data Book*. Fairfax, VA: Frederick D. Patterson Research Institute of the College Fund/UNCF, 1997. 3 v. OCLC#36584581. $30.00/volume.

Three volumes focus on the educational progress of African Americans based on data from many different national and longitudinal studies and databases. The first volume covers higher and adult education, followed by preschool through high school education, and transition from school to college and school to work. Each volume contains numerous tables and descriptions. An executive summary for each volume is also available.

New Standards Performance Standards: English Language Arts, Mathematics, Science, Applied Learning. Washington, DC: New Standards, 1997. 3 v. ISBN 1-889630-51-9 (v.1), 1-889-630-52-7 (v.2), 1-889630-53-5 (v.3). OCLC#36377165. $119.00.

A collaboration of the Learning Research and Development Center of the University of Pittsburgh and the National Center on Education and the Economy, in partnership with states and urban school districts. The performance standards are from the national content standards developed by professional organizations, such as the National Council of Teachers of Mathematics. The standards consist of two parts: (1) performance descriptions of what students should know and the ways they should demonstrate the knowledge and skills in English language arts, mathematics, science, and applied learning; and (2) student work samples and commentaries that illustrate standard-setting performances. Three volumes cover elementary school, middle school, and high school. Each volume includes references, selected bibliography, and appendixes with grade level comparisons. Accompanying videotape (69 min.) contains student work samples and commentaries to illustrate speaking, listening, and viewing.

Peak, Lois. *Pursuing Excellence: A Study of U.S. Eighth-Grade Mathematics and Science Teaching, Learning, Curriculum, and Achievement in International Context.* Washington, DC: National Center for Education Statistics, 1996. 80p. OCLC#36205505.

This report is a synthesis of initial findings from the Third International Mathematics and Science Study (TIMSS) on U.S. eighth-grade mathematics and science education. Includes analyses of textbooks and curricula, videotapes, and ethnographic case studies. Five chapters cover how U.S. students perform in mathematics and science, educational standards and the curriculum, how teachers actually teach the curriculum, the working life of teachers, and student life. The appendix includes advisors to the U.S. TIMSS study, national average scores and standard errors, and a summary of national deviations from International Study Guidelines. Available for downloading at http://www.ed.gov//NCES/timss. This report is the first of three TIMSS reports by NCES in the series, *Pursuing Excellence.* The second report is *Pursuing Excellence: A Study of U.S. Fourth-Grade Mathematics and Science Achievement in International Context* (1997). The third report, which deals with student achievement in the final year of schooling, will be available in early 1998.

Rediscovering Geography: New Relevance for Science and Society. Rediscovering Geography Committee, Board on Earth Sciences and Resources, Commission on Geosciences, Environment, and Resources, National Research Council. Washington, DC: National Academy Press, 1997. 234p. ISBN 0-309-05199-1. OCLC#36327487. $34.95.

Provides a broad overview of the discipline and its use by educators, business people, researchers, and policymakers. This assessment is intended to convey to a wide range of readers the substance of geography as a subject, and to identify ways to make it more relevant to science, education, and decision making. The focus is on broad national and global themes in science and society, and geography's potential as a perspective and a body of knowledge to address these themes. Eight chapters include geography and critical issues, geography's perspectives, geography's contributions to scientific understanding, and conclusions and recommendations. References, appendixes, and index.

Roerden, Laura Parker. *Net Lessons: Web-Based Projects for Your Classroom.* Cambridge, MA: O'Reilly & Associates, 1997. 284p. ISBN 1-56592-291-3. OCLC#36308947. $24.95.

For classroom teachers, both Web novices and experienced users, this resource contains more than 100 project ideas, curricular frameworks, advice from Net users, and lesson plans. Focuses on curriculum development. Three chapters in Part I cover an overview of tools, designing curriculum, and implementing curriculum. Part II offers more than 100 K-12 lesson plans and ideas that utilize the Web in all subject areas. Lesson plan index gives plans by subject, grade level, activity type, and activity level.

School Leadership: Handbook for Excellence. Stuart C. Smith, Philip K. Piele, eds. 3rd ed. Eugene, OR: ERIC Clearinghouse on Educational Management, University of Oregon, 1997. 432p. ISBN 0-86552-134-4. OCLC#35207900. $29.95.

Divided into four parts, the first discusses the person in the leadership role, leadership styles and strategies, and the development of school leaders. Other parts cover the values, the structure, and the skills. The fifteen chapters, which include five new chapters in this edition, cover such topics as cultural leadership, quality work teams, shared decision-making, and school-based management. Individually authored chapters give an exposition of ideas and evidence on a topic. Chapters include bibliographies.

School Violence Intervention: A Practical Handbook. Arnold P. Goldstein, Jane Close Conoley, eds. New York: Guilford Press, 1997. 509p. ISBN 1-57230-175-9. OCLC#3577731 3. $55.00.

The introduction, written by the editors, discusses the current status of student aggression. Other sections consider the practitioners' perspectives, student-oriented interventions, school-oriented interventions, and system-oriented interventions. A section on special topics deals with cultural sensitivity, the victims and victimizers, and the Family Educational Rights and Privacy Act (FERPA). Thirty-four contributors have written chapters with lengthy references. Includes index.

Sendor, Benjamin B. *A Legal Guide to Religion and Public Education.* 2nd ed. Dayton, OH: Education Law Association, 1997. 96p. ISBN 1-56534-094-9. OCLC#36538418. $24.95.

Geared for school officials, this resource provides basic principles of the law related to church/state issues in public education. Chapters cover religious activity by students and by personnel, religion and the curriculum, and other religious activities on school grounds. The appendixes include Title VIII, The Equal Access Act and a map of the judicial circuits. There is a list of statutes cited, a table of cases, and an index. This is a revision of the 1988 publication by National Organization of Legal Problems on Education (NOLPE), now known as the Education Law Association. A disclaimer states that the opinions are those of the author.

Sexual Harassment on Campus: A Guide for Administrators, Faculty, and Students. Bernice R. Sandler, Robert J. Shoop, eds.; contributors, Carolyn S. Bratt et al. Boston: Allyn and Bacon, 1997. 323p. ISBN 0-205-16712-8. OCLC#34471900. $32.95.

A book to help institutions in the process of reexamining sexual harassment policies and procedures. Chapters cover issues of the law, the process of developing and changing policies, what policies should look like, and how to deal with complaints. Key chapters contain essential information and can stand alone. Individual authored chapters include endnotes.

Schrum, Lynne. *Teaching and Learning in the Information Age: A Guide to Educational Telecommunications.* Boston: Allyn and Bacon, 1997. 179p. ISBN 0-205-19801-5. OCLC#35842570. $34.00.

Designed to help practicing and preservice educators use educational telecommunications for curricular enhancement and professional development. Eight chapters include: why use telecommunications; classroom implementation issues; research in telecommunications; and future directions and final thoughts. Each chapter gives an outline of the topic, an overview, a teacher's story, summary, and a "try this," "consider this," and "apply this" sections. Glossary and index.

Special Education Desk Reference. Mary Buchanan et al., eds. San Diego, CA: Singular Pub. Group, 1997. 314p. ISBN 1-56593-800-3. OCLC#35084627. $55.00.

Written for educators, psychologists, physicians, students, and others who deliver services to disabled and gifted individuals. Identifies, illustrates, and references major methods, techniques, and strategies designed for exceptional individuals. Thirteen individually authored chapters include methods for the gifted, behavioral interventions, mathematics methods, study skills strategy instruction, and computer methods. Index.

Standards for Quality Elementary & Middle Schools: Kindergarten Through Eighth Grade. 3rd ed. Alexandria, VA: National Association of Elementary School Principals., 1996. 58 p. OCLC#35586629. $19.95.

A revised version of the *Standards* to provide guidelines for constructive change in education at the K-8 grade levels. Current standards are grouped into six major categories: organization, leadership, curriculum and instruction, staff development, school climate, and assessment. Within each category are 18 standards of excellence. Appendix A gives a checklist that principals, teachers, parents, and others can use to assess the extent to which a school meets the *Standards*. Appendix B provides a planning guide for school improvement.

Technology: Indicators of Quality Information Technology Systems in K-12 Schools. Project director, Kathleen A. Fitzpatrick; Assistant Project Director, James A. Pershing. Schaumburg, IL (1699 E. Woodfield Rd., Suite 406, Schaumburg 60173): National Study of School Evaluation, 1996. 140p. OCLC#34886481. $43.00.

This first edition in the National Study of School Evaluation's series, *Indicators of Schools* of *Quality*, is designed to assist schools in enhancing student learning and increasing the productivity of schools' instructional systems with technology. The indicators are based on an extensive review of the literature, observation of information technology systems in schools, interviews and focus groups, and usability studies of the indicators. The book is divided into four parts: a vision for student learning in technology; indicators of the capacity of the school's instructional system; indicators of the capacity of the school's organizational system; and using the indicators to develop or evaluate your school's technology plan.

Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents. David Capuzzi and Douglas R. Gross, eds. 2nd ed. Alexandria, VA: American Counseling Association, 1996. 394p. ISBN 1-55620-151-6. OCLC#33243229. $39.00.

In this revision of the original 1989 text, the emphasis is on prevention efforts with at-risk populations. Fifteen individually authored chapters are divided into three parts: part one presents information dealing with population definition, identification, and behaviors and causal factors descriptive of youth at risk; part two deals with parameters that often serve as causal factors; part three covers behaviors most often identified as placing youth at risk. Chapter references.

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