

DEPARTMENTS

NEW AND FORTHCOMING AT REFERENCE

Compiled by

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Adamson, Lynda. *American Historical Fiction: An Annotated Guide to Novels for Adults and Young Adults*. Phoenix, AZ: Oryx Press, 1999. 405p. ISBN 1-57356-066-9. OCLC#39614741. \$49.95.

Organized by time periods from North America before 1600 to the late 20th century, this source broadly defines historical fiction as a period of time unknown to the reader. Each entry includes author, title, publication information, brief description of content, setting, main characters, genres, and awards. Young adult books are designated by a symbol. The appendixes list book awards with winners and books for young adult readers. Author, title, genre, geographic, and subject indexes. Reviewed in *Education Libraries*, v23, n1, 1999, p27.

Advances in Measurement in Educational Research and Assessment. Geoffrey N. Masters and John P. Keeves, eds. New York: Pergamon, 1999. 292p. ISBN 0-08-043348-0. OCLC#39923254. \$69.00.

Drawn from the relevant educational research methodology and educational measurement sections of the first and second editions of the *International Encyclopedia of Education* (Torsten Husen and Neville Postlethwaite, eds. 1985 and 1994). In this volume new articles have been added to the collection, and many of the original entries have been rewritten to reflect advances in the field. The twenty-one contributors are affiliated with institutions and organizations in the United States, Australia, Denmark, Indonesia, and the Netherlands. The articles in Part I cover new theoretical developments and in Part II the focus is on applications of measurement in research and assessment. The editors recommend use of the volume as a resource for university and college teachers, graduate students, and practicing researchers working in examination agencies. Includes name and subject indexes.

The American College Teacher: National Norms for the 1998-99 HERI Faculty Survey. Linda J. Sax et al. Los Angeles, CA: Higher Education Research Institute, University of California, Los Angeles, 1999. 128p. ISBN 1-878477-24-2. OCLC# 42474250. \$30.00.

This survey is the fourth in a series that began in 1989-90. It is based on responses of 33,785 full-time college and university faculty members at 378 two-year and four-year colleges and universities. The revised questionnaire focused on how faculty spends their time, teaching and testing methods, perceptions of institutional climate, sources of stress and satisfaction, and experiences with information technology. Tables and graphs. Appendixes include the research methodology, the survey instrument, and the institutions that participated in one or more of the four surveys.

Benson, Allen C. and Linda M. Fodemski. *Connecting Kids and the Internet: A Handbook for Librarians, Teachers, and Parents*. 2nd ed. New York: Neal-Schuman Publishers, Inc., 1999. 398p. ISBN 1-55570-348-8. OCLC#41564910. \$49.95.

This second edition of the earlier 1996 publication serves as a resource and a self-teaching tool. Organized into six parts, this handbook provides the basics about the Internet: the use of Web browsers and resources for "younger kids", e-mail, mailing lists, and how to build Web pages, search strategies for using the variety of Internet resources, bulletin boards, telnet, FTP, and lesson plans. The accompanying CD-ROM contains links to the Internet sites discussed in the book and other selected sites, as well as a section of 14 lesson plans. Numerous figures and tables. Subject index.

Boesel, David and Eric Fredland. *College For All: Is There Too Much Emphasis on Getting a 4-Year College Degree?* Washington, DC: National Library of Education, Office of Educational Research and Improvement, U.S. Dept. of Education, 1999. 80p. OCLC#41655220.

Preceded by an introduction, five sections covering approximately a thirty year span consider the research findings on the topics: growth of college expectations, changes in ability levels, changes in college completion rates, outcomes for noncompleters, and outcomes for college graduates. The conclusion provides an overview of this research and offers general comments and recommendations. Includes an Executive Summary, endnotes, bibliography, tables and figures.

Bowman, J. Wilson. *America's Black & Tribal Colleges*. 3rd ed. Skyland, NC: R.J. Enterprises, 1999. 315p. ISBN 0-9663562-0-9. OCLC# 39869852. \$21.95.

This guide to historically and predominantly Black and American Indian colleges and universities provides basic information on the application process (including financial aid and scholarships), for students, parents, and high school counselors. Arranged by state, the institutional profiles provide brief historical background, chronology of name changes, institutional and academic program information, and names of distinguished alumni. Appendixes include cost, average enrollment, and alphabetical and state listings of colleges and universities. Bibliography and index.

Brisk, Maria and Margaret M. Harrington. *Literacy and Bilingualism: A Handbook for All Teachers*. Mahwah, NJ: L. Erlbaum Associates, 2000. 168p. ISBN 0-8058-3165-7. OCLC#41488636. \$17.00.

This handbook of literacy approaches is intended for a broad audience of teachers working in any type of classroom in which bilingualism is an important factor. The approaches have been field-tested with a variety of bilingual populations in bilingual, ESL, mainstream, special education, and deaf education classes. The first chapter provides background information on the topic of bilingualism and literacy development. Chapters 2, 3, and 4 provide 18 approaches for use in elementary and secondary classes, with references and case studies. Chapter 5 considers the instructional means for implementation and assessment, followed by the concluding chapter on learning how to improve the instruction based on student performance. Appendixes include a protocol for collecting data, additional approaches, and assessment practices. Includes a bibliography of references, books for the use of students, and author and subject indexes.

Brunner, Cornelia and William Tally. *The New Media Literacy Handbook: An Educator's Guide to Bringing New Media Into the Classroom*. New York: Anchor Books/Doubleday, 1999. 228p. ISBN 0-385-49614-1. OCLC#40682370. \$14.00.

This publication developed from the work of the Media Workshop New York (MWNy), which assists New York City teachers to make critical use of media and technology in their classrooms. The purpose of this handbook is to provide a resource for helping teachers and educators to integrate media and media literacy concepts into the curriculum. An overview of the issues is provided in the introductory chapter. Chapter 2 offers a new vision of teaching and learning through the appropriate use of new technology, followed by chapters which examine media and technologies with respect to history and social studies, arts education, language arts, and science literacy. Chapters include information on content standards, activities, and Web site resources.

Center for Science, Mathematics, and Engineering Education. Committee on Developing the Capacity to Select Effective Instructional Materials. *Selecting Instructional Materials: A Guide for K-12 Science*. Committee on Developing the Capacity to Select Effective Instructional Materials, Center for Science Mathematics, and Engineering Education, National Research Council; Maxine Singer, Jan Tuomi, eds. Washington, DC: National Academy Press, 1999. 121p. ISBN 0-309-06533-X. OCLC#42619720. \$18.95.

This report is addressed to school districts, school district administrators, individual schools, school administrators, teachers, scientists, school boards, parents, and the community at large. Provides a tested procedure for the evaluation and selection of K-12 science instructional materials consistent with state and/or national standards. First section contains background information about curricula and current selection procedures. Second section is a guide to selecting instructional materials. References, index.

Chicago Handbook for Teachers: A Practical Guide to the College Classroom. Alan Brinkley et al. Chicago: University of Chicago Press, 1999. 185p. ISBN 0-226-07511-7. OCLC#41621032. \$20.00.

Designed to offer practical advice to teachers of college courses. Ten brief chapters cover topics such as designing a course, preparing for the first class, leading a discussion, managing classroom dynamics, delivering a lecture, supervising research and writing, giving and grading exams, evaluating your own teaching, dealing with diversity issues, and making use of new electronic resources. Suggestions for further reading, index.

Criscito, Pat. *Barron's Guide to Distance Learning: Degrees, Certificates, Courses*. Hauppauge, NY: Barron's Educational Series, Inc., 1999. 537p. ISBN 0-7641-0725-9. OCLC#40339837. \$18.95.

Profiles close to 800 regionally accredited U.S. and Canadian colleges and universities that offer distance learning programs. Each institutional profile contains contact information, program availability, admission requirements, costs, teaching methods, financial aid information, and a brief school description. This resource explains the different types of programs and offers chapters on the accreditation of distance learning, earning and transferring credits, financing the cost of distance learning, and the process for implementing this type of program. Indexes institutions by state and province, on-campus requirements, and fields of study for undergraduate, graduate, doctoral degree and certificate, and diploma programs, as well as for individual classes.

An Educators' Guide to Schoolwide Reform. Prepared by American Institutes for Research. Arlington, VA: Educational Research Service, 1999. 1 v. (Various pagings). OCLC#41036450.

Examines the research on 24 approaches to schoolwide reform. Each profile rates the evidence of positive effects on student achievement and the support that the developer provides schools. Indicates the year the program was introduced in schools, the number of schools, first year costs both with new staff and with current staff reassigned, and contact information. The text for each profile provides an overview of the program and an explanation of the ratings. Lists catalogs and review of schoolwide approaches and references. The section of appendixes is extensive and includes: criteria used to evaluate evidence of positive effects on student achievement, summary of findings on strength of the research base, summary of findings on student achievement effects, criteria to evaluate support that developers provide schools, and summary of findings on costs.

Encyclopedia of Special Education: A Reference for the Education of the Handicapped and Other Exceptional Children and Adults. 2nd ed. Cecil R. Reynolds and Elaine Fletcher-Janzen, eds. New York: J. Wiley & Sons, 2000. 3v. ISBN 0-471-25309-X. OCLC#41165223. \$125.00.

Contains over 2000 entries for biographies, educational and psychological tests, interventions and service delivery, handicapping conditions, related services, legal, and other topics. Geared for professionals in the field and other involved individuals such as lawyers, physicians, psychologists, social workers, school board members, and policy makers. Included in this edition's

changes are about 200 new entries and 700 that were updated or rewritten. Individual entries include name of author and a list of references. Author and subject indexes in volume 3.

Facing the Consequences: Using TIMSS for a Closer Look at U.S. Mathematics and Science Education. William H. Schmidt et al., eds.; David E. Wiley et al., collaborators. Dordrecht; Boston; London: Kluwer Academic Publishers, 1999. 236p. ISBN 0-7923-5567-9. OCLC#40480119. \$86.00.

This study examines the data from the Third International Mathematics and Science Study (TIMSS) and makes use of new analyses not previously reported. The first chapter provides an overview. U.S. educational practices and beliefs and the development of mathematics and science education are described in the first part of the report. Part II examines U.S. student achievement results and the relationship to curriculum. Part III, "Hypotheses, Hunches, and Conclusions," attempts to identify and analyze the underlying story that may explain the data about U.S. science and mathematics education. The table in Appendix A describes the student populations in each country included in this book. Appendix B provides the list of exhibits.

Freed, Melvyn N. et al. *The Educator's Desk Reference (EDR): A Sourcebook of Educational Information and Research*. Phoenix, AZ: Oryx Press, 1999. 536p. ISBN 1-57356-263-7. OCLC#40249728. \$49.95.

Presents selected basic information, such as reference books for particular information in education or related fields; publishers of books, journals, microcomputer software; publishers' author guidelines; profile of standardized tests in print; description of microcomputer software for statistical data; guidelines for selection of research design, description of characteristics and uses; overview of sampling techniques; and a directory of national and regional education organizations with profiles. Organized into five sections: information sources, author's guide to publications, microcomputer software for educational research, standardized tests and inventories, research processes in education, selected national and regional organizations in education.

Goonen, Norma M. and Rachel S. Blechman. *Higher Education Administration: A Guide to Legal, Ethical, and Practical Issues*. Westport, CT: Greenwood Press, 2000. 231p. ISBN 0-313-30304-5. OCLC# 41315366. \$69.50.

Designed for the academic administrator's decision-making process specific to academic affairs. Highlights the relationship between the academic administrator and faculty members relative

to such issues as hiring, compensation, terminations, promotions, and nonrenewals. Two chapters cover student academic matters and the relationship between academic administrators and students. Appendixes include AAUP "Statement on Professional Ethics," "Statement on Conflict of Interest," and "Academic Freedom and Artistic Expression." Table of cases, selected bibliography, and index.

The Handbook of School Psychology. Cecil R. Reynolds, Terry B. Gutkin, eds. 3rd ed. New York: J. Wiley & Sons, 1999. 1200p. ISBN 0-471-12205-X. OCLC#38856238. \$98.95.

Presents research and perspective on the science and practice of school psychology. New chapters include topics such as Psychopharmacotherapy with School-Aged Children and Implications of Recent Research in Biological Psychology for School Psychology. Second edition chapters have been completely revised, and some reconceptualized. Chapters are organized into sections, which cover current perspectives, contributions to theory and practice, psychological and educational assessment, and school psychological interventions. Author and subject index.

Historical Dictionary of American Education. Richard J. Altenbaugh, ed. Westport, CT: Greenwood Press, 1999. 499p. ISBN 0-313-28590-X. OCLC#40396740. \$95.00.

Focuses on major individuals and topics significant for the development of U.S. public, private, and parochial schools, with the emphasis on elementary and secondary education. 357 entries, authored by 130 contributors, cover the colonial period through the 1990s. Entries refer to relevant publications. Includes 51 page-selected bibliography, list of contributors, and index.

International Handbook of School Effectiveness Research. Charles Teddlie, David Reynolds, eds. London; New York: Falmer Press, 2000. 411p. ISBN 0-750-70607-4. OCLC#43269770. \$44.95.

With an emphasis on North America, Britain, Australia and the Third World, a review of international research evidence as to what constitutes a good school and how to make a good school. Includes an analysis of the relationship between school effects research and other movements such as teacher effect research and school improvement. Four sections covering school effectiveness research: historical and intellectual foundations, knowledge base, cutting edge issues, and the future. References and index.

The MIT Encyclopedia of the Cognitive Sciences. Robert A. Wilson, Frank C. Keil, eds. Cambridge, MA: MIT Press, 1999. 964p. ISBN 0-262-73124-X. OCLC#40693742. \$149.95.

Six topic areas: philosophy, psychology, neuroscience, computational intelligence, linguistics and language, and culture, cognition, and evolution which contain 471 articles with references and further readings. Six introductory essays, written by the volume's advisory editors, provide an overview of the field it represents. Intended for students and scholars across the various disciplines that contribute to the cognitive sciences such as psychology, neuroscience, philosophy, evolutionary biology, and education. Alphabetic list of entries, name and subject index. Site license available for on-line version.

Talab, R.S. *Commonsense Copyright: A Guide for Educators and Librarians.* 2nd ed. Jefferson, NC: McFarland & Co., 1999. 292p. ISBN 0-7864-0675-5. OCLC#40820903. \$39.95.

Expands upon the first edition (1986) to include legal amendments and to cover copyright issues raised by technology. Seven chapters include computer-based systems, and permissions and policy development. Sections explain videos, off-air taping of broadcast, cable, satellite programming and Web sites. Additional sections at the end of each chapter include "can do," "cannot do" and question-and-answer sections. Appendixes contain guideline charts.

Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers. Laurie Lewis et al. Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement, 1999. 1v. (various pagings) OCLC#40952178. \$22.00.

A study undertaken by the National Center for Education Statistics to profile the quality of the nation's teachers produced this report. It addresses teacher preparation and qualifications using a nationally representative 1998 survey of full-time public school teachers whose main teaching assignments are in English/language arts, social studies/social sciences, foreign language, mathematics, science, or who teach a self-contained classroom. The study also examines educators' work environment and teachers' feelings of preparedness. Key findings are provided in three major areas: preservice learning and teaching assignment, continued learning, and supportive work environment. References, suggested readings, appendixes and tables.

Testing, Teaching and Learning: A Guide for States and School Districts. Committee on Title I Testing and Assessment, Board on Testing and Assessment, Commission on Behavioral and Social Sciences and Education, National Research Council; Richard F. Elmore, Robert Rothman, eds. Washington, DC: National Academy Press, 1999. 120p. ISBN 0-309-06534-9. OCLC# 42799842. \$19.95.

Intended for state and local practitioners and policy makers to use as a guide in the development and improvement of new systems of assessment and accountability under Title I. Contains executive summary, standards for student performance, assessments of student performance, monitoring the conditions of instruction, and accountability. References and index.

Thomas, Adele. *Families at School: A Handbook for Parents.* Newark, DE: International Reading Association, 1999. 89p. ISBN 0-87207-248-7. OCLC#41076420. \$15.95.

Based on the Niagara Falls Secondary School Family Learning Program designed for parents or caregivers with ideas and activities. Five chapters cover defining family literacy, ideas about parents and children doing things together, 30 ready-to-use activities, reading with young children, and parenting skills. Includes a list of recommended resources.

Understanding and Preventing Teacher Burnout: A Sourcebook of International Research and Practice. Roland Vandenberghe, A. Michael Huberman, eds. Cambridge, U.K.; New York: Cambridge University Press, 1999. 362p. ISBN 0-521-62213-1. OCLC# 39756252. \$49.95.

Intended to provide new perspectives and a deeper understanding of the nature, conditions, and consequences of teacher burnout. Based upon a 1995 international conference, the chapter contents are drawn from papers and commentaries presented at the conference, reflecting the intensive and productive discussions. Divided into three sections: a critical review and synthesis, perspectives and remedies, and research and intervention agenda. Figures, tables, references and index.

Williams, Thomas L. *The Directory of Programs for Students at Risk.* Larchmont, NY: Eye on Education, 1999. 316p. ISBN 1-883001-74-9. OCLC# 40631875. \$39.95.

A resource book for superintendents, principals, other school leaders, teachers, parents and others working with students at risk. Provides summaries of a wide variety of programs. Organized into five chapters with the first chapter introducing background information related to students at risk. Chapters two through five have program descriptions grouped into categories.

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