

DEPARTMENTS

NEW AND FORTHCOMING AT REFERENCE

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Celebuski, Carin et al. *Status of Education Reform in Public Elementary and Secondary Schools: Principals' Perspectives*. Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement, 1998. 82p. OCLC#39177066.

Presents findings on reform efforts in schools as reported by school principals in the Public School Survey on Education Reform. Information has not been objectively measured or independently verified. Questionnaires were sent to 1,360 principals of a nationally representative sample of U.S. public schools in the spring of 1996. The survey requested information about: use of content standards to guide curriculum and instruction; strategies to support reform; barriers to the application of high standards to students; methods of communicating information to parents; and understanding of new Title I program provisions supporting reform. Tables, charts, and graphs. This report is available online: <http://nces.ed.gov>.

Chaney, Bradford William. *School Library Media Centers: 1993-1994*. Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement, National Center for Education Statistics: For sale by U.S. G.P.O., Supt. of Docs., 1998. 36p. OCLC#39871534.

Reviews the state of school libraries in the U.S. based on data from the 1993-1994 Schools and Staffing Survey (SASS). Earlier studies were also used to show changes over time, such as the Public School Library Statistics, 1958-59. Two sections focus on 1) school library media centers to include staffing, expenditures, collections and resource evaluation, technology and equipment, and 2) school head librarians with respect to background, experience, training, collaborative activities, and compensation. Appendixes with detailed tables and technical notes.

Choy, Susan P. *Toward Better Teaching: Professional Development in 1993-94*. Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 1998. 142p. OCLC#40067079.

Uses data collected by the NCES from the Schools and Staffing Survey to examine teacher professional development in 1993-94 in the context of current educational policy regarding professional development at the federal and state levels. Examines who determines the professional development programs, the format in which the professional development is provided, and other professional development issues. References and appendixes.

The Comparative Guide to American Elementary & Secondary Schools. 1st ed. Milpitas, CA: Toucan Valley Publications, 1998. 774p. ISBN 1-884925-63-4. OCLC#39505628. \$85.00.

Presents evaluative and demographic statistics for each regular school district with more than 2,500 students. Arranged by state, within each state by county, and then city. For each school district the entry information includes web address, number of students, total teachers, student-teacher ratio, school district expenditures, librarians, guidance counselors, ethnicity, and national socioeconomic status indicator. Source of the data is from NCES *Common Core of Data Public School Universe* and the *Common Core of Data Agency Universe* files. Both files are from the 1995-96 school year.

Encyclopedia of Bilingualism and Bilingual Education. Colin Baker, ed. Clevedon: Philadelphia: Multilingual Matters, 1998. 758p. ISBN 1-85359-362-1. OCLC#34932753. \$150.00.

Based on the diversity of languages in the world, this resource aims to promote the subject of bilingualism and to be academically based. Contains four sections: 1) individual bilingualism, 2) language in society, 3) languages in contact in the world, and 4) bilingual education. Each section contains individual topics with text supplemented by graphics and photographs. Bibliography of over 2,000 entries and further reading.

Finn, Chester E. et al. *The State of State Standards*. Washington, DC: Thomas B. Fordham Foundation, 1998. 37p. (Fordham Report, vol. 2, no. 5). OCLC#39497222.

Examines the results of five commissioned reports on state standards in English, geography, history, mathematics, and science. The individual state results were based on criteria developed by the experts in consultation with scholars and educators. Compiles the summary of scores and grades in the five subjects for each state, and presents them in alphabetical and in rank order. Provides information to determine trends in these subjects and to evaluate the standards themselves. Individuals involved in the standards movement contribute their views. The evaluations of the standards took place mainly in 1997 and the standards documents that individual authors reviewed may have been revised. The appendixes include criteria for reviewing state standards in the subject areas and a list by state of the documents reviewed. The individual reports of the Thomas B. Fordham Foundation on which this summary is based are: *State English Standards* (Sandra Stotsky, July 1997); *State Geography Standards* (Susan Munroe and Terry Smith, February 1998); *State History Standards* (David Warren Saxe, February 1998); *State Mathematics Standards* (Ralph A. Raimi and Lawrence S. Braden, March 1998); and *State Science Standards* (Lawrence S. Lerner, March 1998).

Funding Sources for K-12 Schools and Adult Basic Education. 1st ed. Phoenix, AZ: Oryx Press, 1998. 665p. ISBN 1-57356-143-6. OCLC#38552598. \$34.50.

Describes grants programs that provide funding for K-12 schools and other educational organizations, including libraries, as well as adult basic education programs. Covers over 1,500 funding opportunities in the U.S. and Canada. Information presented has been taken from the GRANTS database. The main

section, Grants Program section, lists programs in alphabetical order. Each entry has program description, grant title, sponsor name and address, and a contact name. When available and/or applicable additional information includes deadlines and renewal dates, grant amount, Internet e-mail, and web page addresses. Four indexes are included: subject, sponsoring organizations, grants by program type, and geographic.

Higher Education Directory. Falls Church, VA.: Higher Education Publications. 17th ed. Annual. 660p. ISBN 0-914927-28-0. ISSN 0736-0797. OCLC#40345975 and #9068387. \$62.00.

This directory, also known as the *HEP Higher Education Directory*, is a major source for information on accredited postsecondary degree-granting institutions in the U.S., its possessions and territories. Due to a change in the guidelines for recognition of accrediting agencies, there is an explanatory preface regarding inclusion of institutions in this 1999 directory edition. Provided is a listing of accrediting agencies recognized by the U.S. Secretary of Education or the Council on Postsecondary Accreditation/Commission on Recognition of Postsecondary Accreditation. Universities, colleges and schools are listed by state and entries include the FICE identification number, Carnegie classification code, contact information, tuition and fees, enrollment, highest degree offered, and administrative and academic officers with job classification code. Contains indexes for key administrators, with telephone number and an accreditation index of institutions by regional, national professional and specialized agencies.

Horn, Laura. *Toward Resiliency: At-Risk Students Who Make It to College*. Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement: For Sale by the U.S. G.P.O., Supt. Of Docs., 1998. 41p. OCLC#39287622.

A companion to *Confronting the Odds: Students at Risk and the Pipeline to Higher Education* (1997) which focused on moderate to high-risk high school students who enrolled in higher education. Analysis examines whether student, parent, and peer engagement factors contributed to at-risk students making the transition from high school to postsecondary education. Data set used in both *Confronting the Odds* and *Toward Resiliency* is the National Education Longitudinal Study of 1988. Includes tables, figures, references, glossary, and methodology.

International Dictionary of University Histories. Edited by Carol Summerfield and Mary Elizabeth Devine. Chicago: Fitzroy Dearborn Publishers, 1998. 780p. ISBN 1-884964-23-0. OCLC#39038983. \$125.00.

Provides detailed essays on 168 worldwide selected universities, colleges, and research centers. Entries offer historical and descriptive information which includes the changing focus of the individual universities, contact information, and suggestions for further reading. Includes a prefatory essay on the University Movement, authored by A.H.T. Levi, an index, and notes on the contributors.

Johnson, Eugene G. *Linking the National Assessment of Educational Progress (NAEP) and The Third International Mathematics and Science Study (TIMSS): Technical Report.* Washington, DC: U.S. Dept. of Education. OERI. NCES, 1998.

One of two reports about linking of NAEP results to TIMSS results for grade 8 mathematics and science. Comparisons are given for grade 8 mathematics and science of the states and jurisdictions that participated in the 1996 NAEP with those nations that participated in the 1995 TIMSS. Results are adequate for approximate comparisons of the relative rankings of individual states versus other countries but not adequate for extensive analyses based on estimated scores. References.

Jurinski, James. *Religion in the Schools: A Reference Handbook.* Santa Barbara, CA: ABC-CLIO, 1998. 209p. ISBN 0-87436-868-5. OCLC#38924379. \$39.50.

Seven chapters cover religion in the public schools. An introductory chapter includes historical background, conflict areas, and constitutional amendment activity. Chapters 2-7 cover chronology, biographical sketches, and court cases, organizations and associations, print and nonprint resources. Glossary and index.

Mathematics and Science Achievement State by State, 1998. The National Education Goals Panel. Washington, DC: The Panel. For sale by the U.S. G.P.O., Supt. of Docs., 1998. 284p. OCLC#40135589.

Summarizes state progress toward Goal 3 (student achievement in academic subject matter and preparation for responsible citizenship by the year 2000) and Goal 5 (U.S. students will be first in the world in mathematics and science achievement by the

year 2000). The summary of state progress is highlighted in figures and charts throughout the volume. Mathematics and science achievement in grades 4 and 8 are provided in charts for the United States and for individual states in sections describing improvement over time, state comparisons, subgroup performance by sex, race/ethnicity, parents' highest level of education, school location by broad type, and poverty measure. International comparisons with the overall United States results and individual state results are also provided. There are results for American Samoa, Guam, Northern Marianas, Puerto Rico, and Virgin Islands. Appendixes contain technical notes and sources, NAEP data collection schedules, standard errors, and information on statistically significant differences in subgroup performance on NAEP. The report is available online: <http://www.negp.gov>.

McWhirter, Jeffries et al. *At-Risk Youth: A Comprehensive Response: For Counselors, Teachers, Psychologists, and Human Service Professionals.* 2nd ed. Pacific Grove, CA: Brooks/Cole Pub. Co., 1998. 363p. ISBN 0-534-34580-8. OCLC#26672200. \$53.95.

This book serves as a textbook and reference source for counseling courses, particularly those courses related to special needs and at-risk children and adolescents. Sixteen chapters cover such topics as at-risk problems and issues, environmental/societal factors, family problems, school issues, substance use and addiction, teenage pregnancy, delinquency and violence problems, suicide, prevention programs, educational interventions, and legal issues. Chapters include further readings. The appendix contains a listing of agencies, clearinghouses, and organizations, as well as a reading list for at-risk youth, families, and professionals. Contains a lengthy list of references, name and subject indexes.

NCES State Data Conference. *Developments in School Finance: Fiscal Proceedings from the Annual NCES State Data Conference, July 1997.* Washington, DC: U.S. Dept. of Education: For sale by the U.S. G.P.O., Supt. Of Documents, 1998. 187p. OCLC#36757751.

Contains papers by speakers at the annual NCES Summer Conference, 1997. Eight papers focus on effects of money on elementary and secondary student outcomes. Topics include allocation of teaching resources, development of school finance formulas, improving the measurement of school finance equity, and collecting school-level resource data. For up-to-date information and to e-mail finance questions refer to the NCES web site: <http://nces.ed.gov/edfin>.

The NEA Teacher Member 1995-96 Membership Study by State, 1995. Washington, DC: National Education Association, Research Division, 1998. 148p. OCLC#39843006.

A survey undertaken to provide data that would assist in decisionmaking about more effective ways to serve teacher members of the association more effectively. Text portion provides a summary and brief analysis of the results of the surveys. Respondent profile includes length of workday, median year's experience, activities, retirement plans, level and position. Appendixes with sample questionnaire and selected results by individual state.

Parrish, Thomas. *Inequalities in Public School District Revenues.* Thomas B. Parrish et al. Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement: For Sale by the U.S. G.P.O., Supt. of Docs. 1998. 1 v. (various pagings). OCLC#39704110.

Analyzes the sources of public education revenues and how they vary by different types of students, districts and communities for the 1991-92 school year. Gives detailed information about how much money is received through alternative funding sources. Chapter topics cover categorical versus general revenues, detailed categorical revenues, and educational equity in the states. An earlier NCES report *Disparities in Public School District Spending (1995)* focused on public education expenditures. References and related publications.

Philosophers on Education: Historical Perspectives. Edited by Amelie Oksenberg Rorty. London; New York: Routledge, 1998. 480p. ISBN 0-415-19130-0. OCLC#38200132. \$99.00.

The thirty-three contributors of this volume have provided chapter essays on how the philosophies of selected major thinkers have affected the policies and practices of educators. Included are two essays on contemporary issues in the philosophy of education. The philosophers represented include Socrates, Plato, Aristotle, Augustine, Spinoza, Locke, Rousseau, Hegel, and Dewey. Chapters contain notes and bibliographies.

Philosophy of Education: Major Themes in the Analytic Tradition. Edited by Paul H. Hirst and Patricia White. London; New York: Routledge, 1998. 4 vols. (1647p.). ISBN 0-415-12944-3 (set). OCLC#37353926. \$700.00.

Four volumes are organized to cover the broad topics of Philosophy and Education (v. 1); Education and Human Being (v.2); Society and Education (v.3); and Problems of Educational

Content and Practices (v.4). In the first volume, the editors provide an introductory essay on the historical perspective of the analytic tradition and the philosophy of education, a section on the rationale of the collection, and an explanation of how the collection of essays in the four volumes was developed. The editors state that the collection is not meant to be all-inclusive but to present the major concerns in the field and to contribute to the dialogue. Within each volume there is a topic-specific introduction. Essays include notes and references. Each volume contains an index of the sixty-three contributing authors.

Quality Education Data, Inc. *Internet Usage in Public Schools 1998.* Denver, CO.: Quality Education Data, 1998. 3rd ed. 134p. ISBN 0-88747-924-3. OCLC# 40189596. \$295.00.

Telephone surveys of 400 randomly selected public school teachers of language arts, mathematics, science and/or social studies were the basis for this report on actual Internet usage in the classroom. Three categories were studied: Internet access/availability, Internet usage, and Internet training. The statistical results for 1998 were compared with a similar study conducted by QED for Cable in the Classroom in 1997. Numerous graphs and charts accompany the text. Includes the survey instrument of 52 questions.

Raffel, Jeffrey A. *Historical Dictionary of School Segregation and Desegregation: The American Experience.* Westport, CT: Greenwood Press, 1998. 345p. ISBN 0-313-29502-6. OCLC#38286593. \$75.00.

Brief essays, followed by references, are arranged alphabetically and provide information on major legal decisions, individuals, school desegregation legislation, organizations, concepts, reports and publications on the book's topic. This resource is geared for use by students, teachers, scholars, and practitioners involved in the process of desegregation. Special sections include a chronology of major events through 1996, a bibliographical essay, a general bibliography, a geographical bibliography, and an index.

Schwarz, Gretchen and Joye Alberts. *Teacher Lore and Professional Development for School Reform.* Westport, CT: Bergin & Garvey, 1998. 189p. ISBN 0-89789-509-6. OCLC#37993471. \$49.95.

The purpose of this book is to explore the power of teacher lore and narratives by and about teachers, as a means to implement school reform. Chapters cover the meaning and theories behind

teacher lore, stories written about teaching by teachers, methods for utilizing teacher lore for in-service professional development, and theories of change and professional development. A chapter provides suggestions on utilizing teacher lore with a list of films and books on the topic. The publication is directed to an audience of teachers and administrators, as well as parents and the public. Includes chapter references and an index.

Selected Papers in School Finance, 1996. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 1998. William J. Fowler, Jr., ed. 135p. Annual. ISBN 0-16-049454-0. ISSN 0162-9697. OCLC# 39476932, #3012653, #39162935.

Presents commissioned papers by NCES to address the current and future state of finances for school districts. This 1996 annual is the third in the renewal of this series, which previously was discontinued in 1977. The topics of the papers in this volume include the condition of urban school finance, alternatives for school-based funding, and reinventing education finance. Charts and tables.

Silverman, Franklin H. *Authoring Books and Materials for Students, Academics, and Professionals*. Westport, CT: Praeger, 1998. 161p. ISBN 0-275-96159-1. OCLC#37890500. \$55.00.

This resource provides practical information for potential and practicing authors. Chapter topics include choosing a publisher; proposals; negotiating a publishing contract; the details of working

on the writing project, including tips on outlining, drafting, and revising the manuscript; the graphics and the production process; the marketing of books; and tax and other business implications of authorship. The appendixes contain a representative book proposal, a representative joint collaboration agreement, representative permission forms, textbook features that college students do and don't find helpful, standard proof correction notations, and common characteristics of best-selling textbooks. Includes a bibliography of references and resources.

United States. General Accounting Office. *Head Start Programs: Participant Characteristics, Services, and Funding: Report to Congressional Requestors*. Washington, DC (P.O. Box 37050, Washington 20013): The Office, 1998. 91p. OCLC#38934087.

Presents information on Head Start's regular programs that operate in the 50 states and the District of Columbia. Programs serving special populations are excluded. Focus is on number and characteristics of participants, services and the way they are provided, federal and nonfederal dollars received and spent, and other programs providing similar early childhood services. Methodology includes telephone interviews, visits to programs, and data from Head Start's annual survey.

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