New and Forthcoming at Reference

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***Administrator's Guide to Technology: Planning, Funding & Implementation.* Aspen Education Development Group. Gaithersburg, MD: Aspen Publishers, 2001. 1 v. (various pagings) ISBN 0-8342-1884-4. OCLC#45439924. $165.00.**

Issued as a loose-leaf binder, this resource was written and edited by school practitioners. Intended for school and district administrators, the seven chapters cover planning, implementation, funding, equitable instructional technology resources, software, staffing, and assessment and accountability. Lengthy chapters cover a topic with practical application information and supporting materials, such as sample checklists, sample forms, and resource listings. Periodic supplements are published to provide up-to-date information.

***African American Education: A Reference Handbook.* Jackson, C. L. Santa Barbara, CA: ABC-CLIO, Inc., 2001. 294p. ISBN 1-57607-269-X. OCLC#45784177. $45.00.**

Provides information and resources about issues in African American education, and while the book offers an historical overview of over 300 years, the primary focus is on the period from 1954, particularly 1980 to the present. As stated in the preface, the book presents a "black perspective" on African American education. The first chapter frames the subject with such topics as educational opportunities: the Coleman Report and affirmative action, efforts to counter poverty through Head Start and ESEA of 1965, Title I, the school reform movement, higher education, and an overview of education with quoted African American opinions from various periodical and monograph sources, as well as statistical data. Subsequent chapters cover a chronology of African American education from 1619. The chapters address African American schooling (which includes resource interviews of African Americans who represent public school and the black independent schooll sectors), historically black colleges and universities (which also includes resource interviews), legal influences on African American education, organizations, associations, schools, and government agencies, and an annotated list of selected print and non print resources. Chapter references. The appendix contains a reprint of a 1993 conference paper by Arthur E. Thomas and Robert L. Green, *Historically Black Colleges and Universities: An Irreplaceable National Treasure.* Glossary and index.

***The American College President.* 2000 ed. Ross, M. & Green, M. F. Washington, DC: American Council on Education, 2000. 112p. OCLC#45145957. $38.50.**

This is the fourth report published by the American Council on Education in the National Presidents' Study series. As in earlier reports, information is provided on presidents of public and private, regionally accredited, degree-granting institutions. The report describes the backgrounds and career paths of college and university presidents as well as personal characteristics. Nine chapters cover profile information and data which includes race/ethnicity and sex. For the first time, information about the hiring process such as the use of search consultants, composition of search committees, and negotiation of contracts was solicited and reported. Appendixes, tables and figures.

***American Overseas Schools.* Simpson, R. J. & Duke, C. R., Eds. Bloomington, Ind.: Phi Delta Kappa Educational Foundation, 2000. 262p. ISBN 0-87367-821-4. OCLC#45316977. $22.00.**

This publication addresses the issues of educators working in international schools. Seven chapters cover various types of overseas schools, intercultural

dynamics and orientation issues, student-school relationship in American overseas schools, staff recruitment, school management, planning and management of financial resources, and a review of various education programs. With a broad coverage of the issues, the book is intended for educators currently working overseas, those considering an overseas position, and families who may be moving abroad.

Atlas of Science Literacy / Project 2061. Washington, DC: American Association for the Advancement of Science: National Science Teachers Association, 2001. 165p. ISBN 0-87168-668-6. OCLC#44702260. $45.00.

This companion volume to the AAAS Project 2061 reports, *Science for All Americans* (1989) and *Benchmarks for Science Literacy* (1993), is directed at teachers and curriculum developers who are formulating curricula that will build on earlier skills, adhere to the various program standards for science literacy, and bring coherence to the instruction and assessment process from the kindergarten and primary grades through high school. The *Atlas* presents "strand maps" on a variety of topics, which point out the basic ideas and skills derived from the benchmarks for particular science learning goals and serve as tools to assist teachers and other educators in designing curriculum for different grades and courses, planning instruction, developing or evaluating curriculum materials, and constructing and analyzing assessments of students' understanding. Chapter topics include the nature of science, mathematics, and technology, the physical setting (the universe, processes that shape the earth, structure of matter, and motion), and the living environment (heredity, cells, matter and energy, evolution). This edition does not cover the entire set of skills and goals found in the *Benchmarks* publication. The next edition of this *Atlas* will complete the set. Illustrations, large-size format (38cm.), an index of mapped benchmarks, and a lengthy list of references.

Changing Perspectives on International Education. O' Meara, P. et al., Eds. Bloomington: Indiana University Press,2001.419p. ISBN0-253-33816-6. OCLC#43851505. $39.95.

One of two volumes resulting from a national conference in 1998 celebrating the fortieth anniversary of Title VI of the Higher Education Act which supports foreign language, area, and international studies programs. The first volume, *Globalization and the Challenges of a New Century,* is for university classroom use. This companion volume is intended for university administrators, policy-makers, and educational planners.

Selected conference papers as well as current literature on the topic of international education are included in the anthology. Six parts present an overview of international education and Title VI, current issues in international studies and higher education, accomplishments and challenges in international programs, international education and global studies in elementary and secondary schools, future trends, and international resources. List of contributors and index.

The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School Through Tenure. Goldsmith, J.A. et al. Chicago: University of Chicago Press, 2001. 310p. ISBN 0-226-30150-8. OCLC#45413473. $35.00.

Geared for college students or those planning on graduate school, doctoral students working on their dissertations, and faculty with appointments as assistant professors, among others, this publication provides guidance through responses in each chapter by each of the three authors to the questions that are presented to cover the various topics. The authors, John A. Goldsmith, John Komlos, and Penny Schine Gold are professors at the University of Chicago, University of Munich, and Knox College, respectively. The perspectives of these faculty members with a range of academic interests and backgrounds result in an informative dialogue. The first part contains chapters on becoming a scholar: deciding on an academic career, considerations for entering graduate school, the mentor relationship, writing a dissertation, and the academic job search. The second part discusses the academic profession: the assistant professor, teaching and research, tenure, competition in the university, and issues pertaining to family, gender, and personal matters within academia. The appendix provides a discussion of the administrative structure of a university, examples of policies on parental leave and shared positions, and eight tables, including salary information. Chapter notes, bibliography, and index.

Creating the Council for Higher Education Accreditation (CHEA). Bloland, H. G. Phoenix, AZ.: Oryx Press, 2001. 245p. ISBN 1-57356-233-5. OCLC#44573386. $34.95.

Describes and analyzes the background, founding, and initial development of the Council. The major emphasis of this study is on the founding milestones of the 1990s and the first few years of the Council. Data for the study was gathered from the author's observations on and participation in national higher education association meetings and proceedings. Eleven chapters

cover the Council from inception to the year 2000, including the history of accreditation in the United States, initial meetings and discussions to the development of the organization, the organization's start-up year, and educational reform's impact on accreditation and the Council. References, appendixes, and index.

College Quality and the Earnings of Recent College Graduates. Fitzgerald, R. A. & Burns, S. 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., 2000. 84p. OCLC#45247424.

This report addresses the issues regarding earnings of recent graduates relative to the characteristics of colleges and universities from which they graduated, the importance of the college attended versus student choices within the institution as to majors or other factors, and the impact on earnings by sex. The data is from the 1980 *High School and Beyond Study*; sources about the HS&B sophomore cohort: the *Postsecondary Education Transcript Study* and the *Integrated Postsecondary Education Data System*, and the College Board's *Annual Survey of Colleges*. The analysis focuses on the 1991 earnings of those who would have graduated college in the mid-1980s, accounting for the variations in student background, labor market characteristics, higher education experiences, and chosen major. Includes models and methods, results, with tables, and references. Appendixes of technical notes and methodology, standard error tables, and glossary. Also available online at <http://nces.ed.gov>

Dollars, Distance, and Online Education: The New Economics of College Teaching and Learning. Finkelstein, M. J. et al. Phoenix, AZ.: Oryx Press, 2000. 373p. ISBN 1-57356-395-1. OCLC#43953881. $39.95.

This volume examines Information Technology (IT) costs for teaching and learning in higher education. The focus is broadly on "non print electronic communications media that includes radio, television, and, most especially, the digital computer and the Internet." Divided into three parts, Part I provides an overview of the topic, the conceptual framework and terminology, an exploration of IT in higher education, and research studies on costs from the UK, Canada, Europe, and Australia. Part 2 offers analytical frameworks and empirical findings with such chapters as a comparison of costs for classroom instruction and distributed instruction, costs of putting a course online, assessing student satisfaction, and case studies of costs at particular institutions. Part 3

presents some of the issues and options with chapters that explore a "wide-angle view" of costs for introducing new technologies to the instructional program, managing costs, and faculty costs and compensation. Contains a brief section on conclusions and a section of resources which lists and, in many cases, summarizes core materials on the costs of information technology in higher education. Chapter endnotes and numerous tables and figures. Includes an index.

Educating Teachers of Science, Mathematics, and Technology: New Practices for the New Millennium. Committee on Science and Mathematics Teacher Preparation, Center for Education, National Research Council. Washington, D.C.: National Academy Press, 2001. 205p. ISBN 0-309-07033-3. OCLC#44934061. $34.95.

This report looks at the structure and practice for K-12 teacher preparation in science, mathematics, and technology. In addition to reviewing relevant research and critical issues, the report offers recommendations for the improvement of teaching in these subject areas. Report chapters describe a redesign of teacher preparation, examine exemplary and promising current practices for improving teacher education, explore the effectiveness of collaborative approaches between K-12 and higher education communities, and make recommendations for the improvement of teaching as a profession. The content addresses a broad audience including teachers of science, mathematics, and technology, policy makers, professional societies, accrediting agencies, educators, faculty, and educational administrators. Executive summary, appendixes, index, glossary, references.

A Handbook for Teachers in Universities and Colleges: A Guide to Improving Teaching Methods. 4th ed. Cannon, R. & Newble, D. London: Kogan Page; Sterling, VA: Stylus Publishing, 2000. 234p. ISBN 0-7494-3181-4. OCLC#42659115. $27.50.

First published in 1989, this edition revises and updates the 1995 publication. The purpose of the handbook is to assist university and college teachers with a practical, readable resource. New to this edition is a focus on how effective learning occurs in higher education and how to implement the research findings. The chapters have been reordered to represent this edition's focus on student learning, in addition to providing practical information, guided reading suggestions, and citations to referenced books and articles. Chapters cover such topics as helping students learn, student-centered learning, teaching in small and in large groups, conference presentations, teaching practical and laboratory classes, preparing learning and teaching

materials and the use of technology, curriculum planning,

A Handbook for Developing Multicultural Awareness. 3rd ed. Pederson, P. Alexandria, VA: American Counseling Association, 2000. 230p. ISBN 1-55620-177-X. OCLC#42772326. $51.95.

This third edition examines multicultural awareness training as a primary prevention strategy in counseling. A guide for counselors, the handbook identifies and presents specific publications and resources available on developing multicultural awareness. Ten chapters cover topics such as rules of multiculturalism, alternative and complementary therapies, patterns of cultural systems, ethical dilemmas, unanswered research questions on multicultural counseling, and the Triad Training Model. Chapters begin with a stated learning objective and finish with relevant exercises. Index and references.

Handbook of Developmental Psychopathology. Sameroff. A. J. et al., Eds. 2nd ed. New York: Kluwer Academic/Plenum, 2000. 813p. ISBN 0-306-46275-3. OCLC#43609273. $95.00.

This expanded handbook provides a comprehensive study of developmental psychopathology for the clinician and the academician. Written by professionals in the field, thirty-nine chapters are divided into nine sections. Section I provides an overview of the issues and theories that contribute to developmental psychopathology. Section II looks at mental health within various contexts such as family, school, and culture. Section III considers biology and mental illness. Sections IV through IX focus on disorders such as autism, alcoholism, anxiety, eating problems, failure to thrive, and attention-deficit/hyperactivity. Chapter references. Author and subject index.

Handbook of Multicultural Assessment: Clinical, Psychological, and Educational Applications. Suzuki, L.A., et al., Eds. 2nd ed. San Francisco: Jossey-Bass, 2001. 606p. ISBN 0-7879-5177-3. OCLC#44683468. $65.00.

This edition updates the reviews and topics in the 1996 *Handbook.* Forty-one academicians, clinicians, and developers of instruments have contributed to this volume. Directed at mental health professionals and for use in graduate courses in multicultural counseling, therapy, and assessment, this resource is divided into two parts: general assessment issues and testing issues. The first part covers general multicultural assessment issues, with such chapter topics as culturally appropriate assessment, ethics, the clinical interview, and diagnosis

of multicultural populations; and daily living assessment, with chapters on diverse family systems, vocational assessment, and quality of life. The second part focuses on testing for personality assessment with major instruments and assessment tools, such as the *Thematic Apperception Test, Children's Apperception Test, Myers-Briggs Type Indicator,* and *Minnesota Multiphasic Personality Inventory,* and assessments of cognitive abilities. Other chapters cover ability testing, social and emotional assessment, neuropsychological assessment, older adults, and trends and directions for multicultural assessment. Chapter references, tables, name and subject indexes.

Handbook of Psychoeducational Assessment: Ability, Achievement, and Behavior in Children. Jac J. W. Andrews et al., Eds. San Diego: Academic Press, 2001. 512p. ISBN 0-12-058570-7. OCLC46724426. $79.95.

Intended to be a resource for psychologists and clinicians in practice as well as those in training, this title presents current and frequently used empirically validated tests.Fifteen chapters are divided into four assessment sections: ability, behavior, achievement, and psychological and educational. Each individually authored chapter provides descriptive information on one or more specific tests, as well as administration, scoring, and interpretation guidelines. Chapter overviews give background on the use of tests in educational and clinical settings. Case studies highlight a test's usefulness as well as its critical features and assets. Chapter references and index.

Handbook of Psychological Services for Children and Adolescents. Jan N. Hughes et al., Eds. New York: Oxford University Press, 2000. 485p. ISBN 0-19-512523-1. OCLC#43441384. $50.00.

Provides a comprehensive overview of current psychological services to children and adolescents in school and community settings. The handbook presents essential components of programs including integration of services, family centered models, and culturally competent services. Divided into five main sections: Part I examines the issues of providing psychological services; Part II looks at various service settings such as private practice or school-based; Part III explores intervention strategies; Part IV covers treatments for specific disorders ranging from hyperactivity to learning disabilities; and Part V considers systemic interventions in school and home. Twenty-two chapters focus on issues such as preventing alcohol and substance abuse, depressive disorders, and providing psychological services in pediatric settings. Chapter references and index.

The International Handbook of Giftedness and Talent. Kurt A. Heller et al., eds. 2nd Ed. Oxford: Elsevier, 2000. 934p. ISBN 0-08-043796-6. OCLC#43880076. $175.00.

This is the revised edition of the 1993 publication *International Handbook of Research and Development of Giftedness and Talent.* The intended audience is composed of students, teachers, researchers, decision-makers, administrators and others interested in nurturing talent. According to the preface, this 2nd edition contains over 80% new material, including 22 new chapters, extensive revision of chapters to reflect developments in the field, contributions from scholars in related fields, and a greater focus on empirical scholarship. Divided into 7 parts (59 chapters): changing conceptions of giftedness and talent; development of giftedness and talent; identification of giftedness and talent; gifted education and programming; counseling and nurturing giftedness and talent; examples of country efforts, policies, programs and issues; and the present and future of research and education of the gifted and talented. Chapter references, list of contributors, author and subject indexes.

Knowing Good Schools: A Guide to Rating Public High Schools. Warner, D.. Westport, CT : Bergin & Garvey, 2001. 164p. ISBN 0-89789-739-0. OCLC#45068565. $55.00.

Primarily written for parents who are trying to locate a good high school for their children, this book is also meant to serve as a tool for teacher educators, school administrators, teachers, and those who are investigating alternative education. The first chapter discusses the meaning of a good American high school by providing the historical background and descriptions of various research studies and reports, a review of the school effectiveness categories, as well as a table which analyzes effective school factors. Other chapters focus on gathering education data, providing a guide to on-site evaluation, with a checklist of organization, staff, and curriculum considerations, and, finally, case studies. Appendixes list effective education categories, including data elements; data sources for demographic and education information; and tips from counselors on recommended preparation when transferring to a new school. Chapter references, bibliography, and index.

Literacy in the Cyberage: Composing Ourselves Online. Burniske, R.W. Arlington Heights, IL : SkyLight Professional Development, 2000. 236p. ISBN 1-57517-280-1. OCLC#46061726. $32.95.

Presents a philosophical and communications perspective on technology literacy while providing practical ideas for classroom instruction. Nine chapters present specific types of literacy, including discourse, community, visual, global, and evaluative literacies. Each chapter contains a case study and learning activities such as online writing workshops, electronic portfolios, and role-playing in online sessions. Includes an index of web sites, bibliography, and index.

Promoting a Global Community Through Multicultural Children's Literature. Steiner, S. F. Englewood, CO: Libraries Unlimited, 2001. 179p. ISBN 1-56308-705-7. OCLC#45195728. $35.00.

Developed as a reference source for teachers, librarians, teacher education and library school faculty, and parents, this publication is intended to encourage the regular use of multicultural literature within homes, schools, and libraries. The first four parts provide annotated lists of books, including picture books, poetry, nonfiction, folklore, and fiction, preschool to adult. One section focuses on life around the world with books about food, multicultural games and activities, celebrations, poetry, story collections and travel. Other sections present such themes as refugees and the homeless, literacy, and books that promote the idea of a global community. Each title indicates the recommended grade range and each section contains "book extensions," which describes activities that could be used with particular books. In addition, there are sections which contain annotated lists of multicultural books in a series, resources for multicultural literature with contact information, bibliographies on resources for promoting children's and young adult literature, and resources for encouraging the use of literature for the teaching of content areas. Author and literature indexes.

Routledge International Companion to Education. Moon, B., et al., Eds. London; New York: Routledge, 2000. 1006p. ISBN 0-415-11814-X. OCLC#43820434. $165.00.

Provides an overview of the field of education, both nationally and internationally. This resource is intended for a broad range of audiences, including students, policy-makers, academics, parents, and others with an interest in education. Divided into five sections, the volume covers foundations, processes, substantive issues, sectors and subjects. Fifty-eight concise, individually authored chapters focus on issues and subjects such as pedagogy, assessment, the role of parents, gender and education, school governance, community education, peace education, multiculturalism, environmental education, teacher education, theatre and drama education, and foreign language instruction. Chapter references and index.

School, Family, and Community Partnerships: Preparing Educators and Improving Schools. Epstein, J. L. Boulder, CO: Westview Press, 2001. 620p. ISBN 0-8133-8755-8. OCLC#45835603. $30.00.

Designed to be used as a basic text or as supplementary material for a course covering the field of school, family, and community partnerships. Selected basic readings and accompanying exercises are organized into two sections: understanding school, family, and community partnerships, and applying research to enhance school, family, and community partnerships. Seven chapters present topics such as theory and overview, framework, practical applications, and strategies for action in practice, policy, and research. Index.

School, The Story of American Public Education. Sarah Mondale, Sarah B. Patton, Eds. Boston: Beacon Press, 2001. 243p. ISBN 0-8070-4220-X. OCLC#46884139. $35.00.

This book is the companion volume to the four-part PBS television series of the same name, which premiered in September 2001 and was produced and directed by the editors of this publication. This history of American public education is divided into four parts: 1770-1900: The Common School; 1900-1950: As American as Public School; 1950-1980: Separate and Unequal; 1980-2000: The Bottom Line. The introductions to the book and to each of the four sections are authored individually by education historians, David Tyack, Carl F. Kaestle, Diane Ravitch, James D. Anderson, and Larry Cuban. The text is richly illustrated by more than 125 photographs drawn from special collections, historical societies, academic institutions, and other sources throughout the United States. Provides a bibliography, index, list of photo credits, and film credits. Information about the PBS series may be found online at <http://www.pbs.org/publicschool >

Success for All: Research and Reform in Elementary Education. Robert E. Slavin, Nancy A. Madden, Eds.(2000.) Mahwah, NJ: L. Erlbaum Associates. 238p. ISBN 0-8058-3810-4. OCLC#44413831. $59.95.

The purpose of this publication is to present key research on *Success for All* and to describe the dissemination and policy impact of the program. A research-based reform model, *Success for All* is used in more than 1,800 schools in 49 states and adapted for use in five other countries. Three sections cover research on the program, international adaptations of the program, and implications for policy and practice. Nine individually authored chapters consider the success of SFA in an inner-city district school, and the implementation and impact of SFA in other countries' schools. Author and subject index.

Technology Funding for Schools. 1st ed. Bauer, David G. .San Francisco: Jossey-Bass, 2000. 222p. ISBN 0-7879-5040-8. OCLC# 42475915. $32.00.

This resource explains the basics of grant seeking and fund-raising techniques for educational technology. It serves as a practical guide for administrators, teachers, parents, and policymakers looking for funding opportunities. Thirteen chapters include organizing a technology support group, soliciting grants, developing corporate support, cultivating individual donations, and preparing government grant proposals. An accompanying disk contains worksheets and sample letters. Bibliography.

Title I, Compensatory Education at the Crossroads. Geoffrey D. Borman et al., eds. Mahwah, NJ: L. Erlbaum Associates, 2001. 274p. ISBN 0-8058-3549-0. OCLC#44592660. $55.00.

Presents summative data and theory on the accomplishments, limitations, and potential for education programs funded by Title I of the *Elementary and Secondary Education Act*. Nine chapters cover the role of Title I in improving disadvantaged students' educational outcomes and supporting local school systems efforts to improve educational programs. Chapter topics include legislative history, student achievement, assessment and accountability, parent-involvement programs, cultural and linguistic diversity, and educational reform. Author and subject index.

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