



DEPARTMENTS

NEW AND FORTHCOMING AT REFERENCE

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American 2000: An Education Strategy. Washington, D.C.: U.S. Department of Education, 1991. 34p. OCLC#23740563. 1991 rev. ed. OCLC#24426281. ERIC#ED327009.

Describes a four-part national strategy to carry out by the year 2000 the six education goals adopted by the president and governors in 1990.

America 2000: An Education Strategy: Sourcebook. Washington, D.C.: U.S. Department of Education, 1991. 80p. ISBN 0-160-32530-7. OCLC#23891710. \$4.25. ERIC#327985.

Additional documents on America 2000 goals and strategy provide a comprehensive information resource.

The Awards Almanac: An International Guide to Career, Research, and Education Funds 1992. Karen P. Singson, ed. Chicago: St. James Press, 1991. 794p. ISBN 1-55862-082-6. ISSN 1052-2220. OCLC#24571731 and #22218907. \$78.00.

Describes over 2000 awards available from institutions worldwide to support graduate coursework, research, non-degree continuing education and career-related travel, projects, fieldwork. Geared to individuals from English-speaking countries. Subject, awards, and quick reference indexes.

Beere, Carolyn A. *Gender Roles: A Handbook of Tests and Measures.* New York: Greenwood Press, 1990. 575p. ISBN 0-313-26278-0. OCLC#22664638. \$75.00.

Updates *Women and Women's Issues: A Handbook of Tests and Measures* (Beere, 1979) through mid-1988, with a broader scope of women's and men's issues. 211 scales (67 described in the earlier book) indexed by title, author, scale variables, and scale users.

Beere, Carolyn A. *Sex and Gender Issues: A Handbook of Tests and Measures.* New York: Greenwood Press, 1990. 605p. ISBN 0-313-27462-2. OCLC#21196879. \$85.00.

Companion volume to *Gender Roles*. 197 scales include coverage of heterosexual relations, contraception and abortion, rape, family violence, body image, eating disorders. The ERIC and PsycLIT databases were searched for both volumes.

Blank, Rolf K. and Melanie Dalkilic. *State Indicators of Science and Mathematics Education, 1990.* Washington, D.C.: Council of Chief State School Officers, State Education Assessments Center, 1990. 79p. OCLC#23967108. \$12.00.

Based on public school data collected by state departments of education and the National Center for Education Statistics. Results are reported for student outcomes; curriculum; instructional time/participation; teachers supply, demand, quality; teacher equity regarding gender and race/ethnicity; school conditions. Includes figures, tables, references.

Carnegie Commission on Science, Technology, and Government. Task Force on K-12 Mathematics and Science Education. *In the National Interest: The Federal Government in the Reform of K-12 Math and Science Education.* New York: Carnegie Commission on Science, Technology, and Government, 1991. 76p. OCLC#24470194.

Reports on the status of U.S. math and science education with recommendations for a more effective federal strategy in the national reform effort.

Carnegie Foundation for the Advancement of Teaching. *Ready to Learn: A Mandate for the Nation.* Lawrenceville, N.J.: Carnegie Foundation for the Advancement of Teaching: Available from the Princeton University Press, 1991. 193p. ISBN 0-931050-44-8. OCLC#25094444. \$8.00.

Provides a national agenda to ensure the fulfillment of the president's first education goal for the year 2000: all children will be ready to learn when they enter school. Details a seven-step program. Appendix contains tables from the foundation's 1991 survey of kindergarten teachers.

Children's Defense Fund. *The State of America's Children, 1991.* Washington, D.C.: Children's Defense Fund, 1991. 170p. ISBN 0-938008-86-2. ISSN 1055-9213. OCLC#23251199 and #23435393. \$12.95.

Chapters focus on family income and employment, child care, health, education, youth development, housing and homelessness, vulnerable children and families. Appendix contains

international, national, and state trends and comparisons.

Directory of Financial Aids for Minorities 1991-1993. Prepared by Gail A. Schlachter. San Carlos, California: Reference Service Press, 1991. 597p. ISBN 0-918276-15-2. ISSN 0738-4122. OCLC#25162367 and #9599894. \$45.00.

Describes more than 2100 scholarships, fellowships, grants, awards, internships for minority applicants, high school through postdoctoral level. Each category of financial aid targets five groups: minorities in general and Asian, Black, Hispanic, and Native Americans. The next edition is expected in mid-1993.

Directory of Financial Aids for Women 1991-1992. Prepared by Gail A. Schlachter. San Carlos, California: Reference Service Press, 1991. 476p. ISBN 0-918276-14-4. ISSN 0732-5215. OCLC#8380964. \$45.00.

International in scope with major focus on U.S. citizens, high school through postdoctoral level. Describes 1818 scholarships, fellowships, loans, grants, awards, internships primarily or exclusively for women. The next edition will be issued early 1993.

Education Interface National Guide to Educator Empowerment. Princeton, N.J.: Information Interface Institute, 1991. 1st ed. 523p. ISBN 1-87-8059-07-6. ISSN 1056-1005. OCLC#23466574. \$49.95.

Describes opportunities for awards, grants and funding, continuing education, and a variety of resources available to educators. Entries note grade level of interest, application procedures, contact names. Appendix with additional contact and program information and practical grantseeking guidelines.

Encyclopedia of Adolescence. Edited by Richard M. Lerner, Anne C. Petersen, Jeanne Brooks-Gunn. 2v. (1222p.) New York: Garland Publishing, 1991. ISBN 0-8240-4378-2. OCLC#22419815. \$150.00.

Over 200 entries, each of which is followed by additional reference sources and "see also" references to other relevant entries. List of contributors (more than 200) and a subject index.

Fulbright Grants and Other Grants for Graduate Study Abroad 1993-94. New York: Institute of International Education, 1992. 96p. OCLC#9248151. Single copy free.

Annual announcement of grants available worldwide to U.S. citizens and nationals of other countries.

Girls in Schools: A Bibliography of Research on Girls in U.S. Public Schools, Kindergarten Through Grade 12. Developed at the Wellesley College Center for Research on Women; Susan M. Bailey, director. Wellesley, MA: The Center, 1992. 126p. OCLC#25276061.

This work is an outcome of the report *How Schools Shortchange Girls*. See entry below. Available from the AAUW Educational Foundation, 1111 16th St. NW, Washington, D.C. 20036.

Handbook of Research on Social Studies Teaching and Learning. James P. Shaver, ed. New York: Macmillan, 1991. 661p. ISBN 0-02-895790-3. OCLC#21594498. \$65.00.

Overview of research and issues in the field with a focus on curriculum and instruction in schools. 71 contributors and 53 referenced essays. Project of the National Council for the Social Studies.

How Schools Shortchange Girls: The AAUW Report: A Study of Major Findings on Girls in Education. Prepared by the Wellesley College Center for Research on Women; commissioned by the AAUW Educational Foundation. Washington, D.C.: American Association of University Women, Educational Foundation: National Education Association, 1992. 116p. ISBN 0-8106-2501-6. OCLC#25051261. \$16.95. Executive summary (8p.) OCLC#25422230. \$8.95.

Reports on the status of girls in public education, preschool through grade 12, and provides data to support the findings of gender inequities in the schools. Chapters include an overview of such issues as classroom experiences, curriculum content, achievement, testing bias, dropouts. Provides reference endnotes for each chapter, a section on recommendations for action, an appendix listing education reform reports with respect to representation of women on special commissions or task forces.

Indian Nations at Risk: An Educational Strategy for Action: Final Report of the Indian Nations At Risk Task Force. Washington, D.C.: U.S. Department of Education, 1991. 60p. OCLC#24877078.

A report addressing the educational needs of Native Americans with recommendations and strategies for improving educational practices and schools.

The Latest and Best of TESS: The Educational Software Selector. 1991-1992 edition. Hampton Bays, N.Y.: EPIE Institute, 1991. 438p. ISBN 0-916087-15-8. OCLC#24618857.

The 1991 edition is produced from the TESS database and serves as a print companion to the electronic version. 530 programs have been rated for instructional and/or administrative software selection. Sections include index to highly rated software; software descriptions; summary listing by computer family; and subject and product name indexes.

Lapointe, Archie E., et al. *Learning Mathematics.* Princeton, N.J.: Educational Testing Service: Available from the Center for the Assessment of Educational Progress, Educational Testing Service, 1992. 158p. ISBN 0-88685-120-3. OCLC#25226218. \$15.00.

From the International Assessment of Educational Progress, a survey of student performance in mathematics by 13 and 14 year olds from 20 countries. Includes chapters on curriculum content, classroom practices, as well as appendixes on collection procedures and data reporting. A companion study is *Learning Science*.

Lapointe, Archie E., et al. *Learning Science.* Princeton, N.J.: Educational Testing Service: Available from the Center for the

Assessment of Educational Progress, Educational Testing Service, 1992. 155p. ISBN 0-88685-12-1. OCLC#25226309. \$15.00.

Companion study to *Learning Mathematics*.

Lipton, Eden Ross. *The New York Times Parent's Guide to the Best Books for Children*. Rev. ed. New York, N.Y.: Times Books, 1991. 508p. ISBN 0-812-91889-4. OCLC#23254063. \$15.00.

A selective guide of annotated titles listed alphabetically within sections ranging from wordless books to books for advanced readers. 51 subject categories. Indexes include title, author, illustrator, and age-appropriate.

Mullis, Ina V.S., et al. *Accelerating Academic Achievement: A Summary of Findings from 20 Years of NAEP*. Princeton, N.J.: National Assessment of Educational Progress, Educational Testing Service, 1990. 77p. ISBN 0-88685-107-6. OCLC#2258992. \$28.80.

NAEP issues reports on the scholastic achievement of elementary, middle and high school students. The trend data reported here are based on NAEP reports on Reading and Writing (1988 assessments), U.S. History, Civics and Geography (1988 assessments) and Mathematics and Science (1986 assessments). This national report card includes performance comparisons by race/ethnicity and gender.

National Directory of Bulletin Board Systems 1992. Patrick R. Dewey, ed. Westport, CT: Meckler Publishing Co., 1991. 305p. ISBN 0-88736-752-6. OCLC#25357153. \$42.50.

The first part of this annual directory lists bulletin boards specific to a particular geographic area. The second section lists bulletin boards with a topic emphasis, such as health, dating, or desktop publishing. A final section is organized by hardware and/or communications software.

Notable Black American Women. Jessie Carney Smith, ed. Detroit, MI: Gale Research, 1992. 1334p. ISBN 0-8103-4749-0. OCLC#24468213. \$49.95.

This volume presents 500 biographies of African-American women, living and deceased, from colonial times to the present. The entries are arranged alphabetically by surname and include references. A section titled "Contents by Area or Endeavor" lists women under such headings as abolitionist, actress, administrator, or educator.

Research & Education Networking. Westport, CT: Meckler Publishing Co., 1990-. Nine times a year. Vol.1, no.1 (Oct. 1990). OCLC#2197448. \$97.00.

A publication devoted to reporting on electronic networking, publishing, and communication networks in the area of education.

The Road to College: Educational Progress by Race and Ethnicity. Boulder, Colo.: Western Interstate Commission for Higher Education, 1991. 102p. OCLC#24765502.

A study on national, regional and state trends based on the WICHE's high school graduate projections project. Information

and data are provided on trends for five major racial/ethnic groups in the U.S. The educational progress of elementary and secondary level enrollment and high school graduates by race/ethnicity and other indicators is charted.

Trends in Academic Progress: Achievement of American Students in Science, 1970-90, Mathematics, 1973-90, Reading, 1971-90, and Writing, 1984-90. Prepared by Educational Testing Service under contract with the National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education. Washington, D.C.: National Center for Education Statistics, 1991. 32p. OCLC#24493177.

Overall trends in science, mathematics, reading and writing are summarized. Figures are from NAEP assessments over two decades for age groups 9, 13, and 17. Includes trends in levels of proficiency and trends in performance by race/ethnicity and gender.

U.S. Supreme Court Education Cases. Rosemount, Minn.: Data Research, 1991. 238p. ISBN 0-939675-26-9. OCLC#24174081. \$49.95.

Within each chapter devoted to a particular subject, cases appear in chronological order. For each case a full legal citation is given. Topics can be located either through the table of contents or the index. Chapter subjects include desegregation, public schools, student rights, employment. Appendix A has sections of the United States constitution which might be of interest to educators.

Van Scotter, Richard D. *Public Schooling in America: A Reference Handbook*. Santa Barbara, CA: ABC-CLIO, 1991. 240p. ISBN 0-87436-595-3. OCLC#24319939. \$39.50.

A handbook with a chronology of significant events, legislation, Supreme Court decisions, proposals and publications from colonial times to the present. Includes sections on education reference materials; education associations, organizations, and agencies; education facts and data. The "Journals in Education" is a selective list based on circulation statistics and focuses on educational trends, issues and research.

Waggoner, Dorothy. *Undereducation in America: The Demography of High School Dropouts*. Foreword by Jose A. Cardenas. New York: Auburn House, 1991. 223p. ISBN 0-86569-043-X. OCLC#2376587. \$40.80.

A quantitative study divided into nine chapters which summarize the findings and presents the principal policy implications of the study. Six chapters take up the racial/ethnic groups individually. The statistics are from the years 1980-1988.

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