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IDENTIFIERS Educational Information; *ERIC

ABSTRACT Document resumes of 176 substantive publications produced by the 16 ERIC Clearinghouses and appearing in Resources in Education (RIE), are alphabetically arranged by the two-letter clearinghouse identification prefix, and within each clearinghouse group, numerically listed by accession number; an abstract is provided for each title. The 11th bibliography in the series, it reflects the scope of each clearinghouse and contains citations on adult, career, and vocational education; counseling and personnel services; reading and communication skills; educational management; handicapped and gifted children; languages and linguistics; higher education; instructional technology and library/information science; junior colleges; elementary and early childhood education; rural education and small schools; science, mathematics, and environmental education; social studies/social science education; teacher education; tests, measurement, and evaluation; and urban education. Subject, author, and institution indexes to the bibliography are provided, as well as an explanatory example of each. The ERIC system and clearinghouse publications are briefly described. Addresses of the ERIC clearinghouses and information on how to obtain ERIC clearinghouse publications and order the ERIC abstract journal (RIE) are also included. (RBF)

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ERIC Clearinghouse Publications

1980

**An Annotated Bibliography of Information
Analysis Products and Other Major Publications
of the ERIC Clearinghouses
January-December 1980**

July 1981

**Dorothy A. Slawsky, Editor
ERIC Processing and Reference Facility
Bethesda, Maryland**

**U.S. Department of Education
T. H. Bell, Secretary**

**National Institute of Education
Milton Goldberg, Acting Director**

Washington, D.C. 20208

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I. Introduction

The ERIC System

ERIC, an acronym for Educational Resources Information Center, is a nationwide information system sponsored and supported by the National Institute of Education (NIE). ERIC is dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC is a network that consists of a coordinating staff in Washington, D.C. and a number of Clearinghouses located at universities or with professional organizations across the country (see Section VI of this publication for a complete list of ERIC components).

Through this network of specialized centers or Clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, cataloged, indexed, abstracted, and announced in ERIC abstract journals. These abstract journals—*Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE)—provide access to reports of innovative programs, research results, and other significant efforts in education, both current and historical, which might otherwise not be readily available.

RIE is a monthly abstract journal devoted to the report literature. Each issue announces approximately 1,300 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

CIJE is a monthly index journal which cites articles from over 750 education periodicals. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals only peripheral to the field. Each issue announces approximately 1,700 journal articles. CIJE is available on subscription from Oryx Press.

Clearinghouse Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections.

Bibliographies of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse Publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the eleventh bibliography in this series. All items in the series to date are listed below:

ACCESSION NUMBER OF BIBLIOGRAPHY	SIZE	PERIOD COVERED	NUMBER OF ITEMS
ED-029 161	24 p.	FY 1968	149
ED-034 089	34 p.	FY 1969	240
ED-041 598	47 p.	FY 1970	366
ED-054 827	54 p.	FY 1971	416
ED-077 512	55 p.	FY 1972	415
ED-087 411	74 p.	FY 1973	396
ED-126 856	144 p.	FY 1974-1975	534
ED-168 608	168 p.	FY 1976-1977-1978 (thru Dec 1977)	600
ED-180 499	74 p.	Jan-Dec 1978	211
ED-191 502	58 p.	Jan-Dec 1979	159
ED-	64 p.	Jan-Dec 1980	176
TOTAL IAP'S (1968-1980)			3662

This bibliography covers the calendar year period from January through December 1980. It lists a total of 176 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education* (RIE).

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g., ED 123 456(TM).

Availability of ERIC Clearinghouse Publications

ERIC Clearinghouse Publications are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or hardcopy from the ERIC Document Reproduction Service (EDRS).

See Section VII for instructions on how to order materials.

STATISTICAL SUMMARY—BY CLEARINGHOUSE BY YEAR (1968-1980)

IDENTIFYING PREFIX	CLEARINGHOUSE NAME	FY1968	FY1969	FY1970	FY1971	FY1972	FY1973	FY1974-1975	FY1976, FY1977, FY1978 THROUGH DEC 1977	JAN-DEC 1978	JAN-DEC 1979	JAN-DEC 1980	TOTALS
AC	Adult Education	24	16	20	28	20	16						124
AL	Linguistics	2	7	11	11								31
CE	Adult, Career, & Vocational Education							6	36	9	12	11	74
CG	Counseling and Personnel Services	5	8	19	22	16	15	13	22	16	12	5	153
CS	Reading and Communication Skills							60	38	13	8	8	173
EA	Educational Management	6	8	14	36	18	43	62	78	19	14	12	310
EC	Handicapped and Gifted Children	14	11	53	68	106	57	57	5	4	5	14	394
EF	Educational Facilities	1	19	16									36
EM	Educational Media and Technology	7	8	11	8	14	16						64
FL	Languages and Linguistics	7	27	29	16	16	12	27	26	16	10	10	196
HE	Higher Education		1	8	18	18	17	35	45	16	17	16	191
IR	Information Resources							30	47	8	12	6	103
JC	Junior Colleges	15	21	17	26	26	19	57	61	17	13	25	297
LI	Library and Information Sciences		2	7	9	14	8						40
PS	Elementary & Early Childhood Education	11	12	7	15	21	26	41	40	15	6	18	212
RC	Rural Education and Small Schools	10	18	13	23	9	9	30	23	13	8	11	167
RE	Reading	16	19	15	9	5							64
SE	Science, Mathematics, and Environmental Education	11	17	22	28	13	30	53	46	28	10	12	270
SO	Social Studies/Social Science Education				6	10	6	17	24	6	8	6	83
SP	Teacher Education		7	28	19	19	19	31	31	9	7	7	177
TE	Teaching of English	3	7	32	24	26							
TM	Tests, Measurement, and Evaluation			1	12	11	11	19	33	6	5	7	94
UD	Urban Education	6	14	14	10	10	14	18	37	16	12	8	159
VT	Vocational and Technical Education	<u>11</u>	<u>18</u>	<u>30</u>	<u>39</u>	<u>42</u>	<u>18</u>	—	—	—	—	—	<u>158</u>
	TOTALS	149	240	366	416	415	396	534	600	211	159	176	3662

SAMPLE RESUME ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed

Author(s). ED 654 321

Title. *Smith, John D. Johnson, Jane*

Organization where document originated. Career Education for Women.
Central Univ., Chicago, Ill.
Spons Agency—National Inst. of Education
(DHEW), Washington, D.C.

Date Published. Report No—CU-2081-S
Pub Date May 73

Contract or Grant Number. Contract—NIE-C-73-0001
Note—129p.; Presented at the National Conference on
Career Education (3rd, Chicago, Ill., May 13-17,
1973)

Alternate source for obtaining document. Available from—Campus Bookstore, 123 College
Ave., Chicago, Ill. 60690 (\$3.25)

Language of Document. Language—English, French
EDRS Price MF01/PC06 Plus Postage.
Pub Type—Dissertations/Theses (040)

ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche, "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change, for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code

Clearinghouse Accession Number. CE 123 456

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project

Report Number—assigned by originator

Descriptive Note (pagination first)

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*. Only the major terms, preceded by an asterisk, are printed in the subject index

Informative Abstract.

Abstractor's initials.

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

		Page
CE —Adult, Career, and Vocational Education	1	
CG —Counseling and Personnel Services	3	
CS —Reading and Communication Skills	4	
EA —Educational Management	5	
EC —Handicapped and Gifted Children	7	
FL —Languages and Linguistics	10	
HE —Higher Education	11	
IR —Information Resources	15	
JC —Junior Colleges	16	
PS —Elementary and Early Childhood Education		20
RC —Rural Education and Small Schools		23
SE —Science, Mathematics, and Environmental Education		26
SO —Social Studies/Social Science Education		28
SP —Teacher Education		29
TM —Tests, Measurement, and Evaluation		30
UD —Urban Education		31

CE

ED 193 526 CE 027 089

Doty, Charles R. And Others
Review and Synthesis of Research and Development in Technical Education. Information Series No. 206.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0122

Note—134p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$8.25).

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Curriculum Development, *Curriculum Evaluation, *Educational Research, *Educational Resources, *Information Sources, *Personnel Evaluation, *Program Administration, *Program Development, *Program Evaluation, *Research Needs, *Research Reports, *Staff Development, *Student Characteristics, *Student Needs, *Technical Education

Identifiers—Information Analysis

This review of technical education research and development examines the literature, highlights the applications of research and development, and establishes priorities for future research and development. It is also designed to provide relevant information on definitions and sources pertaining to technical education so that the novice in the field can obtain a broad overview and perspective. Intended for both practitioners and researchers, the review serves as an aid for identifying people, sources, and information. It also provides an overview that is helpful in appraising the current state of the research, identifying trends, and planning research. Significant research from 1968 through 1978 is included. The following areas (with sample sub-areas) are included: program administration—planning, management, evaluation (articulation, accreditation, decision systems, manpower supply, perceptions toward technical education, evaluation, self-study); curriculum development and implementation (computer instruction, task analysis, curriculum planning and change, technological literacy, humanities curricula, mathematics curriculum, performance-based instruction, individual-

ized instruction); student needs and characteristics (enrollments, attrition, mobility, follow-up studies, needs assessment, handicapped students); staff-selection, development, and evaluation (teacher education, credentialing, administrator staffing needs, retired technicians); and research procedures and practices (job selection patterns, research priorities, military research, research matrix). A list of references is appended. (CT)

ED 193 527 CE 027 090

Mitchell, Anita

Measuring Career Education Objectives: Current Status and Future Directions. Information Series No. 207.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0122

Note—36p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$2.80).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Basic Skills, *Behavioral Objectives, *Career Awareness, *Career Education, *Community Programs, *Competence, *Decision Making Skills, *Educational Objectives, *Employment Opportunities, *Federal Legislation, *Interpersonal Competence, *Job Placement, *Job Skills, *Measurement, *Program Development, *Program Evaluation, *Self Concept, *State Programs

Identifiers—Education Amendments 1974, Information Analysis, *Office of Career Education, United States

This paper explores the issue of establishing and evaluating objectives for local career education programs. It presents a perspective on the state of the art based on reviews of the literature. Although it is addressed principally to local program developers and managers, the paper is also aimed at state career education coordinators. After a discussion of career education objectives and legislation that have affected both state and local career education programs, the ten learner goals established by the United States Office of Career Education are examined at length. These are (1) competence in basic skills; (2) good work habits; (3) personally meaningful work habits; (4) career decision-making skills; (5) occupational and interpersonal skills; (6) understanding self and educational/vocational opportuni-

ties; (7) awareness of continuing and recurrent education; (8) consistence of placement with career decisions; (9) seeking meaning through work and leisure; and (10) awareness of methods of expanding career options. For each goal current status of research and evaluation is discussed and future needs are suggested. Recommendations are made, such as the need for increasing the quality of evaluation designs and measurement instruments. (CT)

ED 193 528 CE 027 091

Kasworm, Carol

Competency-Based Adult Education: A Challenge of the 80s. Information Series No. 208.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0122

Note—61p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$3.80).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Education, *Competency Based Education, *Educational Research, *Educational Resources, *High School Equivalency Programs, *Learning Activities, *Models, *Nontraditional Education, *Program Administration, *Program Design, *Program Development, *State of the Art Reviews, *Teaching Methods

Identifiers—Information Analysis

This paper is a descriptive presentation of the state-of-the-art of competency-based adult education (CBAE). Readers are provided first with a brief history of the development of the concept and are presented with basic terminology. Then, because CBAE is multi-dimensional, varied notions of functional adult education are discussed and major strands of diversified program and instructional processes are described. In addition, administrative perspectives and current research issues are presented. The paper provides background for understanding the current status and direction of several CBAE programs. It reflects the current base of limited written resources and the supplementing of discussions with personal communication. It presents an overview of the nature of CBAE, the foundations of a CBAE process, the scope of CBAE systems, teaching/learning strategies, administrative trends and issues, and the current state of the

research in this area. Tables illustrate (1) APL model of functional competency, examples of tasks, and (2) five-state comparison of adult alternative programs. Appended materials include a list of potential resources concerning programs, bibliographies and product listings, and suggested readings. (CT)

ED 193 529 * CE 027 092
Hiemstra, Roger

Preparing Human Service Practitioners to Teach Older Adults. Information Series No. 209.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; Ohio State Univ., Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0122

Note—66p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$4.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Educators, *Educational History, *Educational Research, Educational Theories, *Learning Problems, Learning Processes, Literature Reviews, Needs Assessment, *Older Adults, Program Design, Program Implementation, *Teaching Methods

This paper overviews existing research on how one teaches the older person. It is aimed at the many persons who work with older adults, regardless of whether they are trained to teach older adults. Suggestions are outlined for the design and implementation of effective education for older persons. Several areas that are examined are (1) the history of adult learning (includes models, stages, and theories, memory and intellect; and learning needs and obstacles); (2) the adult education instructor (includes the teacher as facilitator; the teaching/learning process; and self-directed learning); (3) techniques of altering traditional modes of dispensing information and developing personal instructor approaches and styles (discusses interference, hesitancy, speed and pacing, and organizational and associational abilities); and (4) the need for further research. Appended materials contain some anecdotal experiences related to working with older adults and a list of relevant resources such as periodicals, professional associations, political groups, and professional training opportunities. (CT)

ED 193 530 CE 027 093

Stanley, Elizabeth

Credit for Prior or Experiential Learning. Information Series No. 210.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0122

Note—68p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$4.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Students, *College Credits, Credit Courses, Degree Requirements, *Equivalency Tests, *Experiential Learning, Faculty Development, *Nontraditional Education, Postsecondary Education, *Prior Learning, Program Evaluation, Self Evaluation (Individuals)

Identifiers—Canada, Information Analysis, United States

This paper focuses on the activities of colleges and universities providing options for the assessment of prior learning for adult students. The paper emphasizes programs with associate and baccalaureate degree-granting institutions in the United States and Canada. It is aimed at faculty members, practitioners, administrators, and policy-makers, as well as agency or legislative personnel interested in this growing aspect of postsecondary education. An at-

tempt is made to provide sufficient detail to answer questions most often asked by these audiences concerning the adoption of a policy on credit for prior learning and to suggest appropriate resources for further study. The practice of awarding credit for prior learning is traced in the first section. In the second, various approaches to assessing prior learning are surveyed; included in this section is information about credit by examination, credit recommendations for noncollegiate courses, individualized assessment (study orientation, portfolio preparation, measurement and evaluation of learning outcomes, transcription or recording of credit awarded, and other institutional policies), evaluators and faculty development, special interest areas, and costs and fees. The third section discusses quality assurance and program evaluation. The last section examines future directions and implications. Information about credit-for-prior-learning publications is included in the appendixes. (CT)

ED 193 531 CE 027 094

Raymond, Carolyn D.

Career Education Infusion: A Review of Selected Curriculum Guides for the Middle School. Information Series No. 211.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0122

Note—48p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$3.25).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Development, *Career Education, Curriculum Development, *Curriculum Guides, Definitions, *Fused Curriculum, *Junior High Schools, Learning Activities, *Middle Schools, *Outcomes of Education, Program Development, Program Evaluation

Identifiers—Information Analysis

A study is reported which examines the concept of career education infusion as it has been presented in selected curriculum guides, particularly those developed for the middle school and junior high school levels. The report, presented in the form of questions and answers, is written primarily for curriculum developers responsible for planning and implementing career education. It attempts to define the term "infusion" and establish criteria for determining if infusion is being facilitated by the curriculum guides. A second area explored is the relationship between student outcomes in the guides and a comprehensive definition of career education. A third area examined is the concern that implementation of career education at times may not be taking the career development stages of students into account; the report briefly examines the congruence of the outcomes and activities in the guides with appropriate theoretical career development stages. The fourth and final part of the report focuses on whether or not the major instructional components for evaluating the effectiveness of an outcome or activity are included in the guides. (CT)

ED 193 532 CE 027 095

Pucel, David

Review and Synthesis of Criteria Useful for the Selection and Admission of Vocational Students. Information Series No. 212.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0122

Note—40p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$2.80).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Admission (School), *Admission Criteria, *Affirmative Action, Disabilities, Disadvantaged, *Educational Policy, Enrollment Influences, Open Enrollment, Prediction, Program Evaluation, Racial Bias, *Selective Admission, Sex Bias, Success, *Vocational Education

Identifiers—Information Analysis

With the recent increase in the number of students wishing to enter vocational programs and the increased pressure on accountability and efficiency, vocational educators need to reexamine their policies regarding the selection and admission of students. Several considerations that complicate these decisions are (1) open-door policies that exist in some states; (2) selection of students on the basis of their potential for employment in a training-related occupation; (3) varying philosophies of selection and admission; (4) scarcity of studies in this area since 1972; and (5) the effect affirmative action laws have had on policies and testing. Among main topics discussed are basic strategies underlying studies to identify selection and admission criteria and a review of the literature of prediction studies and classification studies. Results of the literature review are mixed, depending upon whether one is speaking of predictive studies or classification studies. But there appears to be promise for predicting success by using information classification methodologies. Before using the conclusions of past research in developing future policies, though, it is important to remember that much of the research of the past was done before affirmative action legislation raised the issues of sex bias, race bias, or representation of the handicapped and disadvantaged. (CT)

ED 193 533 CE 027 096

Berns, Robert G. And Others

Marketing and Distributive Education: Review and Synthesis of the Research, 1969-1978. Third Edition. Information Series No. 213.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW) Washington, D.C.

Pub Date—80

Contract—400-76-0122

Note—140p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$8.25).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Curriculum, Curriculum Evaluation, *Distributive Education, Educational Administration, *Educational Objectives, Educational Philosophy, *Educational Research, Employment Opportunities, Human Resources, *Marketing, Models, Program Design, Program Evaluation, School Counseling, *Student Characteristics, Teacher Education, Teaching Methods

Identifiers—Information Analysis

This third edition of a report updates important developments in marketing and distributive education research. Most research studies discussed are from 1968-1978, but several 1979 and 1980 studies are also included. The studies are grouped under the ten main topic areas as follow: philosophy and objectives (historical research, goals and objectives, issues and trends, evaluative criteria); learner resource and employment opportunities; learner characteristics (characteristics of high school learners and graduates, postsecondary learners, adult learners, and disadvantaged learners); curriculum (competency identification models, analysis of marketing occupations, middle management retail occupations, postsecondary curriculum research, curricula designed to meet special needs); program design models (non-pay cooperative instruction model, cross-cultural model, simulation model, multipurpose model, cooperative midmanagement model); instruction (project method, cooperative method, training plans, classroom techniques, competency-based instruction, student organization, facilities); guidance and counseling; teacher education (recruitment and admission, preservice teacher candidate personality types, desired behaviors and characteristics of teacher coordinators, inservice teacher education studies), administration and supervision, and evaluation (studies involving

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measurement of student success, attitudes of students and teachers, program characteristics related to student success, studies involving personal judgment). A summary and analysis of the research and references are also included. (CT)

ED 193 534 CE 027 097

Weiss, Laura Peltz

Adult Learning Problems: Insights, Instruction, and Implications. Information Series No. 214.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0122

Note—65p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$3.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Educators, *Adult Learning, *Adult Students, *Educational Diagnosis, Educational Strategies, Information Processing, Learning Disabilities, *Learning Problems, *Learning Theories, Nontraditional Education, Program Design, Program Development, *Student Characteristics, Teaching Methods

Identifiers—Information Analysis

This paper attempts to provide information in response to the needs of educators of adults with learning problems. For the adult education teacher, information is offered on the nature of learning, information processing, problems that can be diagnosed, and strategies suitable for adults with learning problems. For the administrator, focus is directed toward programmatic implications and services for adults with learning problems. The first of four sections examines learning problems and provides observable characteristics of adults with learning problems, insight into how the brain functions, how information is processed, and some reasons learning problems exist. The second section looks at diagnosis of adult learning problems, including the purposes of a diagnosis and seven steps in the diagnostic procedure. Section 3 offers strategies for application of diagnosis to instruction. The discussion includes how learning problems affect teaching, remediation versus compensation, general learning strategies, and specific instructional strategies for specific learning problems. The final section provides recommendations for program planning and design by offering educational alternatives which incorporate the present knowledge of adult learning problems. (CT)

ED 193 535 CE 027 098

Farmer, Marjorie

Career Education and the Teaching of English. Information Series No. 215.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0122

Note—43p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$2.80).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Awareness, *Career Development, *Career Education, *Career Exploration, Career Planning, Definitions, Delivery Systems, Educational Resources, Employment Opportunities, *English, English (Second Language), *Language Arts, Language Handicaps, Nonstandard Dialects

Identifiers—Information Analysis

This paper provides a framework for understanding the relationship between career education and the English language arts and suggests resources which describe specific educational approaches.

The major areas which are discussed include career education, English language arts, the role of language arts in career education, career development strategies which are appropriate for various stages of the career development process, careers in language arts, and the special needs of linguistically diverse students, i.e., speakers of non-standard English, students for whom English is a second language, and language-handicapped students. The paper attempts to clarify the definition of career education, define the relationship between career education and the language arts, and develop strategies for delivering career education at various educational levels. The paper serves as a resource for teachers of English and related fields, educational administrators at all levels, school board members, university trustees, students and their parents, educational publishers, librarians, the communications media, government officials, employers, and other persons having an interest in career education as an aspect of the teaching of English. (CT)

ED 193 536 CE 027 099

Gillespie, Wilma Redford, Jeanette

Health Occupations Education: A Review of the Literature. Information Series No. 216.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0122

Note—196p.

Available from—National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (\$11.00).

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Allied Health Occupations Education, Career Education, *Curriculum Development, *Educational Philosophy, Evaluation, Human Resources, *Instructional Materials, *Learning Processes, *Professional Continuing Education, Program Administration, *Program Development, Student Interests

Identifiers—Information Analysis

This review and synthesis of health occupations education is aimed at those who plan, implement, and evaluate health occupations education; those who seek clarification on the issues in this area; those who wish to identify research topics or plan replication studies; and those who seek information on curriculum development, materials, and methods. The first section, philosophy, discusses organizational change and health care systems. The second section, human resources, covers aspects of data collection, and internal and external forces that affect the problem. Section 3, program planning and administration, examines the use of surveys in obtaining data and performance of competencies. Section 4, curriculum development, includes task analysis, objectives, and examples of curriculum guides. Section 5, curriculum materials, discusses sources of materials and printed and audiovisual materials. Section 6, the learning process and strategies, covers unique learners and specific strategies. Section 7, continuing teacher education, examines the need for continuing education and the role of professional organizations. Section 8, evaluation, includes formative assessments and summative evaluation. Section 9, student services, discusses student characteristics and admissions. Section 10, career education, covers career awareness and exploration. Finally, section 11 discusses observations and recommendations concerning organizational change, role recognition and legitimation, and program development. (CT)

ED 189 510

CG 014 535

Jaslow, Carol K. Mills, Carol S.

Parent and Family Counseling. Searchlight Plus: Relevant Resources in High Interest Areas. No. 49+.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0005

Note—88p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 (\$2.50)

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Child Abuse, *Counselor Role, *Crisis Intervention, Divorce, *Family Counseling, Family Problems, Family School Relationship, Literature Reviews, *Parent Child Relationship, Parent Counseling, Prevention, *Resource Materials

This information analysis paper reviews the literature on parent and family counseling, identified by a computer search of the ERIC data base from November 1966 through December 1979. An overview of parent and family counseling is followed by a presentation of basic issues, such as the counselor's role as a consultant to parents and teachers, working to improve learning climates, meet the needs of adolescent parents, and aid parents in providing sex education to their children. Programs designed to improve parent-child communication skills and provide greater understanding of educational and behavioral problems are described. Crisis counseling for substance abuse, grief counseling, group counseling for child abusers, marriage enrichment, and divorce are discussed. The impact of current economic, social, developmental, and educational trends is reviewed in terms of the role of parent and family counselors. The computer search of educational journals and ERIC documents is also provided with full reference citations. (NRB)

ED 189 511

CG 014 536

Loesch, Larry

Leisure Counseling. Searchlight Plus: Relevant Resources in High Interest Areas. No. 48+.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0005

Note—106p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 (\$2.50)

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Counseling Techniques, Counselor Training, *Leisure Time, Literature Reviews, Measurement Techniques, *Needs Assessment, *Research Needs, *Resource Materials, *Work Attitudes

This information analysis paper reviews the literature on leisure counseling, identified by a computer search of the ERIC data base from November 1966 through December 1979. The introduction highlights specific issues and trends, including the changing views and importance of leisure, changes in the nature and functions of leisure, and the emergence of leisure counseling in response to leisure problems. Definitions of leisure counseling are provided in addition to descriptions of models, programs and counseling approaches. A discussion of the current status of leisure counseling emphasizing the need for a theoretical base, improved assessment instruments, training guidelines, and research on the nature and effectiveness of leisure counseling is presented. The computer search of educational journals and ERIC documents is also included with full reference citations. (NRB)

ED 189 512

CG 014 537

Greenwell, Gary S.
Counseling for Alcohol/Tobacco/Drug Abuse.
 Searchlight Plus: Relevant Resources in High Interest Areas. No. 50+.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0005

Note—144p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 (\$2.50)

Pub Type—Information Analyses (070) — Reference Materials · Bibliographies (131) — Information Analyses · ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Alcohol Education, Community Programs, *Counselor Role, *Drug Education, Elementary Secondary Education, Higher Education, Literature Reviews, *Prevention, Program Guides, *Resource Materials, *Smoking, Tobacco, Training Methods

This information analysis paper reviews the literature on counseling for alcohol, tobacco, and drug abuse, identified by a computer search of the ERIC data base from November 1966 through December 1979. The introduction highlights specific issues and trends in drug abuse prevention. Guidelines for developing drug abuse prevention programs at the elementary, junior high, high school, college and community levels are presented. Staff training programs are described in addition to treatment strategies for tobacco and alcohol abuse. Implications for the helping profession focus on the selection of resources and evaluation models, differences in treatment techniques, and the counselor's role as consultant and advocate. The computer search of educational journals and ERIC documents is also provided with full reference citations. (NRB)

ED 189 539

CG 014 572

Mamarcher, Helen L.

Career Development: Programs and Practices II.
 Searchlight Plus: Relevant Resources in High Interest Areas. No. 35+.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0005

Note—383p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan Ann Arbor, MI 48109 (\$2.50)

Pub Type—Reference Materials · Bibliographies (131) — Information Analyses (070) — Information Analyses · ERIC Information Analysis Products (071)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Career Development, Career Education, *Counseling Services, Curriculum Enrichment, Decision Making, Elementary Secondary Education, *Experiential Learning, Literature Reviews, Measurement Techniques, Postsecondary Education, *Program Evaluation, *Resource Materials, *Staff Development

This information analysis paper reviews the literature on career development programs at 7 practices, identified by a computer search of the ERIC data base from November 1966 through December 1979. The introduction highlights issues and trends: the infusion of career development concepts into curriculums; evaluations of programs in career guidance and education; evaluation instruments; and programs for special populations. The documents are analyzed by a Program Analysis Matrix according to special target populations, education levels, program focus, materials/methods, and geographic location. Implications for the future of guidance and guidance professionals are discussed. The computer search of educational journals and ERIC documents is also included with full reference citations. (NRB)

ED 190 967

CG 014 621

Schreiber, Penny

Marriage Counseling. Searchlight Plus: Relevant Resources in High Interest Areas. No. 51+.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0005

Note—89p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 (\$2.50).

Pub Type—Reference Materials · Bibliographies (131) — Information Analyses (070) — Information Analyses · ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, *Counseling Techniques, *Counselor Role, Counselor Training, *Family Counseling, *Intervention, Literature Reviews, *Marriage Counseling, Resource Materials, *Spouses, State of the Art Reviews, *Therapy

This paper provides a review of the articles and documents on the topic of marriage counseling, as identified by a computer search of the ERIC data base from November 1966 through December 1979. The materials address the following topics: (1) the history of marriage counseling; (2) counseling techniques including conjoint family therapy, cotherapy and group therapy; and (3) trends such as pre- and post-marital counseling and sex therapy. The field of family therapy is examined in terms of its origins and counseling approaches. Additionally, issues such as the influence of the feminist movement on marriage counseling, training and licensure requirements, and the professional role of counselors are discussed. The complete computer search of annotated ERIC documents and journal articles is also provided as a resource for the user. (HLM)

ED 181 505

CS 502 778

Blankenship, Jane Stetner, Sara Latham

Speech Communication Activities in the Writing Classroom.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—400-78-0026

Note—51p.

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, VA 22041 (\$3.00)

Pub Type—Books (010) — Guides - Classroom - Teacher (052) — Information Analyses · ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Higher Education, *Integrated Curriculum, *Interdisciplinary Approach, *Language Arts, *Lesson Plans, Listening Skills, Secondary Education, *Speech Communication, Writing (Composition), *Writing Skills

This booklet, part of a series of information resources for teachers, focuses on integrating speech communication activities into writing programs for older students. The activities described have been tested in the integrated skills program at the University of Massachusetts and include concrete plans, assignments, learning activities, and assessment techniques to use in incorporating speaking and listening into writing instruction. The major section of the booklet consists of course plan and assignments divided into six teaching units on patterns of communication, definition, reasoning, analysis, argument, and persuasion. A section on evaluation criteria for students includes sample evaluation sheets and a debate flow chart. The last section summarizes potential problems to be anticipated in developing and implementing an integrated skills approach. (AEA)

ED 185 635

CS 502 909

Wagner, David L.

ERIC First Analysis: 1980-81 National High School Debate Resolutions (How Can the Interests of United States Consumers Best Be Served?).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0026

Note—95p.

Available from—Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 (\$2.50; 10% discount for 10-49 copies; 20% discount for 50 or more copies)

Pub Type—Information Analyses · ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advertising, *Consumer Protection, *Debate, Federal Legislation, *Federal Regulation, *Merchandise Information, *Persuasive Discourse, Public Agencies, Public Policy, *Safety, Secondary Education, Social Problems

Identifiers—*National High School Debate Resolutions

The five chapters of this book are intended to prepare high school debaters and their coaches for the efficient investigation of the 1980-81 High School Debate Problem Area and Resolutions. The first chapter contains an overview of the problem area—consumer interests—describing the basic concepts of regulation and risk, the definitions of the major terms (consumers, consumer interests), the various consumer protection strategies and agencies, and the sample solutions that are available. The next three chapters examine the debate resolutions: safety guarantees on consumer goods, the regulation of commercial advertising, and standards of testing/marketing for potentially carcinogenic substances. A final chapter reviews general procedures for researching the debate issues, suggesting references and indexes that provide or update information on the debate topics. A selected bibliography of books, government documents, and periodical information is included. (RI)

CS

ED 180 000

CS 205 379

Trager, Robert Dickerson, Donna L.

College Student Press Law. Second Edition.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Coll. Publications Advisers, Terre Haute, Ind.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—400-75-0029

Note—106p.

Available from—NCCPA Publications, School of Journalism, Lasher Hall, Ohio University, Athens, OH 45791 (\$5.00 postpaid)

Pub Type—Books (010) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrator Role, *Censorship, *Court Litigation, Faculty Advisers, Freedom of Speech, Higher Education, Journalism, *Legal Problems, School Newspapers, *Student College Relationship, *Student Publications, Student Responsibility, *Student Rights, Teacher Role

This second edition of a monograph provides updated information on court decisions concerning college student publications and underground newspapers to acquaint advisers, administrators, and students with college student press law. Chapters of the monograph examine freedom of speech on the college campus; the relationship between colleges and student publications; permissible control by administrators; administrators as censors; the conflicting roles of publications advisers; a publication's responsibilities in the areas of libel, privacy, and obscenity; advertising; and additional matters of concern, such as contempt, copyright, endorsements, and broadcasting. An explanation of legal citations, a bibliography, and a list of court cases are included. (RI)

ED 186 957

CS 502 917

Friedman, Paul G.

Communicating in Conferences: Parent-Teacher-Student Interaction.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0026

Note—71p.

Available from—Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 (\$3.00)

Pub Type—Guides - Non-Classroom (055) - Books (010) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Communication (Thought Transfer), Communication Skills, *Conflict Resolution, Elementary Secondary Education, *Interaction, Parent Student Relationship, *Parent Teacher Conferences, Parent Teacher Cooperation

The communication processes involved in parent/teacher or parent/teacher/student conferences are addressed in this booklet. Noting that teachers handle most conferences without difficulty, the booklet concentrates on "problem situations," such as when parents and teachers disagree, when misunderstandings occur, or when a student is not performing well. The six sections of the booklet discuss the theory of the various elements that make for effective conferences. Each section contains suggestions for pertinent activities to help teachers translate theory into practice. The sections follow roughly a chronological order, beginning with an outline of the preconference preparatory phase, proceeding to analyses of the initial interaction and the problem-solving process, continuing with a discussion of possible conflicts during conferences, and concluding with suggestions for alternative formats and postconference follow-up. (FL)

ED 186 966

CS 502 928

Smith, Robert Rutherford

Beyond the Wasteland: The Criticism of Broadcasting. Revised Edition.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0026

Note—119p.

Available from—Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 (\$5.00)

Pub Type—Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071) - Books (010)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Broadcast Industry, *Content Analysis, English Instruction, Evaluation, *Evaluative Thinking, *Programming (Broadcast), Radio, Secondary Education, Secondary School Teachers, *Television, *Television Viewing

Identifiers—*Criticism

This second edition of "Beyond the Wasteland" provides an updated review of broadcast criticism. It offers teachers information to sharpen their own critical capacities and help for exploring media criticism with their students. It also provides suggestions and contextual insights for the mass media researcher. The book is divided into two parts. The first part discusses the aims and varieties of criticism, mythology and the criticism of broadcasting, structuralist critics and broadcasting, public policy and the criticism of broadcasting, and criteria for evaluating broadcasting. Issues in broadcast criticism are discussed in the second part of the book, including broadcast journalism, cable television, and the social effects of broadcast criticism. (RL)

ED 191 050

CS 205 769

Click, J. William

Governing College Student Publications.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Coll. Publications Advisers; Society for Collegiate Journalists, Charleston, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0026

Note—134p.

Available from—NCCPA Publications, School of Journalism, Lasher Hall, Ohio University, Athens, OH 45701

Pub Type—Books (010) - Information Analyses - ERIC Information Analysis Products (071) - Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrative Organization, *Governance, Governing Boards, Governmental Structure, *Guidelines, Higher Education, *Newspapers, Policy Formation, *Student Publications, *Yearbooks

This publication analyzes governing and policy documents for student publications from various types of colleges and universities and discusses organizational arrangements and strengths and weaknesses of the documents' various approaches. The eight chapters deal with (1) governance and varied approaches to student publications, (2) legal and philosophical bases for governance, (3) practical aspects of governance, (4) boards of student publications, (5) the governing document, (6) staff and operations manuals, (7) general guidelines for student publications and publications boards, and (8) sample governing documents. An appendix includes a checklist for constructing a governing document and lists typical elements of such documents. (AEA)

ED 193 676

CS 205 945

Myers, Miles

A Procedure for Writing Assessment and Holistic Scoring.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-8141-3726-1

Pub Date—80

Contract—400-78-0026

Note—75p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 37261, \$4.00 member, \$4.50 non-member)

Pub Type—Guides - Non-Classroom (055) - Books (010) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Assessment, *Evaluation Methods, Secondary Education, *Student Evaluation, Testing, *Writing (Composition), Writing Research

Identifiers—Holistic Approach, *Holistic Scoring, *Writing Evaluation

This book describes a procedure for scoring writing samples with holistic methods and for analyzing the results with methods from primary trait scoring, analytical scoring, and discourse scoring. Following an introduction, the four chapters in the book focus on (1) the selection of topics to be used in a writing assessment, (2) the format for giving directions to students taking the writing assessment, (3) the scoring of the students' work, and (4) the preparation of the report on the overall assessment. A list of references is included. (RL)

ED 194 881

CS 005 726

Jongsma, Eugene A.

Cloze Instruction Research: A Second Look.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0026

Note—55p.

Available from—International Reading Association, 500 Barksdale Rd., Newark, DE 19711 (Order No. 867, \$4.00 non-member, \$2.50 member)

Pub Type—Collected Works - Serials (022) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cloze Procedure, Elementary Secondary Education, Literature Reviews, *Reading Instruction, Research Needs, *Teaching Methods

The purpose of this monograph is to review and synthesize the literature pertaining directly to the use of cloze as a teaching technique. The literature review is arranged into eight sections: (1) analysis of comparative studies, in which studies that have

compared the cloze procedure are examined; (2) analysis of instructional goals, in which the effectiveness of cloze for different instructional purposes is reviewed; (3) analysis of materials, in which the use of cloze with various types of reading materials and the transfer effects of cloze are discussed; (4) analysis of age, grade level, and reading ability; (5) analysis of teaching procedures, in which discussion, grouping, sequencing, and length of instruction are examined; (6) analysis of deletion strategies; (7) analysis of scoring methods; and (8) analysis of students attitudes. Following the individual analyses, the conclusions of the complete review are summarized. The monograph also contains a discussion of future directions for research and instruction involving cloze. Each study reviewed in the monograph is summarized in an appendix. (FL)

EA

ED 180 085

EA 012 281

Henning, Joel F. And Others

Mandate for Change: The Impact of Law on Educational Innovation.

American Bar Association, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management, Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—79

Note—321p.

Available from—American Bar Association, 1155 East 60th Street, Chicago, IL 60637 (\$9.95)

Pub Type—Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Curriculum Development, Educational Change, Elementary Secondary Education, *Legal Education, Program Development, *School Law, Social Studies, *State Legislation, State Standards, Surveys

Identifiers—California, Georgia, Illinois, Pennsylvania, Texas

This report focuses on a study of law-related education in high school social studies programs in five states—California, Georgia, Illinois, Pennsylvania, and Texas. Teachers and administrators from 78 high schools were interviewed. Part 1 of the report explains law-related education and deals with respondents' reports of the status of law-related education in the five states. It includes courses offered, methods and materials used, and goals of educators. Part 2 investigates how law-related education became part of the curriculum in these five states. It includes information on such areas as relevant laws and regulations dealing with social studies, the effect of curriculum mandates, and other factors affecting the introduction of law-related education. Part 3 focuses on the "hidden curriculum," or the implicit messages in citizenship and law-related education conveyed by schooling. Part 4 summarizes conclusions with an emphasis on how state law influences law-related education. (Author/JM)

ED 182 799

EA 012 241

Tucker, Harvey J. Zeigler, L. Harmon

The Politics of Educational Governance: An Overview. State-of-the-Knowledge Series, Number Thirty-six.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Note—73p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (\$3.50)

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Characteristics, *Board Administrator Relationship, Board of Education Policy, Board of Education Role, Boards of Education, Community Role, *Decision Making, *Educational Change, *Governance, *Policy Formation, School Community Relationship, School Districts, *Superintendents

Within an historical and theoretical framework, this book explores the inherent tension that exists between educational experts and laypeople. The book offers an overview of policy levels and participants involved. Then it examines the policy-making process in local school districts, including proposal

development, executive recommendation, legislative action, decision-making, and policy implementation. Recruitment of school administrators and the relationship of the community to the school board follow. The book ends with a history of the reform movement in educational governance. (Author/LD)

ED 182 800 EA 012 255
Administration of Mainstreaming. The Best of ERIC on Educational Management, Number 49. Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date—Jan 80
 Contract—400-78-0007
 Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
 Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Administrator Role, Annotated Bibliographies, Cooperation, Elementary Secondary Education, *Handicapped Students, *Mainstreaming, Principals, Problems, *Program Administration, Program Evaluation, Teacher Attitudes
 Identifiers—*Education for All Handicapped Children Act

The twelve items in this annotated bibliography are entries in the ERIC system intended to be helpful to those implementing mainstreaming programs. The publications cited discuss promising practices concerning mainstreaming, strategies to use when a mainstreamed child presents a problem, punishment for mainstreamed children, evaluation of mainstreaming programs, a philosophical analysis of the concept of the "least restrictive alternative," and factors related to teacher attitudes toward mainstreamed children. The publications also cover the results of National Education Association hearings concerning mainstreaming, problems arising from mainstreaming and their solutions, practical tips on implementation, supplemental services for mainstreamed children, the implications of mainstreaming for cooperative learning, and results on one school's four years of experience with mainstreaming. (JM)

ED 182 801 EA 012 317
Coping with Stress. The Best of ERIC on Educational Management, Number 50. Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date—Feb 80
 Contract—400-78-0007
 Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
 Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Administration, *Administrator Role, *Administrators, *Coping, Employees, Psychological Characteristics, *Stress Variables, Teachers, Work Environment

The twelve items in this annotated bibliography are entries in the ERIC system intended to help administrators in coping with stress. The publications cited deal with causes of stress, how to manage stress, how to make life style changes, how to recognize stressors, and work patterns associated with Type A behavior. The publications listed also cover stress management programs, stress prevention, prevention of teacher burnout and employee stress, and role pressure. (JM)

ED 184 195 EA 012 316
How Schools Change. Research Action Brief Number 11.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date—Apr 80
 Contract—400-78-0007
 Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
 Pub Type—Information Analyses - ERIC Informa-

tion Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Change Strategies, *Educational Change, *Educational Innovation, Educational Research, Program Descriptions
 Despite lack of money and time, schools in the eighties are going to make changes. For this reason, educators are being forced to look again at the lessons of the innovations of the seventies. This paper discusses research done on those innovations, both the ones that succeeded and the ones that failed. A discussion of costs is followed by a summary of implications of research. The paper concludes that if educational innovation is going to succeed, educators will need to focus their work and time on communication, training, feedback mechanisms, and teacher support. (Author/LD)

ED 184 198 EA 012 412
Principal Competencies. The Best of ERIC on Educational Management, Number 51. Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date—Mar 80
 Contract—400-78-0007
 Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
 Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Administrator Attitudes, *Administrator Evaluation, *Administrator Role, *Administrators, Annotated Bibliographies, *Competence, Educational Administration, Elementary Secondary Education, *Principals, Teachers

The 11 documents and journal articles annotated here treat the general topic of principal competency. More specific subjects cover administrator evaluation and administrator role, as well as attitude surveys of administrative personnel. (LD)

ED 185 644 EA 012 571
Classroom Discipline. The Best of ERIC on Educational Management, Number 52. Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date—Apr 80
 Contract—400-78-0007
 Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
 Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Annotated Bibliographies, Classroom Environment, *Classroom Techniques, Disabilities, *Discipline, *Discipline Policy, *Discipline Problems, Elementary Secondary Education, Inservice Education, Mainstreaming, Parent Participation, Program Descriptions, *Student Behavior, Suspension, *Teacher Role
 Identifiers—Glasser (William)

The 12 items listed in this annotated bibliography are entries in the ERIC system considered to be useful and significant publications on classroom discipline. The publications cited deal with discipline guidelines, assertive discipline programs, creative solutions to discipline problems, inservice programs, and discipline programs focusing on the causes of misbehavior. One research review and one study correlating teachers' pupil-control ideology and "classroom robustness" are cited. Other articles included focus on the disciplining of the handicapped, the importance of a common definition of discipline, the Glasser method of dealing with discipline problems, a parent-teacher open house concerning discipline, and on-campus suspension programs. (JM)

ED 189 679 EA 012 256
Staff Development. Research Action Brief Number 10.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date—Mar 80
 Contract—400-78-0007
 Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Administrator Responsibility, Administrator Role, Demonstrations (Educational), *Educational Research, *Elementary Secondary Education, *Faculty Development, Individualized Instruction, *Inservice Teacher Education, Literature Reviews, Principals, Teacher Attitudes, Teacher Participation, Teachers

Although much research on staff development is unenlightening for school administrators, a few studies have useful findings. The four studies reviewed here suggest a number of guidelines for choosing staff development programs. The best programs appear to be those that do not utilize lectures but instead emphasize demonstrations and opportunities for teachers to practice new skills and receive feedback. Programs should be individualized to address the requirements of each participant and relate to on-the-job needs. Research indicates that programs are better if they are ongoing, school-based projects rather than short workshops or courses. Observations of other teachers who have mastered the innovation are helpful. Paying teachers to participate in staff development is not particularly useful. Principals ought to be knowledgeable about and supportive of the program but should not have full responsibility for planning programs. Teachers want, and should be given, ongoing participation in project decisions. Regular, relevant project meetings are important. Research results were ambiguous about whether local resource personnel or outside consultants make better trainers. (Author/JM)

ED 189 680 EA 012 262

Lindelow, John
Making Meetings More Effective. ACSA School Management Digest, Series 1, No. 19. Association of California School Administrators; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80
 Contract—400-78-0007
 Note—44p.

Available from—Association of California School Administrators, 1575 Old Bayshore Hwy., Burlingame, CA 94010 (\$3.75 nonmembers; \$2.75 members)

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Group Dynamics, Leadership Qualities, *Leadership Styles, *Meetings, Organizational Effectiveness, Participation
 Identifiers—Leadership Effectiveness

At the beginning of the successful meeting process, the meeting leader decides on a leadership style after considering his or her own nature, the needs and desires of group members, and the characteristics of the organization and situation. In planning the meeting, the leader's first guides are the goals and purposes he or she wishes to accomplish. Next, the meeting planner draws up the meeting's agenda. The meeting takes form as the participants are invited, the seating arrangements made, the meeting room arranged, and background information and agendas distributed to participants. When the meeting opens the interpersonal and discussion skills of the chairperson come to the fore. The leader skillfully guides the group through the chaos of problem-solving and decision-making. At the same time, the leader is alert for the surfacing of negative emotions and maintains the human relations in the group. When decisions are reached, the leader makes sure that responsibilities are clearly designated and deadlines set. After the meeting, the leader distributes the minutes, follows up on the decisions made, and evaluates the meeting's effectiveness. This document describes each of these processes and identi-

files the sources from which suggestions have been drawn. (Author/PGD)

ED 189 681 EA 012 266

Thompson, Sydney
Grade Retention and Social Promotion. ACSA School Management Digest, Series 1, No. 20. Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date—80
 Contract—400-78-0007
 Note—36p.
 Available from—Association of California School Administrators, 1575 Old Bayshore Hwy., Burlingame, CA 94010 (\$3.75 nonmembers; \$2.75 members)

Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Academic Achievement, Continuous Progress Plan, Elementary Secondary Education, Flexible Progression, *Grade Repetition, Literature Reviews, Social Discrimination, Student Motivation, Student Placement, *Student Promotion

Examination of the literature reveals that all reviews of research comparing grade retention policies with social promotion policies favor social promotion. Grade retention fails to ensure greater achievement, either by retained students or their classmates, and frequently leads to long-term damage in the areas of personal and social adjustment. The ideal promotion policy appears to involve an individualized, continuous progress curriculum. Short of the ideal, the best policy calls for social promotion as the rule and permits occasional retention when it is in the child's best interest. Some research suggests that retention can benefit immature students, especially in the very early grades. When schools are in doubt, they should promote rather than retain. Several studies have found that the ready availability of retention can encourage discrimination on racial, sexual, and socioeconomic grounds. Misuse of retention can be discouraged through involvement of parents, teachers, and specialists in the decision-making process. This document cites several studies of retention and promotion, describes a few policies currently in use, and provides a substantial bibliography (Author/PGD)

ED 189 726 EA 012 857

Nelson, Brian, Ed. *And Others*
Zero Energy Use School.
 Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management., Oregon Univ., Eugene. School of Architecture and Allied Arts.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date—80
 Contract—400-78-0007

Note—285p. Drawings may not reproduce clearly due to broken print of original document.
 Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (\$7.50)
 Pub Type—Opinion Papers (120) — Information Analyses (070) — Non-Print Media (100)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Building Plans, Design Requirements, *Educational Facilities Design, Elementary Education, *Energy, Facility Guidelines, Facility Requirements, Heating, Lighting Design, *School Buildings, *Site Development, *Structural Elements (Construction), Toilet Facilities, Ventilation, Water Resources
 Identifiers—*Alternative Energy Sources, Oregon (Albany), *Zero Energy Use

The economic and physical realities of an energy shortage have caused many educators to consider alternative sources of energy when constructing their schools. This book contains studies and designs by fifth-year architecture students concerning the proposed construction of a zero energy-use elementary school in Albany, Oregon. "Zero energy use" is defined as the total use of on-site energy. A zero energy-use school might use solar reflectors, composting toilets, and natural ventilation. The book is divided into 10 sections, representing 10 separate student projects. Each student explores energy alternatives for heating, lighting, cooling, ventilation, sewage disposal, and water for the proposed

school, and completes his or her chapter with detailed drawings. Although the book cannot be used by an architect or a school district as actual construction documents, its projects do open the door to the possibility of constructing an energy-efficient school. (Author/LD)

ED 193 742 EA 012 605

Principal Evaluation. Research Action Brief Number 12.
 ERIC Clearinghouse on Educational Management, Eugene, Oreg.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date—Sep 80
 Contract—400-78-0007
 Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
 Pub Type—Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Administrator Evaluation, Elementary Secondary Education, *Evaluation Methods, *Principals, Program Descriptions
 Identifiers—*Project ROME

The research considered here provides the basis for a number of general observations. Evaluation itself appears to be worthwhile, both as a way of measuring principal performance and of improving it by focusing attention on how principals are doing. The best evaluators appear to be teachers. District personnel and outside observers can also make useful evaluations. Principal self-evaluations are not very objective. Quality (how effectively principals perform key competencies) is more important than quantity (how often they perform them). Evaluations should focus on competencies that make a difference in the quality of education schools provide; key competencies are not always what educators think they are. Staffing and curriculum and instruction are important areas of leadership, and implementing and evaluating are key functions. The best evaluations are made by large groups of evaluators using precise instruments. Moreover, principals, who are, after all, the group being evaluated, should have a say in the kind of evaluation program that is used. Principals who help with the process and understand how it works will perceive that, despite its problems, evaluation is an opportunity, not a threat. (Author/IRT)

EC

ED 185 794 EC 124 110

Goldstein, Herbert. *Goldstein, Marjorie T*
Reasoning Ability of Mildly Retarded Learners. What Research and Experience Say to the Teacher of Exceptional Children.
 Council for Exceptional Children, Reston, Va. Information Services and Publications
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date—80
 Contract—400-76-0119
 Note—76p.

Available from—The Council for Exceptional Children, Publication Sales Unit, 1920 Association Dr., Reston, VA 22091 (\$5.75)
 Pub Type—Guides - Classroom - Teacher (052) — Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cognitive Processes, Elementary Secondary Education, Exceptional Child Research, Guidelines, *Induction, Information Utilization, *Logical Thinking, *Mild Mental Retardation, Problem Solving, *Teaching Methods

The booklet focuses on the use of the logical inductive strategy to teach problem solving skills to mildly retarded learners. An introductory section examines three research studies on interventions in the area of problem solving with the retarded learner and concludes, among other things, that mainstreaming has underscored the need for this population to have competent problem solving skills. The second section explores strategies and tactics, such as role strategies. Discovery type inductive strategies, especially the guided discovery strategy, in which the learner is provided some structure for the experience, are reviewed. The fourth section describes the logical inductive strategy, with emphasis on the three stages—mass, differentiation, and integration; and the five steps

that comprise the strategy—labeling, detailing, inferring, predicting/verifying, and generalizing. The final section discusses methods of implementing the strategy and presents two simulated lessons and a chart illustrating the inductive problem solving sequence. (Author/PHK)

ED 185 795 EC 124 168

Morse, William C. *And Others*
Affective Education for Special Children and Youth. What Research and Experience Say to the Teacher of Exceptional Children.
 Council for Exceptional Children, Reston, Va. Information Services and Publications.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date—80
 Contract—400-76-0119
 Note—126p.

Available from—The Council for Exceptional Children, Publication Sales Unit, 1920 Association Dr., Reston, VA 22091 (\$6.25)
 Pub Type—Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Affective Behavior, *Disabilities, Elementary Education, Emotional Development, *Humanistic Education, Preschool Education, *Psychological Needs, Secondary Education, *Self Concept, *Social Adjustment, Teacher Role
 Affective education methods in special education are the concern of the text. Goals, definitions, and processes in affective education are considered in Chapter 1, which also examines such topics as the relationship between affective education and mainstreaming, teacher role, and pupil focused affective education. Specific program content is presented in the succeeding three chapters for special preschool, elementary age, and adolescent students. Each addresses the basic support needs for affective growth, affective tasks of each age group, and appropriate affective educational processes. A final chapter touches on evaluation of affective education. (CL)

ED 188 357 EC 124 111

Reynolds, Maynard C. *Ed.*
Social Environment of the Schools. What Research and Experience Say to the Teacher of Exceptional Children.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. Council for Exceptional Children.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date—80
 Contract—400-76-0119
 Note—101p

Available from—The Council for Exceptional Children, Publication Sales Unit, 1920 Association Dr., Reston, VA 22091 (\$6.25)

Pub Type—Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.
 Descriptors—Classroom Environment, Classroom Observation Techniques, Classroom Techniques, Cross Age Teaching, *Disabilities, Elementary Secondary Education, Instructional Materials, *Mainstreaming, Peer Teaching, *Social Attitudes, *Social Development, *Social Environment, Tutoring

Five author contributed chapters explore the social environment of the schools as it relates to mainstreaming handicapped children. M. Reynolds discusses "The Changing Social Environment" in the first chapter. Emphasis is placed on the use of developmental scales in the organization of improved schools. "The Social Integration of Handicapped Students Into the Mainstream" by R. Johnson and D. Johnson examines the rationale for mainstreaming; the processes of making social judgments, accepting, and rejection; self attitudes of the handicapped; and cooperative interaction among and between students and teachers. N. Sprinthall and B. Blum in "Peer and Cross Age Teaching—Promoting Social and Psychological Development in Mainstream Classes" present twelve lessons designed to teach tutoring skills and help tutors process experiences. Suggestions for "Creating Positive Classroom Environments" by R. Hildek outlines such procedures as group reinforcement and relationship building activities. The final chapter by F. Wood, "Observing Skills for Teachers," deals with the observation of students in complex school environments. (PHR)

ED 188 367 EC 124 167

Jordan, June B., Ed. And Others
Disruptive Youth in School: A Report from the CEC Invisitable College Conference on Education's Responsibility for Disruptive, Alienated, and Incarcerated Youth.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0119

Note—184p.

Available from—The Council for Exceptional Children, Publication Sales Unit, 1920 Association Dr., Reston, VA 22091 (\$12.95)

Pub Type—Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adolescents, *Behavior Problems, Bilingual Education, Child Advocacy, Criminals, *Delinquency, Delinquent Rehabilitation, Multicultural Education, Nontraditional Education, Residential Programs, *School Community Relationship, *School Role, Secondary Education, Sex Differences, Social Adjustment, *Special Education, Teacher Role

Thirteen author contributed papers are presented from a 1979 conference on disruptive, alienated, and incarcerated youth. Presenters represented fields of education, social work, public policy, and psychology. Included are the following titles and authors: "Juvenile Justice: Where We Have Been and Are Today" (R. Sarr); "Youth as a National Resource" (L. Dye); "Education for Self Reliance" (J. Johnson); "Community and School Partnership: Youth Rights and the Role of Advocates" (M. Beyer); "Effects of Gender on the Differential Development of Adolescent Boys and Girls" (V. Gold); "Basic, Vocational, and Special Education: Whose Responsibility?" (G. Meers); "Secondary Special Education: A Case of Benign Neglect" (D. Sabatino); "From the Desk of the Principal: Perspectives on a School Based Community Treatment Program for Disruptive Youth" (E. Rothman); "The Teachers Hot Line: Teachers Helping Teachers" (E. Rothman); "Bilingual Bicultural Education: The Right to a Free and Appropriate Education" (A. Benavides); "Alternative Residential Programs" (R. Sarr); "The Family and Education: New Directions for Promoting Healthy Social Interactions" (H. Clark et al.); and "Project Success" (F. Glassford). (CL)

ED 188 379 EC 124 248

Max, James W.

Postsecondary Vocational Education for Mentally Retarded Adults.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. Council for Exceptional Children.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Rehabilitation Services Administration (DHEW), Washington, D.C. Div. of Developmental Disabilities; Washington State Div. of Vocational Rehabilitation, Olympia.

Pub Date—80

Grant—5-P01-HD-02274;

Note—60p.; The King County Developmental Disabilities Board also provided support. ERIC Exceptional Child Education Report Series, IAP No. 79-9.

Available from—The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (Free while supply lasts)

Pub Type—Reports - Descriptive (141) — Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, *Food Service Occupations, *Job Skills, *Mental Retardation, *Postsecondary Education, Program Descriptions, *Vocational Education

The author examines the current low level of vocational training for mentally retarded adults and describes a program at the University of Washington in which 63 retarded adults were trained as food service workers. The project was replicated in a collaborative arrangement between a sheltered workshop/activity center and a local hospital. The program involved graduation to on site training in dishwashing, bussing, and utility-maintenance. Specific vocational skills as well as personal and social skills (such as grooming, bus riding, and time man-

agement) were emphasized. Training time, cost, and employment statistics are reported, indicating that 35 of 39 persons trained and placed in jobs during the project are currently employed. Among conclusions noted are that mentally retarded adults respond to a direct approach toward terminal employment objectives and that prevocational training for post high school adults may be costly, unnecessary, and nonproductive; that most performance problems can be reduced or eliminated through training; that behavioral standards for mentally retarded adults should be the same as for nonretarded adults; and that there are disincentives in the welfare system for vocational education programs for mentally retarded adults. Recommendations are listed for parents and advocates as well as for educators in secondary and postsecondary schools. (CL)

ED 188 380 EC 124 249

Miller, Patricia S.

Competency Development Scale for Teachers of Exceptional Children.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. Council for Exceptional Children.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-76-0119

Note—45p.; ERIC Exceptional Child Education Report Series, IAP No. 79-1.

Available from—The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (Free while supply lasts)

Pub Type—Tests/Questionnaires (160) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, *Evaluation Methods, *Teacher Evaluation, *Teaching Skills

The Competency Development Scales (CDS) for teachers of exceptional children is described as an instrument to evaluate teacher skills and aid in subsequent planning of appropriate inservice training. The CDS consists of five major skill areas: general competence (such interpersonal skills as enthusiasm, responsibility, patience, and communication); assessment, objectives, and curriculum planning; teaching/learning situation (direct teaching and behavior management); evaluation and records; and parent involvement. Competencies are rated on a 5 point scale. (CL)

ED 191 244 EC 130 106

Hasazi, Susan E., Ed.

Under One Cover, Maintaining Momentum: Implementing the Least Restrictive Environment.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-86586-106-4

Pub Date—80

Contract—400-76-0119

Note—205p.

Available from—The Council for Exceptional Children, Publication Sales Unit, 1920 Association Dr., Reston, VA 22091 (\$11.25).

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Attitudes, Compliance (Legal), *Delivery Systems, *Disabilities, Elementary Secondary Education, *Individualized Education Programs, *Mainstreaming, *Parent Teacher Cooperation, Student Placement, *Teacher Education, *Teaching Methods

The document provides a collection of 33 previously published articles on implementing special education services in the least restrictive environment. Articles are divided into five sections (models for delivery of special education services in the least restrictive environment, training of professionals, individualized education programs, instructional practices, perceptions and attitudes, and parents as partners) and include the following titles and authors: "Who are All the Children" (W. Lance); "Mainstreaming: Definition, Development, and Characteristics" (J. Birch); "Preventive Mainstreaming: Impact of a Supportive Services Program on Pupils" (R. Cantrell and M. Cantrell); "Development and Evaluation of a Resource Teacher Program" (J. Jenkins and W. Mayhall); "An Evaluation

of the Teacher Consultant Model as an Approach to Mainstreaming" (T. Miller and D. Sabatino); "Evaluating Mainstreaming Programs: Models, Caveats, Considerations, and Guidelines" (R. Jones et al.); "Higher Education's Role in Mainstreaming: An Example" (H. McKenzie); "Trends and Priorities in Inservice Training" (C. Rude); "Mainstreaming Competency Specifications for Elementary Teachers" (M. Redden and A. Blackhurst); "Training Teachers for the Severely and Profoundly Handicapped: A New Frontier" (S. Stainback et al.); "Special Education Administration Competencies Required of the General Education Administrator" (A. Nevin); "Legislative Intent and Purpose" (J. Harvey); "Issues Regarding the IEP: Teachers on the Front Line" (J. Hayes and S. Higgins); "Staying Out of Jail" (M. Reynolds); "Developing Individualized Education Programs for Young Handicapped Children" (A. Hayden and E. Edgar); "Individualized Education Programming at the Secondary Level" (P. Cegielka and M. Phillips); "Eleven Steps to Good Teaching" (S. Hasazi and R. York); "Meeting Children's Needs through Materials Modification" (L. Goodnau); "Practical Task Analysis for Special Educators" (J. Moyer and J. Dardig); "The Assessment Tool that Meets Your Needs: The One You Construct" (J. McCormack, Jr.); "Circles and Tape: An Easy, Teacher Implemented Way to Teach Fundamental Writing Skills" (M. Mendoza et al.); "Punch Me, I Earned It" (F. Crow et al.); "Group Processes for Behavior Change" (R. Harth and S. Morris); "A Severely Hearing Impaired Child in the Mainstream" (P. Coleman et al.); "Mainstreaming: A Model for Including Elementary Students in the Severely Handicapped Classroom" (P. Almond, et al.); "Teacher Attitudes and the Labeling Process" (I. Smith and S. Greenberg); "I Wouldn't Have Seen It If I Hadn't Believed It" (G. Foster et al.); "Integrated Settings at the Early Childhood Level: The Role of Nonretarded Peers" (L. Synder et al.); "Parent Groups: Their Role in a Better Life for the Handicapped" (L. Cain); "A Lost Generation of Parents" (K. Gorham); "Communicating with Parents: It Begins with Listening" (P. Lichter); "Parents—Powerful and Necessary Allies" (R. Kroth); and "The Yet to Be Served—A Perspective" (H. Prehm and J. McDonald) (SBH)

ED 191 252 EC 130 194

Davis, Sharon A. And Others

Needs Assessment for Inservice Education: Building Local Programs.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 80

Contract—400-76-0119

Note—68p.; ERIC Exceptional Child Education Report Series, IAP No. 79-3.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (Free while supply lasts).

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Check Lists, *Disabilities, *Evaluation Methods, *Inservice Teacher Education, Mainstreaming, *Needs Assessment, Program Development, Self Evaluation (Groups), Surveys, Teacher Workshops

The monograph addresses issues in needs assessment for the inservice education of teachers of handicapped children. Chapter 1, "Self Diagnosis Regarding Needs Assessment" (M. Walker), emphasizes the importance of local personnel involvement and provides a checklist for readers to assess their knowledge on the context, methodology, and application. G. Kuh, in "The State of the Art of Needs Assessment in Education," defines the concept and related operational issues and answers 15 questions which should be asked when planning and conducting a needs assessment. S. Davis ("Planning and Conducting a Needs Assessment") examines steps in the process, describes strategies for data collection, and reviews considerations for selecting such strategies as interviews, observations, the Delphi technique, and group process techniques. "Needs Assessment in Practice" by S. Davis et al. offers examples of the process in four local inservice education programs and identifies successful aspects of the needs assessment activities. P. Mann ("Critical Issues and Persistent Problems") discusses the importance of collaborative planning among ad-

ministrators, community members, and teachers, and reviews the issues of credibility and program justification. In a final chapter ("Benefits of Effective Needs Assessment") M. Walker views mainstreaming from an ecological perspective and suggests that increased local ability to conduct inservice education can have a ripple effect on levels of the exosystem and the macrosystem. Among three appendices are guidelines for constructing questionnaires, an inservice training checklist for regular educators, and an outline of a group process technique. (CL)

ED 191 253 EC 130 195

Landurand, Patricia. And Others
Bridging the Gap Between Bilingual and Special Education.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 80

Contract—400-76-0119

Note—41p. ERIC Exceptional Child Education Report Series, IAP No. 79-4.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (Free while supply lasts).

Pub Type—Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Biculturalism, *Bilingual Students, *Disabilities, Elementary Secondary Education, *Inservice Teacher Education, *Mainstreaming, *Multicultural Education, Program Descriptions, *State Programs, Teacher Education, Teacher Workshops

The report includes three papers on the exceptional bilingual child and summaries of 22 bilingual/bicultural special education federally funded training programs. The first paper "Bilingual Special Education Report" by P. Landurand describes Massachusetts' Bilingual Special Education Project (BISEP) which has cooperated with regional education centers in developing a clearinghouse, resource directory, and training workshops for school personnel. N. Dew and R. Perlman ("The Illinois Resource Center: A Model Program for the Provision of Support Services") describe the activities of a state resource center in the areas of inservice, publication and dissemination, and teacher training. In "Mainstreaming Inservice Project for Children of Limited English Speaking Ability," A. Schuhmann and M. Napolitano review a program at Kean College, New Jersey, for special education, bilingual education, and teachers of English as a second language. The 22 project descriptions concluding the paper provide a brief summary of each project as well as the name and address of a contact person (CL)

ED 191 254 EC 130 196

Langley, M Beth

The Teachable Moment and the Handicapped Infant.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 80

Contract—400-76-0119

Note—55p. ERIC Exceptional Child Education Report Series, IAP No. 79-5

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (Free while supply lasts).

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Autism, Blindness, Cerebral Palsy, *Child Development, Cognitive Development, Deafness, *Developmental Stages, *Disabilities, Downs Syndrome, Infant, Behavior, *Infants, Multiple Disabilities, Physical Disabilities, *Readiness, *Sensory Integration, Severe Disabilities, Teaching Methods, Time Factors (Learning)

The report examines, from a cognitive developmental view, research on the teachable moment or critical learning period in handicapped infants. The author explains that developmental gaps are produced by a mismatch between the infant's readiness and opportunity to learn. Characteristics and educa-

tional implications of specific handicapping conditions (including blindness, Down's syndrome, autism, cerebral palsy, amputation, physical handicaps, severe handicaps, multiple handicaps, spina bifida, and deafness) are detailed for the following aspects of development: visual pursuit and permanence of objects, means-ends relationships, causality, construction of objects in space, behaviors relating to objects, imitation, motor development, Stage I of the sensorimotor period and its relationship to cognition, and language development. Emphasized in each discussion is the importance of understanding the effects of the infant's handicap on overall development, designing alternative strategies for minimizing or preventing the effect of the handicap, and recognizing when the infant is ready to acquire information from an interaction. (CL)

ED 191 255 EC 130 198

Tucker, James A.

Nineteen Steps for Assuring Nonbiased Placement of Students in Special Education.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst of Education (ED), Washington, D.C.

Pub Date—Aug 80

Contract—400-76-0119

Note—32p. ERIC Exceptional Child Education Report Series, IAF No. 79-7.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (Free while supply lasts).

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, Elementary Secondary Education, *Individualized Education Programs, Mainstreaming, *Minority Groups, *Nondiscriminatory Education, Referral, *Student Evaluation, *Student Placement, Test Bias

The paper provides a framework for a nonbiased placement system for students with suspected handicapping conditions. The suggested approach is designed to help school districts determine whether the appraisal system is contributing to the disproportionate placement of minority group students in special education classes. Nineteen steps in the appraisal process are identified and briefly described: initiation of referral; collection of anecdotal observations; notification of parents or guardians; implementation of alternative classroom strategies; building level (screening) referral; regular education alternatives; district level referral; multidisciplinary assessment team preparation; multidisciplinary assessment of handicap; multidisciplinary assessment for educational implications; multidisciplinary assessment for educational programming; preparation of an integrated report; scheduling of the IEP meeting and furnishing of the assessment report to the parents; special education eligibility decision, ethnic and cultural considerations; production and approval of the IEP; placement in the least restrictive environment; provision of instructional and/or related services, and evaluation of student progress. The importance of a districtwide tracking system to monitor the appraisal process is stressed (CL)

ED 192 483 EC 130 135

Scholl, Geraldine T.

Self Study and Evaluation Guide for Day School Programs for Visually Handicapped Pupils: A Guide for Program Improvement.

Council for Exceptional Children, Reston, Va.

Spons Agency—Indiana Univ., Bloomington. School of Education, Center for Invention and Development; National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-86586-111-0

Pub Date—80

Note—96p.

Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (\$14.50)

Pub Type—Tests/Questionnaires (160) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Accreditation (Institutions), Delivery Systems, Elementary Secondary Education, *Program Evaluation, *Self Evaluation (Groups), Teaching Methods, *Visual Impairments

The guidelines are intended as a self evaluation and to improve K through 12 educational programs

for visually handicapped students. Five options for the use of the guide (including as a self study instrument for a day school program following the intensive accreditation model but not applying for accreditation or as a supplement to the self study instruments required by the regional accrediting agencies for the accreditation of a school) are considered. Questions are posed for self evaluation in the following areas: philosophy and objectives, program and community profile, the plan for learning experiences, instructional areas offered to all pupils, special instructional areas and techniques, and nonacademic areas. A final section provides a mechanism for summarizing the results of the total self study. (CL)

ED 192 501 EC 130 163

Renzulli, Joseph S., Ed. Stoddard, Elizabeth P., Ed.
Under One Cover: Gifted and Talented Education in Perspective.

Council for Exceptional Children, Reston, Va.

Spons Agency—National Inst of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-86586-108-0

Pub Date—80

Contract—400-76-0119

Note—229p.

Available from—The Council for Exceptional Children, Publication Sales Unit, 1920 Association Dr., Reston, VA 22091 (\$11.25)

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Creativity, *Cultural Differences, *Curriculum, Elementary Secondary Education, Exceptional Child Research, Females, *Gifted, State of the Art Reviews, *Student Characteristics, Success, *Talent, *Talent Identification

Forty-three author contributed papers provide an overview of education for gifted and talented students. The following aspects are addressed (sample subtopics in parentheses): the identification continuum (teacher identification, behavior rating scales, implications for equality of educational opportunity); characteristics of the gifted (creativity in young science students, peer acceptance, creative young women); giftedness among the culturally different (incidence among ethnic groups, identifying achievement potential in minority group students), curriculum ideas (creative writing, reading skills); research in gifted education (attitudes of gifted students toward handicapped persons, statewide implementation of classroom practices); key ideas for successful programming for the gifted (successful teacher characteristics, value development); program descriptions (a preschool program for gifted/talented nonhandicapped and handicapped, an independent study seminar program, high school internships); and state of the art (need for increased federal effort, role of the arts and humanities). (CL)

ED 195 076 EC 130 853

Corrigan, Dean C., Ed. Howey, Kenneth R., Ed.

Special Education in Transition: Concepts to Guide the Education of Experienced Teachers.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. Council for Exceptional Children.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-86586-109-9

Pub Date—80

Contract—400-76-0119

Note—212p.

Available from—The Council for Exceptional Children, Publication Sales Unit, 1920 Association Dr., Reston, VA 22091 (\$12.95)

Pub Type—Books (010) — Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adults, Curriculum Development, *Disabilities, Federal Legislation, Futures (of Society), *Inservice Teacher Education, Mainstreaming, *Organizational Climate, Organizational Development, *Program Development, *Staff Development, *Teacher Education

Identifiers—*Education for All Handicapped Children Act

Eleven papers focus on issues in inservice education for helping experienced teachers accommodate handicapped children in the regular school setting. Two introductory chapters ("Overview" and "The

School Based Teacher Educator: Developing a Conceptual Framework" both by K. Howey and D. Corrigan) make a case for developing a sound conceptual basis for planning inservice teacher education. The personal dimension, i.e., how adults (teachers) learn and develop, is examined in three papers: "Adult Development and Leadership Training for Mainstream Education" (N. Sprinthall and L. Sprinthall); "Principles of Inservice Training for Implementing Mainstreaming in the Public Schools" (M. Haberman); and "A Hard Look at Curriculum Development: Implications for Teacher Development in Situ" (L. Berman). C. Case ("Schools as Social Systems: Applying Organizational and Development Concepts and Practices to Inservice Education") and D. Johnson and R. Johnson ("The Classroom as a Social System: Classroom Learning, Structure, and Mainstreaming") examine the organizational dimension. The teacher education dimension is explored in "Testing the Waters of School Based Teacher Education" (S. Yarger and S. Mertens) and "Staff-Development Issues Relating to P.L. 94-142: A Local Education Agency Perspective" (E. Dillon-Peterson). The final section, on the future, is addressed by A. Anderson ("P.L. 94-142 and Suggested Areas of Competence for Teacher Educators") and D. Corrigan and K. Howey ("The Future: Creating the Conditions for Professional Practice"). (CL)

FL

ED 181 746 FL 010 993

Dieterich, Thomas G. Freeman, Cecilia
A Linguistic Guide to English Proficiency Testing in Schools. Language in Education: Theory and Practice, No. 23.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 79

Contract—400-77-0049

Note—61p.

Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, VA 22209 (\$3.95)

Pub Type—Reference Materials - Directories/Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*English (Second Language), Evaluation, *Item Analysis, *Language Proficiency, Language Skills, *Language Tests, Second Language Learning, Test Items, *Test Reviews, *Test Theory, *Test Validity

Identifiers—Metalinguistics

Part One of this guide explores issues in English proficiency testing. Tests are discussed in terms of the aspect of language tested, and of different kinds of test tasks. The following kinds of test task defects are treated: (1) tests that required literacy skills, (2) tasks that reduce to a vocabulary test, and (3) errant notions of linguistic complexity. Inherently faulty approaches to testing are discussed, including mimicry, testing passive comprehension, inferring lack of control from lack of performance, and using self-reported data. The value of specific test tasks (e.g., vocabulary test) in determining overall language proficiency is questioned. Linguistic artificiality in tests (e.g., demanding that answers be in complete sentences) is viewed as requiring metalinguistic knowledge from students. The implications of second language acquisition for language testing are discussed. Discrete point tests are contrasted with integrative tests, and the degree of correspondence between test content and order of acquisition of language skills is examined. Examples from specific tests are used throughout the guide. Part Two consists of an annotated catalogue of English proficiency tests. Each test is cross-referenced to relevant discussions in Part One. (JB)

ED 183 027 FL 011 063

Lang, Dale L. Comp. Clifford, Ray T. Comp.
Testing in Foreign Languages, ESL, and Bilingual Education, 1966-1979: A Select, Annotated ERIC Bibliography. Language in Education: Theory and Practice, No. 24.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Contract—400-77-0049

Note—349p.

Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, VA 22209 (\$7.95)

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Annotated Bibliographies, *Bilingual Education, *English (Second Language), French, German, *Language Instruction, *Language Proficiency, Language Research, *Language Tests, Measurement Instruments, *Second Language Learning, Spanish, Test Construction, Test Validity

Documents and articles on second language testing that were included in the ERIC data base from 1966 through 1979 are covered in this bibliography. Each of the approximately 1600 entries is identical to a document resume that appeared in "Resources in Education" or "Current Index to Journal in Education" during that period. The bibliography is indexed by subject and author. Most of the documents cited are not actual tests but reports on such subjects as the application of specific testing theories and the evaluation of testing methodologies. Conference papers, institutionally sponsored studies, and monographs are among the document types included. Although the documents cited deal principally with second language testing, many are applicable to language testing as a whole. (JB)

ED 183 030 FL 011 139

Vines, Lois

A Guide to Language Camps in the United States. Language in Education: Theory and Practice, No. 26.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Contract—400-77-0049

Note—41p.

Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, VA 22209 (\$3.95)

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Cultural Education, Higher Education, *Language Instruction, Program Guides, *Resident Camp Programs, Secondary Education, *Second Language Learning, Teaching Methods

Identifiers—*Language Camps

This guide brings together three types of resources for educators who need information about foreign language camps. A directory describes 26 such camps in 17 states. A contact person is listed for each camp. The Ohio University Summer Language Camp is then described in detail. Subjects covered include staffing, fees, activities for each time of day, scheduling, the camp booklet, creating atmosphere, final evening activities, evaluation, and college credit. The final third of the guide consists of an annotated bibliography of available publications related to foreign language camps. (JB)

ED 183 031 FL 011 140

ACTFL 1979: Abstracts of Presented Papers. Language in Education: Theory and Practice, Number 25.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Note—60p.; Abstracts of papers presented at the joint meeting of the American Council on the Teaching of Foreign Languages, the Southern Conference on Language Teaching, and the American Association of Teachers of German (Atlanta, GA, November 19-22, 1979)

Available from—Center for Applied Linguistics, 1611 N. Kent Street, Arlington, VA 22209 (\$5.95)

Pub Type—Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Abstracts, Conference Reports, *Cultural Education, *Language Instruction, *Language Skills, *Second Language Learning, *Teaching Methods

Abstracts of 51 papers presented at a conference on foreign language teaching are included. Each abstract is one to two pages in length. Specific teaching methods as well as general pedagogical ideas are treated. Several papers deal with specific languages, including Latin, French, German, Spanish, and Slovak. Instruction in a specific language skill is a frequent topic, as is cultural education. (JB)

ED 193 973 FL 011 988

Cooper, Stephen

Graduate Theses and Dissertations in English as a Second Language: 1978-79. Language in Education: Theory and Practice, No. 27.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-77-0049

Note—47p.

Available from—Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 (\$2.95).

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Bilingualism, Contrastive Linguistics, Cultural Education, Curriculum, *Doctoral Dissertations, *English (Second Language), Grammar, Higher Education, Instructional Materials, *Language Research, Language Tests, Language Usage, *Masters Theses, Phonology, Psycholinguistics, Reading Instruction, Sociolinguistics, Teaching Methods, Vocabulary, Writing Skills

This is the fourth annual listing of graduate theses and dissertations in English as a second language (ESL). The studies cited here were completed during the academic year 1978-79. The listing is intended to provide graduate students and others doing research in ESL and related fields with specific, comprehensive data on current graduate-level studies. Information was contributed by program directors, graduate advisers, and department chairpersons from the institutions in the United States and Canada that are known to have graduate programs in ESL. Each of the 125 entries provides the writer's name, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis adviser, department or program, and writer's address. In addition, most entries include summaries of abstracts prepared by the writers. Entries are listed under 16 headings: adult education, bilingualism, contrastive studies, culture, curriculum, grammar, materials and methods, phonology, profession, psycholinguistics, reading, second dialect, sociolinguistics, testing, vocabulary/usage and writing. (Author/AMH)

ED 193 974 FL 011 990

Loew, Helene Z.

Assessing Study Abroad Programs for Secondary Schools Students. Language in Education: Theory and Practice, No. 29.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Note—38p.

Available from—Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 (\$2.95).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cultural Education, *Guidelines, International Educational Exchange, Secondary Education, *Second Language Learning, *Student Exchange Programs, *Study Abroad, *Travel

This publication is divided into two parts. The first part, "Study Abroad for High School Age Youth: Status, Purposes, and Proposed Directions," is by Stephen H. Rhinesmith. This article describes the status of study abroad programs in secondary education, discusses the purposes of such study, and proposes directions for future developments that

will help educate more internationally sensitive Americans. The second part of the document, "Assessing Study Abroad Programs: A Guide for Local School Districts," by Helene Z. Loew treats guidelines for assessment of programs. Included are sections on information disclosure by sponsoring agencies; recommended insurance coverage; criteria for selection of leaders, chaperones, faculty, staff, and students; academic standards; facilities and accommodations abroad; and suggestions for program evaluation. Appendices include a sample preliminary application, a personal reference form, suggestions for student preparation, a postexchange questionnaire and evaluation form, the International Communication Agency criteria for teenager exchange visitor programs, and selected references. (Author/AMH)

ED 195 165 FL 011 989

Knop, Constance K.

Teaching a Second Language: A Guide for the Student Teacher. *Language in Education: Theory and Practice*. No. 28.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-87281-092-5

Pub Date—80

Contract—400-77-0049

Note—58p.

Available from—Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 (\$4.95).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cooperating Teachers, Instructional Materials, *Interaction, *Language Teachers, Lesson Plans, Microteaching, Observation, Post-secondary Education, Practicums, *Second Language Instruction, Skill Development, Student Teacher Relationship, *Student Teaching, Teacher Education, *Teaching Skills

This handbook discusses the activities and interactions that student teachers may engage in to meet the problems and goals of student teaching. Section I deals with the observation phase; Section II focuses on the teaching practicum. Within each section, a wide variety of techniques and activities are suggested to provide as many ideas as possible to help student teachers deal with the demands of a given placement. The following topics are covered: (1) developing a working relationship with the cooperating teacher in the observation phase; (2) meeting and interacting with other members of the school community; (3) interacting with the students during the practicum; and (4) utilizing the textbook, making lesson plans, and using supplementary aids and materials. Three appendices include sample letters of expectation, some typical questions asked of the foreign language teacher in the interview at the end of the methods course, and competencies to develop within the school community. A bibliography completes the handbook. (AMH)

ED 195 166 FL 011 991

Eddy, Peter A. And Others

Chinese Language Study in American Higher Education: State of the Art. *Language in Education: Theory and Practice*. No. 30.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-87281-092-5

Pub Date—80

Contract—400-77-0049

Note—59p.

Available from—Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 (\$7.95).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Chinese, *College Second Language Programs, Enrollment Trends, Financial Support, Graduate Students, Higher Education, Instructional Materials, Language Proficiency, Language Research, Language Teachers, *Second Language Instruction, Surveys, Teaching Methods, Undergraduate Students

A study was undertaken in order to provide cur-

rent data and comprehensive information about Chinese language instruction in United States higher education. This report is based on the responses to a survey in 1979. In addition to the discussion of the survey responses, an examination of changes that have taken place since a previous report in 1969 is provided. The discussion of the survey report deals with the following data: (1) an overview of the survey procedures; (2) enrollments and enrollment trends, including "language-learning" and "language-using" courses, courses about Chinese offered in English, summer courses and extension courses; (3) teachers of Chinese—their responsibilities, pedagogical and linguistic training, openings for instructional personnel, and opinions on language-teaching changes; (4) a catalog and assessment of instructional materials that are most used and/or needed; (5) aspects of Chinese language instructional programs in American higher education; (6) students' language competence and reasons for studying Chinese; (7) funding of Chinese language instruction on United States campuses; and (8) a summary of the findings of the survey and the recommendations that follow from it. (AMH)

ED 195 167 FL 011 992

Cooper, Thomas C. And Others

Sentence Combining in Second Language Instruction. *Language in Education: Theory and Practice*. No. 31.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-87281-092-5

Pub Date—80

Contract—400-77-0049

Note—82p.

Available from—Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 (\$7.95).

Language—English; French; German; Spanish

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—French, German, Higher Education, Language Patterns, Language Research, *Second Language Instruction, *Sentence Combining, Skill Development, Spanish, Syntax, *Writing Exercises, *Writing Skills

Second language students may develop writing skills gradually, or they may learn and practice these skills through the use of sentence combining techniques. A study is reported of the consistent use of sentence combining exercises with intermediate language classes at the university level. A total of 325 students enrolled in intermediate French, German, and Spanish classes were included in the experiment. For each language, three classes served as the experimental group and three as the control group. Both control and experimental groups were taught according to a modified audiolingual method and both used the same texts. However, the experimental classes practiced sentence combining and did fewer reading selections. The results supported the claim that consistent sentence combining practice accelerates the acquisition of writing skills and enables the student to use more advanced syntactic patterns sooner than s/he would if left to develop the skill in a less systematic way. The discussion of the experiment includes suggestions for using sentence combining techniques in the classroom. A large number of examples of sentence combining exercises in French, German, and Spanish, arranged in progressive order of difficulty, concludes the volume. (AMH)

ED 195 168 FL 011 993

Stevens, Bette Le Feber

Teaching the Metric System in the Foreign Language Classroom. *Language in Education: Theory and Practice*. No. 32.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Note—54p.

Available from—Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 (\$4.95).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Class Activities, Cultural Education, Educational Games, Experiential Learning, French, German, *Learning Activities, *Mathematics Education, *Metric System, Secondary Education, *Second Language Instruction, Spanish, Vocabulary

This booklet on the metric system and its presentation in the foreign language class has three main sections: (1) background material, including a brief history of the metric system and a rationale for teaching it in the foreign language class; (2) information for the teacher; and (3) learning activities. The second section includes terminology, an explanation of the decimal nature of the metric system, a metric style guide, suggested equipment, and classroom learning aids. The third section presents some techniques for beginning to teach the metric system and a metric awareness quiz. In addition to these items, there are: learning activities for length, mass, temperature, and volume/capacity; metric games; and a post-test self-quiz. The class activities are in French, German, and Spanish. The appendices include a list by state of metric-conversion educators and a list of some metric conversions. A bibliography completes the volume. (AMH)

HE

ED 180 408 HE 012 154

Hollander, Patricia A.

A Legal Bookshelf for Administrators. AAUA ERIC/Higher Education Administrator's Update. Volume 1, Number 2, Fall 1979.

American Association of University Administrators, Oneonta, N.Y.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Note—9p.

Available from—American Association of University Administrators, P.O. Box 536, Oneonta, NY 13820 (\$5.00)

Pub Type—Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, Annotated Bibliographies, *College Administration, *Court Litigation, *Federal Regulation, *Higher Education, Information Sources, Law Libraries, *Legal Responsibility, *Legislation, Reference Materials

Identifiers—Information Analysis Products

A bibliography of legal references for administrators of higher education institutions is presented. Examples of the kinds of printed works available include: books providing a basic general overview of the major legal issues affecting higher education; updating reporter services, newsletters, yearbooks and journals that provide current information about new legislation, regulations, and court decisions in general; and specialized publications. Specialized topical publications include those in the following areas: U.S. Supreme Court and education, students' rights and due process, student admissions and affirmative action, student records and the Buckley Amendment, student press, sports, copyright, Rehabilitation Act of 1973, faculty, women's rights, fair employment practices and affirmative action, unemployment compensation, faculty unions, business, government research contracts and grants, taxation, charitable trusts, investment policies, risk management, and computer search processes. (SW)

EL 181 843 HE 012 267

Shulman, Carol Herrstadt

College and University Endowments—Or, Singing the Inflation Blues. AAHE-ERIC/Higher Education Research Currents, February 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80

Note—5p.

Available from—Publications Dept., American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 (\$5.40)

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Finance, *Endowment Funds, *Financial Support, *Higher Education, Income, Inflation (Economics), *Investment, *Money Management, Moral Values
Identifiers—*South Africa

The role of endowments in academic finances of higher education is examined. Two effects of the decline of endowment funding, their failure to keep pace with inflation and loss of income for innovative programs, are cited. The historical role of endowments in institutional finances is reviewed. Present concepts of endowment management are discussed, including the "total return" investment approach and management objectives in the areas of spending policy, portfolio diversification, and endowment growth. The possible effects of ethical issues on endowment funds is illustrated by the South African-related investments. Decisions to divest all South African stocks cause a number of problems for institutions, not only possible loss of revenue due to divestiture costs and lack of sound investment possibilities but also possible loss of potential contributions from business. A current attitude among college and university investors is that their presence in South Africa can contribute to changing current conditions. It is concluded that the decline of endowments' contributions to general institutional revenues is part of the general financial problem in academe, and that current policy seems to dictate a more balanced management approach that would protect endowment principal and seek profit by diversifying the portfolio into several different types of financial markets. (PHR)

ED 183 095

HE 012 350

Shulman, Carol Herrnsdorf

Title: Equity and Politics in Higher Education. AAHE-ERIC/Higher Education Research Currents, March 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Note—5p.

Available from—Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 (\$0.40)

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, Court Litigation, Educational Economics, Educational Finance, Federal Government, Federal Legislation, Fellowships, *Finance Reform, *Fund Raising, *Higher Education, Income, Nonprofit Organizations, Private Financial Support, Scholarships, *Tax Effort, *Taxes, Tuition Grants
Identifiers—Charitable Contributions, *Internal Revenue Code, Tax Exemptions

In the 1980 election year, Congress is likely to provide taxpayers with some form of tax savings, and observers predict that legislators will begin efforts to modify the Internal Revenue Code to provide more equity, gather more revenues, and serve a number of other purposes that will affect the higher education community. Particularly, higher education institutions will seek to preserve and broaden the provision that allows charitable contributions to colleges and universities to be deducted in calculating a donor's income tax. In addition, they have a strong interest in maintaining the tax-exempt status of scholarships and fellowships (Section 117). Tuition remission, presently regarded as tax-exempt, may be vulnerable during the tax review process. The concept of tax expenditures is fundamental to the arguments on tax reform. Legislative history, cultural values, and current politics argue against any wholesale reform of the tax code, and yet piecemeal efforts to alter the code have been made and will continue. The higher education community views these efforts with concern, but has a powerful ally in other special interest groups, particularly in the nonprofit sector, that are also interested in encouragement of charitable giving. (Author/MSE)

ED 183 116

HE 012 375

Patterson, Lewis D.

Title: Survival Through Interdependence. AAHE-ERIC/Higher Education Research Report No. 10, 1979.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—400-77-0073

Note—64p.

Available from—Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 (\$4.00; AAHE members \$3.00)

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, Centralization, *Consortia, *Cooperative Planning, Cost Effectiveness, Costs, Educational Benefits, Educational Objectives, Efficiency, *Higher Education, *Institutional Cooperation, Intercollegiate Cooperation, Organizational Effectiveness, Retrenchment
Identifiers—*Institutional Survival

The predicted declines in higher education enrollment coupled with continuing increases in costs have caused administrators to rethink the tradeoffs resulting from interinstitutional cooperation and competition. In considering alternate courses, five basic questions are addressed: (1) To what extent do institutions nationally engage in cooperative relationships? (2) What should be considered in analyzing external relationships? (3) What are the costs and benefits of cooperation? (4) Are there significant educational benefits beyond cost advantages? and (5) What role will cooperation play in the future? It is shown that increases in cooperative arrangements is part of a much larger movement to ever-increasing levels of centralization and interdependence, but that objectives, longevity, and manageability must be balanced against administrative style, institutional size and resources, and the accruing costs and benefits. The underdeveloped state of methodology for quantifying costs and benefits makes precise answers to one of the most crucial questions difficult, and few examples are yet available. However, some nonquantifiable benefits have been identified: duplication avoidance, quality instruction, instructional diversity, increased access, additional funding sources, increased communication, alternative approaches, increased efficiency, greater planning and control, and leadership structures. It is concluded that an irreversible trend has begun. Appendices provide listings of major contributors to the Council for Interinstitutional Leadership-Carnegie Corporation study of cooperative cost effectiveness, and of the 25 consortia and their member institutions that had one or more programs included as case studies in the analyses. A bibliography is also included. (MSE)

ED 185 890

HE 012 510

Mayville, William V.

Title: Changing Perspectives on the Urban College and University. AAHE-ERIC/Higher Education Research Currents, April 1980.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Note—5p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 (\$4.00)

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Role, College Students, Community Colleges, *Community Development, Disadvantaged Youth, Educational History, Educational Legislation, Federal Legislation, *Higher Education, Institutional Cooperation, Institutional Role, Professional Associations, Public Policy, *School Community Relationship, *Social Responsibility, Student Role, Teacher Role, Urban Areas, Urban Improvement, Urban Studies, *Urban Universities

The evolving relationship between cities and urban colleges and universities is traced historically, and the implications of changing roles of the university are considered. The public service role of American higher education institutions has increased for both private and public schools. Attention is directed to the role of faculty, administration, and institutions in relation to the urban educational environment and its changing college student clientele. One development is accommodation to the world of work in the college curriculum. Reluctance of many faculty to engage in this new tendency has set some institutions apart from their urban context, yet, some other institutions have thrived on community service as a major part of institutional mission and development. Changes in the program structure of institutions seem mandatory to serve the diverse dimensions of urban life. The federal commitment to urban institutions is indicated by the Education Amendments of 1980, which altered Title XI of the Higher Education Act of 1965 to read "The Urban Grant University Program." Many professional organizations also assist urban universities and their constituents. Reasons for the community college's ability to act effectively and efficiently in the area of community development are cited, and some model urban programs at community colleges are noted. Support for urban universities was expressed in the "Memorandum of Understanding" (1980), which was generated by several postsecondary education associations in cooperation with the U.S. Department of Housing and Urban Development. (SW)

ED 187 220

HE 012 669

Linney, Thomas J.

Title: Professional Management and Academic Planning: Some Recent Considerations. AAHE-ERIC/Higher Education Research Currents, May 1980. American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 80

Contract—400-77-0073

Note—5p.

Available from—Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 (\$0.40)

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, *College Administration, College Faculty, *College Planning, Conflict Resolution, Cost Effectiveness, *Decision Making, Enrollment Projections, Governance, *Higher Education, *Long Range Planning, Management Systems, Models, Prediction, Productivity, Retrenchment

The increasing complexity of management and planning within institutions of higher education has fostered the development of more sophisticated theories of management in higher education. Such complexity has also encouraged the development of a number of academic planning tools and models to aid administrators in management through access to data and projections of the consequences of their decisions. The use of such models and the need for increasingly sophisticated planning seems bound to increase if institutional vitality is to be insured in a period of reduced resources. Such management complexity increases the specialized skills required to manage institutions and seems likely to result in additional conflicts between administrators and faculty over governance issues. Academic planning does not produce solutions to all the problems that confront institutions, especially those that relate to social issues such as access and sexual equality. Yet by understanding the complexities of academic management and by the ability of academic planning to provide a means for the development of incremental change reflecting the concerns of the university community, an arena for the resolution of conflict within the university can be established. It is toward such ends that academic planning and academic management must strive. (Author/MSE)

ED 187 221 HE 012 670

Mayville, William V.

Federal Influence on Higher Education Curricula. AAHE-ERIC/Higher Education Research Report No. 1, 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-77-0073

Note—63p.

Available from—Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 (\$3.00 members, \$4.00 nonmembers)

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Curriculum, Educational Change, Educational Innovation, Enrollment Trends, *Federal Government, Federal Legislation, Federal Programs, Federal Regulation, Futures (of Society), General Education, *Government Role, *Government School Relationship, *Higher Education, Innovation, Intellectual Disciplines, Majors (Students), Undergraduate Study, Vocational Education

Federal action that has influenced, either directly or indirectly, the curriculum of higher education is examined. The purpose is to better comprehend the process by which educational policy decisions are reached by the government and what institutions of higher education have to do with this process. A review of recent federal funding programs in relation to degree expectation by field and level (in 1975-76 and projected to 1985-86) shows a positive correlation between fields receiving significant federal support and tendency of students to choose those fields, as well as a decline in students majoring in selected fields that lack federal support. It is noted that the federal government is increasingly considered the major spur to educational innovation, although funding levels for innovation in non-scientific fields and for encouraging institutional diversity are extremely low. A result has been the compelling vocational thrust of the contemporary undergraduate curriculum in private and public institutions, and, unintentionally, a decline in general education. Several recommendations are offered, including that: (1) there is a need for federal policy initiatives to be developed regarding the impact of federal funding on college and university curricula, and (2) institutions of higher education should evaluate whether they are relying too heavily on federal initiatives to define their educational mission. (Author/MSE)

ED 187 269 HE 012 743

Feasley, Charles E.

Program Evaluation. AAHE-ERIC/Higher Education Research Report No. 2, 1980.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Note—68p.

Available from—Publications Department, American Association for Higher Education, Suite 780, One Dupont Circle, Washington, DC 20036 (\$4.00)

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accountability, Administrative Policy/Budgeting, Case Studies, College Administration, Delivery Systems, Departments, Educational Policy, *Evaluation Criteria, *Evaluation Methods, *Higher Education, Models, Multicampus Colleges, Objectives, *Program Evaluation, Research, Self Evaluation (Groups), State Boards of Education, State Legislation, Statewide Planning

Identifiers—Audits, Florida

The major distinctions between evaluation and research are examined, the chief differences being the intent and type of criteria against which judgments are made. Conceptualization of the evaluation process in higher education is discussed on two levels. A collection of nine similes for understanding evaluation

is examined in terms of major activities, advantages, and disadvantages; evaluation as: (1) measurement; (2) expert judgment of worth; (3) assessment between performance and objectives; (4) the basis for decisions; (5) a goal-free process; (6) conflict resolution; (7) complacency reduction; (8) a change agent; and (9) ritual. Consideration is given to three types of formal evaluation models: the experimental, ecological, and eclectic approaches. The program evaluation process considered most restricting, that built into the budget process, is examined in detail. An investigation is also made of the purpose and practice of evaluation according to organizational level: state legislative audit, review by a state coordinating board, multicampus scrutiny, campus program evaluation, accrediting review, and departmental study. Factors that affect usefulness of program evaluation reports—such as timing, comparisons to similar units, and format—are discussed. The Florida State University system is described. Speculation about the future of the practice is made by examining present practices in diverse policy areas: nontraditional delivery systems, government revenue reduction schemes (taxpayer advocacy), management, regulation of professions, and consumer protection. (MSE)

ED 187 290 HE 012 781

Shulman, Carol Herrstadt

Faculty Ethics: New Dilemmas, New Choices. AAHE-ERIC/Higher Education Research Reports, June 1980.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Note—5p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 (\$4.00)

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Codes of Ethics, *College Faculty, Confidentiality, *Consultants, *Ethics, Higher Education, *Moral Values, *Multiple Employment, *Role Conflict, Teacher Responsibility, Teacher Role

Identifiers—Central Intelligence Agency, *Conflict of Interest

Faculty ethics are considered in relation to conflict of interest between academic work and nonacademic consulting jobs, confidentiality of research, the employment of faculty by intelligence agencies, and the need for self-regulation by the academic community. For faculty members who serve as consultants, ethical issues arise concerning the use of university facilities, time, and resources in connection with outside commitments. Researchers who initiate or orient their research to meet the sponsoring agency's need without notifying the university and the sponsoring agency face potential ethical conflicts. A researcher involved in government-sponsored research who also serves as a consultant to a federal agency faces potential conflict of interest, as does the faculty member who transfers from an academic setting to the government and back again. Campus-based and free-standing research groups face an ethical dilemma in the conduct of their research: basic intellectual and scientific values require them to publish their findings, but ethical obligations to research sources and other considerations may necessitate that some data be kept confidential. Faculty members face ethical dilemmas when they have a covert relationship with the CIA on the campus or abroad. Since ethical codes may be difficult to develop and implement, it is suggested that the academic community has an obligation to foster forums to consider the development of guidelines that address faculty's ethical concerns. (SW)

ED 188 539 HE 012 830

Conrad, Clifton F. Wyer, Jean C.

Liberal Education in Transition. AAHE-ERIC/Higher Education Research Report No. 3, 1980. American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-77-0073

Note—73p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 (\$3.00 members, \$4.00 nonmembers)

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Education, Core Curriculum, Curriculum Development, Educational Philosophy, *Educational Trends, Foundations of Education, Futures (of Society), *General Education, *Higher Education, *Humanities Instruction, *Liberal Arts, Models, Relevance (Education), Theories

The changing tradition of liberal education in America is examined against the backdrop of Greek, medieval, colonial American and German expressions of the liberal tradition and its necessary humanistic disciplines and pursuits. After a historical discussion of various manifestations of liberal education through the ages, recent strains of liberal education alternatives are reviewed. Seven major trends in liberal education during the 1970s are identified: the movement back to a required, integrated group of courses or experiences under a "core" curriculum; renewed interest in relating the outcomes of liberal education to curricular programs; redefinition of liberal education in terms of process and not simply content; a move away from the traditional exclusive emphasis on reason and intellect; a new focus on values or moral education; development of new relationships between the liberal arts and the professions; and redesigned curriculum structures such as degrees, credits, administrative structures and calendar arrangements. Given these particular educational trends, the recent models of Bergquist, Chance and Conrad are examined using criteria of content, process, and outcomes to isolate further trends in liberal education theory. Finally, distributive, integrative and competence-based models of liberal education are arrived at which subsume previous models and which offer new insights into future trends in the liberal tradition. A lengthy bibliography is appended. (DC)

ED 189 915 HE 012 775

Young, David A.

Organization Theory: Implications for Design.

American Association of Univ. Administrators, Oneonta, N.Y.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Note—11p.

Available from—American Association of University Administrators, P.O. Box 536, Oneonta, NY 13820 (\$0.50)

Journal Cit—Administrator's Update; v1 n3 Win 1980

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Organization, Bureaucracy, *Change Strategies, *College Administration, Departments, Efficiency, Higher Education, *Management by Objectives, *Organizational Theories, *Power Structure, Program Administration

This paper outlines the possibilities for scientific inquiry into the design of the university organization structure. In a theoretical context, bureaucratic management techniques were not refined enough to apply to university structures until the mid-twentieth century. Universities today are bureaucracies in that they have a formal division of labor, an administrative hierarchy, and a clerical apparatus; but they do not have direct supervision and detailed operating rules for the principal workers (the faculty) as they do for other workers. The clients, or students, of a university are treated more as members of the organization than as outsiders. As institutional goals become better defined, the university can design work units that will meet these goals and provide maximum utilization for clients and workers alike. Research has established that role performance within departments improves when related functions are grouped, and when expert services needed for departmental operation are provided

within the line organization rather than from detached staff units. A number of complex integration strategies of design are reviewed and discussed. Currently it is concluded that in the American university structure it is less likely to reflect design logic than to reflect temporary preferences for dispensing personal power and prestige. Designing better university organization structures can help ameliorate this problem. A bibliography is included. (DC)

ED 190 011 HE 012 971

Stein, Ronald H. *Zuckerman, Judy*
Federal Regulations and Higher Education: An Overview for College and University Administrators.

American Association of Univ. Administrators, Buffalo, N.Y.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst of Education (DHEW), Washington, D.C.

Pub Date—80

Note—7p.

Available from—American Association of University Administrators, P O Box 536, Oneonta, NY 13820 (\$0.50)

Journal Cit—Administrator's Update; v2 n1 Sum 1980

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accessibility (for Disabled), Administrator Responsibility, *Compliance (Legal), *Confidential Records, *Consumer Protection, *Disabilities, *Federal Regulation, Government School Relationship, *Higher Education, Social Discrimination, Student Records, Student Rights Identifiers—Family Educational Rights and Privacy Act 1974, Rehabilitation Act 1973

The number of pages in the Federal Register devoted to regulations affecting higher education increased 1,000 percent from 1965 to 1977. It is suggested that it is beneficial for all campus administrators to be aware of the central issues involved in federal regulations. A synopsis of the regulations with which administrators most frequently come in contact is presented. These include: the Family Educational Rights and Privacy Act of 1974, concerning access to student records; Section 504 of the Rehabilitation Act of 1979, covering nondiscrimination on the basis of handicap, and student consumer information regulations. In each case, the principle, application, and scope of the regulations are examined and discussed briefly. A bibliography is appended. (MSE)

ED 191 382 HE 013 053

Weatherby, Rita Preszler Tarule, Jill Mattuck
Adult Development: Implications for Higher Education. AAHE-ERIC/Higher Education Research Report No. 4, 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-77-0073

Note—67p

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 (\$3.00 members, \$4.00 non-members)

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Development, *Adult Students, Age Groups, *College Role, Curriculum Design, *Developmental Stages, Developmental Tasks, *Higher Education, Lifelong Learning, Nontraditional Students, Student Educational Objectives, Student Needs

Theories of adult development are reviewed and considered in relation to the role of higher education and the educational methods employed. The literature is divided according to two perspectives: issues and tasks that are characteristic of chronological periods in the adult life cycle; and developmental stages that have no strict relationship to age. The discussion of life cycle stages considers age norms and cultural norms, epigenetic timing and life tasks, the concept of life structure, and limits of life cycle research relating to sex differences, ethnicity, and social class. Since education has been organized

primarily around the developmental tasks of early adulthood, the life cycle perspective may promote rethinking the role of education in relation to later stages of the life cycle. The discussion of hierarchical sequences of development considers stages of development in a structuralist perspective, strands and levels of development, Loevinger's theory of ego development, and implications for education. Application of the theoretical perspectives to educational approaches is discussed with regard to development as an outcome of study, education as a support of life transitions, program development and strategy, curriculum and teaching methods, faculty development and evaluation, and career development, counseling, and support services. A bibliography is included. (SW)

ED 192 667 HE 013 137

Lawrence, Judith K. Green, Kenneth C.
A Question of Quality: The Higher Education Ratings Game. AAHE-ERIC/Higher Education Research Report No. 5, 1980.

American Association for Higher Education, Washington, D.C., ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-77-0073

Note—76p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 (\$3.00 members, \$4.00 non-members)

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Standards, Accreditation (Institutions), Educational Assessment, *Educational Quality, Educational Research, *Evaluation Criteria, Graduate Study, *Higher Education, *Institutional Evaluation, Professional Education, Program Evaluation, Reputation, *Research Methodology, State Standards, Undergraduate Study

Studies concerning attributes of quality in higher education as defined in academic studies are reviewed. Separate reviews are presented for studies of quality at the graduate level, in professional programs, and at the undergraduate level. Academic's continuing attempts to quantify "quality" so as to measure it empirically rather than subjectively through reputational ratings are examined. In addition, accreditation and state program review, both of which exemplify external approaches to assessing quality in American higher education, are discussed. In academic studies, usually conducted by researchers from the higher education community, assessments have focused on identifying the best institutions (or graduate departments). It is concluded that whether based on peer review or on the application of a set of traditionally-used quantifiable indicators, such assessments ignore about 99 percent of the nation's higher education institutions. It is suggested that these rankings serve to reinforce the hierarchical structure of the system, whereby material and human wealth tend to be concentrated in a few institutions. It is also noted that the teaching-learning function of higher education has been virtually ignored in quality assessments. Conclusions and recommendations as to how quality in higher education might be better defined and how methods of assessing quality might be improved are presented. A bibliography is included. (SW)

ED 192 668 HE 013 138

Shulman, Carol Herrnstadt
Do Faculty Really Work That Hard? AAHE-ERIC/Higher Education Research Currents, October 1980.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst of Education (DHEW), Washington, D.C.

Pub Date—Oct 80

Contract—400-77-0073

Note—5p

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 (\$0.75)

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Collective Bargaining, *College Faculty, Contracts, Evaluation Criteria, Faculty College Relationship, *Faculty Workload, *Federal Regulation, Government School Relationship, Higher Education, Noninstructional Responsibility, State Action, Teacher Attitudes, Teacher Responsibility, *Teaching Load

Methods for analyzing faculty workload, workload issues related to collective bargaining and new federal reporting requirements, and faculty and institutional perspectives about faculty workload are considered. Workload studies are valuable to state legislators concerned with budgets, enrollment trends, and efficient institutional operations. Typical questions that workload studies address and three commonly used quantitative measures are outlined. Two approaches to assessing workload are quantitative measures based on institutional data and measures based on faculty self-reports of how they spend their times. For collective bargaining contracts, workloads are typically defined in terms of credit or contact hours. Teaching-related activities that do not have specific credit hours attached are given equivalencies. A new federal requirement for institutions receiving federal grants and contracts is that the department must report 100 percent of compensated faculty activity for all faculty, even those not directly involved in the federal activities. Reasons for this regulation and objections voiced by faculty members are examined. Some proposals for alternative workload structures are briefly noted. A bibliography is included. (SW)

ED 195 211 HE 013 319

Stein, Ronald H. *Zuckerman, Judy*
Federal Regulations and Higher Education: An Overview for College and University Administrators: Part II, Administrator's Update, Volume 2, Number 2, Fall, 1980.

American Association of Univ Administrators, Oneonta, N.Y.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst of Education (DHEW), Washington, D.C.

Pub Date—80

Note—7p.

Available from—American Association of University Administrators, P O Box 536, Oneonta, NY 13820 (\$0.50)

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affirmative Action, Blacks, Civil Rights, College Administration, *Compliance (Legal), *Equal Education, Federal Aid, *Federal Legislation, Federal Regulation, Government School Relationship, Higher Education, Minority Groups, Racial Discrimination, *Research Projects, *Safety, *Work Environment

Identifiers—Civil Rights Act 1964, Education Amendments 1972, Occupational Safety and Health Act 1970

As an aid to college administrators, information is presented on the following regulations: (1) Protection of Human Subjects; (2) Title IX of the Educational Amendments of 1972; (3) the Occupational Safety and Health Act of 1970, and (4) Title VI of the Civil Rights Act of 1964. The purpose of the guide is to sensitize administrators to the central issues involved in each regulation and to provide a desk-top reference that will permit judgments as to whether the matter should be pursued. In regard to the regulations on the protection of human subjects, institutions are directed to establish an Institutional Review Committee to determine subject risks, and noncompliance may result in termination of the federal grant or contract. The regulations pertaining to the Educational Amendments of 1972 (prohibiting discrimination in federally-aided educational programs) include the areas of coverage, admission of students, treatment of students, employment, and procedures. In regard to the Occupational Safety and Health Act of 1970, public colleges and universities are excluded from the federal requirements and are only subject to work safety requirements if their states have approved plans. The regulations set extensive standards for programs, materials, and facilities. The purpose of Title VI of the Civil Rights Act was to eliminate widespread discrimination against blacks and other minorities. A bibliography is included. (SW)

IR

ED 190 130 IR 008 623

Petrie, Joyce Anderson
Media and Mainstreaming: An Annotated Bibliography and Related Resources.
 Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Report No.—IR-45
 Pub Date—Dec 79
 Contract—400-77-0015
 Note—40p.

Available from—Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (\$3.75 prepaid).

Pub Type—Reference Materials - Bibliographies (131) — Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Audiovisual Aids, *Children, *Disabilities, Educational Media, Learning Resources Centers, *Library Materials, *Mainstreaming, Media Specialists, Nonprofit Media, *Resource Materials
 This annotated bibliography is intended to serve as a resource for library/media specialists engaged in the process of planning for and implementing mainstreaming in their media centers. It (1) presents background information and reviews legislation related to the mainstreaming of handicapped children; (2) reviews and analyzes the literature relevant to the role and potential of the media center; (3) provides an annotated bibliography of the literature; and (4) provides a guide to additional resources. The annotated bibliography includes currently published articles and papers divided into four categories: service and instruction, staffing, facilities and materials, and equipment. Many of the articles overlap and are applicable to more than one category. The bibliography concludes with a brief list of general and comprehensive sources and includes books, periodicals, and forthcoming publications. Additional resources provide reference materials, informational sources on PL 94-142 and handicaps, teaching techniques, development of student awareness, and facilities, as well as a list of references. An index of authors, producers, and agencies is included. (RAA)

ED 192 781 IR 008 860

Simmons, Robert M.
A Library User's Guide to ERIC. 1980 Edition.
 ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date—80
 Contract—400-77-0015
 Note—36p.; For related document, see ED 160 113.

Available from—Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-7; \$2.00).

Pub Type—Guides - General (050) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Data Bases, *Educational Resources, Indexes, *Library Guides, Microfiche, Online Systems, Periodicals, *Search Strategies
 Identifiers—ERIC

Use of the ERIC database is explained in the 1980 edition of the guide. Presented first are the major components of the ERIC document collection and journal index, including the thesaurus, indexes, and source materials. A step-by-step procedure for searching Resources in Education (document index) and Current Index to Journals in Education by subject using the 1980 revision of the thesaurus is described, and a brief explanation of searching by author, institution, or type of publication is provided. The guide also includes general information about computerized ERIC searches, an annotated bibliography of ERIC materials (indexes and thesaurus) and guides to ERIC, and a directory of the 16 ERIC clearinghouses. (SW)

ED 192 810 IR 008 895

Aaron, Shirley L.
School/Public Library Cooperation: A State of the Art Review.
 ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date—80
 Contract—400-77-0015
 Note—41p.

Available from—Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-46; \$3.75).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Learning Resources Centers, *Library Cooperation, Literature Reviews, *Public Libraries, School Community Programs, School *Community Relationship, *School Libraries
 Identifiers—*School Public Library Cooperation

This review is presented as a response to major questions related to school and public library cooperation. Its specific objectives are to: (1) indicate the present status of cooperation between school and public libraries; (2) present a historical perspective within which to evaluate the progress of current efforts; (3) identify future trends and directions; (4) point out barriers to cooperation and factors leading to its success; (5) suggest outstanding sources which contain relevant insights about school/public library cooperation; and (6) identify some representative cooperative activities. As a structural framework, several functional categories are identified for the literature; in addition, a distinction is made between research-based and non-research-based documents. Major areas treated in the non-research-based literature include history, legal bases for school/public library cooperation, cooperative techniques, factors leading to success, barriers, and trends in school/public library cooperation. Research-oriented studies of cooperation between school and public libraries, conducted on a more limited basis, are discussed in the categories of combined school/public libraries and less formal cooperative activities between school and public libraries. An extensive bibliography concludes the review. (SW)

ED 192 818 IR 008 906

Frederick, Franz J.
Guide to Microcomputers.
 Association for Educational Communications and Technology, Washington, D.C.; ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Report No.—ISBN-0-89240-038-2
 Pub Date—80
 Contract—400-77-0015
 Note—159p.

Available from—AECT Publications Sales, 1126 16th Street NW, Washington, DC 20036 (\$9.50/AECT members; \$11.50/non-members).
 Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Graphics, *Computer Managed Instruction, Equipment Maintenance, *Microcomputers, *Minicomputers, *Programming Languages, Videodisc Recordings

This comprehensive guide to microcomputers and their role in education discusses the general nature of microcomputers; computer languages in simple English; operating systems and what they can do for you; compatible systems; special accessories; service and maintenance; computer assisted instruction, computer managed instruction, and computer graphics; time sharing and resource sharing; potential instructional and media center applications; and special applications, e.g., electronic mail, networks, and videodiscs. Available resources are presented in a bibliography of magazines and journals about microcomputers and software and their uses, a selected list of companies specializing in creating specialized languages and applications programs for microcomputers, and a selected list of companies specializing in the preparation of educational programs for use on microcomputers. (CHC)

ED 195 287 IR 009 151

Loercher, David V.
School Library Media Centers: Research Studies and the State-of-the-Art.
 ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date—80
 Contract—400-77-0015
 Note—124p.

Available from—Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-49; \$6.50 prepaid).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Bibliographies, Change, Evaluation Methods, *Learning Resources Centers, Library Cooperation, Library Materials, *Library Research, Library Role, Library Services, *Media Specialists, *School Libraries, Use Studies

This publication contains six "capulized" reports concerned with research in learning resources centers and school libraries, and the role of school media specialists. Each report follows the same format design, i.e., questions previewing the topic; introduction, methodology, findings, conclusions, and marginal notes; and a pathfinder to the topic or to the methodology used in the study. Reports included are: (1) Locally-Based Research: Guidelines for the Novice by Janet G. Stroud, (2) Evaluation in Library Media Centers by Ned A. Stokes and Dorothy M. Shields, (3) Materials Students Use: A Direct Measurement Approach by M. Carl Drott and Jacqueline C. Mancall, (4) Library Media Specialists: What Role Should They Play? by Fred C. Pfister, (5) Cooperative Library Services Between Public Libraries and School Libraries: Three Studies reported by Blanche Woods, and (6) On Change and the Change Process by Richard S. Podemski. The pathfinders appended to the studies include references. (FM)

ED 195 288 IR 009 152

Hall, Keith A.
Computer-Based Education. The Best of ERIC, June 1976-August 1980.
 ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
 Pub Date—Nov 80
 Contract—400-77-0015

Note—96p.; For related documents, see ED 125 608 and ED 076 025.

Available from—Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-48; \$6.50 prepaid).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, Artificial Intelligence, *Computer Assisted Instruction, *Computer Managed Instruction, Computer Oriented Program, *Computers, Content Area Reading, Correctional Education, Disabilities, Futures (of Society), *Material Development, Microcomputers, Nontraditional Education, Research, Simulation, Teacher Education, Technological Advancement

Identifiers—*PLATO, *TICCIT Computer System
 This bibliography contains annotations of reports, reviews, conference proceedings, other documents, and journal articles on computer based education (CBE), most of which were derived from a search of the Educational Resources Information Center (ERIC) system. Covering June 1976 through August 1980, this compilation serves as an update to two earlier papers—"The Best of ERIC: Recent Trends in Computer Assisted Instruction" (1973) and "Computer Assisted Instruction: The Best of ERIC 1973-May 1976." A brief introduction discusses instructional methods included in computer based education and explains the subject headings used in the bibliography: (1) historical references; (2) new technology, such as artificial intelligence and videodiscs; (3) new audiences, such as off-campus, handicapped, or incarcerated learners; (4) various content area applications including fields such as English, health sciences, languages, and social studies; (5) developmental efforts such as PLATO, TICCIT, and others concerned with teacher training; (6) basic research in computer assisted instruction.

tion; and (?) conference proceedings on computers in education. An author index is included as well as information for ordering ERIC documents. (BK)

JC

ED 180 535

JC 800 008

Edwards, Sandra J.

Science Education in Two-Year Colleges: Earth and Space.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Jan 80

Grant—NSF-SED-77-18477

Note—87p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Astronomy, College Credits, Community Colleges, Course Content, Course Objectives, Courses, Curriculum Development, Curriculum Problems, Curriculum Research, *Earth Science, Geography, Geology, Grading, Instructional Materials, Interdisciplinary Approach, Literature Reviews, Meteorology, National Surveys, Oceanography, Program Evaluation, Questionnaires, Remedial Programs, *Science Curriculum, *Science Instruction, Science Teachers, *Space Sciences, Teacher Characteristics, Teaching Methods, *Two Year Colleges, Vocational Education

This four-part report examines earth and space science education as revealed in the findings of a study, in which a literature review, an analysis of curriculum data, and a survey of science instructors were undertaken to explore science instruction at two-year institutions. Part I discusses the difficulties encountered in developing earth and space science curricula relevant to diverse student needs, and then analyzes the earth and space science offerings listed in 175 college catalogs and class schedules. Part II explores earth and space science instructional techniques, emphasizing individualized instruction in investigative laboratories, and then discusses class size, instructional mode, use of class time, instructional materials, grading practices, and course competencies and goals as revealed in a survey of 46 earth and space science instructors. Part III provides a profile of these instructors and discusses teacher satisfaction with course materials, support services, and working conditions. Part IV presents summary conclusions pointing out an increased awareness of the needs of non-transfer students in earth and space science curriculum planning. The report concludes with a list of recommendations and a lengthy bibliography. (JP)

ED 180 558

JC 800 065

Edwards, Sandra J.

Science Education in Two-Year Colleges: Environmental Sciences.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Jan 80

Grant—NSF-SED-77-18477

Note—82p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Credits, Community Colleges, Course Content, Course Objectives, Courses, Curriculum Problems, Curriculum Research, *Environmental Education, Instructional Materials, *Interdisciplinary Approach, Literature Reviews, National Surveys, Program Evaluation, Questionnaires, Remedial Programs, *Science Curriculum, *Science Instruction, Science Teachers, Teacher Characteristics, Teaching Methods, *Two Year Colleges, Vocational Education

The interdisciplinary components of science instruction at two-year colleges are examined as revealed by curriculum offerings in environmental science, integrated science, and the history of science. Part I of the report reviews the literature concerning the rationale, objectives, course content, and instructional methods of interdisciplinary

science courses, as well as the components of and instructional practices in environmental sciences. Part II summarizes the findings of a study of catalogs and a survey of science instructors at 175 colleges. These studies were conducted to analyze the science courses offered in the 1977-78 academic year and to assess the instructional practices used. Major findings outlined in this section show that: (1) while interdisciplinary and environmental science courses made up 4% of the science courses listed, 89% of the colleges included one or more of these courses in their schedules of classes; (2) 70% of the environmental science courses listed were designed for environmental technology majors; and (3) interdisciplinary science instructors were predominantly experienced, full-time teachers using a variety of non-traditional techniques. Part III provides summary observations pointing to the small percentage of colleges offering integrated sciences in vocational curricula, the lack of goal clarification in interdisciplinary offerings, and the value of interdisciplinary sciences in developmental education. (JP)

ED 180 567

JC 800 083

Beckwith, Miriam M.

Science Education in Two-Year Colleges: Agriculture and Natural Resources.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Feb 80

Grant—NSF-SED-77-18477

Note—62p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Agricultural Education, Animal Husbandry, College Curriculum, Community Colleges, Core Curriculum, Course Objectives, Courses, Curriculum Problems, *Curriculum Research, Forestry, Grading, Instructional Materials, Literature Reviews, National Surveys, *Natural Resources, Plant Science, Program Evaluation, Questionnaires, *Science Instruction, Science Teachers, Soil Science, Teacher Characteristics, Teaching Methods, Testing, *Two Year Colleges, Two Year College Students, Vocational Education Teachers, Wildlife Management

Agricultural and natural resources education in two-year colleges is examined as revealed by a study of science education that involved: (1) a review of the literature, (2) an examination of 175 college catalogs and class schedules from colleges nationwide, and (3) a survey of 1,275 science teachers. Part I of the study report discusses agriculture and natural science curricula in terms of the number of courses listed in the catalogs for each of eight categories: agriculture (general), animal science, plant science, soil science, natural resources (general), forestry, wildlife and wildlands, and food science. Data tables outline course offerings by college region, type of control, and size; the percent of courses in each category by instructional mode; and the percent of courses with prerequisites. Part II discusses the results of the faculty survey, providing information on agriculture and natural resources faculty, students, course goals, instructional activities, grading and testing, instructional materials, and course improvement. Part III presents summary statements pointing to the growth of agriculture and natural resources programs and the need to improve basic science and math prerequisites, communication skills of students, and the use of media in agriculture instruction. The survey questionnaire is appended. (JP)

ED 180 572

JC 800 099

Hill, Andrew

Science Education in Two-Year Colleges: Sociology.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Feb 80

Grant—NSF-SED-77-18477

Note—57p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Class Size, College Curriculum, Community Colleges, Course Objectives, *Courses, Curriculum Development, Curriculum Problems,

*Curriculum Research, Educational Media, Grading, Instructional Materials, Literature Reviews, National Surveys, Program Evaluation, Questionnaires, Science Curriculum, Science Instruction, *Sociology, Teaching Methods, Testing, Transfer Programs, *Two Year Colleges

Sociology education at two-year colleges is examined as revealed in a study of science education conducted by the Center for the Study of Community Colleges that involved: (1) a review of the literature, (2) an examination of catalogs and class schedules from 175 institutions nationwide, and (3) a survey of 94 sociology instructors. The report first analyzes the literature dealing with sociology curricula, pointing to the need for community college sociologists to provide differing streams of instruction for traditional transfer students and non-major, non-transfer students. Curriculum data gathered from the catalogs and schedules are then presented, revealing that while sociology accounts for only 4% of all science courses offered, 100% of the colleges list at least one sociology course. General principle courses are the most widely offered, followed by general social problems, marriage and family, specific social problems, sociology of groups, and general theory. The report then considers sociology instruction as revealed in the literature and the instructor survey. Areas discussed in this section include instructional goals and objectives, class size, teaching methodology, classroom activities, reading materials, testing and grading, faculty experience and workload, and use of media. Data tables, a bibliography, and the survey instrument are included. (JP)

ED 181 955

JC 800 066

Beckwith, Miriam M.

Science Education in Two-Year Colleges: Interdisciplinary Social Sciences.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Jan 80

Grant—NSF-SED-77-18477

Note—69p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Anthropology, Bibliographies, Class Activities, College Curriculum, Community Colleges, Course Objectives, *Courses, Curriculum Problems, *Curriculum Research, Enrollment, Grading, Instructional Materials, *Interdisciplinary Approach, Literature Reviews, National Surveys, Program Evaluation, Questionnaires, Science Instruction, *Social Sciences, Teacher Attitudes, Teaching Methods, Team Teaching, Terminal Education, Testing, Transfer Programs, *Two Year Colleges

Anthropology and interdisciplinary social sciences (ISS) education at two-year colleges are examined as revealed in a study of science education conducted by the Center for the Study of Community Colleges that involved a review of the literature, an examination of the catalogs and class schedules from 175 institutions, and a survey of 1,125 science instructors. Part I of the report discusses the literature review findings in terms of: (1) rationales for interdisciplinary survey courses in social sciences; (2) methods of providing ISS instruction to both transfer and terminal students; (3) the pros and cons of team instruction; (4) specialized ISS courses such as gerontology and environmental studies—and in relation to anthropology courses—(5) the small role of anthropology within the community colleges; and (6) innovative instructional approaches. Part II analyzes ISS and anthropology curricula and instruction as revealed in the catalog and schedule study and the instructor survey. Frequency of course offerings is considered for eight ISS and seven anthropology components. Additionally, faculty characteristics, enrollments, course objectives, classroom and out-of-class activities, grading, instructional materials, and areas for improvement are considered. Part III summarizes conclusions and recommendations. A bibliography, a list of surveyed institutions, descriptions of each of the disciplinary categories, and the questionnaire are appended. (JP)

ED 181 972

JC 800 107

Hill, Andrew

Sciences Education in Two-Year Colleges: Psychology.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information. Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Feb 80

Grant—NSF-SED-77-18477

Note—74p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bibliographies, College Curriculum, College Faculty, Community Colleges, Core Curriculum, Course Objectives, Courses, Curriculum Research, Developmental Psychology, Educational Psychology, Educational Trends, Enrollment, Experimental Psychology, Grading, Instructional Materials, Literature Reviews, National Surveys, Psychology, Psychophysiology, Questionnaires, Teacher Attitudes, Teacher Characteristics, Teaching Methods, Two Year Colleges

Psychology education is examined as revealed by a study of science education that involved a review of the literature, an analysis of the catalogs and class schedules of 175 representative institutions, and a survey of 143 psychology instructors. Each of the four parts of the report reviews pertinent literature, reports study methodology and findings, and discusses trends and implications. Part I outlines trends in psychology curricula since 1950 and analyzes study findings as they relate to course offerings in ten disciplinary areas: elementary, general, developmental, abnormal, social-industrial, personality and psychology of adjustment, experimental, educational, contemporary issues, and physiological. Enrollments, prerequisites, and distribution of courses by college region, governance, and size are also considered. Part II notes the predominance of the introductory course in psychology curricula at two-year colleges, discusses the need to define course goals, and presents catalog data illustrating the frequency of first courses, course enrollments by sex and a units/term breakdown by course. Part III explores instructional practices in psychology and presents instructor survey results relating to class format and activities, grading, and desired student outcomes. Part IV discusses psychology faculty, their status, and assistance available to them. Summary conclusions and recommendations, a bibliography, and the questionnaire are included. (JP)

ED 181 983

JC 800 124

Alfred, Richard L.

Socioeconomic Impact of Two-Year Colleges. Junior College Resource Review.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Note—6p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Benefits, Community Colleges, Community Development, Cost Effectiveness, Economic Change, Economic Development, Economic Factors, Economic Research, Educational Economics, Employment Patterns, Expenditures, Human Capital, Labor Force Development, Literature Reviews, Models, Social Mobility, Socioeconomic Influences, Two Year Colleges

Identifiers—Economic Impact Studies

The concept of socioeconomic impact, as it relates to two-year colleges, is examined in terms of studies that have been conducted. Measures of socioeconomic impact, such as personal income, occupational status, levels of education, are discussed and studies focusing on these measures are cited. Additional studies are pointed to which define economic impact in terms of local services and capital expenditures, jobs, employee salaries, local expenditures by staff and students, and property tax revenues. The concept of human capital and the different ways it can be measured are then introduced. The paper concludes with a five-component model which provides specific measurement indicators and categories in which data can be placed. The

components are: (1) social mobility, which is defined in terms of comparative measures of income and employment of two-year college graduates and other groups; (2) cost benefits, comparing the cost of institutional programs and services and the market value of graduates; (3) economic development, which considers the college as a provider of trained manpower for the regional labor market; (4) community renewal, which assesses the college's impact on community demography, employment, social organization, and taxable property; and (5) social control, which assesses the absorption and conversion of undeveloped manpower into human capital to meet community needs. (Author/AYC)

ED 183 228

JC 800 120

Cohen, Arthur M.

The Minority Student Controversy. Junior College Resource Review.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80

Note—6p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Access to Education, Ancillary Services, Basic Skills, College Role, Community Colleges, Dropout Prevention, Educational, Counseling, Educational Objectives, Ethnic Groups, Ethnic Studies, Literature Reviews, Minority Groups, School Holding Power, Student Financial Aid, Student Needs, Student Personnel Services, Transfer Programs, Tutoring, Two Year Colleges

Community colleges account for over half of the ethnic minority enrollments in America, and a controversy has developed over how well these students are being served. On one hand, community colleges are praised for providing open access to higher education. Critics, however, claim that community colleges track minority students into low level studies and reduce their chances of obtaining baccalaureate degrees. Indeed, this question of quality of service permeates the literature. Several ERIC documents, for example, explore the causes of minority attrition and the special services, including remedial instruction and academic counseling, that are provided to reduce this attrition. Other efforts to improve service include the Extended Opportunity Programs and Services in California and the formation of community colleges especially for minority students. Yet the resolution of the basic controversy rests on the individual's interpretation of the community college mission. If the mission is to provide educational alternatives to high risk, non-traditional students, then community colleges have been a success. If their main goal is to provide traditional instruction leading to transfer to a four-year college, the community colleges are a failure by design. Thus, the question of what is done to assist minority students is intertwined with the definition of the community college's place in higher education. (JP)

ED 184 618

JC 800 168

Barron, Pepe Mazon, M. Reyes

Bilingual-Bicultural Educational Needs and Capabilities of Community Colleges. Junior College Resource Review.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Note—6p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Bilingual Teacher Aides, College Role, Community Colleges, Educational Needs, English (Second Language), Federal Aid, Federal Legislation, Job Training, Language of Instruction, Spanish Speaking, Two Year Colleges

In an effort to assess the educational needs of bilingual/bicultural Americans and the extent to which community colleges are meeting these needs, this essay cites numerous studies that have focused on various aspects of the issue of bilingual/bicultural education. First, the review refers to studies acknowledging the benefits of bilingual education and other studies that reveal the lengthy history of bilingual programs, as well as the rarity of such programs. Next, the differences between "equal ac-

cess" and "equal benefits" are discussed, and two models for bilingual education—the Maintenance Model and the Transitional Model—are considered. Subsequently, legislation is pointed to which provides federal aid for the development of bilingual programs, and then, the implications that ensuring legislation and judicial decisions have for the community college are discussed. Next, the key position of the bilingual teacher aide is analyzed, and studies that have examined the role, responsibilities, training, and attitudes of the bilingual teacher aide are reviewed. Finally, several recommendations are made. These recommendations focus on the importance of bilingual aides, community college responsibilities, the creation of a National Resource Center for the training of teacher aides and paraprofessionals. The functions of this Center are enumerated, and a bibliography included. (AYC)

ED 184 633

JC 800 188

Heermann, Barry And Others

Serving Lifelong Learners. New Directions for Community Colleges, Number 29.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0038

Note—115p.

Available from—Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, CA 94104 (\$5.95)

Journal Cit—New Directions for Community Colleges; v8 n1 Spr 1980

Pub Type—Collected Works - Serials (022) - Opinion Papers (120) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrative Policy, Adult Counseling, Adult Education, Adult Students, Change Strategies, College Role, Community Colleges, Competency Based Education, Delivery Systems, Educational Change, External Degree Programs, Faculty Development, Legislation, Lifelong Learning, Nontraditional Education, Student Characteristics, Student Recruitment, Teacher Education, Teacher Improvement, Teacher Role, Two Year Colleges

A variety of responses to lifelong learning issues are contained in these essays by 12 practitioners directly involved in non-traditional educational alternatives. Sheila Gordon and Augusta Souza Kappner analyze the demographics, motivation, and environment of returning adult students. Peter Smith looks at the educator as facilitator rather than professor. JoAnne Pertz presents a change strategy, focusing on ways to gain institutional acceptance and support for lifelong learning. Frank Christensen stresses the role of graduate programs, employing institutions, and individual faculty members in heightening the competence of educators as facilitators. C. Richard Elsiele recommends that counseling services for returning adult students be based on their developmental needs and be integrated with other college programs. E. Sharon Hayenga and Hope Isaacson discuss competency-based education for adult learners and Linda Reiser suggests approaches to recruiting adult students. Gordon Cowperthwaite considers the external degree option. Jamison Gilder examines policy questions related to adult education and suggests revision of state and federal laws and administrative regulations, funding formulas, and cooperative policies. Barry Heermann looks at six areas that are essential in transforming the traditional community college. Jack Friedlander reviews ERIC documents describing adult learning programs. (JM)

ED 186 076

JC 800 273

Lombardi, John

What's Happened to the Associate Degree?

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date—May 80

Note—6p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adoption (Ideas), Associate Degrees, College Role, Community Colleges, Degree Requirements, Educational History, Educational Philosophy, Educational Trends, Enrollment Trends, Federal Regulation, Graduation, Literature Reviews, Open Enrollment, Transfer Programs, Two Year Colleges

Despite some initial hesitancy in the first half of the twentieth century to award associate degrees, since the end of World War II, the associate degree has become as widely accepted by two-year colleges as the baccalaureate degree is by four-year colleges. This is evidenced by the steady increase in the number of associate degrees awarded annually, the eagerness displayed by educators in the various disciplines to have degrees with their specialties attached, and the trend toward making a particular degree the criterion for transferability and occupational competency. The acceptance of the associate degree is also reflected in the various regulations governing the number, purposes, and standards for the degree. Furthermore, when allowances are made for the large number of part-time students attending two-year colleges and the high risk of the open door policy, the number of associate degree graduates is indeed significant. Thus, despite arguments for community-oriented, non-traditional education, the associate degree program remains a significant community college offering. This literature review provides a historical outline of the use of the associate degree since 1900, a discussion of the requirements for the most common associate degrees awarded, and statistical data on the number of degrees awarded between 1970 and 1976. A bibliography is included. (JP)

ED 187 382 JC 800 313

Kolski, Leslie
The Age of Change. Junior College Resource Review.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information

Pub Date—Jun 80

Note—6p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Change, *Administrative Problems, *College Administration, College Role, *Community Colleges, Economic Change, *Educational Change, Educational Finance, Educational Objectives, Educational Quality, Financial Problems, Futures (of Society), Governance, Literature Reviews, State Aid, Tuition, Two Year Colleges

Current educational and fiscal trends have combined to create a complex management environment in which two-year colleges have had to forgo long-range planning and concentrate on the immediate problem of dealing with ongoing change. The dilemma caused by this change is evident in the intensive reexamination of what community colleges should be and in the increasing need to plan programs, allocate resources, and negotiate collective bargaining contracts without any indication of future funding levels. Because this ongoing change threatens academic excellence and the potential for professional advancement that faculty need to perform well, two-year colleges must initiate original responses to these problems, such as the creation of student-centered guidelines for change management and the utilization of participatory management techniques to involve the entire institution in adapting to changing situations. Colleges must also deal with special problems and concerns, including the influence of pressure groups on legislatures, the need to adopt new budgeting techniques in the face of reduced funding, the effect of increasing tuition on educational access, and the pros and cons of adopting marketing techniques for student recruitment. Other issues intertwined with these problems include the use of institutional research, and the impact of trustee involvement, accountability, and student attrition. (JP)

ED 187 386 JC 800 319

Beckwith, Miriam M.
Science Education in Two-Year Colleges: Mathematics.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information, Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—May 80

Contract—400-78-0038

Note—80p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advanced Courses, College Curriculum, College Faculty, *College Mathematics, Community Colleges, Computer Science, Courses, Curriculum Research, Educational Trends, Grading, Instructional Materials, Introductory Courses, Learning Laboratories, Literature Reviews, Mathematics Education, *Mathematics Instruction, *Mathematics Teachers, National Surveys, Questionnaires, Student Evaluation, Teacher Characteristics, Teaching Methods, Technical Institutes, Transfer Programs, *Two Year Colleges

One of 12 monographs examining different areas of science education in the two-year college, this report focuses on mathematics education as revealed by a review of the literature, an analysis of the catalogs and class schedules of 175 representative two-year institutions, and a survey of 393 mathematics and computer science instructors. Part I of the report outlines trends in mathematics curricula since 1963 and analyzes study findings as they relate to course offerings in six instructional areas: introductory and intermediate mathematics, advanced mathematics, applied mathematics, mathematics for majors, statistics and probability, and computer science and technology. Part II analyzes instructional practices, noting the predominance of the lecture method in mathematics courses; examining the use of individualized instruction, math labs, and various methods of student evaluation; and presenting catalog study and survey findings as they relate to class size, course level, instructional mode, class format, grading, use of instructional materials, and outcomes desired of students. Part III discusses mathematics faculty members, their educational and employment background, employment status, working conditions, and the assistance available to them. Each of the sections of the report reviews pertinent literature, study methodology and findings, and trends and implications. A bibliography and the questionnaire are included. (JP)

ED 187 397 JC 800 338

Mooney, William T., Jr.
Science Education in Two-Year Colleges: Chemistry.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information, Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—May 80

Contract—400-78-0038

Note—109p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Advanced Courses, Allied Health Occupations Education, Biochemistry, *Chemistry, *College Curriculum, College Faculty, Course Content, Curriculum Research, Educational Attainment, Engineering Education, Institutional Characteristics, Instructional Materials, *Introductory Courses, National Surveys, *Organic Chemistry, Part Time Faculty, Science Education, *Science Instruction, Science Teachers, Student Evaluation, Teaching Methods, Technical Education, *Two Year Colleges, Vocational Education

This three-part report examines chemistry education at the two-year college as revealed by a nationwide study of two-year science education which involved a review of the literature, an analysis of the catalogs and class schedules of 175 representative two-year institutions, and a survey of 82 chemistry instructors. Part I, in an examination of chemistry curricula at two-year colleges, first outlines the results of the catalog/schedule analysis as they relate to seven introductory courses, differentiated by either student majors or level of preparation, and five advanced courses, differentiated by content or specialized area. The section goes on to discuss the design of chemistry curricula at individual colleges in terms of the distribution of advanced and introductory courses by size of college, type of governance, and geographic location. Part II examines the results of the instructor survey, focusing on outcomes desired for students, student characteristics, instructional methods, use of class time and of instructional materials, student evaluation, instructors' educational and employment background, and the assistance available to them. Part III summarizes results and presents conclusions and recommendations. A bibliography and the questionnaire

are appended. (JP)

ED 187 412 JC 800/365

Braver, Florence R.
Familiar Functions in New Containers: Classifying Community Education. Topical Paper Number 71.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information, Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Contract—400-78-0038

Note—30p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Classification, *College Programs, College Role, *Community Colleges, *Community Education, Community Services, Continuing Education, Credit Courses, *Definitions, Educational Objectives, Educational Trends, Lifelong Learning, Noncredit Courses, Nontraditional Education, Student Educational Objectives, Two Year Colleges

Various traditional and non-traditional educational delivery systems are identified and examined in this effort to provide a uniform system of definitions and categories for community college services. Part I of the monograph explores the changing role of the community college, focusing on its beginnings as a transfer institution, the increased emphasis on vocational curricula after World War II, and the current concern with community-based, non-credit programs. Part II presents the results of a literature review and examination of standards set by governmental and professional associations, which reveal conflicts and overlap in the definitions of Adult Education, Continuing Education, Lifelong Learning, Community Services, and Community Education and Community-Based Education. These definitions are provided and the programs which typically fall into these categories are described. Part II presents a classification scheme for community college education based upon the intentions and objectives of the program participant. One component of the scheme deals with educational programs, subdividing both credit and credit-free programs according to student goals. The other major category in the scheme relates to community-oriented, non-educational services and activities, such as coordination with other agencies and provision of access to college facilities and expertise. (JP)

ED 187 421 JC 800 387

Edwards, Sandra J.
Preparing Humanities Modules for Occupational Programs. Junior College Resource Review.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date—Jul 80

Note—17p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, Course Content, Course Evaluation, Curriculum Development, *Curriculum Enrichment, Departments, Educational Cooperation, Humanities, *Humanities Instruction, *Learning Modules, Teacher Role, Teaching Methods, Two Year Colleges, *Vocational Education

Instructional packages dealing with a single conceptual unit of humanities subject matter can be used to infuse humanities education into vocational curricula. The development of such modules must begin with a firm foundation to insure the success of the project. Steps in the preparation for module development should include determining the demands on faculty workload, coordinating humanities and occupational divisions involvement, assessing student interest and course-taking patterns, securing administrative support, and calculating costs and acquiring funding. Only then would it be appropriate to determine module content and locate appropriate materials. An additional seven steps are involved in organizing the module: (1) delineate objectives; (2) establish target student population; (3) select student activities; (4) choose needed materials and equipment; (5) determine teaching approaches; (6) allocate time and space needs; (7) establish student evaluation strategy; (8) test the module; and (9) evaluate the module implementation. Such systematic planning will lead to the creation of a module that will not only help to revitalize the humanities curriculum, but will cap-

ture student interest. The paper cites uses of modular instruction within vocational curricula at various colleges and includes examples of potential modules and a bibliography. (Author/AYC)

ED 188 709 JC 800 406

Edwards, Sandra J.
Science Education in Two-Year Colleges: Biology. California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—May 80

Contract—400-78-0038

Note—116p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Activities, Advanced Courses, *Biology, College Curriculum, College Faculty, *College Science, *Community Colleges, Course Objectives, Courses, *Educational Attainment, Grading, Institutional Characteristics, Instructional Materials, Introductory Courses, Learning Modules, Literature Reviews, National Surveys, *Science Curriculum, Science Education, *Science Instruction, Science Laboratories, *Science Teachers, Student Characteristics, Teacher Characteristics, Teaching Experience, Teaching Methods, Textbooks, Two Year Colleges, Work Environment

One in a series of 12 publications on two-year science education, this four-part monograph examines biological education as revealed by a literature review, a study of the catalogs and class schedules of 175 representative two-year institutions, and survey responses of 160 biology instructors. Part I first presents the findings of a review of the literature on biology curricula, focusing on core curricula; course content; introductory courses; prerequisites; and courses for biology and non-biology majors, and allied health and remedial students. Next, the catalog and schedule analysis is presented, covering biology course offerings, target student groups, prerequisites and course sequences, institutional characteristics, and introductory courses. Part II examines instructional practices revealed in the literature and in the instructor survey. The literature review assessed the use of modules, laboratories, and textbooks, while the instructor survey considered student characteristics, instructional modes, use of class time and instructional materials, grading practices, desired student competencies, course goals, and out-of-class activities. Part III looks at the biology faculty in terms of degree attainment, employment status, teaching experience, selection of course materials, use of support services, and working conditions. The final section summarizes findings and presents recommendations for improving biological education. A bibliography and the questionnaire are included. (AYC)

ED 188 711 JC 800 408

Kintzer, Frederick G.
Proposition 13: Implications for Community Colleges. Topical Paper Number 72.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Aug 80

Contract—400-78-0038

Note—39p.

Pub Type—Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Administration, College Programs, College Role, *Community Colleges, Educational Finance, Financial Problems, *Financial Support, Governance, National Surveys, *Retirement, State Aid, *State Legislation, *State School District Relationship, Tax Allocation, Two Year Colleges

Identifiers—*Proposition 13 (California 1978)

This review of tax limitation legislation and its impact on the community college, begins by examining the provisions of this type of legislation, its historical precedents, the extent to which tax limitation legislation was passed in the 1970's, and its implications for local control of community college services. Next, it is noted that representatives from Florida, Georgia, Kentucky, Missouri, North

Carolina, South Carolina, and Tennessee reported that little or no impact had been felt from tax limitation legislation on community college education. In contrast, reports are then presented from 17 states, which detail changes in educational mission and college programming, governance and management, staffing, and financing that are directly attributable to such legislation. The 17 states are: Arizona, California, Colorado, Connecticut, Hawaii, Idaho, Illinois, Iowa, Maryland, Michigan, Nebraska, New Jersey, New York, Pennsylvania, Texas, Virginia, and Washington. The report concludes with a review of the literature, providing numerous suggestions for dealing with cutbacks through tactical changes in institutional operation, new approaches to teaching and learning, program budgeting, resource development programs, alliances with community agencies and industry, extending experiential learning, and volunteerism. A bibliography is provided. (AYC)

ED 188 717 JC 800 421

Parsons, Michael H., Ed.
Using Part-Time Faculty Effectively. California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0038

Note—115p.

Available from—Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, CA 94104 (\$6.95)

Journal Cit—New Directions for Community Colleges; v8 n2 1980

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrative Problems, *Community Colleges, *Faculty Development, Financial Support, Legal Problems, Models, National Surveys, *Part Time Faculty, Program Costs, Program Descriptions, Small Colleges, *Staff Utilization, State Aid, State Programs, Teacher Participation, Teaching Methods, Two Year Colleges

In the first section of this collection of essays on part-time faculty development, Carol Eliason outlines the problems inherent in current staff development practices and a systems approach to their solution. Then, David Harris voices concerns and challenges from the college president's perspective. Richard Smith explains the benefits of participatory programs for developing the potential of part-time faculty. Jack Friedlander discusses two national surveys, revealing the differences in the instructional practices of full- and part-time faculty. The second section presents four models for part-time faculty development. Harmon Pierce and Rosemary Miller describe the program at a large urban institution, while Michael Parsons outlines the operation of a staff development program for smaller colleges. Richard Greenwood describes activities designed to integrate part-time faculty into college life. Edward Decker focuses on colleges with a predominantly part-time staff. In the third section, Joseph DeSantis advances a design for a state support system; Louis Albert and Rollin Watson address current legal issues; and Richard Beman recounts the rewards and frustrations of being a part-time instructor. Finally, Michael Parsons recommends specific actions to achieve parity for part-time faculty and Donna Sillman cites relevant documents from the ERIC junior colleges collection. (AYC)

ED 188 719 JC 800 425

Friedlander, Jack.
Science Education in Two-Year Colleges: Economics.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—Aug 80

Contract—400-78-0038

Note—86p.

Pub Type—Information Analyses (070) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College Curriculum, *College Faculty, Community Colleges, Course Content, Courses, Curriculum Development, Curriculum

Research, *Economics Education, Enrollment, Grading, Instructional Materials, Literature Reviews, Questionnaires, Student Attrition, Teacher Characteristics, *Teaching Methods, *Two Year Colleges

Economics education is examined as revealed by a study of science education at two-year colleges that involved a review of the literature, an analysis of the catalogs and class schedules of 175 representative institutions, and a survey of 69 economics instructors. Each of the three parts of the report reviews pertinent literature, reports study methodology and findings, and discusses trends and implications. Part I outlines trends in economics curricula and analyzes study findings as they relate to course offerings in six disciplinary areas: introductory courses, principles of economics courses, business related, technology related, American Economics, and special topics. Also considered are prerequisites, the distribution of courses by college governance and size, and the level of economics literacy experienced at two-year colleges. Part II notes the rapid growth of the number of students taking their introductory economics course at two-year colleges, discusses the lack of published literature dealing with economics instruction at these institutions, and presents survey findings illustrating enrollment and completion rates, the various instructional modes and materials used, and the grading practices that are most often employed. Part III discusses economics faculty, their status, and the assistance available to them. Summary conclusions and recommendations, a bibliography, and the questionnaire are included. (JP)

ED 191 534 JC 800 500

Mooney, William T., Jr.
Science Education in Two-Year Colleges: Physics. Center for the Study of Community Colleges, Los Angeles, Calif.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—Aug 80

Contract—400-78-0038

Note—106p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Allied Health Occupations Education, *College Curriculum, College Faculty, *College Instruction, Course Objectives, Courses, Curriculum Research, Educational Trends, Engineering Technology, Grading, Instructional Materials, Introductory Courses, Literature Reviews, National Surveys, Nonmajors, *Physics, Questionnaires, *Science Teachers, Tables (Data), Teacher Characteristics, Teaching Methods, *Two Year Colleges

Physics instruction is examined as revealed in a study of science education at two-year colleges which involved a review of the literature, an analysis of the catalogs and class schedules of 175 representative institutions, and a survey of 45 physics instructors. Each of the two parts of the report reviews pertinent literature, reports study methodology and findings, and discusses trends and implications. Part I presents a general profile of physics curricula based on the number of courses and sections offered, and then analyzes study findings as they relate to course offerings in seven areas: (1) introductory courses for non-science/technology students; (2) physics for allied health and biology; (3) physics for engineering technology and related occupations; (4) preparatory courses for under-prepared students planning to take engineering sequences; (5) general non-calculus physics; (6) specialized, non-calculus courses, such as those offered in police and fire science curricula; and (7) calculus-based engineering and general physics courses. Part II explores instructional practices and faculty characteristics. This section focuses on laboratory requirements, instructional materials, student evaluation criteria, faculty degree attainment, and faculty suggestions for instructional improvement. Summary conclusions, a bibliography, the questionnaire, and data tables are included in the report. (JP)

ED 191 538 JC 800 510

Friedlander, Jack Edwards, Sandra J.
Science Education in Two-Year Colleges: Engineering.

Center for the Study of Community Colleges, Los Angeles, Calif.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—Aug 80

Contract—400-78-0038

Note—80p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College Curriculum, College Faculty, *College Instruction, Course Objectives, Courses, Curriculum Research, *Engineering Education, Enrollment, Grading, Instructional Materials, Literature Reviews, National Surveys, Questionnaires, *Science Teachers, Student Evaluation, Teacher Characteristics, Teaching Methods, *Two Year Colleges

Engineering instruction is examined as revealed in a study of science education at two-year colleges which involved a review of the literature, an analysis of the catalogs and class schedules of 175 institutions, and a survey of 144 engineering instructors. The report first presents a general profile of engineering technology education based on the literature review, considering curriculum, articulation, student recruitment, instructional practices, and student and faculty characteristics. Findings from the catalog and schedule analysis are then presented for eight disciplinary areas: (1) general engineering; (2) engineering graphics and design; (3) civil engineering; (4) electrical technology; (5) materials technology; (6) mechanical engineering; (7) industrial engineering; and (8) aeronautical, automotive, and combustion technology. This analysis focuses on course offerings, prerequisites, and objectives; lecture/laboratory format; intended audience; and differences between public and private colleges. Next, the report discusses course enrollment and completion rates and examines several areas related to instructional practices, including utilization and selection of instructional materials, student evaluation criteria, grading, out-of-class activities, and interdisciplinary approaches. Findings concerning the working conditions of faculty and their characteristics are then presented, followed by summary conclusions and recommendations for instructional improvement. A bibliography and the questionnaire are appended. (JP)

ED 191 543 JC 800 526

Brawer, Florence B., Ed.
Teaching the Sciences. New Directions for Community Colleges, Number 31.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0038

Note—110p.

Available from—Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104 (\$6.95).

Journal Cit—New Directions for Community Colleges; v8 n3 Fall 1980

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Biology, *College Instruction, College Transfer Students, Course Content, Ethics, Homebound, Home Study, *Instructional Innovation, Learning Modules, Mathematics Instruction, National Surveys, Psychology, Retention (Psychology), School Holding Power, *Science Instruction, Sociology, Student Attrition, Student Placement, Teaching Methods, *Two Year Colleges

Trends and innovations in science education at two-year colleges are explored in this series of 12 articles. The collection includes: (1) a discussion of alternative instructional modes by John Holleman; (2) a description of the development of a remedial science and biology course for homebound students by Leonard O'Hara; (3) an examination of approaches to teaching ethical decision-making within science courses by Joan Creager; (4) an illustration of the use of "pausing phenomenon" to increase

student learning during lecture and discussion by Mary Budd Rowe; (5) an overview of the instructional practices of science instructors in two-year colleges by Jack Friedlander; (6) a description of an individualized, modular approach to mathematics instruction by Myrna Mitchell; (7) an exploration of curriculum design for sociology instruction at community colleges by S. Y. Bradford; (8) a discussion of the use of mathematics placement tests to reduce failure among entering students by June Wood; (9) suggestions for improving science curricula to reduce attrition by Arlene Russell and Patricia Perez; (10) an analysis of the individualized approach to science education by Fred Thompson; (11) a presentation of alternative approaches to the standardized biology course by Bette Slutsky; and (12) an enumeration of the desirable components of an introductory psychology course by Jana Osaze. The monograph concludes with a bibliography of ERIC documents dealing with instruction in 13 scientific subject areas. (JP)

ED 192 862 JC 800 568

Brawer, Florence B., Ed.
The Humanities and Sciences in Two-Year Colleges.

Center for the Study of Community Colleges, Los Angeles, Calif.; ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—80

Contract—400-78-0038

Note—133p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Collected Works - General (020)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*College Curriculum, *College Faculty, Curriculum Research, Educational Media, *Humanities, Intellectual Disciplines, Liberal Arts, Mathematics, National Surveys, *Sciences, Social Sciences, Teacher Attitudes, Teacher Characteristics, *Teaching Methods, *Two Year Colleges

Based on research conducted by the Center for the Study of Community Colleges between 1975 and 1980, this monograph presents 11 articles on the role of humanities and sciences at two-year colleges. In the first three articles, Miriam Beckwith compares data on humanities faculty in Washington State with nationwide information; Joseph Marks correlates institutional variables, such as enrollment and finance, with the humanities' deteriorating position at two-year colleges; and William Clark compares the degree attainment and teaching experience of literature instructors with other humanities instructors. The next three articles deal with science instruction. Curtis Cox compares general education natural science courses with courses designed for science majors. Darrell Clowes examines the two-year college science curriculum, its functions, and the courses designed to serve these functions. Thomas Doe discusses the instructional materials and practices used in mathematics courses. The final articles deal with liberal arts in general: Veloris Hallberg compares instructor goals and student evaluations among disciplines; Yukie Tokuyama reviews the instructional practices of humanities and social science faculty; Rose-Lise Obetz examines the use of instructional media in liberal arts; Kenneth Green focuses on faculty holding doctoral degrees; and Callie Bowles examines instructional differences in the sciences and humanities. (JP)

ED 195 318 JC 810 021

Vaughan, George B., Ed.
Questioning the Community College Role. New Directions for Community Colleges, Number 32.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-87589-810-6, USPS-121-710

Pub Date—80

Contract—400-78-0038

Note—117p.

Journal Cit—New Directions for Community Colleges; v8 n4 Win 1980

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Access to Education, Adult Students, Bibliographies, *College Role, College Transfer Students, *Community Colleges, Educational Finance, *Educational Objectives, Outcomes of Education, Social Mobility, Two Year Colleges, Two Year College Students

These nine articles question the community college's fulfillment of its educational and social roles. George Vaughan summarizes the writings of prominent critics of the community college and suggests that two-year college educators analyze and profit from their criticisms. Burton Clark reconsiders the community college's "cooling out" function and even less desirable alternatives, such as preselection and guaranteed graduation. After recapping the major points made in "Dateline '79," Arthur Cohen plots trends for the 1980's. Richard Johnston considers the negative social impacts charged to the community college and proposes an alternative system of postsecondary education. William Neumann and David Riesman present a profile of the "community college elite," that is, those community college transfer students who graduate from selective, independent senior colleges. David Breneman and Susan Nelson look at the way the community college mission is affected by patterns of public financing. Robert Templin, Jr. and Ronald Shearon discuss two theories of the relationship between social stratification and education, and review studies providing evidence in support of and against charges that community colleges support the status quo. Steven Zwerling considers the influence of growing numbers of adult, part-time students on the community college. An ERIC bibliography on the community college mission concludes the monograph. (AYC)

PS

ED 160 188 PS 010 082

Coelen, Craig And Others
Day Care Centers in the U.S.: A National Profile, 1976-1977. Final Report of the National Day Care Study, Volume III.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date—78

Contract—HEW-105-74-1100

Note—315p. For related documents, see ED 131

928-30, ED 147 016, and ED 152 411

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Day Care, *Day Care Centers, Early Childhood Education, Enrollment, Family Characteristics, *Federal Regulation, Handicapped Children, Interviews, *National Surveys, Operating Expenses, Parent Participation, Questionnaires, Racial Distribution, Staff Utilization, Student Characteristics, Teacher Qualifications Identifiers—*National Day Care Study (Supply Study)

This report provides national and cross-state profiles of the characteristics of center-based day care and presents estimates of the degree to which centers are currently in compliance with the major provisions of government day care regulations. The information presented here was compiled as part of the Supply Study, a project of the National Day Care Study conducted by the Day Care Division of the Administration for Children, Youth, and Families. Data were collected by a telephone survey of a national probability sample of 3,167 day care centers. (More than one out of every six day care centers in the United States participated in the survey.) A small national probability sample of 70 centers, all of which had participated in the telephone interviews, was surveyed by means of personal on-site interviews. The report is divided into 3 parts. Part I presents background information, an overview of the study, and a summary of findings. Part II consists of detailed statistical tables which present data on center characteristics, children and families, programs, staff, finances, and regulatory compliance. Part III contains the appendices. Appendix A describes the sampling design, survey implementation, estimation techniques, and reliability. Appendix B presents a copy of the questionnaire used for the telephone survey and describes its development. (JMB)

ED 168 722 PS 010 492

Phyfe-Perkins, Elizabeth
Children's Behavior in Pre-School Settings: A Review of Research Concerning the Influence of the Physical Environment.

Pub Date—Apr 79

Note—56p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)
 EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Behavior, Early Childhood Education, Ecological Factors, Educational Principles, Educational Research, *Environmental Influences, *Instructional Materials, Opinions, *Personal Space, Play, *Preschool Children, *School Space, Space Utilization, Speeches, State of the Art Reviews

This review provides an overview of research relating the physical environment of the early childhood educational setting to children's behavior. Findings on space in relation to fixed and semi-fixed features (partitions, playground equipment, furnishings); spatial density; the arrangement of equipment and the division of space; the amount, variety, type and display of materials; holding power, children's attention span and social value of materials; the variety and complexity of materials in relation to an overall index of space quality; ecological studies of materials and other classroom variables; and the effect of activity settings are pointed out. Implications for practice are indicated. Main findings on the effects of materials provided to children in early childhood settings are summarized. The following principles have been extracted from the review: (1) space must be analyzed in terms of whether it provides for a full range of children's behavior; (2) systematic observation of children at play in the educational setting is crucial to an analysis of the environment; (3) there can be no one set of prescriptions for the optimal arrangement of space in early childhood settings; (4) in addition to space and materials, teacher behavior and program format constitute major variables in the early educational setting; (5) in preschool design, interrelationships among activity settings should be considered; and (6) planning to enhance child-environment involves a study of the ecology of the preschool. (Author/RH)

ED 168 733 PS 010 530

Ruopp, Richard, And Others
Children at the Center: Summary Findings and Their Implications. Final Report of the National Day Care Study, Volume I.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date—Mar 79

Contract—HEW-105-74-1100

Note—328p.; Parts marginally legible due to small type

Pub Type—Books (010) — Reports - Descriptive (141) — Reports - Evaluative (142)
 EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Classroom Environment, *Cost Effectiveness, *Day Care, Day Care Centers, Early Childhood Education, Federal Programs, *Federal Regulation, Minority Group Children, Models, National Surveys, Operating Expenses, *Policy Formation, *Preschool Children, Program Descriptions, *Program Effectiveness, Project Applications, Research Methodology, Sampling, Student Characteristics, Teacher Qualifications

Identifiers—*National Day Care Study

This volume presents a summary of the methods, findings and recommendations for federal policy of the National Day Care Study (NDCS), a 4-year study of the effects of regulatable day care center characteristics on the quality and cost of day care for preschoolers. Chapter I describes current day care services and the history of federal involvement to the present. Chapter II presents the major policy issues addressed by the NDCS and its conceptual framework and research design. Chapter III explains the sampling procedure of the NDCS. Chapter IV deals with those aspects of day care centers which are susceptible to federal regulation and hence most affected by federal policy decisions, and with alternative measures of policy variables. Chapter V discusses the conceptual and instrumental problems of defining "quality care" and gives the study's definition. Chapters VI and VII present the

NDCS findings. In Chapter VI the relation between regulatable aspects of day care and quality of care, the generality of the findings, and the connection between research findings and policy decisions are explored. In Chapter VII the issue of cost versus quality is examined. Chapter VIII discusses current regulatory policy and recommends alternative regulatory policies. A "Commentary" is appended which presents the views of minority consultants on issues with crucial effects for minority children. Three appendices provide: (1) a summary of the findings of the NDCS Supply Study, (2) an overview of the Infant/Toddler Study, and (3) the names of all NDCS staff and consultants. (Author/BH)

ED 170 018 PS 010 115

Goldhaber, Dale
Does the Changing View of Early Development Imply a Changing View of Early Education?

Pub Date—78

Note—31p.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Development, Developmental Stages, Disadvantaged Environment, *Early Childhood Education, *Early Experience, *Environmental Influences, Literature Reviews, Preschool Children

Identifiers—*Developmental Continuity, *Life Span Development

This paper critically reviews the theoretical and empirical basis supporting the traditional early experience position formulated by Bloom and Hunt, discusses the factors responsible for the emergence of the newer life span position and the implications of this new view for understanding both the role of early experience and the facilitation of early childhood development. The current re-evaluation of the early experience position from a life span perspective reflects a new "zeitgeist" which is the result of the convergence of five factors: (1) the continuing reinterpretation of Piaget; (2) the increasing usage of transactional developmental methodology; (3) the re-emergence of stage based developmental models; (4) the re-emergence of a strong life span developmental psychology; and (5) the re-emergence of a "sympathetic" understanding of the child. The strong life span view, which sees the degree of influence of early experience as dependent on the existence of mechanisms insuring the continuity of those early experiences, implies the following shifts in emphases towards: (1) a greater appreciation of the distinction between species-specific and culture-specific development; (2) a greater emphasis on the importance of the continuity of educational experiences; and (3) a role for early childhood educators that emphasizes horizontal extension rather than vertical acceleration. (Author/SS)

ED 170 025 PS 010 493

Ives, William, Comp.
The Visual Arts and Cognitive Development: An Annotated Bibliography.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—[79]

Grant—NIE-G-78-0031

Note—42p.; Not available in hard copy due to print quality of the original

Pub Type—Reference Materials - Bibliographies (131) — Reports - Research (143)
 EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Art Appreciation, Art Education, Artists, Child Development, Children, *Childrens Art, *Cognitive Development, *Creative Development, Imagery, *Perceptual Development, Pretend Play, Research, Symbolic Learning, *Visual Arts, Visual Perception

More than 300 citations of books, articles, and conference papers published primarily within the last 20 years are listed with brief descriptions. The works include discussions of developmental theory, art education, art criticism, aesthetics, and philosophy of science as well as experimental studies. Research topics cover aspects of cognition (perception, imagery, spatial relations, symbolization, representation), art (children's conceptions of art, development of artistic ability, style, art therapy, media comparisons, and so forth), and related areas of

developmental research (including creativity, play, fantasy, role-taking, personality). Although material related to adult artists is included, the emphasis is on children. (SS)

ED 171 387 PS 010 591

Gold, Dolores, Reis, Myrna
Do Male Teachers in the Early School Years Make a Difference? A Review of the Literature.

Spons Agency—Quebec Dept. of Education, Quebec.

Pub Date—[78]

Note—44p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Ability, *Academic Achievement, Behavior, Children, Development, Elementary School Students, Elementary School Teachers, *Females, Literature Reviews, *Males, Preschool Children, Preschool Teachers, School Attitudes, *Sex Role, *Socialization, Student Characteristics, *Teacher Influence

Identifiers—Cognitive Theory, Social Learning Theory, *Teacher Gender

This literature review examines the influence of teacher gender on child behavior and development from nursery school through the later elementary school grades. Implications of social learning and cognitive theories of gender identification and development are explored, and several studies of the effects of male teachers on students, as well as anecdotal reports, are critically reviewed. Design limitations of many of the studies are pointed out. A few studies of nursery and kindergarten children indicate that male teachers may positively affect boys' perceptions of apatial relations, attitudes, perception of teacher and school environment, sex-role identification, and behavior. Only one of the reviewed studies of early elementary school children provided significant or unconfounded positive findings. Among later elementary school students, male teachers were found to have positively influenced boys' reading vocabulary, comprehension, arithmetic reasoning, mathematical problem solving, teacher-pupil identification, school related self-concepts, perception of teacher-student relationship and consensual view of school. In later elementary grades, male teachers may positively influence boys' masculine sex-role preference and lower psychological effeminacy scores. Overall, few findings indicate that the presence of male teachers provides significant and important benefits. Many other variables may be more important. (Author/RH)

ED 187 438 PS 011 426

Family Living: Suggestions for Effective Parenting.
 ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0008

Note—57p.

Available from—ERIC/EECE, College of Education, University of Illinois, Urbana, IL 61801 (Catalog # 188, \$3.50)

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Behavior Development, *Child Development, Childhood Interests, *Child Rearing, Communication (Thought Transfer), Cooperation, Discipline, Emotional Experience, Labeling (of Persons), Listening, Modeling (Psychology), *Parent Child Relationship, *Parent Education, *Parent Influence, Parent Role, Peer Groups, Rewards, Siblings, Television Viewing

This set of 24 bulletins provides parents with information on various topics related to child development, behavior and education. Topics discussed include: parents as role models; parental needs; parental expectations; talking with one's child; avoiding childhood labels; helping children learn to cope; setting limits; listening to children; helping children develop interests; taking stands on important issues; understanding behavior; gaining cooperation; spanking and discipline; coping with parental stress; consistency in discipline, children's feelings; the father's role in parenting; children's fears; vital signs of preschool development; communicating honestly with children; sibling rivalry; children and television; attention and rewards; and the importance of peers. Background readings, including ERIC documents, are listed for each topic. A brief guide to using the ERIC information retrieval system is provided. (Author/RH)

ED 190 197

PS 010 904

*Eldson, Bernice T.***Contemporary Single Mothers.**

Spons Agency—Carnegie Corp. of New York, N.Y.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date—Mar 79

Grant—CC-B-3970-06;

Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 15-18, 1979). Available from—To be published as a chapter in "Current Topics in Early Childhood Education". Vol. 3, 1980. Lilian Katz (ERIC Clearinghouse on Early Childhood Education), Editor. Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648 (\$17.50).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Rearing, *Fatherless Family, *Individual Differences, Longitudinal Studies, Mobility, One Parent Family, *Parent Attitudes, Parent Role, Policy, Pregnancy, Preschool Children, *Unwed Mothers, Values

Identifiers—*Satisfaction, Toddlers

Fifty Caucasian, never-married single mothers aged 18-30, who had opted to keep their babies, were studied longitudinally from the last trimester of pregnancy through the first three years of their children's lives in order to learn the extent to which they had reinterpreted traditional roles and responsibilities and had restructured their lives. Their values, attitudes, aspirations for their children, child rearing practices, family organization and activities were documented through naturalistic home observations, detailed interviews and questionnaires, and self reports of daily routines. The development of their children was assessed periodically through structured and semi-structured tests so that aspects of cognitive physical, and socio-emotional growth could be monitored. A picture of three different types of single mothers (nest builders, post hoc adapters and unwed mother) each with fairly distinct attitudes, expectations and experiences, emerged from the data. After a description of the single mother's backgrounds, their roles as parents, their values, attitudes and parenting behaviors are discussed. Policy planning implications of the findings for service delivery are indicated. (Author/RH)

ED 190 198

PS 010 905

*Travis, Nancy E. Perreault, Joe***Day Care as a Resource to Families.**

Pub Date—Nov 79

Note—22p.; Paper presented at the Conference on Children of the 80's (Urbana, IL, November 5-7, 1979).

Available from—To be published as a chapter in "Current Topics in Early Childhood Education". Vol. 3, 1980. Lilian Katz (ERIC Clearinghouse on Early Childhood Education), Editor. Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648 (\$17.50).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Day Care, Early Childhood Education, *Family (Sociological Unit), History, *Parent Participation, *Parent School Relationship, Parent Teacher Cooperation, *Social Change

This paper looks at the involvement of parents in child care programs from an historical point of view and offers suggestions on how a partnership between parents and programs can be implemented. In response to immigration and economic depression, initial child care programs were focused on the child's potential for development, opportunities for professionals to provide services, and parent education. The focus changed during the Second World War when day care was supported in order to free women for work in war-related industries. Continuing at work in the 50s and 60s, women in several economic strata demanded day care services. The earlier emphasis on parent education was replaced by attempts to increase parent participation in realizing nutritional, developmental and cognitive program goals for low-income children such as Head Start participants. Later, alternate forms of care and programs responsive to changes in the American family were developed and implemented. In concluding sections of the paper, barriers to good parent/caregiver relationships are identified and future directions and recommendations for day care

services are provided in the areas of practical philosophy, consumer education, administrative policies and parent/caregiver communication. (Author/RH)

ED 190 199

PS 010 906

*Ashby, Gerald F.***Pre-School Education in Queensland, Australia: A Systems Approach.**

Pub Date—Nov 79

Note—64p.; Paper presented at the Conference on Children of the 80's (Urbana, IL, November 5-7, 1979).

Available from—To be published as a chapter in "Current Topics in Early Childhood Education". Vol. 3, 1980. Lilian Katz (ERIC Clearinghouse on Early Childhood Education), Editor. Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648 (\$17.50).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, *Correspondence Study, Educational Principles, *Educational Theories, Foreign Countries, Home Programs, Models, Parent Participation, *Preschool Education, *Program Development, *Program Implementation, *Rural Schools, School Districts

Identifiers—Queensland Preschool Correspondence Program

This paper provides a detailed overview of the preschool education system in Queensland, Australia, from the perspective of one of the original designers of that program. The first section of the paper describes the social, political and general educational contexts within which the Queensland preschool system was developed. Steps in state level planning for preschool education are discussed. The second section describes two sub-programs of the major, center-based, preschool program: the Pre-School Correspondence Program (PSCP) and the Class IV (small rural) School Project (CIV SP). The PSCP, a home-based, parent taught program of multi-format materials, was designed (1) for children in very isolated areas where school enrollment was less than 35 and (2) for children who would receive primary schooling through correspondence only. The CIV SP, a program for schools enrolling a total of 36 to 100 pupils, was conceived as an experiment to create a special grouping of preschool children and primary school students that was under the administrative control of a school principal. The third section summarizes seven major assumptions underlying the development of preschool education, relates four tentative principles for developing preschool programs, and suggests a functional model of program implementation. (Author/RH)

ED 190 200

PS 011 051

*McKenna, Anne T.***A Functional Approach to Language Development.**

Pub Date—Nov 79

Note—23p.; Paper presented at the Conference on Children of the 80's (Urbana, IL, November 5-7, 1979).

Available from—To be published as a chapter in "Current Topics in Early Childhood Education". Vol. 3, 1980. Lilian Katz (ERIC Clearinghouse on Early Childhood Education), Editor. Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648 (\$17.50).

Pub Type—Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Disadvantaged Youth, Early Childhood Education, *Language Acquisition, *Language Usage, Perspective Taking, *Preschool Children, Speech Communication

Since language largely derives from social interaction, preschool children should be provided many opportunities to converse, question and play with words. In this way children learn what to do with language in order to communicate effectively and appropriately. Recently begun investigations of language as it is actually used may produce findings that will be important to teachers of preschool children. One recent study has compared socially disadvantaged children's ability to tell their teacher a story from a picture seen either (1) with both the teacher and the child looking at the picture, or (2) with the teacher blindfolded and the child looking at the picture. It was found that when the teacher could not see (because of her "sore eyes") the chil-

dren made attempts to speak more explicitly. When both the teacher and the children could see the picture, the children apparently assumed that the teacher did not need a definite account. These findings indicate the reserves of verbal skill possessed by socially disadvantaged children. They also suggest the need of a context meaningful to the child and one that provides opportunities to use verbal skills, if children's competencies are to be displayed. Teachers should develop skills in recognizing and utilizing such contexts as they occur naturally when adults and children interact in the preschool. (Author/RH)

ED 190 201

PS 011 052

*Fogel, Alan***The Role of Emotion in Early Childhood Education.**

Pub Date—Nov 79

Note—24p.; Paper presented at the Conference on Children of the 80's (Urbana, IL, November 5-7, 1979).

Available from—To be published as a chapter in "Current Topics in Early Childhood Education". Vol. 3, 1980. Lilian Katz (ERIC Clearinghouse on Early Childhood Education), Editor. Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648 (\$17.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, Affective Objectives, Attachment Behavior, Early Childhood Education, *Educational Environment, *Educational Experience, Educational Principles, *Emotional Experience, Emotional Response, Empathy, *Preschool Children, Preschool Curriculum, *Student Teacher, Relationship, *Teacher Influence, Teacher Role

This discussion explores some of the emotional factors affecting teachers and children in the educational process and their relationship to early childhood education. One major area of emotional experience in the classroom is related to the child's response to the content of what is being taught. Any novel situation and, in particular, a situation in which new information and ideas are being presented, may evoke strong emotional reactions ranging from excitement to fear. These reactions, and the way in which they are handled by the teacher, may influence learning and retention. The second, and perhaps the most important area, is the set of feelings which are inherent in the teacher-child relationship. These feelings—both the teacher's and the child's—cannot help but influence what is learned, what is taught, and what is retained. Finally, emotion enters into the classroom as content. Most adults believe, whether they admit it or not, that it is "good" for children to experience strong emotions—both positive and negative—in a protective context, in order to learn about the self and about the self's ability to feel and to cope with the vicissitudes of life. (Author/RH)

ED 190 203

PS 011 303

*Schleicher, Klaus***Human Ecology and Television in Early Childhood Education.**

Pub Date—Nov 79

Note—21p.; Paper presented at the Conference on Children of the 80's (Urbana, IL, November 5-7, 1979).

Available from—To be published as a chapter in "Current Topics in Early Childhood Education". Vol. 3, 1980. Lilian Katz (ERIC Clearinghouse on Early Childhood Education), Editor. Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648 (\$17.50).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ecological Factors, *Educational Development, Educational Television, Foreign Countries, *Preschool Children, *Preschool Education, *Research Needs, Research Problems, Socialization, Television Research, *Television Viewing

Identifiers—Europe, *Human Ecology

A human ecological approach to the study of children's television viewing raises questions that researchers have largely neglected. Does television influence the interaction patterns of socializing agents with children and with one another? Are there long-term, psychological consequences of

unintegrated and competing influences from television and the environment? To what extent do emotional impressions, provoked through media, tend to be autonomous and disconnected from the child's overall comprehension? Does television viewing reduce the child's inclination to play and limit first-hand experiences? The perspective of human ecology suggests that the impact of media on children is likely to be more intense than it is on adults. Accordingly, preschool television programs should be designed to promote children's personal stability, not to attract large numbers of viewers or further specific aims of educational policy. Early childhood educators and parents should guarantee: (1) that small children watch far less TV than adults; and (2) that children are not left to face all media options without guidance or to cope with raw impressions unassisted. The tendency of preschool programs to focus on improving the child's ability to cope with an increasingly complex environment should be replaced by programs that are strongly child centered, care for children as individuals, pay attention to marginal transformations of their development, use a comprehensive approach, and above all attempt to support personal stability and open-mindedness of children. (Author/RH)

ED 190 204 PS 011 314

Katz, Lilian G.

Mothering and Teaching: Some Significant Distinctions.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; Illinois Univ., Urbana. Dept. of Elementary Education

Pub Date—Apr 80

Note—33p.; Current Topics in Early Childhood Education; Vol. III (in press)

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attachment Behavior, *Child Rearing, *Differences, Early Childhood Education, *Educational Responsibility, Elementary School Teachers, Mothers, Parent Child Relationship, *Parent Role, Preschool Teachers, Student Teacher Relationship, *Teacher Role

This essay examines distinctions between the roles of mothers and teachers, and draws implications for mothers, teachers, parent education programs, and research. Differences between the roles of mothers and teachers are discussed in terms of seven dimensions: (1) scope of functions (diffuse and limitless versus specific and limited); (2) intensity of affect (high versus low); (3) attachment (optimum attachment versus optimum detachment); (4) rationality (optimum irrationality versus optimum rationality); (5) spontaneity (optimum spontaneity versus optimum intentionality); (6) partiality (partial versus impartial); and (7) scope of responsibility (individual versus a whole group). It is argued that parent education programs should seek to support and not supplant the parents' own goals and patterns of responding to their children. The complementarity of the two roles should be acknowledged and ways in which the efforts of each might be supported by the other should be emphasized. Implications for teachers are that they should focus on those aspects of the child's functioning which they have control over and strive for an optimum combination of involvement and detachment. Research which would advance our understanding of the stresses and coping skills of teachers and day care workers should have a high priority. (Author/CS)

ED 190 256 PS 011 635

Birch, Leann Lipps

Experiential Determinants of Children's Food Preferences.

Pub Date—Nov 79

Note—37p.; Paper presented at the Conference on Children of the 80's (Urbana, IL, November 5-7, 1979).

Available from—To be published as a chapter in "Current Topics in Early Childhood Education" Vol. 3, 1980. Lilian Katz (ERIC Clearinghouse on Early Childhood Education), Editor. Ablex Publishing Corp., 355 Chestnut St., Norwood, NJ 07648 (\$17.50).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Patterns, Child Rearing, *Children, Day Care, *Early Experience, *Food, *Individual Characteristics, Preschool Education

Identifiers—*Context Effect, Food Consumption,

*Food Preferences

This discussion focuses on elements of children's immediate experience that influence their food preferences. Some evidence suggests that there may be sensitive periods early in life that are critical for the formation of food preferences and aversions. Additionally, the familiarity and the sweetness of foods appear to be important determinants of children's food preferences. While studies of consumption patterns have frequently been used in making inferences about the food preferences of children, this practice is not appropriate because consumption patterns are determined by factors other than preference. Three elements of contact with food that potentially contribute to the formation of food preferences are the food, the person and the context. The need to maintain homeostasis, obesity, the sensory capacity of persons, and conditioned experience appear to be related to food preferences. Social-affective context influences the formation of food preferences in several ways. For example, exposing target children to peers who selected and ate the target children's nonpreferred foods was sufficient to change preference and consumption patterns of target children. Presenting foods as rewards and presenting them noncontingently paired with adult attention produced persistent and significant increases in the preferences of preschool children. Implications for child rearing practices in day care settings are indicated. (Author/RH)

ED 191 545 PS 011 305

Gammage, Phillip

School Curricula: A Social-Psychological View.

Pub Date—Nov 79

Note—19p.; Paper presented at the Conference on Children of the 80's (Urbana, IL, November 5-7, 1979).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), Educational Objectives, *Educational Practices, Elementary Education, *Elementary School Curriculum, Foreign Countries, Research Needs, Self Concept, *Social Psychology, *Theories

Identifiers—*England

This paper brings the perceptions of a social psychologist to bear on curricula as currently taught in the schools. Many discussions of the school curriculum hinge upon the questions what, when, and how, and leave the most important why question unasked and unanswered, perhaps because it is so difficult to answer. In contrast to such theoretical concerns, practical consideration of the social psychological constraints upon the curriculum suggests that the curriculum is primarily influenced by the following five factors: (1) the entering characteristics of the learners; (2) the nature of the subject material; (3) educational aims and instructional objectives; (4) personality variables of the teacher; and (5) the organization of plant and personnel (i.e., communication structures and the social psychology of the institution). In England, and to a small extent in North America, it would seem that primary/elementary schools have, by and large, been fairly successful in accommodating influences one and five. Primary schools have not done particularly well in respect to influences two and three. Features grouped under influence four still need a great deal more research before even the crudest of generalizations can be made about their effect upon curriculum. However, it is apparent that the self concepts of teachers and students have marked implications for learning and curriculum planning. (Author/RH)

ED 192 890 PS 011 714

Zavitskoy, Docia

Children First: A Look at the Needs of School-Age Children.

Pub Date—Jun 79

Note—11p.; Paper presented at School's Out! A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*After School Day Care, *Childhood Needs, *Day Care, Elementary Education, *Elementary School Students

This brief paper discusses needs of school-age children and factors to consider in providing school-age child care. These needs and factors are explored in a discussion of five myths about school-age day

care. The myths are as follows: (1) school-age children are old enough to fend for themselves, assume responsibility for their own welfare and arrange their own leisure time activities; (2) almost anyone, if friendly, can develop and carry out a good child care program for school-age children; (3) most communities have accepted the responsibility for planning, organizing, coordinating and implementing school-age child care services; (4) there is not enough money to support high quality school-age care; and (5) parents who need day care programs are not concerned about or interested in the quality of care their children receive. Anecdotal examples of children's comments are used to illustrate the need for child care providers to respect children as persons in their own right, to realize that no two children are alike, and to keep a sense of humor. (Author/SS)

ED 192 902 PS 011 726

Morgan, Gwen G.

Putting It Together: Some Program and Policy Issues in School-Age Day Care.

Pub Date—Jun 79

Note—9p.; Paper presented at School's Out! A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*After School Day Care, *Elementary School Students, *Family School Relationship, Financial Support, Policy, *Political Issues, *Program Costs, *Program Development

This paper comments on program and policy issues concerning school-age day care. The issues discussed are as follows: (1) what kind of day care provision do school-age children prefer? (2) what constitutes a high quality day care program? and (3) how can parents, the general public, and politicians be persuaded to support and finance day care programs? It is emphasized that school-age day care is economically feasible and that it is pro-family in that it supports rather than substitutes for the family. Pleas for extensive research on school-age day care and for high quality and universally accessible day care provision are made. (Author/MP)

RC

ED 184 783 RC 011 966

Stockburger, Cassandra

The Impact of Interstate Programs on Continuity in Migrant Education.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80

Contract—400-78-0023

Note—73p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX, (Stock No. EC-078, \$6.50)

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Education, Cooperative Programs, Educational Legislation, *Educationally Disadvantaged, Educational Opportunities, Elementary Secondary Education, Federal Programs, *Interstate Programs, Migrant Children, *Migrant Education, *Migrant Programs, Program Administration, Program Descriptions, Program Evaluation, State Programs, Student Records

Identifiers—*Continuity, Elementary Secondary Education Act, Migrant Student Record Transfer System

The most obvious and difficult problem facing educators of migrant children is that of frequent interruptions in the child's education caused by his migration. Various solutions have been put forth over the past three decades; these have included providing mobile schools and staff, residential schools, uniform record transfers, interstate credit exchanges, and special curriculums. Most attention has been given to bringing continuity to migrant children's education through the transfer of uniform records between schools. Interstate planning has increased markedly in the past decade since the avail-

ability of migrant education funds under the Elementary and Secondary Education Act, but planning remains piecemeal with no effective coordination at the federal level. The most notable efforts to deal with the question of educational continuity have taken place outside the public school system. The public schools have concentrated on finding ways to fit the child with a disordered life style into an orderly school system and have become, overly concerned with sequenced learning, test scores, daily attendance, and proper records. Migrant educators need to develop new techniques to take advantage of the natural continuity which exists within the child and his family. While schools change, curricula change, and records disappear, the child always has himself and his parents; he has what he knows and what he is able to do. (Author/JH)

ED 186 177 RC 012 007

Lynch, Robert E.

Motivating Migrant Secondary Students: "No One Can Stop You But Yourself".

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Contract—400-78-0023

Note—58p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock No. EC-081, \$6.00).

Pub Type—Guides - Non-Classroom (055) - Reports - Evaluative (142) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Career Counseling, Demonstration Programs, Dropout Attitudes, Dropout Prevention, *Dropouts, Educational Practices, High School Students, *Migrant Education, *Migrant Youth, *Secondary Education, Student Attitudes, Student Financial Aid, *Student Motivation, Surveys, Vocational Education, Work Experience Programs

Studies show that 9 out of 10 migrant students do not complete their high school education. To identify the factors contributing to this high dropout rate, 350 migrant youths were surveyed to assess what they viewed as "good" programs and why they had dropped out of school. Most respondents noted some sort of sports activity as what they liked best about high school and academic classes as what they liked least. Programs of greatest interest were those offering job/career training. Reasons for dropping out were usually related to the need to work and family concerns. These and other study results are discussed at length in the first section of this document. Interviews with migrant students and excerpts from their letters and articles shed further light on the young people's experiences with secondary education. The second portion of the document describes nine exemplary programs for secondary level migrant students which offer such special services as financial and supportive college assistance, "hands on" work experience, vocational training, learn and earn incentives, and credit exchange between schools. Conclusions from the survey and review of the already existing programs list such needs as transfer of academic credit, stipended work experience, counseling and career education, and financial assistance for college, as well as trade school. (DS)

ED 186 183 RC 012 016

Drier, Harry And Others

You and the Rural Connection: Answers to Your Questions on Rural Career Guidance.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 80

Contract—400-78-00023-Opt. 2

Note—35p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (\$4.50, Stock No. EC-079)

Pub Type—Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Awareness, Career Counseling, *Career Guidance, Elementary Secondary Education, *Guidance Personnel, *Information Needs, Information Networks, *Information Sources, *Rural Schools, Sampling, School Guidance, *Small Schools

Identifiers—*Rural Connection

Samples of the approximately 1,900 requests for information received by the Rural Connection (RC) between September, 1977, and November, 1978, have been selected to give the reader a general idea of the kind of career information requested by guidance counselors in small, rural schools. The requests are organized into two main categories, each with subsections: Career Information (Animal Science; Crafts, Services, and Trades; Mechanics; Forestry and Recreation; Fine Arts and Commercial Arts; Computers, Communications, and Electronics; Engineering and Technology; Helping and Service-Vocational and Paraprofessional; Scholarship and Other Forms of Financial Aid; and Miscellany) and Information of Professional Interest to Guidance Counselors (Career Education and Guidance; Specific Topics within the Career Education and Guidance Field; and RC and the "Rural American Series"). The source of each sample request is noted, along with the information given in response and any additional action which may have been taken to help the caller. Statistics on the occupational categories of the callers, the kind of request, and how the caller learned of RC are also provided. (SB)

ED 186 185 RC 012 018

Chu, Lily

Education for Rural Women: A Global Perspective, New Mexico State Univ., Las Cruces, Bureau of Educational Research, New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Contract—400-78-0023-Opt. 2

Note—45p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock No. EC-080, \$5.00).

Pub Type—Reports - Evaluative (142) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Access to Education, Career Development, Culture Conflict, Educationally Disadvantaged, *Educational Needs, Educational Opportunities, Females, *Government Role, Research Needs, *Rural Population, Self Actualization, Self Determination, *Socioeconomic Status, Values, *Womens Education

Identifiers—Rural Education Centers, *Rural Women

Rural women come from many ethnicities, enjoy diverse social economic statuses, different family circumstances, and various levels of educational attainment. Of the 34-35 million rural women, a large percentage are plagued by poverty and lack of opportunity for education, employment, health care, and various social services. Rural people, who constitute one third of this country's people, also make up half of the nation's impoverished. While a greater number of rural women are now employed outside the family, they tend to be employed in low-paying clerical, service, and seasonal positions. For women who are ethnic minorities, aged, single head of households, or displaced housewives, the isolation of rural life adds an additional burden. This paper recognizes the urgent educational needs of rural women; summarizes research and statistical findings on rural women in the areas of education, income, employment, and values orientation; points out some cultural conflicts and dilemmas that may occur as a result of short-sighted, fragmented, and hastily implemented educational programs; presents a global perspective of the education of rural women which calls for social and policy changes and is multidimensional, grassroots based, and oriented to the culture and people of rural America; and delineates the needs for research, for regional rural centers, and for federal support in rural women's education. (Author/NEC)

ED 187 499 RC 012 054

Benjamin, Thomas P.

Establishing a State Outdoor Education Association: The New York Model.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Contract—400-78-0023

Note—48p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock No. EC-088, \$5.50).

Pub Type—Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrative Organization, Guidelines, *Models, *Organization, *Outdoor Education, Planning, *Program Design, Regional Programs, Services, State Programs, Workshops

Identifiers—*New York State Outdoor Education Association

Because the New York Outdoor Education Association (NYSOEA) has made significant contributions to the establishment and expansion of outdoor education programs in the state and throughout the world, this guide is directed toward those who want to strengthen their own state or regional association or to create one. The paper provides an analysis of the strategies contributing to the success of the NYSOEA and suggests concrete procedures for establishing comparable state Outdoor Education associations. Sections in the paper describe the organization's purposes and philosophy, programs and service, membership, organization, regional structure and financial considerations. A section on the 24-member Executive Board describes election procedures and lists responsibilities for both officers and other board members. Another section offers guidelines and policies for planning and implementing workshops as well as a workshop planning checklist. A similar section on setting up an annual conference is also included. The final part of the paper gives ideas for starting a regional or state-wide Outdoor Education association. It discusses invitations to the initial planning meeting, a sample schedule for that meeting, the types of business to be conducted, establishment of the regional network, and incorporation as a nonprofit organization. Appended are copies of forms used by the NYSOEA, including a financial statement as well as several conference registration forms. (DS)

ED 187 500 RC 012 055

van der Smissem, Betty

Legal Liability—Adventure Activities.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Contract—400-78-0023

Note—50p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock No. EC-086, \$5.75).

Pub Type—Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accountability, *Adventure Education, Court Litigation, Guidelines, Insurance, Laws, Leadership Responsibility, *Legal Responsibility, *Outdoor Education, Public Relations, *Risk, Safety.

Identifiers—*Negligence

The adventure of adventure education comes in the testing of oneself, in putting self against the environment and in striving to overcome the environment through personal skill. Unfortunately, instead of perceiving the risks in terms of physical and psychological challenges, many schools and other organizations perceive them in terms of liability suits. The aspect of legal liability involved in most of the court cases involving the adventure field is that based on negligence, usually defined in two broad areas: (1) personal liability, which results from the actions of an individual with a direct relationship (program leader, volunteer, service person) to the participant; (2) standard of care, in which the appropriate standard of care for a safe environment is not provided; (3) conduct of the activity, in which

considerations are made as to the adequacy of instruction, the relationship of maturity and condition to safe participation, and safety rules and regulations; (4) environmental conditions, in which the landowner is held responsible for hazards on his property; and (5) contributory negligence, in which the participant himself must assume responsibility for his own actions. The final portion of this document describes how to handle the sequence of events following an injury and lists four methods of financial risk management (avoiding the activity, insurance, retention of the risk, and reduction of injuries). (DS)

ED 187 501 RC 012 057

Golins, Gerald L.
Utilizing Adventure Education to Rehabilitate Juvenile Delinquents.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Contract—400-78-0023

Note—75p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock No. EC-084, \$7.00).

Pub Type—Reports - Descriptive (141) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adventure Education, *Affective Objectives, Cost Effectiveness, Delinquency, *Delinquent Rehabilitation, Experiential Learning, *Outdoor Education, Program Design, *Program Development, *Program Effectiveness, Rehabilitation Programs, Risk, Self Concept

Identifiers—Outward Bound, *Program Follow Up
The use of adventure based education is a new and relatively unresearched but apparently successful practice in the rehabilitation of juvenile delinquents. Courses offered by schools, state social service systems, juvenile courts, youth service bureaus, and other agencies are generally patterned after the standard Outward Bound course and involve the mastery of such outdoor pursuits as mountaineering, sailing, or river rafting. The gamelike atmosphere, the organization of participants into primary peer groups, the use of the outdoors, the nature of the problems posed, and the style of instruction are five elements of adventure education which impel a juvenile delinquent to alter his destructive ways. Programs are usually designed as cost-effective diversions to long-term institutionalization or as supplements to existing youth serving agency programs. Both types of program involve referral, orientation, the outdoor expedition itself, and thorough follow-up. Many exemplary programs exist throughout the country. Adventure based practitioners face several major issues: program follow-up; course management and staffing; and evaluation. This document includes an outline of steps in the development of an adventure education rehabilitation program; a sample program schedule; suggested teaching methodology; and a reprint of an article emphasizing the need for adequate follow-up activities. (Author/SB)

ED 187 502 RC 012 058

Dupris, Joseph C.
American Indian Community Controlled Education: "Determination for Today, Direction for Tomorrow".

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Contract—400-78-0023

Note—58p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock No. EC-083, \$6.25).

Pub Type—Legal/Legislative/Regulatory Materials (090) - Reports - General (140) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—American Indian Culture, *American Indian Education, *Community Control, *Educational Change, Educational Planning, Educational Policy, *Federal Indian Relationship, *Federal Legislation, *Self Determination, Treaties, Tribal

Sovereignty, Trust Responsibility (Government), United States History

Identifiers—Indian Education Act 1972, Indian Self Determination Education Assistance Act, Tribally Controlled Community Colleges Act 1978

The reemergence in the 1960's of the traditional Indian philosophy of education as preparation for societal productivity coincided with a movement within Indian communities toward more active participation in and self-control of the education of their people. By recognizing the historical right of American Indians to control their own education, the Basic Indian Education Act (PL 95-561) and the Indian Self-Determination Education Assistance Act (PL 93-638) have made these goals a reality and paved the way for the casting off of the policy of coercive assimilation which has characterized most previous national Indian education programs and led to academic failure among Indians. In the 1980's the focus of Indian community controlled education will center on the consolidation of school contracting procedures in PL 93-638, including obtaining a centralized contractive authority under the Bureau of Indian Affairs; curriculum development in the area of cultural education; and parental and tribal participation in the public schools. This will require a united effort among Indian communities to explore the potential of federal legislation and utilize it to its fullest. Indian communities must also determine how to strengthen community control, sustain educational successes, establish Indian education priorities, and strengthen internal and external resources. (SB)

ED 187 507 RC 012 072

Quezada, Manuela L. Comp. Chabran, Richard, Comp.

So You Need Information About Mexican Americans? Let ERIC Help!

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80

Contract—400-78-0023

Note—50p.; Contains some small print.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (\$6.25, Stock No. EC-082)

Pub Type—Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Data Bases, Data Collection, Information Dissemination, Information Networks, *Information Retrieval, *Information Sources, *Mexican Americans, Online Systems, Reference Materials, Research Skills, *Research Tools, *Search Strategies, Subject Index Terms, Thesauri, User Satisfaction (Information)

Identifiers—ERIC, ERIC Clearinghouse Rural Education Small Schools

The guide is intended to explain and demonstrate by example how to use the Educational Resources Information Center (ERIC) system, especially to find information pertaining to Mexican Americans. An overview of ERIC and ERIC/CRESS (ERIC Clearinghouse on Rural Education and Small Schools) is given, noting definitions, potential users, types of materials included in the system, and how the system works. There is an explanation of how to use three ERIC reference tools: "Resources in Education", "Current Index to Journals in Education", and the "Thesaurus of ERIC Descriptors". A step-by-step explanation of how to search the ERIC information system includes answers to frequently asked questions. The guide includes a list of descriptors and identifiers most often used to find information related to Mexican Americans, as well as a list of ERIC abbreviations, a glossary of ERIC vocabulary, a list of ERIC clearinghouses and their scopes, and ordering information. An alphabetical list of distributors and/or manufacturers of microfiche readers and microfiche reader-printers is included. (SB)

ED 187 508 RC 012 073

Schneider, Barbara L.
America's Small Schools.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Contract—400-78-0023

Note—53p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (\$6.00, Stock No. EC-085)

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Curriculum Enrichment, Differences, *Educational Finance, *Educational Quality, Elementary Secondary Education, Enrollment, Financial Support, Nontraditional Education, Parochial Schools, Private Schools, Rural Schools, *School Size, *Small Schools, *Student Teacher Relationship

Dissatisfaction with the quality of education in large elementary and secondary schools has been one of the factors leading to rediscovery of the small school in America. The question is whether small schools are truly better places for educating elementary and secondary students. Although often viewed as being essentially rural in nature, small schools are found in metropolitan areas as well and may include religious schools, prep schools, American Indian schools, and alternative schools. Student enrollment, geographical location, organizational type and funding sources are all factors that must be considered in the study of small schools and their effectiveness. Small schools are often accused of being less efficient than large schools due to their inability to make quantity purchases, distribute administrative costs, and provide specialized programs. However, a number of studies indicate the following benefits: (1) small school size has a positive influence on student achievement; (2) students of small schools assume more responsible and important positions within a wider range of activities than do their large school counterparts; and (3) there is greater opportunity for interaction, communication, and individual attention afforded small school students and teachers. (DS)

ED 187 512 RC 012 096

Conrad, Judi Comp.

Directory of Selected State Outdoor Education Programs: State Responses to a 1979 Query Conducted by the Council on Outdoor Education /AAHPERD.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Safari Club International Conservation Fund, Tucson, Ariz.

Pub Date—Mar 80

Contract—400-78-0023

Note—325p.; Some print may be marginally legible
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (\$8.75, Stock No. EC-087)

Pub Type—Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Curriculum, *Elementary Secondary Education, *National Surveys, *Outdoor Education, *Program Descriptions, Program Evaluation, Resident Camp Programs, *Tables (Data)

Nearly 1200 on-going outdoor education programs, projects, and/or curricula in U.S. elementary and secondary schools are listed and annotated in this 1979 directory, the result of a national survey sponsored by the Council on Outdoor Education within the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD). Following a brief introduction describing the purpose, method, and funding of the survey, results for each survey item are presented in tabular form. A state-by-state comparison of responses is included. Listings of outdoor education activity in 16 states are then organized alphabetically by location within each state. For each listing the name and address of the school or school district are given along with the name of the program's contact person. The annotation describes grade level involvement, program emphasis, disciplines involved, physical activity emphasis, resources outside the classroom, classes conducted outside the classroom, the program itself, program evaluation, and accompanying resident program, if any. Names and addresses only are listed for outdoor education programs in the state of California. Finally there is a list of the names and addresses of approximately 350 resident programs in 34 states and Washington, D.C. (SB)

SE

ED 182 116 SE 029 679

White, Arthur L., Ed.

National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (53rd, Boston, Massachusetts, April 11-13, 1980).

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio; National Association for Research in Science Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0004

Note—260p.; Not available in hard copy due to marginal legibility of original document

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$4.25)

Pub Type—Reports - Research (143) - Collected Works - General (020) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cognitive Development, *Conference Reports, *Educational Research, Elementary Secondary Education, Higher Education, Instruction, Learning, Professional Associations, Research, *Science Education, Teacher Education

Identifiers—*National Assn of Research in Science Teaching

This publication contains abstracts of papers presented at the 53rd annual meeting of the National Association for Research in Science Teaching (NARST), held in Boston, Massachusetts, April 11-13, 1980. Papers relate to research techniques, learning, cognitive development, instruction, science curriculum, teacher education (preservice, inservice) and other topics. (PB)

ED 182 117 SE 029 682

Higgins, Jon L., Ed.

Research Reporting Sections, Annual Meeting of the National Council of Teachers of Mathematics (58th, Seattle, Washington, April 16-19, 1980).

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0004

Note—34p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (\$1.75)

Pub Type—Reports - Research (143) - Collected Works - Proceedings (021) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Calculus, Educational Games, Elementary Secondary Education, Games, Geometry, Information Processing, *Mathematics Education, *Mathematics Instruction, *Number Concepts, *Problem Solving, *Research, Sex Differences

Identifiers—*National Council of Teachers of Mathematics

Presented are abstracts of 14 research reports. Topics covered include: (1) the effects of games on mathematics skills and concepts; (2) the use of problem-solving heuristics in the playing of games involving mathematics; (3) sex differences in electing mathematics; (4) the origins of sex differences in high school mathematics achievement and participation; (5) the long-term consequences of sex differences in high school mathematics achievement; (6) locus of control and mathematics instruction; (7) the interaction of general reasoning ability and Gestalt and analytic strategies of processing spatial tasks with transformational and non-transformational treatments in secondary school geometry; (8) student performances, individual differences, and modes of representation; (9) the development of problem-solving capabilities in primary grade children; (10) story problems; (11) spatial visualization skill and processes used in solving mathematical problems; (12) factors of organization and clarity in mathematics lessons; (13) the psychology of equation solving, an information processing study; and

(14) number concepts and the introduction of calculus. (MK)

ED 182 118 SE 029 688

Bowman, Mary Lynne

Values Activities in Environmental Education.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 79

Contract—400-78-0004

Note—134p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (\$3.75)

Pub Type—Guides - Classroom - Teacher (052) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Affective Behavior, Attitudes, Class Activities, Elementary Secondary Education, *Environment, *Environmental Education, *Humanistic Education, Interdisciplinary Approach, Moral Development, Social Values, *Values

Identifiers—*Information Analysis Products

This collection of class activities is intended to provide approaches to values discussion and clarification at all levels of the public school. Activities are presented for elementary school, junior high school, and senior high school pupils, and for ranges encompassing the entire range or various sequential ranges of grades. Subject areas involved in the activities include single subject areas or combinations of science, mathematics, social studies, language arts, and fine arts. Each activity includes a purpose statement, grade level, subjects involved by discipline area, references, and an activity description. Activities place the student in a simulated circumstance where he or she must choose between conflicting values. (RE)

ED 182 141 SE 029 851

Davis, Robert B. And Others

An Analysis of Mathematics Education in the Union of Soviet Socialist Republics.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 79

Contract—400-78-0004

Note—184p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (\$4.25)

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Bibliographies, Communication Problems, Educational Development, Elementary Secondary Education, *International Education, *Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Problem Solving, *Research

Identifiers—Union of Soviet Socialist Republics, *USSR

The current status of mathematics education in the Union of Soviet Socialist Republics is reported. The perceptions of Davis and Romberg reflect their own observations and discussions with Soviet educators. Kantowski and Rachlin give their impressions resulting from reading reports on Soviet research techniques and findings. Davis and Romberg discuss common practices in present Soviet schools, difficulties in language, Soviet mathematics curricula, and mathematics education research and development in the Soviet Union. Rachlin considers Soviet approaches to the study of problem-solving processes in mathematics, while Kantowski gives another view of the value of studying mathematics education research and development in the Soviet Union. (MK)

ED 183 374 SE 029 960

McCormack, Alan J., Comp.

Outdoor Areas as Learning Laboratories, CESI Sourcebook. An Occasional Sourcebook of The Council for Elementary Science, International. ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 79

Contract—400-78-0004

Note—219p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$6.50)

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Class Activities, *Earth Science, Ecology, Elementary Secondary Education, *Environment, *Environmental Education, Interdisciplinary Approach, Natural Resources, *Outdoor Education, Pollution, *Science Education, Solar Radiation, Water Resources

This guide is intended to be a source of ideas for outdoor learning activities appropriate for youngsters in elementary, middle, and junior high schools. It may also be useful for those who work with children primarily in outdoor settings. Decisions as to which activities are appropriate for particular age levels are left to the teacher. Each activity includes title, focus, challenges, materials and equipment, instructions, further challenges, and references appropriate to the activity. Activities are designed to assist the teacher in using outdoor areas surrounding the school as a laboratory for effective instruction. (Author/RE)

ED 184 809 SE 029 684

Higgins, Jon L., Comp. And Others

Assessing Mathematical Achievement.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 79

Contract—400-78-0004

Note—95p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$2.50)

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Achievement, Achievement Tests, *Educational Assessment, Educational Testing, Elementary Secondary Education, *Mathematics Education, Minimum Competency Testing, *National Programs, National Surveys, Needs Assessment, State Programs, State Surveys, Testing, *Testing Programs

Identifiers—*California Assessment Program, *National Assessment of Educational Progress

This report was compiled to serve as a reference on assessments of achievement in pre-college mathematics. Patterns of mathematical assessments are discussed in terms of the history and nature of assessments of achievement, the relationship between assessment and minimum competency testing, and the current status of state assessment programs. Trends in mathematics achievement are examined by presentation of portions of reports of the National Assessment of Educational Progress and the California Assessment, grades six and twelve. Conclusions drawn from examination of these assessment data include: (1) Although schools have been successful in teaching whole number computation, they have been only moderately successful with decimals and even less successful in teaching computation with fractions; (2) Students who know "how" to compute frequently do not know "when" or "where" to compute; (3) Schools must broaden their view of basic arithmetic if they expect students to use what they are taught. An extensive list of references is included. (MK)

ED 184 818

SE 030 349

Blaser, Patricia E.

Review of Research: Teacher Questioning Behavior in Science Classrooms.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 79

Contract—400-78-0004

Note—52p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$1.75).

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Educational Research, Elementary Secondary Education, Higher Education, Inservice Education, Preservice Teacher Education, *Questioning Techniques, *Research Reports, *Science Education, *Science Teachers, *Teacher Behavior

Selected for this review are dissertations and other research reports related to science teacher questioning behavior, with particular emphasis on those studies designed to help teachers change their questioning behavior. Summarizing the section on observational studies (N=11), the author concludes that science teachers appear to function primarily at the level of cognitive-memory thinking operations in their questioning behavior, regardless of educational level taught. The section on experimental studies clusters research for preservice (1) elementary teachers (N=11), (2) secondary teachers (N=9), and (3) college teachers (N=2). It appears more possible to help preservice elementary teachers than secondary or college teachers improve their questioning behavior. Reviews for inservice elementary (N=3) and secondary (N=3) teachers indicate that elementary school science teachers' questioning behavior can change, in some instances, and that different points of view relative to questioning are provided by the research dealing with secondary school science teachers. Also reviewed are four experimental studies focusing on wait-time. An additional section reviews the research, clustered by question category systems used, length of instructional treatment, materials used, and outcomes of the studies. Needs for further research are projected. (CS)

ED 184 894

SE 030 586

Lawson, Anton E. Ed.

1980 AETS Yearbook: The Psychology of Teaching for Thinking and Creativity.

Association for the Education of Teachers in Science.; ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 79

Contract—400-78-0004

Note—339p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$7.00 nonmembers, \$5.50 members).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Cognitive Development, Creative Development, *Creativity, *Critical Thinking, Educational Psychology, Humanism, Intellectual Development, Logical Thinking, *Problem Solving, Science Education

The theme of the seventh yearbook of the Association for the Education of Teachers in Science (AETS) involves the relationship of psychology of teaching thinking and creativity as this activity is performed in a science education context. Eleven chapters follow a foreword by Jean Piaget and the reproduction of Part I of "The Central Purpose of American Education," a 1961 publication of the Educational Policies Commission of the National Education Association. Chapter titles and authors are: Learnable Aspects of Human Thinking (Robert M. Gagne); Teaching for Thinking and Creativity: A Piagetian View (Constance Kamin); Intellectual Development and Instruction: A Neo-Piagetian View (Robbie Case); A Theory of Teaching for Conceptual Understanding, Rational Thought, and Creativity (A. E. Lawson and C. A. Lawson);

Teaching for the Development of Reasoning (Robert Karplus); Education for Rational Thinking: A Critique (D. P. Ausubel); Meaningful Reception Learning as a Basis for Rational Thinking (J. D. Novak); A Three-Stage Model for Teaching for Creative Thinking (E. P. Torrance); A Humanist's Perception of Thinking and Creativity: The Radical Behaviorist's View (J. S. Vargas and P. A. Moxley, Jr.); and Brain Asymmetry: The Possible Educational Implications (M. A. Mogus). (PB)

ED 186 273

SE 030 730

Suydam, Marilyn N.

A Categorized Listing of Research on Mathematics Education, 1974-1978.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 79

Contract—400-78-0004

Note—358p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$8.00).

Pub Type—Reference Materials - Bibliographies (151) — Reports - Research (143)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Bibliographies, Doctoral Dissertations, *Educational Research, Elementary Secondary Education, Higher Education, *Literature Reviews, *Mathematics Education, *Research

This categorized listing updates a ten-year collection of research reports at the elementary and secondary levels published in 1974 and a compilation at the college level in 1975. This document is intended as a resource for those who want to explore the research in mathematics education. It consists of four alphabetical listings: reviews, summaries, and listings of research reports; journal-published reports; dissertations included in "Dissertation Abstracts International"; and documents available from the ERIC Document Reproduction Service. No annotations are included; however, a categorized index is included in this compilation. Studies were categorized by pertinent topics, with cross-references. (Author/MK)

ED 187 515

SE 029 686

Disinger, John F., Comp.

A Directory of Projects and Programs in Environmental Education. Fifth Edition.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 79

Contract—400-78-0004

Note—854p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$16.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF05/PC35 Plus Postage.

Descriptors—Class Activities, *Curriculum Development, Educational Planning, *Elementary Secondary Education, *Environmental Education, *Higher Education, Information Dissemination, *Instructional Materials, *Program Descriptions, State Programs

Presented are more than 284 summaries of environmental education programs being implemented within school systems and institutions of higher education. Programs are listed state-by-state. Each project or program contains information categorized under such entries as: (1) coordinator and address; (2) history of the project; (3) objectives; (4) materials; (5) implementation; (6) teacher preparation; and (7) summary of activities to date. Also included in the appendices are sections containing a copy of the questionnaire used to solicit project descriptions, and the names of state coordinators providing recommendations of projects included in the directory. (RE)

ED 194 349

SE 033 190

Roth, Charles E. Lockwood, Linda G.

Strategies and Activities for Using Local Communities as Environmental Education Sites.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 79

Contract—400-78-0004

Note—195p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$5.50).

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses (070)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Community Problems, *Community Study, Elementary Secondary Education, *Environmental Education, *Natural Resources, Non-formal Education, *Outdoor Education, *Resource Materials, Science Education, Science Instruction, Social Studies

Presented are over 100 environmental education activities which use the local community for a learning site and resource. These lessons are grouped under seven topical headings: (1) biological neighbors, (2) physical environs, (3) built environs, (4) social environs, (5) understanding ourselves, (6) influencing change, and (7) improvement and restoration projects. Lesson plans include purpose, materials needed, procedure, additional notes, and references. Among the learning strategies employed are field trips, community inventories, simulations, values clarification activities, and community action projects. Intended for 9 through 18-year-olds, these activities have been compiled from currently available materials and are appropriate for use in both formal and non-formal educational programs. Appendices include listings of reference materials and sources of community information. (WB)

ED 194 350

SE 033 191

House, Peggy A.

Interactions of Science and Mathematics: A Set of Activities. School Science and Mathematics Association, Topics for Teachers Series, Number 2.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 80

Contract—400-78-0004

Note—186p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$6.00).

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Discovery Learning, Instructional Materials, *Laboratory Experiments, *Learning Activities, *Mathematical Applications, Mathematical Concepts, Mathematics Instruction, *Resource Materials, Science Instruction, Secondary Education, *Secondary School Mathematics, *Secondary School Science

This second volume in the Topics for Teachers series provides a wide range of activities designed to be both useful for teachers and informative for students. The investigations contained in this document are representative of some of the embodiments of important mathematical principles in the physical world. The activities included were chosen according to the following considerations: (1) the activity involves one or more important concepts of secondary school mathematics; (2) the investigation is typical of experiments commonly done in junior or senior high science laboratories; (3) the activity involves simple, easily obtainable equipment; and (4) the investigation is manageable within ordinary school time limits. The experiments are grouped into the following categories: (1) functions; (2) measurement; (3) ratio and proportion; (4) spatial relationships; and (5) modeling, predicting, and decision making. Each section concludes with an extensive set of teaching notes and suggestions for other activities and applications. (MP)

SO

ED 183 430 SO 012 177
Gross, Richard E., Ed. *Duffy, David, Ed.*
Learning to Live in Society: Toward a World View of the Social Studies.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0006

Note—285p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 (\$14.95)

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Citizenship, *Comparative Education, *Cross Cultural Studies, Curriculum, *Developed Nations, *Developing Nations, Educational Needs, Educational Objectives, Educational Philosophy, Educational Practices, Educational Problems, Elementary Secondary Education, Essays, Global Approach, School Organization, Social Characteristics, *Social Studies Social studies education in 22 countries is described. The purpose of the publication is to stimulate international communication and cross-cultural study among practitioners in different countries. The introduction to the report discusses issues related to social studies education and to international communication. Common concerns, curriculum approaches, educational practices, and methods are outlined. Significant differences are noted in terms of national wealth, quality of school life, attitudes toward the legitimacy of social persuasion and social activism, and insistent given to individualization of instruction and specific learning difficulties. Common problems include defining the scope and nature of social studies, the lag between new knowledge and teaching, curriculum innovation, assessment and examinations, development of intercultural curricula, and information retrieval. Existing communication efforts in research, program development, and professional associations are also discussed. Following the introduction, social studies education in each country is discussed. The countries include: Australia, Brazil, Britain, Canada, China, Costa Rica, Denmark, the Federal Republic of Germany, Indonesia, Israel, Japan, Kenya, Papua New Guinea, Philippines, South Korea, the Soviet Union, Spain, Sweden, Tanzania, the United States, and Zambia. The basic format presents the social environment, the educational setting, an overview of social studies education, curriculum descriptions, and school organization. (KC)

ED 184 911 SO 012 180
Ochoa, Anna S. Shuster, Susan K.
Social Studies in the Mainstreamed Classroom, K-6.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Contract—400-78-0006

Note—147p.; Photographs throughout document may not reproduce from EDRS in paper copy. Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 (\$11.95)

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Audiovisual Aids, Classroom Environment, Curriculum, *Disabilities, *Educational Objectives, Elementary Education, *Evaluation Methods, Hearing Impairments, *Individual Differences, Learning Activities, Learning Disabilities, *Mainstreaming, Mental Retardation, Physical Disabilities, Social Studies, Speech Handicaps, Student Needs, Textbooks, Visual Impairments

A guide is designed for elementary school teachers with handicapped students in their classrooms. Seven sections comprise the document. Section I discusses the implications of mainstreaming for classroom teachers. Discussed are 1) the physical

and social isolation of the handicapped students in the 1960s; 2) the impact of Public Law 94-142 which underscores the rights of these children to public education in a setting which includes children who are not handicapped; 3) practical and ethical considerations; and 4) identification of the handicapped. Section II lists social studies goals for the handicapped learner relative to knowledge, skills, values, and social participation. Section III discusses social studies instruction for handicapped students with learning disabilities, hearing impairments, emotional handicaps, visual impairment, speech and language disorders, and physical disabilities, and for those who are mentally retarded. Section IV provides methods of assessing achievement in relation to the goals stated in Section II. Section V discusses providing for individual differences by listing sources of help for teachers (peer tutors, cross-age tutors, and volunteers) and strategies such as grouping. Section VI suggests teaching "regular students" about handicapping conditions through learning experiences, children's books, films and videotapes, and simulations. A brief list of resources is provided. The final section presents evaluations of social studies textbooks and federally funded curriculum projects for the handicapped. Related resources available from ERIC and Exceptional Child Education Resources (ECER) are listed. (KC)

ED 190 471 SO 012 786
Williams, Ann M., Comp.
Looking At...Important Topics in the Social Studies.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-89994-250-4

Pub Date—80

Grant—400-78-0006

Note—80p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 (\$6.95)

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Anthologies, Basic Skills, Citizenship Education, Content Area Reading, *Educational Trends, Elementary Secondary Education, Ethnography, Higher Education, International Education, *Interviews, Local History, Older Adults, Oral History, *Social Studies, Staff Development, Teacher Centers, Values Education

Identifiers—Doublespeak
This publication contains reprints of interviews with leading educators on specific topics of interest to social studies educators at the elementary, secondary, and college level. Twelve interviews from the "Looking At" series were selected to be reprinted in this anthology because the topics are still timely and the comments of the educators interviewed are still pertinent and valuable. All interviewees were invited to update their interviews. Some made no revisions at all; in most cases the changes they made were few and minor. Topics include school ethnography, public doublespeak, oral history, back to basics in social studies, reading in the social studies, evaluating values education, local history, citizenship education, staff development, teaching about aging, international education, and teachers' centers. The first interview is on school ethnography and includes a discussion of how ethnographic data can provide careful description and cultural analysis of what is going on in a school. The interview on public doublespeak will be of interest to teachers concerned about honesty and clarity in communication. Oral history is discussed as a teaching method which can be used in the precollegiate study of local history. One interview examines what the back to basics issues meant for social studies educators. It is pointed out that social studies in the elementary schools is not in very good shape because of lack of emphasis on content knowledge. At the secondary level most able students are getting very good programs; however, the average and below average students are being greatly short changed by watered down courses. The back to basics approach will rectify this situation if it results in a reexamination of what the public wants the schools to accomplish and an examination of whether they are actually accomplishing it. (Author/RM)

ED 193 479 SO 013 011

Research for Teaching Social Studies Skills. Teacher ERIC Resource Series, No. 3.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-89994-248-2

Pub Date—80

Contract—400-78-0006

Note—28p.

Available from—SSEC Publications, Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 (\$5.00, quantity discounts on 10 or more copies).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Elementary Secondary Education, *Skill Development, *Skills, *Social Studies

The document presents an annotated bibliography of resources in the Educational Resources Information Center (ERIC) for teaching social studies skills to elementary and secondary students. It is one of four bibliographies in volume I of the Teacher ERIC Resource Series. The objective of this bibliography is to offer teachers resources which would be useful in helping students master various kinds of social studies skills. Skills include those which are a shared responsibility of the social studies, and those which are the sole or major responsibility of the social studies. These include locating, organizing, and evaluating information; acquiring information through reading, listening, and observing; communicating orally and in writing; applying problem-solving and critical-thinking skills to social issues; interpreting maps and globes; and understanding time and chronology. The document is organized into two major parts comprised of annotations of 35 journal articles and 35 other kinds of documents. Within each part the citations are arranged first by grade level groups (K-12, K-6, and 7-12) and then in chronological order by ERIC accession number. Complete availability information is given. (CK)

ED 195 486 SO 013 019

Frykner, Jerry Schatz, Gail

Consumer Education Learning Activities.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ISBN-0-89994-252-0

Pub Date—80

Contract—400-78-0006

Note—116p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 (\$10.95).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Class Activities, *Consumer Education, Elementary Secondary Education, Interdisciplinary Approach, Intermediate Grades, Models

This handbook contains model lessons on consumer education for use with intermediate, junior high, and high school students. The handbook was developed as a result of a grant which the Social Science Education Consortium received to conduct three consumer education workshops for approximately 100 Colorado teachers and school administrators. Many of the lessons described in the handbook were used and evaluated by participants in these workshops. The learning activities are self-contained and can be used in social studies, business, home economics, language arts, business, math, and science courses. The activities are organized according to the nine consumer economics categories identified by the U.S. Office of Education: basic economics of the marketplace; legal rights, redress, and consumer law; financial management and credit; energy consumption and conservation; major purchases; special problems (e.g. advertising, public safety); federal assistance and services; consumer representation; and government regulatory processes. The activities are many and varied. For example, in an activity on energy use, students take home worksheets on which they record the numbers and kinds of electrical appliances

their families have. When students return to class with their completed worksheets, the teacher selects a dozen commonly used appliances and asks students to suggest what they might do or use if each one were not available. As an extension activity students are asked to identify one appliance that he or she uses every day and refrain from using it for one week. They then write and share brief reports about how difficult or easy it was to do without their favorite appliances and what they did or used instead. Other activities include a candy/gum buying simulation, role playing a small claims court case, analyzing their own spending habits, preparing personal budgets, recycling an empty container, and comparing prices of items in different stores. (Author/RM)

ED 195 491 SO 013 033
Curriculum Guides for the Social Studies, K-12. Teacher Resource Series, No. 4.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—ISBN-0-89994-248-2
Pub Date—80
Contract—400-78-0006
Note—26p.

Available from—SSEC Publications, Social Science Education Consortium, Inc., 855, Broadway, Boulder, CO 80302 (\$5.00, 20% discount on orders of 10 or more).

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Annotated Bibliographies, *Curriculum Guides, Elementary Secondary Education, *Social Studies

This booklet, part of the "Teacher Resource Series," is an annotated bibliography of elementary and secondary social studies curriculum guides available through the ERIC system. One purpose of the series is to help familiarize teachers with the ERIC system and what it can do for them. Curriculum guides are defined as course outlines and syllabi. There are three major sections to the booklet: section one cites K-12 guides, section two lists K-6 guides, and the third section cites guides for grades 7-12. A variety of topics are treated. These include aging, the energy crisis, how to develop learning activity centers in social studies, legal education, consumer education, curriculum development, goals and objectives, textbook selection, and program improvement. (Author/RM)

SP

ED 180 981 SP 015 310

Martin, William R.
An Annotated Bibliography on Human Relations and Humanistic Education. Bibliographies on Educational Topics No. 12.
ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jan 80
Note—62p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Annotated Bibliographies, Audiovisual Aids, Educational Media, *Humanism, *Humanistic Education, *Human Relations, *Instructional Materials, *Resource Materials

Instructional and resource materials, including films and other audiovisual matter, dealing with human relations and humanistic education are briefly described. Sources for the acquisition of the described material are given, as well as prices for both purchase and rental. (LH)

ED 180 995 SP 015 395

Denmark, George Nutter, Norma
The Case for Extended Programs of Initial Teacher Preparation.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80
Note—48p.

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Beginning Teachers, *Curriculum Design, *Field Experience Programs, *Internship Programs, *Preservice Teacher Education, *Professional Development, *Program Development, *Teacher Education, *Teacher Qualifications
Identifiers—Information Analysis Products

A recommendation is made for a six-year program of initial teacher preparation—five years of campus-based, but field-oriented, preparation followed by a sixth year of supervised internship with provision for follow-up of beginning teachers in their first year of regular employment. The following aspects of this topic are discussed: (1) needs and present program inadequacies; (2) the knowledge base supporting extended programs; (3) curricular components of initial teacher preparation programs; and (4) issues relating to extending initial teacher preparation. (JD)

ED 180 996 SP 015 397

Yarger, Sam J. Merenz, Sally K.
A Content Analysis of the First Teacher Centers Program Proposals.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80
Note—101p.

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Content Analysis, Federal Aid, *Program Content, Program Development, Program Evaluation, *Program Proposals, *Project Applications, *Teacher Centers
Identifiers—Information Analysis Products

Five hundred program proposals to the new federal Teacher Centers Program were analyzed with the aim of determining how educational leaders, especially teachers, see the potential for teacher center development. The rationale and process for content analysis is discussed. Descriptions of teacher center proposals are presented and comparison is made of the top-ranked and bottom-ranked proposals. A typical proposed teacher center is described. Appended are a proposal description form, data tables for 407 teacher center proposals, histograms of budget distributions, and a summary of comparisons of top-ranked and bottom-ranked proposals. (JD)

ED 180 997 SP 015 398

Seefeldt, Vern Gould, Daniel
Physical and Psychological Effects of Athletic Competition on Children and Youth.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80
Note—41p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Anxiety, *Athletics, Child Development, *Children, Child Welfare, Competition, *Emotional Development, Maturation, Physical Characteristics, *Physical Development, *Psychological Patterns, Socialization, Stress Variables, *Youth

Identifiers—Information Analysis Products
Research examining the effects of sports participation on children and youth is reviewed from the perspective of psychological and physical development. Statistical information regarding the participation rate in different kinds of youth sports is given. The effects of prolonged athletic activity on bone, muscle, and adipose tissue growth is considered, as well as the general effect of sports on overall growth. Injuries due to repeated stress and physical (muscular) trauma, and biological maturation are also considered. The psychological effects are examined through a discussion of the meaning of competition and of the socializing effects sports organizations exert on participants. The monograph terminates with a discussion of unresolved problems in youth sports competition, including the exclusion and retention of athletes, possible alternatives to highly competitive athletic programs, and the need for qualified and sensitive adult leaders in the field of youth sports. (LH)

ED 181 019 SP 015 501

Pipes, Lana
On Retirement Planning. A Resource Book for Teacher Retirement. Special Current Issues Publication No. 11.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80
Note—55p.

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Attitudes, Budgeting, *Emotional Adjustment, Health, Leisure Time, Mental Health, Older Adults, Part Time Employment, *Planning, *Self Actualization, Stress Variables, *Teacher Retirement

Identifiers—Information Analysis Products

This publication is intended to point teachers at resources that can help them get ready well in advance for retirement. Each section is weighted heavily toward gathering a compendium of useful references for additional reading. After a look in Section 1 at the issues provoked by the graying of America, Section 2 places the teacher in that perspective, with emphasis on how the teacher's situation and outlook may differ from those of the greater population. Section 3-6 examine the four most critical influences on the quality of life after retirement—financial security, physical and mental health, work, and leisure activities. (Author/JD)

ED 181 024 SP 015 597

Boardman, Sharon G., Ed.
Inservice Programs for Helping Regular Classroom Teachers Implement Public Law 94-142.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80
Note—64p.

Pub Type—Information Analyses (070) — Collected Works - General (070)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Handicapped Students, *Inservice Teacher Education, *Mainstreaming, *Special Education

Identifiers—*Classroom Management, Education for All Handicapped Children Act, Information Analysis Products

Presented is a collection of essays reporting on a number of different inservice programs designed to prepare teachers to deal with the requirements of Public Law 94-142, which requires equal education for handicapped students via a mainstreaming approach. Included in each article are names and addresses of contact persons for further information. (LH)

ED 183 506 SP 015 396

Arends, Richard And Others
Conditions for Promoting Effective Staff Development.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Feb 80
Contract—400-78-0017
Note—42p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Learning, *Change Strategies, *Inservice Teacher Education, Needs Assessment, *Professional Development, Program Design, *Staff Development, Teacher Role

The complexities of designing and operating inservice education programs are examined. This publication is organized into four major areas. Chapter one defines the interrelated series of current staff development activities as observed by the authors. Chapter two contains findings that have influenced thinking about the problems discussed in the first chapter and strategies for resolving them. Chapter three presents a relational series of conditions or guidelines for staff development providers. Chapter four anticipates issues that demand consideration, research that remains to be done, and practices that should be furthered. (JD)

TM

ED 182 349

TM 800 003

*De List, Richard***The Educational Implications of Piaget's Theory and Assessment Techniques.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-68

Pub Date—Nov 79

Note—40p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 (\$5.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Abstract Reasoning, Annotated Bibliographies, Children, *Cognitive Development, Cognitive Measurement, *Cognitive Processes, Conservation (Concept), Developmental Stages, Educational Objectives, *Educational Practices, Educational Research, Elementary Secondary Education, Environmental Influences, Intellectual Development, Intelligence, Intelligence Tests, *Learning Theories, Logical Thinking, Moral Development, Research Needs, Research Reviews (Publications), *Research Utilization, Teacher Education, Teaching Methods

Identifiers—Piaget (Jean), *Piagetian Tests, *Piagetian Theory, Spatial Ability

A review of Piaget's theory and research on children's cognitive development is presented, including a discussion of the psychological structures of intelligence, developmental constructivism, and the evolution of knowledge as a subject-object relation. Piaget's assessment techniques are summarized, including moral development, number conservation, spatial operations, and a comparison between intelligence quotient and Piaget's assessment of intelligence. Implications of Piaget's theory for educational practice are discussed in terms of the need for research, recommendations for teacher education, educational objectives, and teaching methods. A guide to conducting Piagetian child assessments and a six-item annotated bibliography on Piagetian theory and testing are appended. A 50-item unannotated bibliography is also included. (MH)

ED 186 485

TM 800 206

*Becker, Thomas E.***Client Assessment: A Manual for Employment and Training Agencies. Volume 1: Introduction to Assessment Program Development.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—Department of Labor, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-69

Pub Date—Sep 79

Contract—DL-20-06-78-44

Note—61p.; For related document, see TM 088 207.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 (Vol. 1 \$4.50, Vols. 1 and 2 \$7.00)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, Employment Counselors, *Employment Programs, Employment Services, Evaluation Needs, Job Training, *Occupational Tests, Program Descriptions, *Program Development, Program Evaluation, *Program Implementation, *Testing Programs

Identifiers—*Comprehensive Employment and Training Act

To comply with the Comprehensive Employment and Training Act (CETA) and with explicit federal guidelines for equal employment opportunity, local employment and training agencies funded by CETA need to develop client assessment programs. This volume and its companion are designed for this purpose. Five original program descriptions, and findings from large-scale surveys by Mark Battle Associates and A.L. Nellum and Associates are discussed to identify current practices, problems, and possible solutions. Both surveys indicated that the General Aptitude Test Battery was the most widely used instrument. A major problem is the lack of validated instruments for the typically disadvan-

taged client; the GATB is no exception. To anticipate problems or evaluate existing programs, a conceptual model of assessment and checklist for planning in-house or subcontracted programs are presented. (The appendix describes relevant reference works and information systems). (CP)

ED 186 486

TM 800 207

*Becker, Thomas E.***Client Assessment: A Manual for Employment and Training Agencies. Volume 2: Assessment Techniques.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—Department of Labor, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-69

Pub Date—Sep 79

Contract—DL-20-06-78-44

Note—54p.; For related document, see TM 088 206.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 (Vol. 2 \$4.50, Vols. 1 and 2 \$7.00)

Pub Type—Guides - Non-Classroom (055) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, Aptitude Tests, Attitude Measures, *Culture Fair Tests, *Disadvantaged, Employment Programs, Interest Inventories, Job Training, *Occupational Tests, Personality Measures, *Testing Problems, Test Reviews, *Work Sample Tests

Identifiers—*Comprehensive Employment and Training Act

Several standard measures of aptitude, interest, attitude, and personality are briefly described, including the General Aptitude Test Battery, the Clerical Skills Tests, other tests sponsored by the United States Employment Service; and the Strong Campbell Interest Inventory. This volume also reviews special assessment techniques for the severely disadvantaged including 19 paper and pencil measures, 13 work sample systems, and two pretesting orientation exercises. Each review outlines format purpose, development, intended audience, norms, validity, reliability, application to an employment and training setting, and availability. Some tests, like the Nonreading Aptitude Test Battery and the Basic Occupational Literacy Test, have been extensively normed and validated with disadvantaged populations; others have not involved this group at all. (The appendix describes relevant reference works and information services.) (CP)

ED 189 164

TM 800 335

*Smith, Jeffrey K.***The Role of Measurement in the Process of Instruction.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-70

Pub Date—Dec 79

Note—33p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 (\$3.50)

Pub Type—Guides - Classroom - Teacher (052) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Testing, Elementary Secondary Education, *Group Testing, *Informal Assessment, *Instruction, Instructional Improvement, *Measurement, *Standardized Tests, Student Evaluation, Test Construction, *Test Interpretation, Test Selection

Identifiers—*Teacher Developed Tests

Educators are more interested in instruction and learning than in testing per se. If evaluation, the process of gathering information for instructional improvement, could be accomplished without the quantitative, formal processes of measurement and testing, there would be no need for them. Unfortunately, informal processes are more inefficient, inaccurate, incomplete, and biased, than testing and measurement, especially with groups. Educators should thus be assertive, knowledgeable consumers of standardized tests; if these tests are inappropriate, well-designed classroom tests can be useful. Student test anxiety is largely due to the consequence of testing rather than the activity itself. (Guidelines for

selecting standardized tests, developing classroom tests, and a glossary of twenty measurement terms are included). (CP)

ED 194 634

TM 800 766

*Hunt, Barbara, Comp.***Sex Bias in Testing. An Annotated Bibliography.** ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-71

Pub Date—Dec 79

Contract—400-78-0003

Note—90p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, New Jersey 08541

Pub Type—Reference Materials - Bibliographies (131) - Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, Elementary Secondary Education, *Sex Bias, *Test Bias, *Testing, *Testing Problems

This 125-item annotated bibliography gives access to much of research undertaken in the past decade concerning sex bias in testing, e.g., educational achievement tests, career interest inventories, and aptitude tests attacked as being biased against females. The items originated with a computer search of several data bases including the following: The Educational Resources Information Center (ERIC) data base yields documents announced in Resources in Education (RIE) and journal articles indexed in Current Index to Journals in Education (CIJE), which covers more than 700 education-related journals; Psychological Abstracts; and Comprehensive Dissertation Abstracts. Entries are numbered and listed alphabetically by author; an abstract or, in the case of journal articles, a shorter annotation is provided for each citation. A subject index consisting of ERIC descriptors and entry numbers follows the bibliography. (RL)

ED 194 641

TM 800 779

*De List, Richard***Intelligence, Intelligence Testing, and School Practices. ERIC/TM Report 74.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-TM-74

Pub Date—Dec 80

Contract—400-78-0003

Note—51p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08541 (\$4.50).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Ability Grouping, *Educational Practices, Elementary Secondary Education, *Intelligence, *Intelligence Quotient, *Intelligence Tests, Psychological Evaluation, Scores, Test Bias, Test Format, *Testing, *Test Interpretation, Test Results, Test Validity, Track System (Education)

Identifiers—*Binet Simon Intelligence Scale

A review of the basic information on intelligence testing as a schooling practice is presented, including a discussion of what intelligence is and three psychological approaches to studying intelligence (psychometric, behavioristic, and developmental). All intelligence tests derived from the psychometric approach are standardized and norm-referenced. Some properties that tests do not have in common and which result in different types of intelligence tests include: (1) individually administered tests; (2) group-administered tests; (3) global versus specialized measures; and (4) measures of ability versus achievement. The distinction between aptitude and achievement is a source of controversy in the field of educational measurement that is far from being resolved. In terms of schooling practices, the inability to distinguish between the ability and achievement components of intelligence test performance is important to recognize. A "below average" score on an intelligence test may reflect a lack of opportunity for a child to learn what is required on the test, or it may reflect a slow rate of picking up information from the environment due to learning difficulties of the child. The former problem is one of achievement; the latter is one of ability. (RL)

ED 195 578 TM 810 032

Hensley, Susan E. Nelson, Carol E.
The Reviewing Processes in Social Science Publications: A Review of Research. ERIC/TM Report 77.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Dec 80

Contract—400-78-0003

Note—38p.

Available from—ERIC/TM, Educational Testing Service, Princeton, NJ 08541 (\$4.00 each).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Editing, *Evaluation Criteria, *Evaluation Methods, *Publications, Scholarly Journals, *Social Sciences, Technical Writing Identifiers—*Manuscripts

Because of the increase in the number of manuscripts submitted to journals, editors and publishers must either publish more manuscripts or increase the proportion of manuscripts rejected. Rejection decisions are usually informed by informal peer evaluation, editorial processes, and/or citation analysis. Unfortunately, no standard criteria for evaluation have been developed, and inter-referee agreement on the attributes of journal articles is generally low. The research on these issues is reviewed. (Author)

UD

ED 190 735 UD 020 896

Kean, Michael H.
Research and Evaluation in Urban Educational Policy. ERIC/CUE Urban Diversity Series, Number 67, June 1980.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jun 80

Contract—400-77-0071

Note—25p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (\$5.00).

Pub Type—Reports - Research (143) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Decision Making, Diffusion, *Educational Policy, *Educational Research, Elementary Secondary Education, Policy Formation, Reading Achievement, *Research Design, *Research Utilization, *Urban Education Identifiers—Pennsylvania (Philadelphia)

A study conducted by the School District of Philadelphia and that city's Federal Reserve Bank, entitled "What Works in Reading," was used as a case study to determine what factors influence the translation of research findings into educational policy. The Philadelphia study, which examined variables associated with achievement growth in reading, received extensive nationwide media attention and was used by the Philadelphia school superintendent's office in the development of recommendations for changes in reading instruction. Analysis of the study's design and of the methods used in disseminating its findings resulted in the identification of ten factors associated with its being translated into educational policy: (1) identification of the clients affected by the study's findings, (2) vitality of the topic, (3) participant involvement, (4) technical quality, (5) reporting formats, (6) findings keyed to the decision process, (7) preparation of policy makers, (8) overcoming resistance, (9) the role of the ombudsman, (10) the role of the entrepreneur. Factors associated with research utilization in urban areas were also identified. (Author/BE)

ED 190 736 UD 020 925

Rothstein, Pauline M. Comp.
ERIC References on Urban and Minority Education.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.; Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 80

Contract—400-77-0071

Note—13p.

Journal Cit—Equal Opportunity Review; May 1980

Pub Type—Reference Materials - Bibliographies (131) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Bilingual Education, Elementary Secondary Education, *Equal Education, Ethnic Groups, Higher Education, *Minority Groups, *Multicultural Education, Racial Integration, *School Desegregation, *Sex Fairness, Urban Culture, Urban Education, Urban Environment

This issue of the "Equal Opportunity Review" is devoted to an annotated bibliography to be used as a guide to recent literature on urban and minority education accessible through the ERIC system. The following topics are addressed in the bibliography: (1) integration and urban life (46 citations); (2) bilingual, bicultural, and multicultural education (17 citations); (3) ethnic and racial groups (24 citations); (4) higher education (22 citations); and (5) sex equity (31 citations). Information on document availability is included. (MK)

ED 193 408 UD 021 103

Harrington, Charles
Bilingual Education in the United States: A View from 1980. ERIC/CUE Urban Diversity Series, Number 68, August 1980.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 80

Contract—400-77-0071

Note—25p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (\$5.00)

Pub Type—Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Compliance (Legal), Demonstration Programs, Elementary Secondary Education, *Federal Legislation, Financial Support, Multicultural Education, Non English Speaking, *Political Issues, *Program Evaluation, Social Influences

Identifiers—Bilingual Education Act 1968, *Lau v Nichols

Focusing on the time period since the 1974 Supreme Court Lau v. Nichols decision, this paper reviews Federal policy regarding bilingual education, discusses the current sociopolitical context of bilingual education, discusses evaluations of bilingual programming done to date, and examines the implications of these factors for schools and classrooms at the local level. Some of the features that distinguish present bilingual education policy from policies adopted in regard to earlier immigrant populations are outlined. Political problems faced by bilingual education since "Lau" are identified as (1) loss of local autonomy, (2) conflict between the legislative and executive branches of government (3) inconsistencies in the guidelines for legal compliance between 1970 and 1974, (4) funding, and (5) reliance on Title VII funds, which perpetuates a deficit (rather than a cultural difference) model of bilingual education. Several recent evaluation studies of bilingual education programs are reviewed and critical issues common to these evaluations are discussed in terms of their implications for future programs. Finally, a composite model for an exemplary bilingual program is described, based upon what has been learned from previous evaluations. (Author/GC)

ED 193 409 UD 021 104

Waxman, Rebecca
Urban Youth in the 80s. Fact Sheets 1-4. ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Jul 80

Contract—400-77-0071

Note—10p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

Pub Type—Guides - General (050) - Information Analyses (070) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Child Advocacy, *Delinquency, Minority Group Children, *Pregnant Students, Resource Materials, *Youth Problems

Identifiers—*Youth Tutoring Youth

This document contains fact sheets on four contemporary issues related to young people: (1) teenage pregnancy, (2) juvenile delinquency, (3) youth tutoring of youth, and (4) youth advocacy. The sheet on teenage pregnancy presents statistics on the teenage birth rate, discusses financial and educational problems faced by teenage parents, and describes three programs (in Atlanta, Albuquerque, and New York) that address these problems. Also listed are sources for information on teenage pregnancy. The fact sheet on juvenile delinquency focuses on educational and social service for delinquent youth and describes four programs that provide such services. The sheet on Youth Tutoring Youth (YTY) programs discusses the effectiveness of different types of YTY programs and the adaptation of YTY programs to varied school populations (non English speaking and special education students). A list of resources is also provided. Finally, the fact sheet on youth advocacy describes nine national organizations that provide information and services to individuals concerned with the problems of urban and minority youth. (GC)

ED 193 410 UD 021 105

Garbarino, James Plantz, Margaret C.
Urban Environments and Urban Children. ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 80

Contract—400-77-0071

Note—54p.; Published in a slightly different version as ERIC/CUE Urban Diversity Series, Number 69, August 1980.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (\$5.00).

Pub Type—Information Analyses (070) - Reports - General (140) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Development, *Children, Elementary Secondary Education, *Environmental Influences, *Family Role, *Neighborhoods, School Community Relationship, School Role, Socialization, Urban Areas, *Urban Environment, Urban Schools

Identifiers—*Bronfenbrenner (Urie)

This paper focuses on the distinctive characteristics of urban environments, the ways these environmental features affect city children, and the roles that schools can play in modifying these effects. Bronfenbrenner's multilevel framework for studying the ecology of human development is described. Recognizing the central role that families play in the lives of children, neighborhoods are examined as important environments for both families and their children. Unique characteristics of urban environments and the special ways in which their multiple levels and interacting systems pose risks and opportunities for child development are then discussed. New York, NY 10027 Data from a study on people's perceptions of "high risk" versus "low risk" urban neighborhoods are reviewed, showing that despite demographic similarities, the high and low risk neighborhoods varied significantly in terms of social stresses and supports, adequacy of child care, and residents' attitudes toward the neighborhood. Finally, the school is hailed as an institution that, with proper moral, political, and economic resources can protect environmentally-at-risk children, increase their opportunities, compensate for

weaknesses in families and neighborhoods, and influence public policy related to children. (Author/GC)

ED 194 682

UD 021 116

Barnes, Carolyn, Comp.

Review of Instructionally Effective Schooling Literature. ERIC/CUE Urban Diversity Series, Number 70, August 1980.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 80

Contract—400-77-0071

Note—102p.

Pub Type—Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Compensatory Education, *Educational Research, Elementary Secondary Education, Literature Reviews, Minority Group Children, *Program Effectiveness, *Teacher Effectiveness, *Teaching Methods, *Urban Education

Nearly forty monographs, papers and journal articles are abstracted in this review of recent literature on instructionally effective schooling. The works, most of them published since the mid-1970s, focus on various aspects of urban, minority, and compensatory education, as well as on more general issues in elementary and secondary educational theory and practice. Each abstract contains a summary of the work's basic premises, as well as detailed descriptions of the research and findings discussed. (Author/GC)

ED 194 683

UD 021 138

Choy, Ronald K. H.

The Racial and Ethnic Mix of Pupils and Resource Allocation. A Review of Some Methods of Analysis.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 80

Contract—400-77-0071

Note—109p.; Published in a slightly different version as ERIC/CUE Urban Diversity Series, Number 72, August 1980.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (\$5.00).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Criteria, Expenditure Per Student, Information Needs, *Racial Composition, *Racial Distribution, *Resource Allocation, *School Segregation, *School Segregation, Teacher Distribution

A number of policy studies on school segregation are reviewed in this article, intended for school district administrators and policy makers who must assess the segregative effects of their own school systems' policies and practices. Two types of studies are considered, the first concerning the racial/ethnic mix of pupils, and the second concerning resource allocation among schools. The section on analyzing the racial/ethnic mix of pupils begins with a description of the kinds of data needed and presents analytical methods for describing racial/ethnic distribution for biracial and tri-racial/ethnic districts. The problems of defining a segregated school are then identified and discussed. These problems include setting realistic standards, designing a definition that fits the multi-racial/ethnic character of many large urban systems, establishing desegregation priorities, and evaluating progress toward desegregation. The section on analyzing resource allocation begins with a description of data sources and stresses the importance of understanding the allocation mechanism. Several allocation criteria are reviewed, including legal principles regarding allocation and equity considerations. Expenditure per pupil, the allocation of teachers, and the distribution of teacher experience and training are then examined as ways of analyzing allocation outcomes. The review concludes with a discussion of problems encountered in removing resource disparities. (Author/GC)

ED 194 684

UD 021 139

Bennett, Clifford T. And Others

A Conceptual Framework for Selecting and Evaluating Multicultural Educational Materials.

ERIC/CUE Urban Diversity Series, Number 71.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—Aug 80

Contract—400-77-0071

Note—105p.

Pub Type—Reference Materials - Bibliographies (131) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Affective Objectives, Bibliographies, *Cognitive Objectives, *Cultural Pluralism, Elementary Secondary Education, Humanistic Education, *Multicultural Education, *School Role, *Skill Development

This work includes a discussion of multicultural education and a bibliography of nearly 1000 curriculum guides and supplementary and instructional aids designed for multicultural instruction at the elementary and secondary levels. First, various definitions of multicultural education are examined and common elements of the definitions are identified. The definitions reviewed are: (1) reject the melting pot thesis, (2) advocate cultural diversity, and (3) propose that schools be used to effect a transformation to a culturally pluralistic society. Another common element of the definitions reviewed is the mention of cognitive and affective modes and the areas of competencies and skills in relation to multicultural education. A number of guidelines are then presented for the evaluation of multicultural materials for potential classroom use. This is followed by a bibliography that was compiled through a computer search of the ERIC system. The bibliography is arranged in alphabetical order. Each citation is coded as to whether it is primarily curricular or instructional, its focus on affect, cognition, or skills/competencies, and the grade level(s) to which it refers or for which it is intended. ERIC document (ED) or journal article (EJ) numbers are also provided. (GC)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

Descriptor — Perception

Title

Iconic Signs and Symbols in Audiovisual Communication,
An Analytical Survey of Selected Writings and Research
Findings, Final Report.

Accession Number
ED 013 371 (AA)
Clearinghouse Prefix

Abstracts

ACTFL 1979: Abstracts of Presented Papers.
Language in Education: Theory and Practice,
Number 25.
ED 183 031 (FL)

Academic Achievement

America's Small Schools.
ED 187 508 (RC)
Do Male Teachers in the Early School Years
Make a Difference? A Review of the Literature.
ED 171 387 (PS)
The Minority Student Controversy. Junior-Col-
lege Resource Review.
ED 183 228 (JC)

Academic Standards

A Question of Quality: The Higher Education
Ratings Game. AAHE-ERIC/Higher Education
Research Report No. 5, 1980.
ED 192 667 (HE)

Access to Education

Education for Rural Women: A Global Perspec-
tive.
ED 186 185 (RC)
The Minority Student Controversy. Junior Col-
lege Resource Review.
ED 183 228 (JC)
Questioning the Community College Role. New
Directions for Community Colleges, Number 32.
ED 195 318 (JC)

Accountability

Do Faculty Really Work That Hard? AAHE-
ERIC/Higher Education Research Currents, Oc-
tober 1980.
ED 192 668 (HE)
Legal Liability-Adventure Activities.
ED 187 500 (RC)

Accreditation (Institutions)

Self Study and Evaluation Guide for Day School
Programs for Visually Handicapped Pupils: A
Guide for Program Improvement.
ED 192 483 (EC)

Achievement

Assessing Mathematical Achievement.
ED 184 309 (SE)

Administrative Change

The Agony of Change. Junior College Resource
Review.
ED 187 382 (JC)

Administrative Organization

Establishing a State Outdoor Education Associa-
tion: The New York Model.
ED 187 499 (RC)
Organization Theory: Implications for Design.
ED 189 915 (HE)

Administrative Problems

The Agony of Change. Junior College Resource
Review.
ED 187 382 (JC)

Administrator Attitudes

Principal Competencies. The Best of ERIC on
Educational Management, Number 51.
ED 184 198 (EA)

Administrator Evaluation

Principal Competencies. The Best of ERIC on
Educational Management, Number 51.
ED 184 198 (EA)
Principal Evaluation. Research Action Brief
Number 12.
ED 193 742 (EA)

Administrator Role

Administration of Mainstreaming. The Best of
ERIC on Educational Management, Number 49.
ED 182 800 (EA)
Coping with Stress. The Best of ERIC on Educa-
tional Management, Number 50.
ED 182 801 (EA)
Principal Competencies. The Best of ERIC on
Educational Management, Number 51.
ED 184 198 (EA)

Administrators

Coping with Stress. The Best of ERIC on Educa-
tional Management, Number 50.
ED 182 801 (EA)
Principal Competencies. The Best of ERIC on
Educational Management, Number 51.
ED 184 198 (EA)

Admission (School)

Review and Synthesis of Criteria Useful for the
Selection and Admission of Vocational Students.
Information Series No. 212.
ED 193 532 (CE)

Admission Criteria

Review and Synthesis of Criteria Useful for the
Selection and Admission of Vocational Students.
Information Series No. 212.
ED 193 532 (CE)

Adolescents

Urban Youth in the 80s. Fact Sheets 1-4.
ED 193 409 (UD)

Adult Development

Adult Development: Implications for Higher
Education. AAHE-ERIC/Higher Education Re-
search Report No. 4, 1980.
ED 191 382 (HE)

Adult Education

Competency-Based Adult Education: A Chal-
lenge of the 80s. Information Series No. 208.
ED 193 528 (CE)
Serving Lifelong Learners. New Directions for
Community Colleges, Number 29.
ED 184 633 (JC)

Adult Educators

Preparing Human Service Practitioners to Teach
Older Adults. Information Series No. 209.
ED 193 529 (CE)

Adult Learning

Adult Learning Problems: Insights, Instruction,
and Implications. Information Series No. 214.
ED 193 534 (CE)

Adult Students

Adult Development: Implications for Higher
Education. AAHE-ERIC/Higher Education Re-
search Report No. 4, 1980.
ED 191 382 (HE)
Adult Learning Problems: Insights, Instruction,
and Implications. Information Series No. 214.
ED 193 534 (CE)
Credit for Prior or Experiential Learning. Infor-
mation Series No. 210.
ED 193 530 (CE)

Advanced Courses

Science Education in Two-Year Colleges: Chem-
istry.
ED 187 397 (JC)

Adventure Education

Legal Liability-Adventure Activities.
ED 187 500 (RC)
Utilizing Adventure Education to Rehabilitate
Juvenile Delinquents.
ED 187 501 (RC)

Affective Behavior

Affective Education for Special Children and
Youth. What Research and Experience Say to the
Teacher of Exceptional Children.
ED 185 795 (EC)

- Values Activities in Environmental Education.
ED 182 118 (SE)
- Affective Objectives**
A Conceptual Framework for Selecting and Evaluating Multicultural Educational Materials. ERIC/CUE Urban Diversity Series, Number 71.
ED 194 684 (UD)
Utilizing Adventure Education to Rehabilitate Juvenile Delinquents.
ED 187 501 (RC)
- Affirmative Action.**
Review and Synthesis of Criteria Useful for the Selection and Admission of Vocational Students. Information Series No. 212.
ED 193 532 (CE)
- After School Day Care**
Children First: A Look at the Needs of School-Age Children.
ED 192 890 (PS)
Putting It Together: Some Program and Policy Issues in School-Age Day Care.
ED 192 902 (PS)
- Agricultural Education**
Science Education in Two-Year Colleges: Agriculture and Natural Resources.
ED 180 567 (JC)
- Alcohol Education**
Counseling for Alcohol/Tobacco/Drug Abuse. Searchlight Plus: Relevant Resources in High Interest Areas. No. 50+.
ED 189 512 (CG)
- Allied Health Occupations Education**
Health Occupations Education: A Review of the Literature. Information Series No. 216.
ED 193 536 (CE)
- Alternative Energy Sources**
Zero Energy Use School.
ED 189 726 (EA)
- American Indian Education**
American Indian Community Controlled Education: "Determination for Today, Direction for Tomorrow"
ED 187 502 (RC)
- Annotated Bibliographies**
An Annotated Bibliography on Human Relations and Humanistic Education. Bibliographies or Educational Topics No. 12.
ED 180 981 (SP)
Curriculum Guides for the Social Studies, K-12. TeachERIC Resource Series, No. 4.
ED 195 491 (SO)
Sex Bias in Testing. An Annotated Bibliography.
ED 194 634 (TM)
- Anthropology**
Science Education in Two-Year Colleges: Interdisciplinary Social Sciences.
ED 181 955 (JC)
- Art Appreciation**
The Visual Arts and Cognitive Development: An Annotated Bibliography.
ED 170 025 (PS)
- Associate Degrees**
What's Happened to the Associate Degree?
ED 186 076 (JC)
- Athletics**
Physical and Psychological Effects of Athletic Competition on Children and Youth.
ED 180 997 (SP)
- Attitudes**
On Retirement Planning. A Resource Book for Teacher Retirement. Special Current Issues Publication No. 11.
ED 181 019 (SP)
- Behavior**
Children's Behavior in Pre-School Settings: A Review of Research Concerning the Influence of the Physical Environment.
ED 168 722 (PS)
- Behavior Development**
Family Living: Suggestions for Effective Parenting.
ED 187 438 (PS)
- Behavior Patterns**
Experiential Determinants of Children's Food Preferences.
ED 190 256 (PS)
- Behavior Problems**
Disruptive Youth in School: A Report from the CEC Invisible College Conference on Education's Responsibility for Disruptive, Alienated, and Incarcerated Youth.
ED 188 367 (EC)
- Bibliographies**
A Categorized Listing of Research on Mathematics Education, 1974-1978.
ED 186 273 (SE)
- Bilingual Education**
Bilingual-Bicultural Educational Needs and Capabilities of Community Colleges. Junior College Resource Review.
ED 184 618 (JC)
Bilingual Education in the United States: A View from 1980. ERIC/CUE Urban Diversity Series, Number 68, August: 1980.
ED 193 408 (UD)
ERIC References on Urban and Minority Education.
ED 190 736 (UD)
Testing in Foreign Languages, ESL, and Bilingual Education, 1966-1979. A Select, Annotated ERIC Bibliography. Language in Education: Theory and Practice, No. 24.
ED 183 027 (FL)
- Bilingual Students**
Bridging the Gap Between Bilingual and Special Education.
ED 191 253 (EC)
- Bilingual Teacher Aides**
Bilingual-Bicultural Educational Needs and Capabilities of Community Colleges. Junior College Resource Review.
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- Biology**
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- Board Administrator Relationship**
The Politics of Educational Governance: An Overview. State-of-the-Knowledge Series, Number Thirty-six.
ED 182 799 (EA)
- Broadcast Industry**
Beyond the Wasteland: The Criticism of Broadcasting. Revised Edition.
ED 186 966 (CS)
- Bronfenbrenner (Urie)**
Urban Environments and Urban Children.
ED 193 410 (UD)
- Building Plans**
Zero Energy Use School.
ED 189 726 (EA)
- California Assessment Program**
Assessing Mathematical Achievement.
ED 184 809 (SE)
- Career Awareness**
Career Education and the Teaching of English. Information Series No. 215.
ED 193 535 (CE)
- Career Development**
Career Development: Programs and Practices II. Searchlight Plus: Relevant Resources in High Interest Areas. No 35+.
ED 189 539 (CG)
Career Education and the Teaching of English Information Series No. 215.
ED 193 535 (CE)
- Career Education**
Career Education and the Teaching of English. Information Series No. 215.
ED 193 535 (CE)
- Career Education Infusion: A Review of Selected Curriculum Guides for the Middle School. Information Series No. 211.**
ED 193 531 (CE)
- Measuring Career Education Objectives: Current Status and Future Directions. Information Series No. 207.**
ED 193 527 (CE)
- Career Exploration**
Career Education and the Teaching of English. Information Series No. 215.
ED 193 535 (CE)
- Career Guidance**
You and the Rural Connection. Answers to Your Questions on Rural Career Guidance.
ED 186 183 (RC)
- Censorship**
College Student Press Law. Second Edition.
ED 180 000 (CS)
- Change Strategies**
Conditions for Promoting Effective Staff Development.
ED 183 506 (SP)
How Schools Change. Research Action Brief Number 11.
ED 184 195 (EA)
Organization Theory: Implications for Design.
ED 189 915 (HE)
- Chemistry**
Science Education in Two-Year Colleges. Chemistry.
ED 187 397 (JC)
- Child Advocacy**
Urban Youth in the 80s. Fact Sheets 1-4.
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- Child Development**
Does the Changing View of Early Development Imply a Changing View of Early Education?
ED 170 018 (PS)
Family Living: Suggestions for Effective Parenting.
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ED 187 438 (PS)
Mothering and Teaching: Some Significant Distinctions.
ED 190 204 (PS)
- Childhood Needs**
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- Children**
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A Legal Bookshelf for Administrators. AAHE-ERIC/Higher Education Administrator's Update. Volume 1, Number 2, Fall 1979. ED 180 408 (HE)
Organization Theory: Implications for Design. ED 189 915 (HE)
Professional Management and Academic Planning: Some Recent Considerations. AAHE-ERIC/Higher Education Research Currents, May 1980. ED 187 220 (HE)
- College Credits**
Credit for Prior or Experiential Learning. Information Series No. 210. ED 193 530 (CE)
- College Curriculum**
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Institution ————— Sacramento State College, Calif.
 Title ————— Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.
 Accession Number
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Children at the Center: Summary Findings and Their Implications. Final Report of the National Day Care Study, Volume I.

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The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on Adult, Career, and Vocational Education

Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

All levels of adult, career, and vocational and technical education. *Adult education*, including basic literacy training through professional skill upgrading; *career education*, including career awareness, instructional materials, teacher training, parent/community/business/industry involvement, experience-based education; and *vocational and technical education*, including new subprofessional fields, industrial arts, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on Counseling and Personnel Services

University of Michigan
School of Education Building, Room 2108
Ann Arbor, Michigan 48109
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance, use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information, group work and case work; nature of pupil, student, and adult characteristics, personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on Educational Management

University of Oregon
Eugene, Oregon 97403
Telephone: (503) 686-5043

Leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization, organizational change, and social context of the organization.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois
College of Education
1310 South Sixth Street
Champaign, Illinois 61820
Telephone: (217) 333-1386

Prenatal factors, parental behavior; the physical, psychological, social, educational, and cultural development of children from birth through the primary

grades; education and learning theory, research and practice related to the development of young children. Includes teacher preparation, educational programs, and curriculum-related community services, as well as administration, instruction, and physical settings. Includes both the early years and childhood (ages 0-7), the "middle years" (ages 8-12), and early adolescence (ages 10-14).

ERIC Clearinghouse on Handicapped and Gifted Children

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660

Hearing impaired, visually impaired, mentally retarded, developmentally disabled, abused/neglected, autistic, multiply handicapped, severely handicapped, physically disabled, emotionally disturbed, speech handicapped, learning disabled, other health impaired, and the gifted and the talented; behavioral, psychomotor, and communication disorders; administration of special education services, preparation and continuing education of professional and paraprofessional personnel; preschool learning and development of the exceptional children; general studies on creativity.

ERIC Clearinghouse on Higher Education

George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036
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Various subjects relating to college and university students, college and university conditions and problems, college and university programs. Curricular and instructional problems and programs, faculty, institutional research, Federal programs, professional education (medicine, law, etc.), graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, and management of institutions of higher education.

ERIC Clearinghouse on Information Resources

Syracuse University
School of Education
130 Huntington Hall
Syracuse, New York 13210
Telephone: (315) 423-3640

Management, operation, and use of libraries, the technology to improve their operation and the education, training, and professionals' activities of librarians and information specialists. Educational techniques involved in microteaching, systems analysis; and programmed instruction employing audiovisual teaching aids and technology, such as television, radio, computers, and cable television, communication satellites, microforms, and public television.

ERIC Clearinghouse for Junior Colleges
University of California
Powell Library, Room 96
405 Hilgard Avenue
Los Angeles, California 90024
Telephone: (213) 825-3931

Development, administration, and evaluation of two-year public and private community and junior colleges. Junior college students, staff, curricula, programs, libraries, and community services.

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007
Telephone: (202) 298-9292

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language and linguistics instruction, pedagogy and methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages; commonly and uncommonly taught languages including English as a second language; related curriculum developments and problems.

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

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All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching. Instructional materials, curricula, tests and measurement, preparation of reading teachers and specialists, and methodology at all levels. Role of libraries and other agencies in fostering and guiding reading. Diagnostic and remedial services in school and clinical settings.

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

Economic, cultural, social, or other factors related to educational programs for American Indians, Mexican Americans, migrants, and rural residents; outdoor education; educational programs in all small schools.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education
Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
Telephone: (614) 422-6717

All levels of science, mathematics, and environmental education. Within these fields, development of curriculum and instructional materials; media applications; impact of interest, intelligence, values, and concept development upon learning; preservice and inservice teacher education and supervision.

ERIC Clearinghouse for Social Studies/Social Science Education
855 Broadway
Boulder, Colorado 80302
Telephone: (303) 492-8434

All levels of social studies and social science; content of disciplines; applications of learning theory, curriculum theory, child development theory, and instructional theory; research and development programs; special needs of student groups; education as a social science; history of education; comparative education; social studies/social science and the community; humanities education.

ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036
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School personnel at all levels; all issues from selection through pre-service and inservice preparation and training to retirement; curricula; educational theory and philosophy; educational personnel development not specifically covered by other clearinghouses. Selected aspects of physical education.

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08541
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Tests and other measurement devices; methodology of measurement and evaluation; application of tests; measurement or evaluation in educational projects or programs; research design and methodology; human development; and learning theory in general.

ERIC Clearinghouse on Urban Education
Teachers College, Columbia University
Box 40
525 W. 120th Street
New York, New York 10027
Telephone: (212) 678-3437

Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings; the theory and practice of educational equity; urban and minority experiences; and urban and minority social institutions and services.

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