



 DEPARTMENTS

NEW AND FORTHCOMING AT REFERENCE

Compiled by

Gladys I. Dratch and Deborah S. Garson

Alt, Martha Naomi and Susan P. Choy. *In the Middle: Characteristics of Public Schools with a Focus on Middle Schools*. Charles H. Hammer, project officer. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics: For sale by the U.S. GPO, Supt. Of Docs., 2000. 194p. ISBN 0-16-050428-7. OCLC#44877121. \$21.00.

Based on data from the Schools and Staffing Survey (SASS), 1987-88, 1990-91, 1993-94, and the Teacher Follow-up Survey (TFS) for each of these staffing surveys. Provides data on school organization, programs and services, decision making and management, and staffing for public schools only. While focusing on the most recent data, trends over the past six years are discussed. Contains tables and figures, and an introduction that reviews middle school policy issues. References and appendixes of detailed tables and technical notes. Future data for the upcoming SASS for 1999-2000 and the TSF in 2000-2001 will allow an examination of a 12-year period. The current report is available at: <http://purl.access.gpo.gov/GPO/LPS5373>.

Annual Editions: Education: 2000/2001. Fred Schultz, ed. Guilford, CT: Dushkin Pub. Group, 1984-Annual. 229p. ISBN 0-07-236515-3. OCLC#15241099. \$16.56.

Articles are intended to reflect current mainstream as well as alternative perspectives on education. Nine sections include striving for excellence, morality and values in education, managing life in classrooms, cultural diversity and schooling, the profession of teaching today, and a look to the future. A new feature is the inclusion of related World Wide Web sites. Index.

Annual Review of Adult Learning and Literacy. John Comings, Barbara Garner, Cristine Smith, eds. 1st ed. San Francisco, Calif.: Jossey-Bass Inc., 2000. 356p. ISBN 0-7879-4741-5. OCLC#43687666. \$34.95.

This publication was established by the National Center for the Study of Adult Learning and Literacy (NCSALL) and the publisher, Jossey-Bass, to serve as the journal of record for adult learning and literacy. Intended audience is policymakers, scholars, and practitioners in the fields of adult basic education, adult English for speakers of other languages, and adult secondary education programs. Eight chapters include health and literacy, adult learning and literacy in the United Kingdom, and using electronic technology in adult literacy education. Name and subject index. Tables, figures and exhibits.

Civic Education Across Countries: Twenty-Four National Case Studies from the IEA Civic Education Project. Judith Torney-Purta, John Schwille, Jo-Ann Amadeo, eds. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement, 1999. 624p. ISBN 90-5166-671-3. OCLC#42721798. \$47.00.

The first volume published as part of the IEA Civic Education Study. Chapters are national case study reports, written in most cases by National Project Representatives. The study was begun in the 1990s as a response to the continuing interest of NEA member countries in the ways which young people are prepared for citizenship, and learn to take part in public affairs and their societies. Data collected consist of extensive documentary evidence and experts' interviews describing the circumstances, content and process of civic education in 24 countries. The study also summarizes what experts in participating countries believe that 14-year-olds should know about a number of topics related to democratic institutions, including elections, individual rights and political diversity. Appendixes.

Creighton, Theodore B. *Schools and Data: The Educator's Guide for Using Data to Improve Decision-Making*. Thousand Oaks, CA: Corwin Press, 2001. 143p. ISBN 0-7619-7716-3. OCLC#43684483. \$44.00

Addresses the need for an approach to statistical analysis related to educational leadership decision-making applications. Ten chapters consider the following four issues: relevance of statistics to the work of principals and teachers; integration of recent technology into the teaching and learning of statistics; statistical analysis designed for educators; and descriptive and inferential statistics. References and index. Figures and tables.

Digital Reference Service in the New Millennium: Planning, Management, and Evaluation. R. David Lankes, John W. Collins III, Abby S. Kasowitz, eds. New York: Neal-Schuman Publishers, 2000. 246p. ISBN 1-55570-384-4. OCLC#44468971. \$85.00.

The chapters in this publication are based on the papers presented at the conference, "Reference in the New Millennium", held at Harvard University in 1999. The Virtual Reference Desk (VRD), a project of the U.S. Department of Education (<http://www.vrd.org>), organized this first VRD Digital Reference Conference, which was part of the National Education Network's Forum Series and included among its sponsors, the National Library of Education, the Library of Congress, the ERIC Clearinghouse on Information and Technology, and the Gutman Library at Harvard University, Graduate School of Education. Chapters focus on the theory and practice of transforming reference services for the digital library, the management and evaluation of these services, and specific institutional applications. Tables, figures, index, and an appendix of digital reference resources.

Doing Internet Research: Critical Issues and Methods for Examining the Net. Steve Jones, ed. Thousand Oaks, CA: Sage Publications, 1999. 299p. ISBN 0-7619-1594-X. OCLC#39108595. \$48.00.

Focuses on the search for, and critique of, methods with which to study the Internet and the social, political, economic, artistic, and communicative phenomena of the Internet. Thirteen individually authored chapters include studying on-line social networks, measuring Internet audiences, analyzing the Web, researching and creating community networks, and the process of thinking as dictated by the Internet. Index.

Education and Racism: Cross-National Inventory of Positive Effects of Education on Ethnic Tolerance. Louk Hagendoorn, Shervin Nekuee, eds. 217p. Aldershot; Brookfield, USA: Ashgate, 1999. ISBN 0-7546-1141-8. OCLC#41925561. \$69.95.

This publication is the result of a project initiated by the Dutch Ministry for Public, Health, Welfare and Sports, which focused on the preventive and corrective effect of education on racism, and whether a general cross-national model could explain racism in Europe. Scholars from European countries and the U.S. were invited to present papers based on data from nation-wide surveys in their countries. The Conference was held in Utrecht, The Netherlands, October, 1997. The Conference papers formed the basis for the book's eight chapters. Author and subject indexes. List of figures.

Glass, Thomas E., Lars Björk, C. Cryss Brunner. *The Study of the American School Superintendency 2000: A Look at the Superintendent of Education in the New Millennium*. Arlington, VA: American Association of School Administrators, 2000. 174p. ISBN 0-87652-248-7. OCLC#44486433. \$72.00.

A study done in collaboration with the Joint Program Center for the Study of the Superintendency, a part of the University Council for Educational Administration which is located at the University of Missouri - Columbia. The study has four objectives: to provide current information on the superintendency, to provide trend data that can be compared to earlier studies, to provide an overview of public education from an administrative perspective, and to provide researchers with data and analysis about public education and superintendents. Eight chapters include personal characteristics, professional experience, superintendent/school board relations, female superintendents, and professional preparation and training. Data collection for the 2000 study was conducted through a 1999 mail survey. Executive summary and tables.

Global Perspectives for Local Action: Using TIMSS to Improve U.S. Mathematics and Science Education. A Joint Project of the Committee on Science Education K-12 and the Mathematical Sciences Education Board; Continuing to Learn from TIMSS Committee, Center for Science, Mathematics, and Engineering Education, National Research Council. Washington, DC: National Academy Press, 1999. 90p. ISBN 0-309-06530-5. OCLC#42915511 \$17.00. Available online at: <http://ww4.nas.edu/csmee/center.nsf> or at: <http://nap.edu>.

Produced at the request of the U.S. Department of Education by the National Research Council's Center for Science, Mathematics, and Engineering Education (GSMEE), the Council's charge was to help make the findings of TIMSS relevant and useful to leaders in K-12 mathematics and science education. The report contains an executive summary and six subsequent chapters, which cover a description of the TIMSS project, an overview of student achievement in mathematics and science, curriculum issues, U.S. teaching practices, and an exploration of the broader educational and social context. References.

Graduate Education Reform in Europe, Asia and the Americas and International Mobility of Scientists and Engineers: Proceedings of an NSF Workshop. National Science Foundation, Directorate for Social, Behavioral, and Economic Sciences, Division of Science Resources Studies; Jean M. Johnson, project officer. Arlington, VA: NSF, 2000. 322p. OCLC#44529128.

The objective of the Workshop, held in November 1998, was to provide the National Science Foundation, the Division of Science Resources Studies, and the National Science Board with analyses of recent changes in graduate science and engineering education and the international mobility of scientists and engineers among these regions. Information in this work complements and augments the international coverage in the *Science and Engineering Indicators* report. Three parts cover Asia, Europe and the Americas with individual country sections. Summary of proceedings. Tables and figures.

Handbook of Contemporary Learning Theories. Robert R. Mowrer and Stephen B. Klein, eds. Mahwah, NJ: Lawrence Erlbaum Associates, 2000. 622p. ISBN 0-8058-3334-X. OCLC#43701774. \$110.00.

Represents an update of a previous compilation of selected contemporary learning theories (Klein & Mowrer, 1989a, 1989b). Provides discussions of select learning processes and the theories developed to explain them. Intended for several audiences, such as a graduate learning theory class or as a reference text for

researchers. Fourteen chapters address a wide range of topics, including experimental extinction, theories of conditioning and timing, incentive processes in instrumental conditioning, and neurobiology of reinforcement. Author and subject index.

Handbook of Early Childhood Intervention. Jack P. Shonkoff and Samuel J. Meisels, eds. 2nd ed. Cambridge (England); New York: Cambridge University Press, 2000. 734p. ISBN 0-521-58471-X. OCLC#41076308. \$100.00.

This volume is directed at an academic audience, policy developers, and service providers for young children, children at-risk, and their families. The introduction by the editors is followed by the sections: concepts of developmental vulnerability and resilience, theoretical frameworks for intervention, approaches to assessment, service delivery models and systems, measuring the impact of service delivery, and new directions for the twenty-first century. Forty-eight contributors in the field. Lengthy chapter references; name and subject indexes.

Handbook of Research Design in Mathematics and Science Education. Anthony E. Kelly, Richard A. Lesh, eds. Mahwah, NJ: L. Erlbaum, 2000. 993p. ISBN 0-8058-3281-5. OCLC# 41143060. \$167.00.

Based on results from a National Science Foundation project aimed at clarifying the principles that guide the effective use of new research designs emerging in mathematics and science education. Primary goal of the book is to describe types of research designs that are recent designs, that have distinctive characteristics when used in mathematics or science projects, and that have proven to be productive for investigating the development of mathematics or science students and teachers. Seven sections cover priority problems; instruments and methods; teaching experiments; classroom-based research; clinical methods; curriculum design as research; and assessment design. Includes references, author and subject index. Additional resource materials can be found at the WWW site for Purdue's School Mathematics & Science Center: www.soe.purdue.edu/~lesh.

How People Learn: Brain, Mind, Experience, and School. John D. Bransford et al., eds. Expanded ed. Committee on Developments in the Science of Learning and Committee on Learning Research and Educational Practice, Commission on Behavioral and Sciences and Education, National Research Council. Washington, DC: National Academy Press, 2000. 374p. ISBN 0-309-07036-8. OCLC#44493144. \$24.95.

This edition of the original, published in April 1999, expands upon the findings and research agenda of that volume. As a result of the follow-up to the 1999 edition, *How People Learn: Bridging*

Research and Practice, published in June 1999, this volume is also able to incorporate the information made available in that publication and to focus the research findings on classroom practice. The introduction is followed by sections on learners and learning, teachers and teaching, and future directions for the science of learning. Lengthy chapter references and index. Available online at: <http://www.nap.edu>.

International Adult Literacy Survey. *Literacy in the Information Age: Final Report of the International Adult Literacy Survey*. Paris: Organisation for Economic Co-operation and Development; Ottawa: Statistics Canada, 2000. 185p. ISBN 92-64-17654-3. OCLC#44795516. \$31.00.

Based on three surveys, this final report represents data from twenty countries collected between 1994-1998 from the sampled adult population, ages 16-65. Five chapters, illustrated by numerous figures and tables, detail the skills for the twenty-first century, population distributions of adult literacy, how literacy is developed and sustained, outcomes and benefits of literacy, and future developments. The annex sections include definitions of literacy performance on three scales, survey methodology and data quality, information on international comparability of IALS data, data values for the figures, and source database for the IALS. The earlier reports were published in 1995: *Literacy, Economy and Society: Results of the First International Adult Literacy Survey* and 1997: *Literacy Skills for the Knowledge Society: Further Results from the International Adult Literacy Survey*.

Lessons of a Century: A Nation's Schools Come of Age. By the staff of Education Week. Bethesda, MD: Editorial Projects in Education, 2000. 260p. ISBN 0-9674795-0-9. OCLC#43940888. \$24.95.

This compilation of articles written by the staff of *Education Week* was published in this newspaper over a period of a year, beginning January 1999. The articles explore the major issues, the people, trends, milestones, political conflicts, world events, social and economic forces that influenced and shaped American schools of the twentieth century. Richly illustrated with photographs documenting the century's growth and progress in the field of education. Includes index.

Marzano, Robert J. *Designing a New Taxonomy of Educational Objectives*. Thousand Oaks, CA: Corwin Press, 2001. 149p. ISBN 0-8039-6836-1. OCLC#43411465. \$45.54.

Presents an outline of a new taxonomy that is meant to draw upon what has been learned in the field since the publication of Benjamin Bloom's classic, *Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive*

Domain (1956). The six chapters describe Bloom's taxonomy, a theoretical model for the new taxonomy, the knowledge domains (information, mental procedures, and psychomotor procedures), the three systems of thinking (cognitive, metacognitive, self-system), the new taxonomy and the three knowledge domains, applying the taxonomy. References and index.

Payne, David A. *Evaluating Service Learning Activities and Programs*. Lanham, MD: Scarecrow Press, 2000. 167p. ISBN 0-8108-3747-1. OCLC#43296575. \$34.50.

Geared toward an audience of teachers, administrators, and evaluators, primarily in the public schools, with a focus on best practice. Chapters cover the meaning of service learning; evaluation questions, including program standards and criteria for evaluation; evaluating service learning knowledge and performance outcomes; evaluating writing samples; designing data collection plans; and reporting and using answers. Tables and figures. Appendixes contain state organizations supporting service learning, the 1994 program evaluation standards, and sample instrumentation.

Preparing a Nation's Teachers: Models for English and Foreign Language Programs. Phyllis Franklin, David Laurence, and Elizabeth B. Welles, eds. New York: Modern Language Association of America, 1999. 423p. ISBN 0-87352-374-1. OCLC#41488604. \$22.00.

This publication is an outgrowth of the MLA Teacher Education Project authorized in 1993. Twelve teams were established, six English and six foreign language departments, composed of faculty members, local secondary school teachers, and representatives of schools of Education to review the courses and programs that prepare undergraduates as secondary school teachers. Part I contains the reports of the model programs for the English departments: Illinois State University, Indiana University, Bloomington, New Mexico State University, Las Cruces, Norfolk State University, University of Iowa, University of Virginia; and the foreign language departments: Arizona State University, Tempe, California State University, Long Beach, University of Georgia, University of North Carolina, Greensboro, University of South Florida, University of Virginia. Parts II and III offer essays on assessment issues and unresolved questions by specialists in the field. Appendix of information on the baseline studies.

Principles and Standards for School Mathematics. Reston, VA: National Council of Teachers of Mathematics, 2000. 402p. ISBN 0-87353-480-8. OCLC#43919702. \$53.00.

Intended as a resource for all those involved and interested in mathematics education of students in prekindergarten through grade 12, including teachers, curriculum directors, administrators, and policymakers. This publication builds upon the earlier standards documents: *Curriculum and Evaluation Standards for School Mathematics* (1989), *Professional Standards for Teaching Mathematics* (1991), and *Assessment Standards for School Mathematics* (1995). Organized into four sections: principles for school mathematics; overview of standards prekindergarten through grade 12; standards broken down by prekindergarten to grade 2, grades 3-5, grades 6-8, grades 9-12; ways to achieve the vision of this document. Contains references and a table of standards and expectations. Electronic version is available on CD-ROM, which contains hypertext edition of this publication. Also available at the NCTM web site: <http://standards.nctm.org>.

Rees, Nina Shokraii. *School Choice 2000: What's Happening in the States*. Foreword by Gov. Jeb Bush.. Washington, D.C.: Heritage Foundation, 2000. 227p. ISBN 0-89195-089-3. OCLC#44740329. \$12.95.

Published in book form early each year but also posted in its entirety at <http://www.heritage.org/schools/> with new updated information. This annual report includes a state by state analysis including school choice status, current developments, position of the governor/composition of state legislature, and state contacts. Earlier editions are available at the school choice home page (<http://www.heritage.org/schools/>). Appendixes provide a select list of national organizations and home school laws of the United States.

Spindler, George Dearborn and Louis Spindler. *Fifty Years of Anthropology and Education, 1950-2000: A Spindler Anthology*. George Spindler, ed. Lawrence Erlbaum, Associates, 2000. 434p. ISBN 0-8058-3495-8. OCLC#43118264. \$77.36.

With a foreword by Henry T. Trueba, this anthology provides a sampling of the representative works of George and Louise Spindler, major figures in the development of modern anthropology. The authors selected articles from their published works, which document their careers as educational anthropologists. Their work has been shaped by their effort to improve cultural understanding within school settings. It begins with "A Life With Anthropology and Education: Interviews with George and Louise Spindler" followed by preview discussions of the various parts of this volume: character definition, comparisons, ethnography in action, American culture, cultural therapy, and

orientation. The concluding piece is an article that provides an overview of the authors' works covering their career together and including a bibliography. Author and subject index.

Wiersma, William. *Research Methods in Education: An Introduction*. 7th ed. Boston: Allyn and Bacon, 2000. 476p. ISBN 0-205-28492-2. OCLC# 40848680. \$66.22.

The primary audience for this text is graduate students in education. New to this edition, aside from updated references and examples, is a chapter on evaluating research reports. Sixteen chapters include: identification of a research problem, review of the literature, research design in quantitative research/qualitative research, experimental research, survey research, historical research, ethnographic research, sampling designs, measurement and data collection, and data analysis. Contains appendixes, glossary of research terms, name and subject indexes. Accompanied by a data disk of three data sets for statistical analysis.

World Education Report, 2000: The Right to Education: Towards Education for All Throughout Life. Paris: UNESCO, 2000. 178p. ISBN 92-3-103729-3. OCLC#44460708 and #25061473. \$35.00.

This is the fifth in a series of biennial reports that focus on major world trends and policy issues in education. The focus of this edition, in particular, is the right to education as expressed in Article 26, the Universal Declaration of Human Rights. In preparation for this report, two international meetings were sponsored by UNESCO, one of which was organized by the International Association for Educational Assessment and held at ETS in Princeton, New Jersey (1998). Contains discussion chapters with explanatory boxes, tables, and figures. The appendixes include a section on the writing of Article 26, regional tables, world education indicators, and a bibliography of UNESCO reports, publications and periodicals concerning education, 1997-1999.

Gladys I. Dratch is Collection Development Librarian and Deborah S. Garson is Head of Reference Services at Monroe C. Gutman Library, Harvard University, Graduate School of Education, 6 Appian Way, Cambridge, MA, 02138.

Phone: Gladys - (617) 496-3108;

E-mail: gladys_dratch@harvard.edu;

Phone: Deborah - (617) 495-4321;

E-mail: Deborah_Garson@harvard.edu.

Fax for both: (617) 495-0540.