

DEPARTMENTS

New and Forthcoming at Reference

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Birnbaum, R. (2004). ***Speaking of Higher Education: The Academic's Book of Quotations***. Westport, CT: Praeger. 283p. ISBN 0-275-98071-5. OCLC#52750064. \$39.95

With a stated purpose to "inform and delight," each quotation selection was based on either its explicit reference to higher education or that it was made in a higher education setting. Offers over 1670 quotations sorted into thirteen chapters using 99 subject headings. The subject headings in each chapter are arranged alphabetically. Quotations within subject categories are listed chronologically for purposes of quotation change over time. Each quotation entry has source, quotation, and author. Subject heading and author index. Complete bibliographic information for almost all the books and journals cited can be found in the Library of Congress Online Catalog at <http://catalog.loc.gov>.

Christensen, L., & Karp, S., Eds. (2003). ***Rethinking School Reform: Views from the Classroom***. Milwaukee, WI: Rethinking Schools. 337p. ISBN 0-942961-29-3. OCLC#53157700. \$16.95

This collection of articles originally appeared in *Rethinking Schools*. The introduction states that they are meant to represent the journal's best writing on the topic of school reform. The book is divided into five parts: critical teaching, including an article by the journal editors on teaching for equity and justice in the classrooms; taking bias seriously; education policy and politics; standards and testing; and roads to reform. Other contributors include Howard Zinn, Lisa Delpit, Bob Peterson, Gary Orfield, Stephen Krashen, Gerald Coles, Gloria Ladson-Billings, and Lani Guinier. Index.

Clements, D., & Sarama, J., Eds. (2004). ***Engaging Young Children in Mathematics: Standards for Early Childhood Mathematics Education***. Mahwah, NJ: Lawrence Erlbaum Associates. 474p. ISBN 0-8058-4210-1. OCLC#51223726. \$99.95

Part I is based on a final report from the Conference on Standards for Pre-kindergarten and Kindergarten Mathematics Education, held in May 2000. While the conference focused on pre-kindergarten and kindergarten, the book expanded the recommendations and standards to cover pre-kindergarten to grade 2. Organized into two main parts with an online appendix (<http://www.gse.buffalo.edu/org/conference/>). Part I consists of major themes developed from the conference contributions and specific recommendations for mathematics education for young children. Part II is an elaboration of major themes and recommendations organized into sections: standards in early childhood education; main standards and guidelines; curriculum, learning, teaching, and assessment; professional development; and implementation and policy. Author and subject index.

Cullinan, B., & Person, D., Eds. (2003). ***The Continuum Encyclopedia of Children's Literature***. New York: Continuum. 863p. ISBN 0-8264-1516-4. OCLC#53158554. \$60.00

A single volume reference source describing the development and current trends in children's literature throughout the world. With an emphasis on English-speaking countries and/or works appearing in English translation, the work contains 97 topical entries arranged in an alphabetical sequence with cross-references to related entries. Additionally

there are 1200 biographical entries on authors and illustrators include biographical data and critical discussion of their work. Author or illustrator selection was based on an evaluation of their contribution to the field by a board of advisors. Includes some author and illustrator photographs.

deMarrais, K., & Lapan, S., Eds. (2004). ***Foundations for Research: Methods of Inquiry in Education and the Social Sciences***. Mahwah, NJ: Lawrence Erlbaum Associates. 432p. ISBN 0-8058-3650-0. OCLC#52311901. \$47.50

Designed for introductory research courses, this publication is meant to assist students and beginning researchers with an overview of research methodologies and to provide a background for understanding approaches to research in the professional fields and social sciences. It focuses on research ethics; the relationship of theory and research design; and methods for implementing research, utilizing various strategies to convey the content to its audience. Twenty-three contributors have written twenty chapters to include such topics as historical research; focus groups; narrative inquiry; fieldwork traditions; case study research; evaluation studies; multimethods research; survey research; and experimental research to inform educational policy. Includes contributor biographies. Tables and figures. Lengthy references, author and subject indexes.

Friedman, I. (2004). ***Education Reform***. New York: Facts On File. 264p. ISBN 0-8160-4962-9. OCLC# 53708574. \$45.00

Part I provides an overview of the topic. Following an introductory chapter with historical background on education reform, chapters cover the law and education reform, with descriptions of key legislation, background information, key aspects of legislation, and impact; a chronology of important events in the history of education reform; biographical listing of key individuals in the history of U.S. education reform; glossary of important terms related to education reform; organizations and agencies. Part II is a guide to further research with a chapter on how to research education reform issues. It contains a lengthy annotated bibliography which includes books, articles, Internet documents, and other media; an annotated list of organizations and agencies. Appendixes include excerpts of major reform documents. Index.

Goethals, M. Howard, R., & Sanders, M. (2004). ***Student Teaching: A Process Approach to Reflective Practice: A Guide for Preservice and Inservice Teachers***. 2nd ed. Upper Saddle Rivers, NJ: Pearson/Merrill/Prentice Hall. 286p. ISBN 0-13-098744-1. OCLC#51172269. \$33.00

Directed at students and intern teachers, this resource is meant to encourage reflective thinking, practice, and writing. Chapters cover observation techniques; designing and planning instruction; use of technology to enhance teaching and learning; models and strategies for teaching; multiple assessment instruments; collaborative efforts with parents, colleagues and community; and information to assist students and interns with job searches. Appendixes include guidelines and forms for cooperative learning groups, facilitator tips for approaches, new teacher standards, lesson plan models, professional portfolio assessment criteria, evaluation forms, and addresses for state offices of certification. Figures and tables. Chapter references. Indexes.

Hall, N., Larson, J., Marsh, J., Eds. (2003). ***Handbook of Early Childhood Literacy***. London: Sage. 436 p. ISBN 0-7619-7437-7. OCLC #54790045. \$130.00

This handbook describes its approach as a "broad interpretation" of early childhood literacy (ages birth to eight years old). International in scope, 45 authors have written 33 chapters organized into five parts: perspectives on early childhood literacy, which introduces the history, research, social, cultural, political, and economic factors; early childhood literacy in families, communities and cultures, which focuses on the differences within particular settings; early moves in literacy, concerned with the processes for the acquisition and development of literacy in early childhood; literacy in preschool settings and schools; and researching early childhood literacy. As explained in the preface, this resource does not cover children with literacy difficulties in order to more fully devote chapters to its broad perspectives of the topic. Chapter references and notes; index.

Huffman, D. (2003). ***Health Problems in the Classroom, preK-6: An A-Z Reference Guide for Educators***. Thousand Oaks, CA.: Corwin Press. 372p. ISBN 0-7619-4577-6. OCLC#52090629. \$79.95

Intended to provide an easy reference for school personnel to use with students experiencing health problems or concerns in the classroom. Health problems are identified by their common names and medical nomenclature. Three sections cover health issues in the classroom; health problems A-Z; and health policies and procedures. Each health problem entry has additional selected resources. Bibliography and index.

Huffman, D. (2003). **Health Problems in the Classroom 6-12: An A-Z Reference Guide for Educators**. Thousand Oaks, CA: Corwin Press. 456p. ISBN 0-7619-4563-6. OCLC#51728716. \$79.95

Three sections provide a concise, practical resource for adolescent health problems occurring in the classroom environment. Three chapters cover common health issues in the classroom; family and community issues; and stigma and self-esteem. Part II is an alphabetical reference guide to 150 health problems that affect adolescents including body piercing, diabetes, drug abuse, eating disorder, fever, and obesity. Part III covers a variety of useful procedures and guidelines such as care of casts, medical emergencies, pets in the classroom, and immunizations. Bibliography and index.

Jackson, C. (2003). **Historically Black Colleges and Universities: A Reference Handbook**. Santa Barbara, CA: ABC-CLIO. 253p. ISBN 1-85109-422-9. OCLC#52750226. \$45.00

Written for those interested in learning about and conducting research on historically black colleges and universities. Designed with specific focus on historically black colleges and universities, whether public or private, two-year or four-year, or graduate and professional levels. Provides information on current circumstances and concerns in these institutions, and describes how these institutions influence and shape the personal and professional lives of black individuals and communities. Discussions and analyses are based on research about historically black colleges and universities, governmental and other reports and data, and conversations with experts. Seven chapters cover: an overview of historically black colleges and universities for the past 164 years; a chronology of historical and current events; important legal decisions; the role of philanthropy and government relations; the innovative historically minority universities bioscience and biotechnology program initiative; a suggested research agenda; and a directory of

organizations and print resources. Appendixes include a listing of historically black colleges and universities by state and selected notable graduates. Glossary and index.

Johnson, M. (2003). **Bridging the Gap: Leadership, Technology, and Organizational Change for University Deans and Chairpersons**. Madison, WI: Atwood. 173p. ISBN 1-891859-48-X. OCLC#52477394. \$29.95

Provides background information for students and administrators on the leadership role in higher education. The first four chapters offer an overview of leadership, technology, and organizational change in the university; academic leadership for deans and department chairpersons; practical leadership perspectives and strategies; and managing change: styles, stages, and effective leadership. Chapters 5 to 11 are based on the experiences of practicing deans and chairpersons. Contributing authors developed the chapters through written and oral interviews. Editors conclude by discussing future leadership for higher education. Chapter references, tables, figures, index.

Kornhaber, M., Fierros, E., & Veenema, S. (2004). **Multiple Intelligences: Best Ideas from Research and Practice**. Boston: Pearson/Allyn and Bacon. 222p. ISBN 0-205-34259-0. OCLC#52822545. \$31.00

Based on a national investigation of forty-one schools using the Multiple Intelligences (MI) theory developed by Howard Gardner in their approaches to teaching, this book is authored by long-time researchers at Project Zero at Harvard's Graduate School of Education, Gardner's research affiliation. The primary target is kindergarten through grade 8 educators wishing to incorporate MI into their everyday practice: teacher educators, classroom teachers, school administrators, educators of special needs children, professional development personnel, educators intending to enlarge the incorporation of MI to schoolwide practices, school board members and other policymakers. Part I provides an overview of the MI theory and tools for creating ways that allow MI to be implemented in classrooms and schools. Part II presents overviews of implementation within six public elementary schools through detailed examples of curriculum units, strategies, and activities. An appendix describes the forty-one schools from which data was gathered. Illustrated with charts and photographs. Name and subject indexes.

Kovalchick, A., & Dawson, K., Eds. (2004). ***Education and Technology: An Encyclopedia***. Santa Barbara, CA.: ABC-CLIO. 2 v. (713p.) ISBN 1-57607-351-3. OCLC#53091028. \$185.00

An introduction to educational technology's numerous applications and relevance to many educational endeavors. Alphabetic entries range from acceptable use policies to wireless networks. Each entry's content was classified into seven overall categories: foundations; implementation; issues; leaders; professional associations; projects; and research and theory. An index of contents by category is provided. Entries have references and a see also reference. Includes glossary and index.

Lerner, R., & Steinberg, L., Eds. (2004). ***Handbook of Adolescent Psychology***. 2nd ed. 852p. ISBN 0-471-20948-1. OCLC#52160235. \$95.00

Divided into three broad sections, 25 chapters cover the foundations of adolescent development, the contexts of adolescent development, and special challenges and opportunities that arise at adolescence. The first section presents adolescent issues such as puberty and psychological development; moral cognition and pro-social responding; sex, gender and gender role development; and risk and resilience. The second section focuses on immediate and broader contexts: adolescent development across history, cultures, and regions of the world; within the family and peer relationships; and in neighborhood contexts. The final section examines challenges and opportunities that impact healthy adolescent development: physical illness, internalizing problems, externalizing problems, and substance use and abuse. Includes an afterword on the future development of adolescent psychology. Author and subject index.

National Research Council Committee on a Strategic Education Research Partnership. Donovan, M., Wigdor, A., & Snow, C., Eds. (2003). ***Strategic Education Research Partnership***. Washington, DC.: National Academies Press, 2003. 143p. ISBN 0-309-08879-8. OCLC#52079589. \$59.95

This publication follows up and builds on the 1999 report *Improving Student Learning: A Strategic Plan for Education Research and Its Utilization*. It is the result of the work of a committee, composed of education practitioners, researchers, and leaders of successful organizations. It sets forth a proposal for the Strategic Education Research Partnership (SERP), described as a program, an organization, and a partnership among research and

practice communities. Includes an executive summary and five chapters that discuss SERP's design, its vision for how it would attract participation and funding, and examples of work it might undertake. Chapters cover the need for a new partnership, why an infrastructure such as the proposed SERP has the potential to justify a new education research and development infrastructure to benefit K-12 educational practice; the SERP organization; SERP networks; and a course for action. Includes references. Appendixes with a brief history of federal investments in education research and SERP cost projections. The companion volume is *Learning and Instruction: A SERP Research Agenda*.

National Research Council Committee on Increasing High School Students' Engagement and Motivation to Learn. (2004). ***Engaging Schools: Fostering High School Students' Motivation to Learn***. Committee on Increasing High School Students' Engagement and Motivation to Learn, Board on Children, Youth, and Families, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academies Press. 286p. ISBN 0-309-08435-0. OCLC#52813725. \$75.00

Analyzes the research and issues connected with academic motivation and engagement of adolescents in urban high schools, and offers evidence for the necessary conditions to provide optimal school environments for increasing disadvantaged students' desire to learn and be engaged in school programs. Chapters discuss student engagement and disengagement in urban high schools; the nature and conditions of engagement; teaching and learning; climate, organization, composition, and size of schools; family, community and peers; meeting students' nonacademic needs; education through theme-based learning communities; and comprehensive high school reform designs, including descriptions of twelve reform initiatives with URLs. The final chapter summarizes findings and recommendations. Lengthy bibliography and references; index.

National Research Council Panel on Learning and Instruction. Donovan, M., & Pellegrino, J., Eds. (2004). ***Learning and Instruction: A SERP Research Agenda: Panel on Learning and Instruction, Strategic Education Research Partnership***. Washington, DC: National Academies Press. 188p. ISBN 0-309-09081-4. OCLC#53162362. \$39.95

Prepared by the Panel on Learning and Instruction, this is a companion document to the Strategic

Education Research Partnership (SERP) committee's report. The committee's report proposed an organizational design for connecting research and practice. The design utilizes networks, which focus, coordinate, and sustain programs of research and design in schools or schools districts serving as field sites. The panel's task was to create a research and development agenda that would produce research that informs and improves classroom practice. That agenda is organized by discipline. Three chapters cover reading, mathematics, and science. A fifth chapter describes a program to advance science and practice. The final chapter discusses how the proposed agenda addresses issues of education research quality and impact. References and executive summary.

Plomp, T., et al, Eds. (2003). ***Cross-National Information and Communication Technology Policies and Practices in Education***. Greenwich, CT: Information Age. 580p. ISBN 1-59311-019-7. OCLC#52386206. \$31.95

A compendium of papers documents educational information and communication technology policies and practices in over thirty countries. Thirty-six chapters, each devoted to a specific country, cover the structure and nature of the educational system; information and communications technology policies with examples; special issues, if any; current trends in policies and practices; and future expectations. Chapter content uses results from the Second Information Technology in Education Study (SITES) survey (1998) of 26 countries and 2001-2002 case studies of innovative practices from 28 countries. Two summary chapters precede country chapters, and address curriculum; staff development, and technological infrastructure.

Skandera, H. (2003). ***School Figures: The Data Behind the Debate***. Stanford, CA.: Hoover Institution Press/Stanford University. 342p. ISBN 0-8179-2822-7. OCLC#53099002. \$15.00

With the intent to foster discussion and debate, the volume presents educational problems with relevant data through text, graphs, and tables. Six chapters address specific areas of educational experience: schools; teachers; achievement; expenditures; school reform; and students and their families. Each chapter contains problems presented as propositions with accompanying facts, such as: teachers' education levels have increased while students' achievement have not, and special education is an expenditure, staffing, and classroom conundrum. An appendix includes very basic

demographic and educational data including the U.S. population and makeup (by age, sex, race, ethnicity, family size).

Sweitzer, H., & King, M. (2004). ***The Successful Internship: Transformation and Empowerment in Experiential Learning***. 2nd ed. Belmont, CA: Brooks/Cole. 294p. ISBN 0-534-55879-8. OCLC#52899279. \$38.95

The intended audiences are students and faculty of human service education programs, programs outside the behavioral sciences, and the area of academic service learning. The book may be used as part of a seminar or as a guide for students involved in field experience. Organized into four sections, this resource presents the conceptual framework with chapters on the developmental stages of an internship and understanding yourself as an intern; discovering the issues and concerns involved in getting started in the internships, with chapters on clients, colleagues and supervisors, the placement site, and the community; challenges of the internship provides reflections on the disillusionment and confrontation stages; the final section discusses the competence stage, the professional, ethical and legal issues, and the culmination stage of the internship. Each chapter contains questions for further reflection, additional resources, and references. Figures and tables. Name and subject index.

Villaverede, L. (2003). ***Secondary Schools: A Reference Handbook***. Santa Barbara, CA: ABC-CLIO. 255p. ISBN 1-57607-981-3. OCLC#52575807. \$45.00

Investigates the purpose of secondary schools throughout history and today, and is intended to serve as a resource in understanding policy, legislation, and reform. Eight chapters cover: introduction and history; chronology; secondary school curriculum; urban, suburban, and rural secondary schools; standardization of secondary education; commercialization of secondary education; organizations, associations, and government agencies; selected print and non-print resources. Index.

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