

# DEPARTMENTS

## NEW AND FORTHCOMING AT REFERENCE

Compiled by  
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Blank, Rolf K. et al. *State Education Indicators with a Focus on Title 1*. Washington, DC: Council of Chief State School Officers, U.S. Dept. Of Education, 1997. 121p. ISBN 1-884037-40-2. OCLC#38592210. \$18.00.

First published in 1987 as *State Education Indicators*, this second report, with its focus on Title 1, has new information and a new format to assist policy makers and practitioners, parents and students, the media and the public in reviewing and interpreting key factors about education in the U.S. The 1997 report provides a two-page profile for each state. State indicator profiles include state characteristics; state content standards; data on student enrollments, schools and districts; student demographics; and student achievement. The 1997 indicators also provide a baseline for monitoring the progress of states in implementing new assessment systems for the Title 1 program (Improving America's Schools Act of 1994).

Boesel, David et al. *Educational and Labor Market Performance of GED Recipients*. Washington, DC: U.S. Dept. of Education, Office of Educational Research, National Library of Education, 1998. 147p. OCLC #38846745.

This is the first in a series of reports, sponsored by the National Library of Education, which synthesize research on issues of concern to the public in the field of education. Provides an executive summary, and chapters on the background and functions of the GED, postsecondary outcomes, and labor market performance of GED recipients. Includes bibliography and appendixes of tables, technical issues, and GED follow-up surveys.

Clery, Suzanne B. et al. *Gender Differences in Earnings Among Young Adults Entering the Labor Market*. Washington, DC: National Center for Education Statistics, U.S. Dept. Of Education, Office of Educational Research and Improvement, 1998. 72p. ISBN 0-16-049503-2. OCLC#39182547.

This study is based on data from the High School and Beyond cohorts of the National Education Longitudinal Studies program of the National Center for Education Statistics. Discusses

educational attainment, employment consistency, gender dominance of major field of study, and annual earnings of the 1980 sophomore class in 1992. Examines the income differences between men and women at different levels of education and the factors associated with the earnings differential. Includes twenty-two tables, a glossary, technical notes, and a bibliography.

Committee on the Prevention of Reading Difficulties in Young Children. *Preventing Reading Difficulties in Young Children*. Committee on the Prevention of Reading Difficulties in Young Children, Commission on Behavioral and Social Sciences and Education, National Research Council; Catherine E. Snow et al., eds. Washington, DC: National Academy Press, 1998. 432p. ISBN 0-309-06418-X. OCLC#38602428. \$39.95.

The Committee was established by the National Academy of Sciences to conduct a study of effectiveness of intervention programs for young children at-risk for reading difficulties. Emphasis is on the development of reading and factors related to reading outcomes. Sections include the process of learning to read; predictors of success and failure in reading; instructional and organizational strategies; recommendations for practice, policy, and research. References, biographical sketches, and index.

Cuccaro-Alamin, Stephanie. *Postsecondary Financing Strategies: How Undergraduates Combine Work, Borrowing, and Attendance*. Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 1998. 67p. OCLC#3904373.

Examines the postsecondary financing strategies of undergraduates. Describes how undergraduates combine work, borrowing, and attendance to support their postsecondary enrollment, and considers the relationship between various financing strategies and students' persistence in postsecondary education. Report uses data from the 1992-93 National Postsecondary Student Aid Study and the Beginning Postsecondary Student Longitudinal Study. Appendixes with glossary and technical notes.

Groth-Marnat, Gary. *Handbook of Psychological Assessment*. 3rd ed. 816p. New York: Wiley, 1997. ISBN 0-471-05220-5. OCLC#34798188. \$55.00.

Beginning chapters discuss the roles of the clinician, the context of clinical assessment, the assessment interview and behavioral assessment. Eight chapters provide an overview of the most frequently used tests. A final chapter offers guidelines for the psychological report, a discussion of the report format, and sample reports. Appendixes include tables related to the tests. References (79p.) and author and subject indexes. This title updates the 1990 edition.

*Guidelines for Educational Use of Copyrighted Materials: Designed for Educators and Librarians in the Higher Education Setting*. Peggy Hoon, ed. Pullman, Wash.: Washington State University Press, 1997. 34p. ISBN 0-87422-161-7. OCLC# 37843687. \$15.00.

These copyright guidelines, researched by Washington State University Copyright Specialist, attorney Peggy Hoon, were originally published for use by WSU and subsequently made available as a result of the demand by other universities and libraries. Covers printed materials, AV materials, music, and computer software. Highlights "frequently asked questions," such as those related to scholarly journals, classroom use, library reserves, library photocopying, interlibrary loans, pictorial works, audiovisual materials, and music. Appendixes provide guidelines for classroom copying, off-air recordings, educational uses of music; sections of the Copyright Act; and examples of WSU leaflets of information.

Harwarth, Irene et al. *Women's Colleges in the United States: History, Issues, and Challenges*. Washington, DC: National Institute on Postsecondary Education, Libraries, and Lifelong Learning. U.S. Department of Education: For sale by the U.S. G.P.O., Supt. of Docs., 1997. 122p. ISBN 0-16-049115-0. OCLC#37312434. \$12.00.

Chapters cover the historical background of women's colleges, recent issues and changes, a statistical portrait with graphs and tables, and an overview of past research and potential future research. Includes an executive summary, bibliography, and an appendix of tables. Available as ERIC document: ED409815.

*International Handbook of Education and Development: Preparing Schools, Students and Nations for the Twenty-First Century*. William K. Cummings and Noel F. McGinn, eds. Kidlington, Oxford: Elsevier Science Ltd., 1997. 907p. ISBN 0-08-0430678. OCLC#37213801. \$128.50.

Forty-nine chapters include the sections on general issues in reforming modern education, issues in specific countries, changes in the relationship between education and development, changes in the environment for education, and possibilities for the future organization and operation of education. Chapter references and author and subject indexes.

*International Handbook of Educational Change*. Andy Hargreaves et al., eds. Boston, MA: Kluwer Academic Publishers, 1998. 2 vols. 1200p. ISBN 0-7923-3534-1. OCLC#38090990. \$395.00.

Four sections, with individual editors, address 1) the foundations concerning the theory and research on educational change (Ann Lieberman, ed.); 2) controversial issues in the literature, such as race and gender and such change concepts as organizational learning (Andy Hargreaves, ed.); 3) educational change strategies on a large-scale, in relation to countries, school systems, and within the profession (Michael Fullan, ed.); 4) the practice and theory of school improvement (David Hopkins, ed.). The collection includes contributions by leading authorities, newcomers, and critics of some of the basic assumptions about educational change. Name and subject indexes.

*International Handbook of Teachers and Teaching*. Bruce J. Biddle et al., eds. Dordrecht: Boston: Kluwer Academic, 1997. 2 vols. 1474p. ISBN 0-7923-3532-5. OCLC#38073412. \$355.00.

The introductory chapters of each volume, written by the editors (Bruce J. Biddle, Thomas L. Good, Ivor F. Goodson), discuss the perspectives and focus of these volumes. The first volume, in seventeen chapters, provides review articles covering recent research on the lives and careers of teachers and surrounding issues and problems, as well as new contributions to the subject. Volume two, with sixteen chapters, focuses on the study of teaching and offers an overview of the current scholarship on such topics as student thinking, peer cultures, teaching and social policy, and reform efforts in the schools. Chapter references, name and subject indexes.



Levine, Roger E. et al. *Public School Districts in the United States: A Statistical Profile 1987-88 to 1993-94*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, 1998. 96p. ISBN 0-16-049420-6. OCLC#39071670.

Statistical information on public school districts is supplied in six chapters covering geographic and demographic characteristics; racial and ethnic composition of students and teachers and trends in minority representation; newly hired teachers, describing qualifications and hiring criteria; recruitment and retention of teachers; salary levels and collective bargaining; graduation requirements and state and local reforms. Numerous tables and figures. The appendixes provide additional district and state tables.

Mendrinis, Roxanne Baxter. *Using Educational Technology with At-Risk Students: A Guide for Library Media Specialists and Teachers*. Westport, CT: Greenwood Press, 1997. 227p. ISBN 0-313-29369-4. OCLC#36041864. \$39.95.

Presents the research, case studies, and lesson plans of school library media specialists and teachers who successfully integrate educational technology into the curriculum. In seven chapters the focus includes the at-risk student, library media centers, and the partnership with teachers in the curriculum areas of language arts, library science, social studies, and science. The final chapter provides case studies by five middle school and high school media specialists of exceptional educational technology programs, which have been successful with at-risk students. The appendix includes an excerpt from an ERIC Digest on computer skills (ED 392463). Bibliography (13p.) and index.

National Science Resources Center (U.S.). *Resources for Teaching Middle School Science*. Washington, DC: National Academy Press, 1998. 479p. ISBN 0-309-05781-7. OCLC#38494856. \$24.95.

Provides annotations of middle school science curriculum materials, published 1987-1998, which are in accordance with National Science Education Standards. The focus is on print curriculum materials, of about 400 books and units, arranged by fields: physical science, life science, environmental science, earth and space science, multidisciplinary and applied science. Entries include bibliographic information, with annotations, which include recommended grade level, price and publisher/supplier information. Although computer software and audiovisual materials are not included, a chapter covers information sources on educational software and multimedia programs. A reference section covers other resources, such as places to visit, professional

associations, U.S. government organizations. This is the second publication in a series of K-12 guides. The 1996 edition covered elementary education.

*The New Press Guide to Multicultural Resources for Young Readers*. Daphne Muse, ed. New York: New Press: Distributed by W. W. Norton, 1997. 690p. ISBN 1-56584-339-8. OCLC#38063796. \$60.00.

A reference guide with over a thousand critical reviews of multicultural children's books for grades K-8. Each review gives, as appropriate, author, editor, illustrator, and translator as well as publisher and year of publication. A synopsis with a brief assessment is provided, and a more comprehensive review of 250 to 500 words follows. Themes or topics including community, family, social justice, and cultural traditions organize the guide. Includes listings of children's book awards, resources, special library collections, notable bookstores, and an index of authors, illustrators, titles, and ethnicities.

*Pathways to the Science Standards: Guidelines for Moving the Vision into Practice*. Steven J. Rakow, ed. Middle School Edition. Arlington, VA: National Science Teachers Association, 1998. 151p. ISBN 0-87355-166-4. OCLC#39337077. \$29.95.

Intended for the middle school teacher, this guide to the National Science Education Standards provides discussion, application, and resources. Chapters cover the five Standards: Teaching, Professional Development, Assessment, Content, Program and System Standards. In each chapter a discussion of the Standards is followed by Resources for the Road, a list of pertinent articles, and a changing emphases chart. The Content section has effective teaching and assessment strategies. Appendixes include a history of the Science Standards movement, a complete list of all the National Science Education Standards, and recommendations for setting up a middle level science facility.

Sanders, Rickie. *Growing Up in America: An Atlas of Youth in the USA*. New York: Macmillian Library Reference USA; London: Prentice Hall International, 1988. 291p. ISBN-02-897262-7. OCLC#37513181.

An analytic reference work which presents how children live, who they are, how well educated they are, and the state of their health. Five chapters profiling America's children include extensive tables and figures. References and index.



Sarkisian, Ellen. *Teaching American Students: A Guide for International Faculty and Teaching Assistants in Colleges and Universities*. Rev. ed. Cambridge, MA: Derek Bok Center for Teaching and Learning, Harvard University, 1997. 109p. ISBN 09662468-0-2. OCLC#39017565. \$11.95.

A guide based on materials used in a Harvard University program "Teaching in English," which began in 1981 at the Derek Bok Center for Teaching and Learning, discussions with foreign faculty and teaching assistants, and classroom examples. Six chapters cover such topics as the assumptions that affect teaching within the American classroom, how to approach your students and to help them approach you, giving presentations that students can understand, leading a discussion, and understanding meanings beyond words, as in body language, voice, and eye contact. The appendixes include course preparation questions, a checklist for giving lectures, and tips for the first day of class. Other resources provided are selected readings on teaching and culture and on teacher training, and selected books on language, listening, pronunciation, and usage. Glossary and index.

*Science Achievement in the Primary School Years: IEA's Third International Mathematics and Science Study (TIMSS)*. Michael O. Martin et al. Chestnut Hill, MA: TIMSS International Study Center, 1997. 1v. ISBN 1-889938-05-X. OCLC#37693167. \$25.00.

This report focuses on the science achievement of primary school students in twenty-six countries. Four content areas were covered in the science tests: life science, physical science, and environmental issues and the nature of science. Special emphasis was placed on the fourth-grade results, including selected information about students' background and classroom practices in teaching science. Five chapters include gender differences in science achievement, students' reports on educational aids in the home, how science classes are organized, and students' attitudes toward science. Figures and tables. This report also is available on the World Wide Web: <http://wwwcsteep.bc.edu/timss>.

*The State of Literacy in America: Estimates at the Local, State, and National Levels*. Washington, DC: National Institute for Literacy: For sale by the U.S. G.P.O., Supt. of Docs., 1998. 1 v. OCLC#38739365. \$44.00.

The 1993 National Adult Literacy Survey (NALS) profiled the literacy abilities of the nation's adults on three scales: Prose, Document, and Quantitative Literacy. The survey took a random sample of nearly 25,000 adults, age 16 and over, across the country. This report presents an extrapolation of the NALS data for states, counties, Congressional districts, and cities with adult populations

of over 5,000. The report, as well as research data on other levels of literacy, is available in a searchable database on the National Institute for Literacy's homepage: <http://www.nifl.gov>.

United States. Department of Education. *U.S. Department of Education Strategic Plan, 1998-2002*. Washington, DC: U.S. G.P.O., 1997. 115p. OCLC#38168603.

As required by the Government Performance and Results Act of 1993, the Department prepared a strategic plan for 1998-2002. The plan reflects the Department's seven priorities and integrates them with the mission and program authorities. Presents the Department's mission statement and the four strategic plan goals and objectives. Appendixes give supplemental information on performance indicators and descriptions of program evaluations and other studies. Report available at Department's web site: <http://www.ed.gov/pubs/StratPlan98>

United States. Department of Education. National Center for Education Statistics. *Projections of Education Statistics to 2008*. Debra E. Gerald and William J. Hussar. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, 1997. 192p. OCLC#2635373.

This report, the twenty-seventh in a series, provides national projections for elementary and secondary enrollment, high school graduates, earned degrees conferred, and classroom teachers. There are also projections for expenditures of public elementary and secondary schools as well as institutions of higher education. State level projections cover public elementary and secondary enrollment and public high school graduates. The appendixes contain projection methodology, supplementary tables, data sources, and a glossary. Numerous figures and tables. Available through the NCES Web site: <http://nces.ed.gov>

*University Teaching: International Perspectives*. James J. F. Forest, ed. New York: Garland Press, 1998. 458p. ISBN 0-8153-2460-X. OCLC#38024298. \$72.00.

Presents several comparative and international perspectives through essays and case studies on teaching in postsecondary education. Chapters are organized into four categories: issues of instruction; research and perspectives on student learning and assessment; the training and development of current and future university teachers; and institutional policy, structure and organization. Selected bibliography and index.

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