DEPARTMENTS

NEW AND FORTHCOMING AT REFERENCE

Compiled by

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Andelman, Clifford. *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment.* Washington, DC: U. S. Dept. of Education, Office of Educational Research and Improvement; Jessup, MD: (Distributed by) Education Publications Center, U.S. Dept. of Education, 1999. 124p. OCLC# 41906042.

A study on the factors that contribute most to the completion of a long-term bachelor's degree by 4-year college students. The study drew upon high school and college transcript records, test scores, and surveys of a national cohort from the time they were in the 10th grade in 1980 until roughly age 30 in 1993. Principal data are drawn from the new (1989) restricted edition of the *High School & Beyond/Sophomore* cohort files. Examples of study recommendations are: address dual enrollment, direct provision of secondary school curriculum by college instructors, an 11-month rolling admissions cycle for all 4-year colleges, using Internet-situated courses to keep college students continuously enrolled, and advisement that is both sensible and sensitive. Appendixes and references.

Barr, Margaret J. *The Handbook of Student Affairs Administration.* Margaret J. Barr, Mary K. Desler and associates. 2d ed. San Francisco: Jossey-Bass, 2000. 661p. ISBN 0-7879-4720-2. OCLC#43095965. $55.00.

A basic reference for student affairs professionals at all levels of administration and management as well as a text for doctoral programs. Included in the text are updated materials plus new subject matter such as understanding assessment, translating theory and assessment results to practice, creating partnerships with academic affairs, and fundraising. Thirty-three chapters are organized into five parts with topics covering the administrative environment for student affairs, organizational and management

issues, practical advice to practitioners, methods and means to acquire and develop essential administrative skills, competencies and knowledge, and future issues such as diversity and leadership challenges. Name and subject indexes.

The Directory of University Libraries in Europe. 1st ed. London: Europa, 2000. 413p. ISBN 1-85743-071-9. OCLC#43906108. $315.00.

Intended to serve as a companion volume to *The World of Learning*. Includes information on a wider range of individual libraries with special emphasis given to listing the most important collections of each university, and to covering the major academic subject areas taught. Covers Western, Central and Eastern Europe, including those republics of the former USSR that lie wholly within Europe, and spans from Greenland to Ukraine. Divided into country chapters within which universities are listed alphabetically. Includes index of universities and index of libraries.

Distance Education at Postsecondary Education Institutions, 1997-98. Laurie Lewis et al. Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement, 1999. 1 v. (various pagings) ISBN OCLC#43552497.

Presents findings from the second nationally representative survey of distance education by NCES. Conducted in the winter of 1998-99, the survey collected information about the 12-month 1997-98 academic year. It updates and expands upon the findings from the previous report. The current survey expands the universe of institutions from which it collected data, from higher education institutions to all 2-year and 4-year postsecondary institutions. Additionally, it presents new information about fields of study and instructional levels of courses and programs offered through

distance education. Eight chapters cover topics such as degree and certificate programs, distance education technologies, tuition and fees, and changes in distance education since 1994-95. References, appendixes, and tables.

Fideler, Elizabeth F. *Learning the Ropes: Urban Teacher Induction Programs and Practices in the United States.* Elizabeth Fideler and David Haselkorn. Belmont, MA: Recruiting New Teachers, 1999. 311p. OCLC#4205098. $50.00.

A national study, conducted by RNT, examines the role of induction programs in developing and retaining teaching professionals and creates a baseline for policy development and a resource for best practice. Research was drawn from a comprehensive literature review; surveys mailed to school districts in the nation's central cities and largest towns, with phone follow-up as needed; site visits to exemplary programs; and surveys of state and philanthropic support for induction programs. In-depth profiles of induction programs in ten selected school districts appear in this report. The profiles create a detailed composite overview of how induction programs work in American's largest urban school systems. References and appendixes.

Gregory, Vicki L. et al. *Multicultural Resources on the Internet. The United States and Canada.* Englewood. CO: Libraries Unlimited, 1999. 366p. ISBN 1-56308-676-X. OCLC#39654745. $28.00.

Organizes and brings together Internet and Web sources dealing with multicultural issues that are likely to be of interest to an English-speaking audience in the United States and Canada. Locating sites and resources was accomplished through the monitoring of electronic mailing groups used by ethnic groups as well as the use of Internet search engines. Divided by ethnic groups into thirteen chapters, chapter 2 covers those sites dealing with multiple ethnic groups and cultures. The chapter author or authors examined every entry to determine inclusion appropriateness. Site/sponsor index.

Handbook of Qualitative Research. Norman K. Denzin, Yvonna S. Lincoln, eds. 2d ed. Thousand Oaks, CA; London: Sage Publications, 2000. 1065p. ISBN 0-7619-1512-5. OCLC#44439093. $94.56.

The second edition represents a complete revision of the first edition (1994). It includes 33 new chapter authors or co-authors, six new chapter topics, and revision or rewriting of original chapters. The organization moves from general to the specific, from past to the present. Part I locates the field, starting with history and moving to the politics and ethics of field research; Part II considers the major historical and contemporary paradigms; Part III isolates the major strategies of inquiry; Part IV examines methods of collecting and analyzing empirical materials; Part V explores art and practices of interpretation, evaluation, and representation, and Part VI looks to the future of qualitative research. Author and subject indexes.

Handbook of the Sociology of Education. Maureen T. Haling, ed. New York: Kluwer Academic/Plenum Publishers, 2000. 588p. ISBN 0-306-46238-9. OCLC#43487303. $103.20.

The aim is to present the most theoretically grounded and empirically rigorous sociological analyses of schools to date. Twenty-four chapters divided into six sections: theoretical and methodological orientations, development and expansion of education, study of access to schooling, study of school organization, study of school outcomes, and policy implications of research in the sociology of education. Author and subject indexes.

Inquiry and the National Science Education Standards: A Guide for Teaching and Learning. Committee on Development of an Addendum to the National Science Education Standards on Scientific Inquiry, Center for Science, Mathematics, and Engineering Education, National Research Council. Washington, DC: National Academy Press, 2000. 202p. ISBN 0-309-06476-7. OCLC#43323615. $36.98.

The first in a series of planned addenda to the *Standards.* As required by the charge to its authoring committee, the Committee on Development of an Addendum, the guide has been designed to serve as a practical guide for teachers, professional developers, administrators, and others who wish to respond to the *Standards'* call for an increased emphasis on inquiry. The guide is divided

into eight chapters and three appendixes. Images of inquiry in K-12 classrooms, making the case for inquiry, and supporting inquiry-based teaching and learning are featured. Index.

Issues in Web-Based Pedagogy: A Critical Primer. Robert A. Cole, ed. Westport, CT: Greenwood Press, 2000. 414p. ISBN 0-313-31226-5. OCLC#42476677. $81.70.

Takes up the nontechnical issues associated with World Wide Web-based pedagogy. Twenty-seven individually authored essays appraise the form and content of Web-based instruction, from both qualitative and quantitative grounding. Part I focuses on philosophical and theoretical considerations of Web-based pedagogy and Part II focuses on empirical and practical considerations. Index.

Kordalewski, John. *Standards in the Classroom: How Teachers and Students Negotiate Learning.* John Kordalewski; foreword by Catherine G. Krupnick. New York: Teachers College Press, 2000. 207p. ISBN 0-8077-3947-2. OCLC#43328877. $38.70.

Classroom standards are examined through a look at one educational effort, a humanities class, during the 1993-1994 school year, at Earl Powell High School. The study depicts classroom standard setting as a process of negotiation. Part I looks at the observation of standards within the classroom and presents portraits of four individual students. Part II analyzes the standards in the classrooms and the process of negotiation. It looks at the standards of both students and teachers, and describes how standards developed in an interactive classroom environment. Epilogue, references, index.

Landscapes in Early Childhood Education: Cross National Perspectives on Empowerment, A Guide for the New Millennium. Jacqueline Hayden, ed. New York: P. Lang, 2000. 467p. ISBN 0-8204-3735-2. OCLC#42643435. $32.95.

The collection of papers and essays in this volume explore early childhood issues and policy perspectives in Australia, Canada, New Zealand, and Hong Kong. Chapters are organized broadly under national landscapes, the landscape of policy and practice, the professional landscape, and the classroom/curricular landscape. Chapter references and glossary of terms. This is volume four of the *Rethinking Childhood* series.

Lascarides, Celia and Blythe Hinitz. *History of Early Childhood Education.* New York; London: Garland, 2000. 350p. ISBN 0-8153-1794-8. OCLC#4347814. $55.90.

Examines the impact of history on current practice by focusing on the history of early childhood education within each time period. Covering the age span from birth to 8 years, the text describes child-rearing practices in specific societies and features brief biographies, descriptions of the work, and selected writings of creators of educational programs, as well as descriptions of selected examples of early childhood education programs. Part I considers antiquity and European roots of early childhood education; Part II details the evolution of programs and ideas after they reached the U.S.; Part III presents four of the diverse cultural and ethnic populations beginning with Native American society, and including Black, Asian, and Hispanic American children; Part IV describes the evolution of some professional organizations and offers conclusions. Appendixes and index.

Li, Tze-chung. *Social Science Reference Sources: A Practical Guide.* 3d ed. Westport, CT: Greenwood Press, 2000. 495p. ISBN 0-313-30483-1. OCLC#41411989. $99.50.

Provides lists and lengthy descriptions of resources. Part 1 covers social sciences in general, with chapters on electronic reference sources, research resources, access to sources (such as guides, bibliographies, indexes and abstracts, research in progress), sources of information (encyclopedias, directories, biographies, handbooks), statistical sources, and government publications. Part 2 focuses on disciplines of the social sciences in ten chapters: cultural anthropology, business, economics, education, geography, history, law, political science, psychology, and sociology. Contains 1600 source entries. This 3rd edition does not retain most titles published before 1980, as well as several other features found in the 2nd edition. For the most part, December 1998 is the cut-off date. Name, title, and subject indexes.

Linking Literacy and Technology: A Guide for K-8 Classrooms. Shelley B. Wepner et al., eds. Newark, DE: International Reading Association, 2000. 252p. ISBN 0-87207-258-4. OCLC#43115069. $24.95.

In three sections, the authors introduce preservice and inservice teachers, reading teachers, curriculum consultants and supervisors to the importance of enhancing instruction through technology. The why and how technology supporting literacy learning is explored in the first section, followed by specific and practical ideas for reading, writing and content area learning, including hardware and software information. The final section includes a chapter describing the classrooms in which teachers make significant use of technology. Lessons and unit plans are given as examples in the various chapters, as well as web site addresses. Chapter references, an appendix of software company addresses, author and subject indexes are included.

Locke, Lawrence F. et al. *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals.* 4th ed. Thousand Oaks, CA: Sage, 2000. 350p. ISBN 0-7619-1706-3. OCLC#41503072. $59.95.

Presented in five chapters, the first part focuses on the writing of the proposal: the functions of the proposal, regulations, format, specific tasks; ethics of the research process, writing and publication; developing the thesis or dissertation proposal; content of the proposal; style and form in writing; and oral presentation. Part II discusses money for research: how to go about seeking help, funding student research, and preparation of the grant proposal. Part III provides four specimen proposals: an experimental study, a qualitative study, a quasi-experimental design, and a funded grant. Changes in this edition include a new chapter on funding for student research, a rewritten chapter on qualitative research, and two new specimen proposals. The appendixes contain an annotated bibliography of supplementary references, standards for the use of human subjects, and specimen forms for informed consent. References and an index.

MacWhinney, Brian. *The CHILDES Project: Tools for Analyzing Talk.* 3d ed. Mahwah, NJ: Lawrence Erlbaum, 2000. 2v. ISBN 0-8058-2995-4 (v.1); 008058-3572-5 (v.2). OCLC#43403520. $85.98 (set).

The first volume focuses on the tools designed to improve research carried out in the field of language learning (*Transcription Format and Programs*), the CHAT manual for transcription, and the CLAN manual for use of the program, based on the Child Language Data Exchange System (CHILDES). The second volume describes and documents the research projects in the CHILDES database: for example, monolingual children conversing with their parents or siblings, bilingual children, older school-aged children, adult second-language learners, and children with learning disabilities Five directories organize the work: English data, non-English data, narrative data, data from clinical populations, and data from bilingualism and second-language acquisition. The index lists the studies, arranged alphabetically. Data transcripts in 26 different languages are provided. A bibliography of work on child language is included in the database. The data files are found in the accompanying CD-ROM, which includes a Windows and a Macintosh directory file for use on both systems. File updates are available at: http://childes.psy.cmu.edu

Mitchell, Bruce M. And Robert E. Salsbury. *Multicultural Education in the U.S.: A Guide to Policies and Programs in the 50 States.* Westport, CT: Greenwood Press, 2000. 281p. ISBN 0-313-30859-4. OCLC#41445709. $75.00.

Presents a narrative for each state, which includes information based on a 1998 questionnaire survey. Each entry provides a brief multicultural history of the state, information about the education system, multicultural education efforts, and references. All but two states responded to the questionnaire, but the authors provide supplemental information for the missing and incomplete responses to the survey. The survey questions are reprinted in the introduction. Selected bibliography and index.

O'Brien, Nancy P. *Education: A Guide to Reference and Information Sources.* 2d ed. Englewood, CO: Libraries Unlimited, 2000. 189p. ISBN 1-56308-626-3. OCLC#42080358. $40.00.

This second edition of *Education: A Guide to Reference and Information Sources* (1989) by Lois Buttlar, updates many entries of the first edition. Most entries, however, are new titles or have not been previously included. The coverage is 1990 through 1998, with selective inclusion of significant earlier publications. The guide is divided into fourteen categories: general education sources; educational technology and media; early childhood, elementary, and secondary education; higher education; multilingual and multicultural education; special education; adult, alternative, continuing and distance education; career and vocational education; comparative and international education; curriculum, instruction, and content areas; educational administration and management; educational history and philosophy; educational research, measurement, and testing; and educational psychology. Publication types are: bibliographies; dictionaries and encyclopedias; directories and almanacs; guides, handbooks, and yearbooks; indexes and abstracts; statistical sources; World Wide Web and Internet sources; journals; and biographies. Excluded are education associations and organizations, sources on children's and young adult literature, and general social science reference sources. The citation for each publication, which includes the price, is accompanied by an abstract describing the resource. Contains nearly 250 journal titles. Title and subject indexes.

Schweizer, Heidi. *Designing and Teaching an On-Line Course: Spinning Your Web Classroom.* Boston: Allyn & Bacon, 1999. 121p. ISBN 0-205-30321-8. OCLC#41478138. $24.95.

Intended as a practical guide for course development, on-line teaching, and on-line assessment for both novice and experienced on-line teachers. The author defines course design as "outcome-based, performance assessed, and collaborative." The courseware (software) utilized and referred to in the book is called *LearningSpace* (Lotus Notes/IBM). Chapters cover the following topics: guidelines for on-line course development, creating performance based assessments, planning on-line activities and resources, creating on-line discussion groups, being a "visible" instructor, technology, evaluation, and visual design. The text provides examples from on-line courses and screen reproductions. Appendixes include a sample welcome letter, a taxonomy of verbs, a checklist of objectives and elements for desktop publishing projects, necessary hardware and software, and a course evaluation survey. The author is affiliated with Marquette University's Online Masters Degree Program: Instructional Leadership.

Standards for Technological Literacy: Content for the Study of Technology. International Technology Education Association and its Technology for All Americans Project. Reston, VA: International Technology Education Association, 2000. 248p. ISBN 1-887101-02-0. OCLC#44071668. $30.00.

This resource describes the learning goals and accomplishments for students in grades K-2, 3-5, 6-8, 9-12. Twenty standards, along with the benchmarks for these levels, are defined with explanations and suggestions for implementing them. Vignettes within chapters provide examples of how to put standards into practice. Standards are divided into major categories: the nature of technology, technology and society, design, abilities for a technological world, and the designed world. The appendix includes a history of the Technology for All Americans Project, a listing of Technology Content Standards, a compendium of the major topics for the standards, and a curriculum vignette for grades K-12. References for the standards, glossary, and index.

The State of State Standards, 2000. Chester E. Finn, Jr. and Michael J. Petrilli, eds. Washington, DC: Thomas B. Fordham Foundation, 2000. 177p. OCLC#43432172.

This 2000 report updates the earlier Fordham monographs on state standards: English (1997), the 1998 reports on history, geography, mathematics, science standards (1998), and the summary, *State of State Standards* (1998). It contains an overview essay, analyses and reviews for the five subjects by the same authors of the earlier monographs, and state-by-state reports. The appendixes provide the criteria for the subjects, the listings for each state, and a section that lists all state documents examined for this report. Available on the Fordham Foundation web site: http://www.edexcellence.net

The State of the World's Children 2000. Carol Bellamy, Exec. Director, United Nations Children's Fund. New York: UNICEF, 2000. 120p. ISBN 92-806-3532-8. OCLC#43297040. OCLC#9856203. $12.95.

Contains essays, with photographs, summarizing the progress and problems over the last decade in meeting the goals of the 1990 World Summit for Children. Discussions of early childhood care, HIV/AIDS, poverty, conflicts and violence, gender discrimination, education are included. Text figures and maps illustrate such topics as child and adolescent populations, life expectancy, learning and education, and children and adolescents at risk. Data is provided on under-five mortality rankings and eight statistical tables cover the basic indicators of nutrition, health, education, demographic indicators, economic indicators, women, and rate of progress for 193 countries. Available online:http://ww.unicef.org

Sum, Andrew. *Literacy in the Labor Force: Results from the National Adult Literacy Survey.* Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement, National Center for Education Statistics: For sale by the U.S. G.P.O., Supt. of Docs., 1999. 342p. ISBN 0-16-050175-X. OCLC#43096010. $33.00.

This report, based on the results of the 1992 National Adult Literacy Survey, focuses on literacy proficiencies of the civilian labor force, employed and unemployed. The NALS data was collected from a sampling of adults aged 16 and older who responded to literacy tasks that were categorized by type as prose, document, and quantitative. The first chapter analyzes the mean and median literacy proficiencies for the U.S. labor force, range of performance on tasks, distribution of literacy levels, labor force behavior and employment status, literacy proficiencies and weeks worked. Chapters two to seven consider literacy proficiencies of the labor force by key demographic, socioeconomic, and regional subgroups of the labor force; by industry and occupation; earnings; adults' educational attainments, school enrollment behavior, and

literacy training experiences; employability and earnings potential of the unutilized and underutilized working-age population; estimated effects on labor market activities, earnings, and incomes. The final chapter summarizes the findings. The appendixes interpret the literacy scales and provide an overview of procedures used in the NALS. Numerous tables. This report is one in a series of reports based on the NALS. Available online: http://nces.ed.gov

Zeigler, Lee. *Film and Video Resources for International Educational Exchange.* 2d ed. Yarmouth, ME: Intercultural Press, 2000. 98p. ISBN 1-877864-78-1. OCLC#43569529. $8.95.

First published in 1992 by NAFSA: Association of International Educators, this revised edition is directed to individuals in the field of international exchange, including those who orient new students and immigrants to the U.S. The introduction also indicates the usefulness of the resources for U.S. students going overseas, as well as for ESL teachers and teaching assistants from foreign countries. This directory lists materials "that describe the United States, show cultural differences or cultures in conflict, or deal with multiculturalism or ESL instruction in some other way." In the first section, each documentary film entry includes title, year of release, length, formats available, description, and distributor, including address, phone number, fax and e-mail, if available. These titles are listed by category in the appendix. The section on feature films describes a selection of important productions worldwide, which deal with cultural issues. Other film and video sources are noted in the introduction.

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