This extensive bibliography was developed by staff members of Project SIND School during their research into techniques for providing information to educational decisionmakers. For the most part, only currently available publications are included; out-of-print works are included only when they are a valuable source of information and are available on interagency loan. Because this approach excludes most pamphlets and periodical articles, Appendixes A and B provide the names of periodicals, indexes, and organizations that will aid in obtaining those items. Appendix C suggests criteria to consider when selecting publications for a reference library. The body of the bibliography is organized by broad subject areas. Separate author/institution and title indexes are included.
SELECTED REFERENCES IN EDUCATIONAL PLANNING

Bibliography and Selection Criteria

Susan Choi
Richard Cornish

Santa Clara County Component
100 Skyport Drive
San Jose, California 95110

PROJECT SIMU-SCHOOL
SELECTED REFERENCES IN EDUCATIONAL PLANNING

Bibliography and Selection Criteria

RESEARCH REPORT NUMBER TWENTY-ONE

OF

PROJECT SIMU SCHOOL: SANTA CLARA COUNTY COMPONENT

Sponsored by a Grant From
Department of Health, Education and Welfare
U.S. Office of Education
Title III, Section 306
Elementary and Secondary Education Act

Grant OEG 9-72-0063 (290)
Project No. S0010SW

Office of the Superintendent of Schools
Santa Clara County
Glenn W. Hoffmann, Superintendent
100 Skyport Drive
San Jose, California 95110

January, 1975

FREE
CONTENTS

FOREWORD ............................................ v

INTRODUCTION ........................................ 1

BIBLIOGRAPHY

Administration (1-26) ................................... 2
Architecture (27-31) ..................................... 3
Case Studies (32-44) .................................... 4
Change (45-58) .......................................... 5
City and Urban Planning (59-141) ...................... 6
Curriculum/Programs (142-208) ......................... 11
Educational Goals, Needs (209-212) ................... 15
Educational Planning (General) (213-266) ............ 15
Facilities (257-360) .................................... 19
Finance and Economics (368-393) ...................... 25
Future (394-437) ....................................... 27
Glossaries/Directories/Manuals (438-443) ............. 50
Higher Education (444-461) ........................... 30
Housing (462-471) ...................................... 32
Law (472-474) .......................................... 33
New Towns (475-481) .................................... 33
Planning Models/Methods (482-513) .................... 33
Program Planning Budgeting System (514-521) ........ 36
Systems Analysis (522-533) ............................ 36
Population (534-536) ................................... 37
School - Community Politics/Planning (537-557) .... 37
Social Planning (558-588) ............................... 39
Statistics (589-606) .................................... 41
Transportation (607-610) ................................ 42
Urban Education (611-629) ............................... 42
Zoning (630-642) ....................................... 44
Addenda (643-649) ...................................... 45

APPENDIX A - RELATED PERIODICALS .................. 46

APPENDIX B - RELATED ORGANIZATIONS ............... 49

APPENDIX C - REFERENCE LIBRARY SELECTION CRITERIA 53

AUTHOR/INSTITUTION INDEX .......................... 65

TITLE INDEX ............................................. 72
FOREWORD

Educational planning has been defined in its broadest terms by Project Simu School: Santa Clara County Component during its pursuit of techniques for providing information to decision makers in educational systems. Emphasis on community analysis and on understanding the client has led the Simu School staff to consult diverse references on societal and educational change.

Some references desired by the staff have been difficult to secure, hence the decision to develop a reference library for use by planners and other interested personnel. This effort generated an extensive list of books and other materials of interest which were assigned priorities for inclusion in the professional library of the Office of the County Superintendent of Schools of Santa Clara County. The lists of desired materials have been assembled into a bibliography on educational planning presented herein as suggested references for use in broadening one's understanding of the educational process.

Special recognition is given to Mrs. Susan Choi of the Library Information Service of the Office of the County Superintendent of Schools for her dedicated work in assembling these materials and preparing the criteria for selection of references. Richard Cornish, editor, and other staff of the Center for Educational Planning are recognized for their contributions of titles and for their consideration and review of the resulting lists.

We hope this reference work will be of value to all who use it in their search for information necessary for good educational planning.

Lester W. Hunt, Director
Project Simu School: Santa Clara County Component

The project presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.
INTRODUCTION

This selected bibliography contains citations for books to be included in a library for educational planning. An attempt has been made to include only those items which are currently available for acquisition. Out-of-print items have only been included when they were deemed a valuable source of information and were obtainable on interagency loan. Because this approach has meant the exclusion of pamphlet-type materials and periodical articles, Appendices A and B have been included to provide the names of periodicals, indexes and organizations in the field that will aid in obtaining these items.

The citations in this bibliography were obtained by reviewing other bibliographies, the collections of other libraries and citations in appropriate books and periodicals. Suggestions were also solicited from persons in the field of educational planning. Whenever possible, the actual work was examined, but in many cases works were chosen on the basis of reviews and annotations.

This bibliography is arranged by broad subject areas and is followed by an author/institution and title index. Citations are numbered consecutively throughout the bibliography.

In addition to the appendices described above, a third appendix is offered as a general guide for selecting works for a reference library. Appendix C outlines some "common sense" criteria that should be considered before purchasing a new work.
ADMINISTRATION


ARCHITECTURE


CASE STUDIES


CHANGE


CITY AND URBAN PLANNING


CURRICULUM/PROGRAMS


EDUCATIONAL GOALS, NEEDS


EDUCATIONAL PLANNING (GENERAL)


263. UNESCO. *Conditions for Success in Educational Planning*. 1969.


FACILITIES


FINANCE AND ECONOMICS


375. Hallak, J. *The Analysis of Educational Costs and Expenditure.*


385. Planning for Educational Reform: Financial and Social Alternatives,


FUTURE


GLOSSARIES/DIRECTORIES/MANUALS


HIGHER EDUCATION


HOUSING


**NEW TOWNS**


**PLANNING MODELS/METHODS**


PROGRAM PLANNING BUDGETING SYSTEM


SYSTEMS ANALYSIS


**POPULATION**


**SCHOOL - COMMUNITY POLITICS/PLANNING**

<table>
<thead>
<tr>
<th>No.</th>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Influences and Tax Effort</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Relations Between School Systems and Local Government</td>
<td></td>
</tr>
<tr>
<td>542</td>
<td>Council of Planning Librarians</td>
<td>Interlocal Cooperation: A Selected Bibliography</td>
<td>Monticello, Illinois, October 1969 (Exchange Bibliography, No. 103)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Change</td>
<td></td>
</tr>
<tr>
<td>544</td>
<td>Davies, Don</td>
<td>Citizen Participation in Education, An Annotated Bibliography</td>
<td>New Haven, Connecticut: IRE</td>
</tr>
<tr>
<td>545</td>
<td>El-Ghannam, Mohamed A.</td>
<td>Politics in Educational Planning</td>
<td>Paris, France: International Institute for Educational Planning, UNESCO, 1970</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Education, revised edition</td>
<td></td>
</tr>
<tr>
<td>548</td>
<td>ICMA</td>
<td>Challenges in Municipal-School Relations</td>
<td>Washington, D.C., 1965</td>
</tr>
<tr>
<td>549</td>
<td>Kirst, Michael</td>
<td>State, School and Politics: Research Directions</td>
<td>Lexington, Massachusetts: Lexington Books, 1972</td>
</tr>
<tr>
<td>550</td>
<td>Piele, Phillip and John Hall</td>
<td>Budgets, Bonds and Ballots</td>
<td>Lexington, Massachusetts: D.C. Heath, 1973</td>
</tr>
<tr>
<td>551</td>
<td>Regional Planning Association</td>
<td>Public Participation in Regional Planning, by William B. Shore</td>
<td>New York: MIT Press, 1967</td>
</tr>
<tr>
<td>552</td>
<td>Sandow, Stuart A.</td>
<td>The Pedagogical Structure of Methods for Thinking About the Future:</td>
<td>Syracuse: Educational Policy Research Center, 1971</td>
</tr>
<tr>
<td>Number</td>
<td>Author(s)</td>
<td>Title</td>
<td>Edition/Notes</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

**SOCIAL PLANNING**

<table>
<thead>
<tr>
<th>Number</th>
<th>Author(s)</th>
<th>Title</th>
<th>Edition/Notes</th>
</tr>
</thead>
</table>


STATISTICS


TRANSPORTATION


URBAN EDUCATION

<table>
<thead>
<tr>
<th>Number</th>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
<th>Location</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>617</td>
<td>Improving State Leadership in Education</td>
<td>Revitalizing Education in the Big Cities</td>
<td>Denver, Colorado</td>
<td>1972</td>
<td></td>
</tr>
<tr>
<td>618</td>
<td>Janowitz, Morris.</td>
<td>Institution Building in Urban Education</td>
<td>Chicago: University of Chicago</td>
<td>1972</td>
<td></td>
</tr>
<tr>
<td>626</td>
<td>Passow, A. Harry, ed.</td>
<td>Education in Depressed Areas</td>
<td>New York: Teachers College Press</td>
<td>1963</td>
<td></td>
</tr>
<tr>
<td>628</td>
<td>Toffler, Alvin, ed.</td>
<td>The Schoolhouse in the City</td>
<td>New York: Praeger</td>
<td>1968</td>
<td></td>
</tr>
</tbody>
</table>

ZONING


ADDENDA


APPENDIX A - RELATED PERIODICALS

Periodical articles are often the most up-to-date sources for research and statistics and should not be overlooked in any reference collection. Periodical articles have not been included in this bibliography because of their vast numbers. Instead, a list of periodicals is appended here. These periodicals regularly carry articles in the fields of educational and community planning. The name of the periodical is given; addresses, prices and subscription information can be obtained from the following sources:

Ulrich's International Periodicals Directory

Current Index to Journals in Education, annual index
New York: Macmillan Information.

Periodicals not listed in the above works have their addresses given below.

Following the list of periodicals is a list of indexes appropriate to the field of educational planning. These indexes cite articles in periodicals in the fields indicated by their titles.

Periodicals

American City Magazine
American County Government
Formerly County Officer
American Institute of Architects
Journal
American Institute of Planners
Journal
American Institute of Planners
Newsletter
American School and University
American Society of Consulting
Planners Newsletter
American Society of Planning
Officials - Planning Advisory
Service
Architectural Forum
Architectural Record
Association of American Geographers
Annals
Association of Collegiate Schools
of Planning Bulletin
Building Design
Building Design and Construction
Change Magazine, formerly Change
In Higher Education
Changing Education
Community Development
Community Development Society
Journal
Community Planning Review/Revue
Canadienne D'Urbanisme
Council of Educational Facilities
Planners Journal
Daedalus
Design and Environment
Development Digest
Economic Geography
Education Tomorrow
Ekistics
Environment
Environment and Behavior
Footnotes to the Future
Futuronomics, Inc.
2850 Connecticut Ave., N.W.
Washington, D.C. 20008

Forum for the Discussion of New Trends in Education
Futures
Futures Conditional
The Futurist
Housing and Planning References
HUD Challenge
HUD Trends
Human Settlements
Interchange
Journal of Housing
Journal of Leisure Research
Journal of Regional Science
Journal of Urban Law
Land Economics
Landscape
Landscape Architecture

Land-Use Controls Publication Service: Zoning Digest
Land Use Digest
Long-Range Planning
Nation's Cities
Nation's Schools
Notes on the Future of Education
On Site
60 Greene Street
New York, New York 10012

Planners Notebook
Planning, formerly ASPO Newsletter
Planning and Changing
Planning for Higher Education
Progressive Architecture
Public Management
Public Works
Research in Education
Resources
School and Community
School Management
Search
Social Change
Town and Country Planning
Town Planning Institute Journal
Town Planning Review
Urban Affairs Quarterly
Urban Data Service Report
Urban Education
Urban Land
Urban Review

**Periodical Indexes**

Applied Science and Technology Index
Art Index
Current Index to Journals in Education
Education Index
Engineering Index
International Index
New York Times Index
Population Index
PAIS (Public Affairs Information Service)
APPENDIX B - RELATED ORGANIZATIONS

Many publications are issued each year which do not appear in the commercial publishing trade. Often these publications are of an ephemeral nature, quickly going out of print and becoming unavailable for acquisition. Many of these works are published by professional associations and other organizations in limited quantities. Publications such as these have not been included in this bibliography because of their temporary nature. For this reason, the following list of organizations is provided as an aid in locating these fugitive publications.

One excellent source for this fugitive information is ERIC, the Educational Resources Information Center. ERIC is a nationwide system of 16 clearinghouses which collects educational information and then disseminates it throughout the United States. The documents collected by the clearinghouses are published in microfiche form by a central ERIC Clearinghouse in Washington, D.C. and listed in a monthly catalog, Research in Education. Many county and state departments of education as well as colleges and universities have ERIC collections and catalogs.

Local organizations such as city, county and state planning departments are good sources of information on a specific locality. State and county departments of education often have planning divisions which may publish documents in educational planning. Other sources to consider are university and college urban planning departments, regional education laboratories, and governmental agencies.

Many organizations publish journals, newsletters and bibliographies in addition to their monographs. The directories that follow may be of use in learning more about the organizations listed below:


By writing directly to the organization and requesting information and a publications list, it is possible to obtain the latest and most accurate information concerning the organization.

ADVISORY COMMISSION ON INTERGOVERNMENTAL RELATIONS
726 Jackson Place
Washington, D.C. 20575

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
1801 North Moore Street
Arlington, Virginia 22209

AMERICAN INSTITUTE OF ARCHITECTS
1735 New York Avenue, N.W.
Washington, D.C. 20006

AMERICAN INSTITUTE OF PLANNERS
917 15th Street, N.W.
Washington, D.C. 20006
NATIONAL URBAN COALITION
Formerly URBAN AMERICA, INC. AND URBAN COALITION
2100 M Street, N.W.
Washington, D.C. 20037

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
252 Bloor Street West
Toronto, Ontario, Canada

PLANNERS FOR EQUAL OPPORTUNITY
17 Murray Street
New York, New York 10007

REGIONAL PLAN ASSOCIATION
235 East 45th Street
New York, New York 10017

RESOURCES FOR THE FUTURE, INC.
1755 Massachusetts Avenue, N.W.
Washington, D.C. 20036

SOCIETY FOR COLLEGE AND UNIVERSITY PLANNING
c/o Columbia University
616 West 114th Street
New York, New York 10025

SPECIAL LIBRARIES ASSOCIATION
Planning, Building and Housing Section of Social Science Division
235 Park Avenue, S.
New York, New York 10003

TOWN PLANNING INSTITUTE
26 Portland Place
London, W. 1, England

U.S. CONFERENCE OF MAYORS
1612 K Street, N.W.
Washington, D.C. 20006

URBAN INSTITUTE
2100 M Street, N.W.
Washington, D.C. 20036

URBAN LAND INSTITUTE
1200 18th Street, N.W.
Washington, D.C. 20036

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION
P.O. Drawer P
Boulder, Colorado 80302

WORLD FUTURE SOCIETY
P.O. Box 30369
Bethesda Branch
Washington, D.C. 20036
APPENDIX C - REFERENCE LIBRARY SELECTION CRITERIA

Introduction

When selecting a book for inclusion in a library, many aspects of the work must be considered. This paper offers some basic criteria for use in the selection of materials to be included in a reference library for educational planning. Obviously, all of the criteria listed cannot be applied to each work considered. Rather, the list is meant to be the ideal and should serve to remind the evaluator of the variety of items to be remembered when examining a work.

1.0 Description

1.1 Title

First, the evaluator must determine the identity of the work. Is the title clearly stated and do the titles, as given on the cover, title page and spine, agree with one another?

1.2 Author

The author must be identified. Is the author's full name given? Is there a co-author? Are contributors listed? Is it a corporate author, society, agency or company?

1.3 Publisher

The publisher should be given on the title page along with the place of publication.

1.4 Date

The date of printing and/or copyright date should be given on the title page or its verso (back).

2.0 Purpose

The purpose of the work should be determined to see if it will fit into the library's collection. It should be mentioned that every library should have clearly stated and well thought out goals and objectives. It is then a simple matter to decide if a particular book is appropriate for its collection.

2.1 Title

The purpose can often be learned from the title. The title can, however, be misleading and ambiguous.

2.2 Introduction

It is, therefore, better to read the introduction to the work since here the author usually states exactly what he wished to accomplish and how he intends to go about it.
2.3 Table of Contents

The table of contents is the best indication of what is in the work. Once the contents of the book are known, it is possible to ascertain the purpose for creating the work.

3.0 Authority

3.1 Author’s Reputation

When checking the authority of a work, one of the basic considerations is given to the author and his reputation. If the author is well known in the field and has a good reputation, it can often be assumed that the work is well done. Many works, however, are by authors whose names are not familiar to the librarian and qualifications must, therefore, be checked. Other works, degrees received, membership in organizations, experience in the field and positions held—all can lead to a preliminary evaluation of the author’s competence. Twentieth Century Authors or periodical indexes provide an excellent means of becoming familiar with an author and his background and works.

3.2 Publisher’s Reputation

Another indication of the quality of a work is the reputation of the publisher. Many publishers are well known for the quality and accuracy of their works. It should be noted, however, the publishing companies are in business to make money and may sometimes issue a substandard work based solely on the profit motive. Moreover, the management of a firm may change and with it, its policy and quality.

3.3 Librarian’s Knowledge

Often the evaluator must rely on his or her own knowledge of the field in order to judge the authority behind the work.

3.4 Reviews

When the author, publisher or subject field is unfamiliar to the evaluator, he or she must rely on the evaluation of others. Reviews and evaluations which include a description of the tests applied to the work and the result of these tests are helpful in determining the usefulness of the work. When using another’s evaluation, however, that person’s position must be taken into account. Is the evaluating agency well known? Is the evaluator independent or does he or she receive a salary from a publisher?
3.5 Publisher's Ads

Blurbs about the book or author written in advertising and on the book jacket may provide a general overview of the book and its purpose, but they are by no means an accurate way of evaluating the work. These blurbs are written to help sell the work and should be viewed as biased.

3.6 Sources Used

A check of references, footnotes and bibliographies will reveal the sources used in writing the book as well as whether the author relied on secondary or primary source material. If the work is a collective endeavor, the separate articles should be signed by their authors.

4.0 Scope

Identifying the scope of the work enables the evaluator to determine its potential uses and to decide whether it will be an addition to, or an unnecessary duplication of, the library's existing sources.

4.1 Overview of Scope

To determine the scope of the work, the evaluator should check such items as the title, table of contents and introduction. If the preceding do not offer an adequate idea of what is contained within the work, its indexes should be checked for the subjects cited, the amount of citations and the types of citations.

4.2 How Material is Gathered

Normally, the introduction explains how the information was gathered. Is the work based on personal experiences or opinion or is it based on research? If the contents were solicited, who was asked to reply? How were contributors chosen? On what basis did the author include items? What tests or checks were made on the contents? Were facts verified and how was this accomplished?

4.3 Limitations

While claiming to be comprehensive, a work may be limited in a number of ways, many of them not explicitly stated.

4.3.1 Geographic

Geographic limitations are common. Many works which claim to be international are in reality directed exclusively to the western hemisphere. This egocentrism is also evidenced by language limitations.
4.3.2 **Chronologic**

In many instances, chronologic limitations are stated in the title and are obvious from the start. Occasionally, however, the true limitations of a work are obfuscated.

4.3.3 **Subject**

Some subjects may receive an undue amount of consideration while others of equal importance, are neglected. Too often works will claim to be comprehensive, but upon close examination will be found to be deficient.

4.3.4 **Format**

Many bibliographies on a certain subject contain only printed materials or only books themselves. Are any audio-visual or other nonprint format materials included?

4.4 **Adequate Coverage**

Does the work occupy a unique place in its field? Does it have more or less material than others in this subject area? Is it better arranged than others? Are its limitations excessive or does it include too much information?

4.5 **Independent or Supplemental**

Can the work be used alone? Is it a complete unit or does it need supplemental material to be adequately used? Works that cannot stand by themselves should be examined along with their supplemental parts.

4.6 **Uniqueness**

Is the work unique to the library's collection? Does it duplicate existing materials in the collection or does it contain fresh, new information?

4.7 **Edition**

Is the work a recent edition or revision of an earlier work? If the title page states it was printed in 1974 and the copyright is 1968, it is most likely a reprinting and nothing has been changed. If the text has been revised or updated, it should have a new copyright date. Some publishers reprint outdated texts and government documents with new covers and a new printing date, but with the contents either useless or available from another source at a far less expensive price.

If the work is a new edition or revision, it should be compared to the older editions to evaluate the extent of the revisions. The references and bibliographies should be examined to see if new materials have been included.
4.8 Timeliness

Timeliness is of great importance in many reference works. There is normally a six-month to two-year delay from the time a manuscript is written until the book is actually printed. Rather than relying on a copyright date, the evaluator should check references and bibliographies in the work for publication dates in citations. If a work is copyrighted in 1973, but includes references that are dated to 1969, one can infer that the work was actually completed in 1970 or 1969.

4.9 Publication Pattern

A regular pattern of publication and revision is critical to the usefulness of a work. Items need to be updated through some means such as supplements, cumulations or new editions. How often is the work updated? Is it quarterly, annually or every decade?

4.10 Entries

The scope of comparable entries should be consistent. All entries should contain the same kind of information, if available.

4.11 Does Scope Agree With Purpose?

Finally, the scope, as defined above, should be compared to the author's stated purpose to determine if the two agree. An author may try to achieve a certain goal in his work, but be deficient.

5.0 Treatment

5.1 Bias

Since all authors and editors bring their personal views and experiences to bear on the subject, bias, at least to some degree, is evident in all works. Even in the choice of a subject, the author shows his or her interests and preferences. Bias takes many forms. There is bias by inclusion and exclusion, bias by the amount of space and material devoted to subjects, and bias even by deliberate mistakes in facts. While some interpretations and shading are to be expected, a work should be for the main part objective and should present all sides of an issue, especially a controversial one.

5.2 Expertise

In choosing a work for a reference library, the work's level of expertise should be determined. One means of checking the level of a work's expertise is for the evaluator to read an article in a familiar subject area and then one in an unknown area. If both are clear, understandable and free of jargon, the book is appropriate for the general public. If, on the other hand, the prose is filled with technical terms and is difficult to understand, only an expert in the field may find it valuable.
5.3 Style

A work's style and diction are important considerations in determining its usefulness in a reference library. If the work is clearly written, if it is not pompous, ambiguous, confusing or patronizing, it will be better received.

6.0 Format

Format is the internal organization of a work and thus directly related to the usefulness of its contents.

6.1 Arrangement

Arrangement of material in most reference works follows one or a combination of several patterns listed below. In any work, the arrangement should be thoroughly explained, understandable, easy to use, consistent and logical.

6.1.1 Alphabetical

Alphabetical arrangement is the most common and one of the easiest arrangements.

6.1.2 Numerical

Numerical arrangement is sometimes used along with appropriate indexes. Within the numerical arrangement is the decimal arrangement, in which general subjects are given numbers with the subheadings appearing as decimal fractions of the main heading. Decimal arrangement allows for expansion or deletion within a subject area without affecting other subject numbers.

6.1.3 Classed

Classified arrangements are based on some type of subject classification. These schemes assign a code to a subject, the code being either numerical, alphabetical or a combination of both. In any classified arrangement, the scheme itself should be clearly explained and indexes should be provided for accessibility by other means.

6.1.4 Subject

Subject arrangements group disciplines together. This type of arrangement also needs adequate explanation so the reader will know how groups of subjects were formed and which is in which group.
6.1.5 **Chronological**

Chronological arrangement appears in historical works and yearbooks and often in a chronology which may appear as an appendix to another work.

6.1.6 **Geographic**

Geographic arrangement is most often used in atlases and gazetteers, but other works may also be arranged by place.

6.2 **Rules of Organization**

The rules which were used to arrange items in a work should be explained.

6.3 **Special Features**

Most reference materials will contain several special features designed to enhance their value and make them easier to use.

6.3.1 **Index**

The most valuable part of any reference work, aside from the information contained, is the index. An index, or several of them, brings out buried pieces of information and makes them accessible. Indexes can be by subject, author, title, form of work, or almost any other identifiable characteristic of the contents. Good indexes contain an adequate number of citations to cover the contents. One means of evaluating an index is to scan the contents for people's names, events and subjects and then to note if they are mentioned in the index.

The index should contain cross references to direct readers to other headings for additional information or from an entry leading without any item to one which has an entry. Works without indexes would contain references or directions of facilitating information.

6.3.2 **Bibliography**

Bibliography or the citation index of a work for the names and sources of information borrowed or used in the work. Bibliographies should be a summary list for their entries and should be consistent throughout. Each information source should be listed as adequately as its title, author, date, place of publication, and other identifying information. References are in different modes and can vary widely in form and format.
Bibliographies should be correct and as current as possible. In a revised work, out of print and outdated works should be removed from the bibliography and new items added.

6.3.3 Footnotes and References

References should be complete and consistent throughout the work and follow some standard form. Explanatory notes should do just that--they should explain in short, concise sentences.

6.3.4 Illustrations

Diagrams, maps, photographs and other illustrations should help the reader better understand the text. Illustrations should be close to the text in which they are mentioned and should agree with the contents of the text. They should be clear, accurate and up to date.

6.4 Paging

Paging should follow a logical sequence; it should be easy to follow, and it should agree with the table of contents and index.

6.5 Editing

Any work should be free of errors in spelling, punctuation and grammar.

6.6 Layout

Page layout should be pleasing and easy to follow. Margins should be broad enough to allow for rebinding, and spacing within the work should keep the text from becoming cluttered or appearing too sparse.

6.7 Abbreviations and Symbols

Any items of the text which may not be known to the general public, such as abbreviations and symbols, should be adequately explained. Difficult or unusual terms should be defined in a glossary or in the notes.

7.0 External Characteristics

In most cases, content alone will determine whether or not a work will be purchased, but extreme deficiencies in the physical composition of a work may discourage its purchase.
7.1 **Type**

Type that is difficult to read because of size or style could render a work almost useless.

7.2 **Size**

A work should be neither too large nor too small. When considering purchase of works in unusual sizes, the evaluator must consider storage availability.

7.3 **Paper**

The paper used in a reference work should be of good quality, weight and durability. Poor quality paper limits the life of a work and detracts from its usefulness.

7.4 **Binding**

There are many kinds of binding used today. Binding of reference works should be evaluated for durability and flexibility. Books should be bound so that they lie flat for better use.

8.0 **Maps**

A reference collection in the field of educational planning should have maps of cities, states and regions.

8.1 **Scope**

The scope of a map relates to its contents and purpose. There are two types of maps—general and thematic. A general map shows either the physical or political geography of an area or a combination of both. Thematic maps serve some special purpose, such as indicating population density or chief crops of an area.

8.2 **Authorship**

Maps are expensive to create. Cartography and survey work as well as quality printing are so expensive that only a few firms produce most of the maps in use today. Large companies with an established reputation can be depended on to continue publishing good quality maps. If the maps are created by an unknown publisher, its reputation should be checked and other of its works should be evaluated.

8.3 **Timeliness**

Maps reflect the physical and political conditions of a world caught up in constant change. For this reason, maps must be continually updated if they are to remain useful. Political boundaries and names of places are the most often changed pieces of information on a map. It is necessary to check the date of each map purchased since many atlases may be published with a cover date that is several years later than the most recent map in the collection.
8.4 **Content**

8.4.1 **Scale**

The scale of a map indicates the relation between the map and the area it represents. A bar scale is a bar given on the map, usually in inches or centimeters, which shows the corresponding distance in miles or kilometers indicated. A natural scale indicates the relation of map to reality in a fraction, usually indicated as 1:1,000,000 or one million.

8.4.2 **Color**

Color is used on maps to relate different classes of data or to show distinctions between details. Color should be subtle, varied and should add to the informative nature of the map.

8.4.3 **Symbols**

Explanations for all symbols used are necessary for effective use of the map. Most symbols are standardized within a country but maps from foreign countries may employ unfamiliar symbols. Thus, all symbols need explanation.

8.4.4 **Projection**

Various projections distort distances in different ways. To interpret a particular map accurately, the type of projection used needs to be stated.

8.4.5 **Grid System**

Longitude and latitude effectively locate places on a map, but the exact location in longitude and latitude is difficult to remember. Therefore, many maps have grid patterns with letters and numbers assigned to squares for easy location of items. Grid systems should serve to simplify their use, not confuse the user.

8.4.6 **Type**

Type should be easy to read, clear and not obscured by physical features of the map.

8.4.7 **Margins**

The margins of a map contain basic information which is important and necessary for using the map. The kinds of information that should be found in the margins are: scale (both bar and natural), projection, symbols and color significance, if employed.
8.5 Size

The size of a map should be considered for both use and storage. In a small library, space for use and for storage may be lacking and smaller maps or an atlas may be the answer.

9.0 Nonprint Materials

Some of the selection criteria previously discussed, such as content, bias, scope and authority, can and should be applied to nonprint material.

9.1 Medium Used

The first question that should be asked when choosing a form of nonprint media is, "Is this the best medium for the job?" The limits and the advantages of each form should be thoroughly considered.

9.2 Cost

Nonprint media must be carefully evaluated because, unlike printed items, nonprint media is dependent on some form of equipment for its use.

9.3 Convenience-Arrangement

Because they are dependent on equipment, nonprint items are not as portable as books; they depend on batteries or outlets and they cannot be skimmed or flipped through like a book. This makes their arrangement crucial. Nonprint media must be logical, sequential and without extraneous material.

9.4 Technical Quality

Quality in the technical aspects of tone, intelligibility, color, sound level and visual clarity must be evaluated.

10.0 Periodicals

There are two basic types of periodicals: scholarly journals published by professional and scientific organizations, and commercial magazines. Most periodicals in a reference collection have two main purposes: to give the most up-to-the-minute information in the field and to lead to further research. Books face a time lag of six months to two years in publication while periodicals are only a few days to six months behind the times.

10.1 Citations

When a periodical is to be used for leads to further research, the references given for its articles should be examined. The references should be complete, timely and preferably from primary sources of information; that is, articles or books on the subject at hand, not just surveys or anthologies of the literature on the subject.
10.2 Indexes

If periodicals are indexed, they are more likely to be used. The evaluator may even wish to start his or her own index of articles should the periodical warrant it.
AUTHOR/INSTITUTION INDEX

Aaron, David - 267
Academy for Educational Development - 213
Adams, Don - 214, 394
Advisory Commission on Intergovernmental Relations - 368
Alameda County School Department - 482, 483
Alioto, Robert F. - 514
Allen, Dwight W. - 150
Allensworth, Don T. - 637
Altshuler, Alan A. - 59
American Association of Junior Colleges - 119
American Association of School Administrators - 1, 2, 3, 142, 143, 183, 215, 268, 269, 270, 271, 537, 541
American Association of State Colleges and Universities - 45
American Conservation Association - 275
American Educational Research Association - 163
American Federation of Teachers - 272, 273, 274
American Society of Landscape Architects Foundation - 275
American Society of Planning Officials - 60, 61, 438, 564, 630, 641
Anderson, C.A. - 216
Anderson, Robert H. - 46
Anderson, Stanford - 62
Andrew, Gary M. - 484
Anshun, Ruth N. - 170
Archibald, Russell D. - 4
Arensberg, Conrad M. - 558
Armitage, Peter - 485
Ash, Maurice - 63
Association for Childhood Education International - 363
Association for Supervision and Curriculum Development - 144, 181, 198
Association of School Business Officials - 362

Babcock, Richard F. - 631
Bacon, Edmund N. - 64
Bailey, Stephen Kamp - 145
Banathy, B.H. - 146
Banfield, Edward C. - 112
Banghard, Frank W. - 217, 522
Banton, Michael - 559
Bareither, Harlan D. - 444
Barr, W. Monfort - 369
Bartholomew, R. - 276, 294, 295
Battersby, Albert - 486
Bauer, Raymond A. - 560
Beecy, C.E. - 5, 218
Beitz, Charles - 395
Bell, Gwendolyn D. - 611
Ballush, Jewell - 65
Bandix, Reinhard - 561
Bengtsson, Arvid - 277
Beno, Kenneth D. - 48
Bennis, Warren C. - 47, 48
Berecay, G.Z.F. - 219
Berry, Brian J. - 66, 67
Beshoar, Barron B. - 411
Bestor, George Clinton - 68
Beyer, Glenn - 462
Biddle, Leureide J. - 538
Biddle, William W. - 538
Birely, Derek - 220
Bish, Robert L. - 370
Bliss, Sam E. - 515
Bloomfield, Warner, Jr. - 121, 539, 562
Blumenfeld, Hans - 126
Boles, Harold W. - 278
Bolton, Charles K. - 543
Branch, Melville C. - 69, 70, 71, 72, 607
Breese, Gerald - 73
Bremer, John - 49
Bresler, Jack B. - 563
Brett, Lionel - 27
Brickell, Henry M. - 32
Brickman, William H. - 147
Brieve, Fred J. - 221
Brooks, Gary D. - 149
Brooks, Michael P. - 564
Brown, L.M. - 209
Brubaker, William C. - 359
Buckley, Walter - 523
Burgess, Ernest W. - 565
Burnham, Brian - 148
Burns, Richard W. - 149
Burt, Eleanor - 440

* Item entry numbers for the foregoing bibliography.
Bush, Robert N. - 150
Bushnell, David S. - 524
Butler, George D. - 279
Butz, William P. - 534
Cahill, Robert S. - 540
Caldwell, Michael S. - 487
California Department of Education - 280, 282, 222, 281
California State Committee on Public Education - 396
Calsat, J.H. - 439
Campbell, Clyde M. - 151
Campbell, Jay J. - 33
Campbell, Roald F. - 6, 7, 223
Campbell, Robert D. - 488
Campbell, W.J. - 283
Candoli, I. Carl - 40
Canty, Donald - 74
Capson, A. Maurice - 643
Carlson, Richard O. - 50
Carnoy, Martin - 152
Carpenter, Polly - 153
Carrell, Jeptha J. - 541
Castaldi, Basil - 285
Catanese, Anthony James - 489
Center for Advance Study of Educational Administration - 15, 50, 493, 517
Center for New Schools - 286
Center for Urban Education - 367
Center for Vocational and Technical Education - 205
Chadwick, George - 525
Chai, Hon-Chan - 566
Chapin, F. Stuart, Jr. - 75, 632
Chau, Ta Ngoc - 589
Chenney, E.M. - 224
Chermayeff, Serge - 28
Cherry, G.E. - 567
Chesswas, J.D. - 392
Chin, Robert - 48
Clairc, William H. - 76
Cleve, Pierre - 77
Clawson, Marion - 633
Coates, Gary J. - 287
Cockburn, Cynthia - 78
Cole, Henry P. - 154
Coleman, Peter - 225
Conant, James B. - 568
Conference on Economic Progress - 155
Connor, Forrest E. - 143
Conrad, M.J. - 288
Cook, Desmond L. - 516
Cook, Peter - 29
Cook, Robert C. - 535
Coombs, P.H. - 226, 526
Coons, John E. - 569
Corey, Kenneth E. - 543
Correa, Hector - 490
Corrigan, R.E. - 34, 528
Council of Educational Facility Planners - 261, 289, 290, 291, 292, 293, 359, 360, 361, 366, 457, 648
Council of Planning Librarians - 79, 80, 81, 227, 294, 295, 296, 397, 440, 441, 442, 445, 446, 447, 463, 491, 492, 542, 543, 612
Council of the Great Cities Program - 297
Crane, Jacob L. - 82
Creighton, Roger L. - 608
Cremin, Lawrence A. - 156, 157
Cronbach, Lee J. - 158
Cross, Kathryn Patricia - 159
Cruise, Keith L. - 35
Culver, Carmen M. - 51
Cunningham, Luvern L. - 8
Curle, Adam - 228, 229
Damerell, Reginald D. - 36
Dave, R.H. - 160
Davies, Don - 544
Davis, Frederick B. - 161
Deacon, R.L., Jr. - 72
Dean, Gary - 397
DeChiara, Joseph - 83
Dexter, Arthur T. - 644
Dobbins, Charles G. - 448
Dochterman, Clifford L. - 411
Downs, Anthony - 613
Doxiadis, Constantinos A. - 84
Dror, Yehezkel - 9
Ducharme, David J. - 533
Duhl, Leonard J. - 85
Edel, Matthew - 371
Educational Facilities Laboratories - 275, 298-342, 372, 373, 475, 649
Educational Policy Research Center - 398, 417, 418, 437, 552, 570
Educational Service Bureau, Inc. - 527
Eidell, T.L. - 517
Elam, Stanley - 399
Elrod, H. Wentworth - 86
El-Ghannam, Mohamed A. - 545
Ellena, William J. - 143
Ellis, William Russell, Jr. - 624
Emmerij, Louis - 571
Engelhardt, Nickolaus L. - 343
Engstrom, Yvonne - 555
Erber, Ernest - 87
Eurich, Alvin - 400
Evans, John A. - 493
Evans, Hazel - 476
Ewald, William R. - 401, 402, 403
Ewing, David W. - 88, 89
Eye, Glen G. - 10
Fagin, Henry - 90, 122
Faludi, Andreas - 91
Fantini, Mario D. - 546, 614, 615
Farrah, Morton - 109
Faure, Edgar - 162
Finsterbach, Fred C. - 646
Firey, Walter - 472
Forrester, Jay W. - 92
Forsberg, James S. - 474
Fox, Karl A. - 374
French, William Cole - 11
Freund, Eric C. - 100
Frey, Frederick W. - 52
Frieden, Bernald J. - 93
Friedmann, John - 94
Frymier, Jack R. - 344
Furse, Bernarr S. - 230
Gabor, Dennis - 404
Gage, N.L. - 163
Gans, Herbert J. - 95, 96, 97, 572
Gartner, Alan - 164
Gass, J.R. - 231
Gilbert, Charles E. - 98
Gittell, Marylyn - 616
Glaab, Charles N. - 99
Glasser, Nathan - 573
Golany, Gideon - 477
Goldring, Patrick - 574
Goldstein, Harold - 494
Goodlad, John I. - 165, 189, 405, 495
Goodman, Paul - 575
Goodman, Percival - 575
Goodman, William L. - 100
Gorton, Richard A. - 12
Graham, Grace - 547
Great Plains School District
Organizational Project - 255
Greenfield, T.B. - 232
Greer, Scott - 101
Grieger, Calvin - 13
Grier, Eugene - 464
Grier, George - 464
Griffiths, V.L. - 233, 234
Gross, Ronald - 166
Gruen, Claude - 465
Gruen, Nina Jaffe - 465
Gruen, Victor - 102
Guggenheim, Cornelle L. - 406
Guggenheim, Fred - 406
Haar, Charles M. - 634, 635
Hadden, Jeffrey K. - 622
Haggerty, Thomas M. - 442
Hall, John - 550
Hallack, J. - 375
Harbison, Frederick Harris - 14
Harsh, J.R. - 210
Hartley, Harry J. - 518
Hartman, Robert W. - 386
Hausknecht, Murray - 65
Havelock, R. - 167
Havishurst, Robert J. - 235
Hawkins, Harold L. - 345
Haworth, Lawrence - 103
Hellick, R. Martin - 346
Heller, Alfred - 407
Hemphill, John K. - 15
Hempsey, Stephen P. - 408, 540
Henning, Dale A. - 107
Herriott, Robert E. - 168
Hickrod, C. Alan - 376
Hillson, Maurie - 16, 17
Hirsch, Katrina de - 169
Hirsch, Werner Z. - 409
Hoban, Gary J. - 51
Hodge, Patricia L. - 536
Hodgkins, Benjamin - 168
Hollob, Doris B. - 590
Hostrop, Richard W. - 410
Houle, Cyril Orvin - 347
Huberman, A.M. - 53
Hudson, Barclay - 94
Hussain, Khattab M. - 236
Illich, Ivan - 170
Improving State Leadership in
Education Project - 18, 33, 35,
37, 38, 41, 43, 171, 172, 237,
238, 239, 243, 411, 515, 576, 617
Inglewood Unified School District - 224
International City Manager's Association - 100, 104, 478, 548
International Federation for Housing and Town Planning - 443
International Institute for Educational Planning - 5, 14, 39, 216, 218, 226, 228, 229, 231, 233, 240, 241, 242, 253, 258, 259, 348, 375, 392, 393, 545, 589
Isard, Walter - 496
Jackson, Joe L. - 173
Jacobs, Jane - 105
Jacoby, E.G. - 591
Jeffe, Abram J. - 592
Jallade, Jean-Pierre - 497
Janowitz, Morris - 618
Jencks, Charles - 30
Jencks, Christopher - 577
Jennings, Robert E. - 243
Jesser, David L. - 424, 425, 426, 427
Jones, Holwa - 68
Jones, Howard - 174
Jones, Robert S. - 296
Jordon, K. Forbis - 13
Jordon, Paul L. - 534
Joyce, Bruce - 175
Jungherr, J.A. - 514
Kahn, Alfred J. - 578
Kahn, Herman - 412
Kain, John F. - 619
Karwin, Thomas J. - 349
Kast, Fremont E. - 19
Katzman, Martin - 377
Kaufman, R.A. - 210, 498, 528, 244
Kazarian, Edward N. - 205
Keppel, Francis - 176
Kerenksy, Vasil M. - 413
Keyserling, Loon H. - 155
Kimball, S.T. - 558
King, A.J.C. - 177, 178
King, Jean N. - 179
Kirst, Michael - 549
Kleinmann, Jack H. - 23
Knobbe, Mary L. - 441
Knoell, Dorothy M. - 450
Knorr, Owen A. - 451
Kohl, Heriburt - 180
Koppelman, Lee - 83
Kraft, Richard H.P. - 499
Kristof, Frank S. - 466
Kratz, Robert Norman - 227
Kruekeberg, Donald A. - 500
Krug, Mark M. - 414
Ladd, Everett C., Jr. - 579
Landes, Jack Lyle - 350
Lang, Jon T. - 458
League of Women Voters of the U.S. - 106
Le Breton, Preston P. - 107
Le Blanc, Hugh C. - 488
Lee, Colin - 501
Leeper, Robert R. - 181
Lefcoe, George - 636
Lehrer, Stanley - 147
Lessel, Janice - 441
Lessinger, Leon M. - 182, 529
Leu, Donald J. - 40, 351, 415
Levin, Betsy - 378
Levin, Melvin R. - 108, 620
Levine, Donald J. - 519
Lieberman, Myron - 416
Lindbloom, Carl C. - 109
Linento, R. Robert - 637
Lipham, J.M. - 211
Lippitt, Ronald - 54
Lipset, S.M. - 561
Listokin, David - 379
Loughany, John W. - 502
Lubove, Roy - 638
Ludka, Arthur P. - 41
Lynch, Kevin - 352
McBride, Wilma - 188
McCloskey, Gordon - 183
McIntyre, Charles - 450
McLain, John D. - 184
McLaughlin, J. Brian - 110
McMurrin, Sterling M. - 621
McNirie, William C. - 646
Mager, Robert F. - 185
Manning, Duane - 186
Marin, Michael - 417, 418, 419
Markus, Marvin - 467
Marland, Sidney P. - 206
Masotti, Louis P. - 206
Mayer, Albert - 111
Meckley, Richard F. - 647
Mecier, Robert J. - 623
Menby, Ernest O. - 413
Meltzer, Arnold J. - 380
Meltzer, Jack - 67
Meyerson, Martin - 112
Michael, Donald N. - 113
Midwest Research Institute - 452, 453, 454, 455, 456
Miklos, E. - 245
Miles, Matthew B. - 55
Miller, Richard L. - 56
Miller, Van - 20
Milner, J.B. - 473
Milwaukee Public Schools - 42
Moore, Harold - 420
Moore, Hollis A., Jr. - 3
Moore, Wilbert E. - 582
Morgan, James J. - 353
Morphet, Edgar L. - 43, 421-427
Moye, Daniel P. - 573
Mumford, Lewis - 114, 470
Murphy, Judith - 166, 187
National Association for the Education of Young Children - 354
National Commission Against Discrimination in Housing - 468
National Commission on Urban Problems - 115, 466, 630, 639
National Committee for Support of the Public Schools - 382
National Education Association - 57, 188, 200, 429, 520, 587, 593-596
National Society for the Study of Education - 189, 235
Neenan, William B. - 381
Needen, Joseph T. - 648
Nevitt, Adela Adam - 469
New Jersey Department of Education - 645
New Towns Research Seminar, University of North Carolina - 479
Nicholls, Leeland L. - 296
Nisbanek, Paul L. - 116
Noble, Jack - 641
Northwest Regional Educational Laboratory - 260
Norton, John K. - 382
Notestein, James Edison - 447
Oddly, Guy - 355
Ontario Institute for Studies in Education - 177, 178, 232, 262, 390, 509, 533
Operation PEP - 34
Oregon Department of Education - 284
Organization for Economic Cooperation and Development - 190, 191, 212, 246-250, 355, 356, 497, 503-505, 521, 530, 580, 597
Orleans, Peter - 624
Parker, Floyd G. - 291, 457
Parnes, H.S. - 212
Parsons, Kermit Carlyle - 458
Passow, A. Harry - 625, 626, 627
Peng, George T.C. - 480
Perkinson, Henry J. - 251
Perloff, Harvey S. - 117, 383, 481
Peterson, Alexander D. - 428
Peterson, George E. - 384
Pfeiffer, John - 531
Pharis, William L. - 429
Phi Delta Kappa - 432, 461
Pickett, William L. - 455
Pielke, P.K. - 430, 474, 550
Pierce, Truman M. - 13
Plath, Karl A. - 192
Platt, William James - 253
Playground Corporation of America - 357
Poignant, R. - 254
Pressat, Roland - 506
Purdy, Ralph D. - 255
Rabinovitz, Francine F. - 118
Rand Corporation - 153, 519, 534
Rappaport, Donald - 524
Reagan, Gerald - 394
Reed, Bob - 119
Reed, Henry Hope - 129
Regional Plan Association - 551
Reischauer, D. - 386
Reischauer, Edwin O. - 431
Resources for the Future - 481
Richardson, Harry W. - 387
Richmond, William Kenneth - 256
Rist, Ray C. - 257
Ritter, Paul - 609
Robbins, Jerry H. - 21
Roberts, Dennis II - 22
Robinson, Ira M. - 120
Rogers, O. - 388
Romano, Louis G. - 193
Rosenzweig, James E. - 19
Rossman, Michael - 194
<table>
<thead>
<tr>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rothenberg, Jerome</td>
<td>371</td>
</tr>
<tr>
<td>Rowley, C.D.</td>
<td>258</td>
</tr>
<tr>
<td>Ruchlin, H.</td>
<td>388</td>
</tr>
<tr>
<td>Rudolph, Nancy</td>
<td>358</td>
</tr>
<tr>
<td>Rudwick, Bernard H.</td>
<td>532</td>
</tr>
<tr>
<td>Ruscoe, G.C.</td>
<td>259</td>
</tr>
<tr>
<td>Rusk, Bruce</td>
<td>195</td>
</tr>
<tr>
<td>Ryan, Charles O.</td>
<td>421, 422, 423</td>
</tr>
<tr>
<td>Sabulao, Cesar M.</td>
<td>376</td>
</tr>
<tr>
<td>Sacks, Seymour</td>
<td>389</td>
</tr>
<tr>
<td>Sandberg, John</td>
<td>260</td>
</tr>
<tr>
<td>Sanders, Irwin T.</td>
<td>581</td>
</tr>
<tr>
<td>Sandow, Stuart A.</td>
<td>552</td>
</tr>
<tr>
<td>Saxe, Richard W.</td>
<td>196</td>
</tr>
<tr>
<td>Saylor, J. Galen</td>
<td>197, 198</td>
</tr>
<tr>
<td>Scheckman, Irving</td>
<td>642</td>
</tr>
<tr>
<td>Schilling, Harlan P.</td>
<td>444</td>
</tr>
<tr>
<td>Schmandt, Henry J.</td>
<td>121, 562</td>
</tr>
<tr>
<td>Schmertz, Mildred F.</td>
<td>459</td>
</tr>
<tr>
<td>Schnore, Leo F.</td>
<td>122</td>
</tr>
<tr>
<td>Schramm, Wilbur</td>
<td>199</td>
</tr>
<tr>
<td>Scott, J. Glenn</td>
<td>533</td>
</tr>
<tr>
<td>Scott, Louis G.</td>
<td>644</td>
</tr>
<tr>
<td>Scott, Mel</td>
<td>123</td>
</tr>
<tr>
<td>Shane, Harold</td>
<td>432</td>
</tr>
<tr>
<td>Shank, Alan</td>
<td>620</td>
</tr>
<tr>
<td>Sheldon, Eleanor Bernert</td>
<td>582</td>
</tr>
<tr>
<td>Shore, William B.</td>
<td>551</td>
</tr>
<tr>
<td>Short, James F.</td>
<td>583</td>
</tr>
<tr>
<td>Silvers, Arthur L.</td>
<td>500</td>
</tr>
<tr>
<td>Smith, G. Kerry</td>
<td>460</td>
</tr>
<tr>
<td>Smith, Herbert H.</td>
<td>553</td>
</tr>
<tr>
<td>Smith, Linn</td>
<td>361</td>
</tr>
<tr>
<td>Smith, Max S.</td>
<td>291</td>
</tr>
<tr>
<td>Smith, Robert D.</td>
<td>507</td>
</tr>
<tr>
<td>Snell, Joel C.</td>
<td>397</td>
</tr>
<tr>
<td>Soil Conservation Society of America</td>
<td>640</td>
</tr>
<tr>
<td>Sommer, Robert</td>
<td>124</td>
</tr>
<tr>
<td>Spatt, Beverly Moss</td>
<td>125</td>
</tr>
<tr>
<td>Spiegel, Hans B.C.</td>
<td>554</td>
</tr>
<tr>
<td>Spiwak, H.J.</td>
<td>443</td>
</tr>
<tr>
<td>Spreitrogen, Paul D</td>
<td>126, 31</td>
</tr>
<tr>
<td>Staley, Edwin J.</td>
<td>200</td>
</tr>
<tr>
<td>Stanford Research Institute</td>
<td>512</td>
</tr>
<tr>
<td>Starr, Roger</td>
<td>127</td>
</tr>
<tr>
<td>Stein, Clarence S.</td>
<td>470</td>
</tr>
<tr>
<td>Steiss, Alan Walter</td>
<td>489</td>
</tr>
<tr>
<td>Sternlieb, George</td>
<td>471</td>
</tr>
<tr>
<td>Stewart, Charles L.</td>
<td>633</td>
</tr>
<tr>
<td>Stinnett, T.M.</td>
<td>23</td>
</tr>
<tr>
<td>Strevel, Wallace H.</td>
<td>362</td>
</tr>
<tr>
<td>Strom, Robert D.</td>
<td>201</td>
</tr>
<tr>
<td>Sumption, Merle</td>
<td>350, 555</td>
</tr>
<tr>
<td>Sunderlin, Sylvia</td>
<td>363</td>
</tr>
<tr>
<td>Suppes, Patrick</td>
<td>158</td>
</tr>
<tr>
<td>Suttles, Gerald D.</td>
<td>584</td>
</tr>
<tr>
<td>Swanson, Gordon I.</td>
<td>399</td>
</tr>
<tr>
<td>Sydler, J.P.</td>
<td>439</td>
</tr>
<tr>
<td>Tannen, C. Kenneth</td>
<td>508</td>
</tr>
<tr>
<td>Tarapata, Peter</td>
<td>360</td>
</tr>
<tr>
<td>Theodores, James L.</td>
<td>261</td>
</tr>
<tr>
<td>Thomas, J.A.</td>
<td>24</td>
</tr>
<tr>
<td>Thrasher, James M.</td>
<td>364</td>
</tr>
<tr>
<td>Toffler, Alvin</td>
<td>433, 434, 628</td>
</tr>
<tr>
<td>Torrance, E. Paul</td>
<td>201</td>
</tr>
<tr>
<td>Tracz, G.S.</td>
<td>262, 509, 390</td>
</tr>
<tr>
<td>Trull, Albert Jr.</td>
<td>217</td>
</tr>
<tr>
<td>Tulare County Department of Education</td>
<td>34</td>
</tr>
<tr>
<td>Tunnard, Christopher</td>
<td>129</td>
</tr>
<tr>
<td>Turner, Harold E.</td>
<td>25</td>
</tr>
<tr>
<td>Umans, Shelley</td>
<td>202</td>
</tr>
<tr>
<td>UNESCO</td>
<td>263, 264</td>
</tr>
<tr>
<td>U.S. Bureau of the Census</td>
<td>598-603</td>
</tr>
<tr>
<td>U.S. Commission on Civil Rights</td>
<td>365, 391, 585</td>
</tr>
<tr>
<td>U.S. Department of Housing and Urban Development</td>
<td>130, 131, 132</td>
</tr>
<tr>
<td>U.S. Office of Education</td>
<td>435, 516, 586, 592, 604-606</td>
</tr>
<tr>
<td>University of Kentucky</td>
<td>252</td>
</tr>
<tr>
<td>Unruh, Adolph</td>
<td>25</td>
</tr>
<tr>
<td>Unwin, Sir Raymond</td>
<td>133</td>
</tr>
<tr>
<td>Urban Institute</td>
<td>384</td>
</tr>
<tr>
<td>Vaizey, John Ernest</td>
<td>392</td>
</tr>
<tr>
<td>Valley, John R.</td>
<td>159</td>
</tr>
<tr>
<td>Van Til, William</td>
<td>436</td>
</tr>
<tr>
<td>Verma, Nakul S.</td>
<td>480</td>
</tr>
<tr>
<td>Villoria, Richard L.</td>
<td>4</td>
</tr>
<tr>
<td>Vincent, William S.</td>
<td>203</td>
</tr>
<tr>
<td>Von Haden, Herbert I.</td>
<td>179, 204</td>
</tr>
<tr>
<td>Wahlquist, John T.</td>
<td>461</td>
</tr>
<tr>
<td>Walsh, Annmarie H.</td>
<td>556</td>
</tr>
<tr>
<td>Ward, Darrell L.</td>
<td>2-5</td>
</tr>
<tr>
<td>Ware, Martha L.</td>
<td>23</td>
</tr>
<tr>
<td>Warner, Sam Bass, Jr.</td>
<td>134</td>
</tr>
<tr>
<td>Warren, E. Kirby</td>
<td>135</td>
</tr>
<tr>
<td>Washburn, Michael</td>
<td>395</td>
</tr>
<tr>
<td>Washburne, C.</td>
<td>206</td>
</tr>
<tr>
<td>Watson, Goodwin</td>
<td>57, 587</td>
</tr>
<tr>
<td>Name</td>
<td>Page</td>
</tr>
<tr>
<td>---------------------</td>
<td>------</td>
</tr>
<tr>
<td>Weaver, Robert C.</td>
<td>136</td>
</tr>
<tr>
<td>Webster, Maureen M.</td>
<td>265</td>
</tr>
<tr>
<td>Weiler, Daniel M.</td>
<td>623</td>
</tr>
<tr>
<td>Weinberg, Robert C.</td>
<td>90</td>
</tr>
<tr>
<td>Weinstein, Gerald</td>
<td>615</td>
</tr>
<tr>
<td>Werdelin, Ingvar</td>
<td>510</td>
</tr>
<tr>
<td>Western Interstate Commission for Higher Education</td>
<td>451</td>
</tr>
<tr>
<td>Wetzes, Lanore A.</td>
<td>10</td>
</tr>
<tr>
<td>Wheelwright, Steven C.</td>
<td>511</td>
</tr>
<tr>
<td>White, Brenda</td>
<td>137</td>
</tr>
<tr>
<td>Whittick, Arnold</td>
<td>138</td>
</tr>
<tr>
<td>Widdall, Kenneth R.</td>
<td>366</td>
</tr>
<tr>
<td>Wiener, Anthony J.</td>
<td>412</td>
</tr>
<tr>
<td>Wilkerson, William R.</td>
<td>369</td>
</tr>
<tr>
<td>Wilkinson, Doreen H.</td>
<td>207</td>
</tr>
<tr>
<td>Williams, Charles</td>
<td>512</td>
</tr>
<tr>
<td>Williams, Richard C.</td>
<td>26</td>
</tr>
<tr>
<td>Williams, Sterling B., Jr.</td>
<td>21</td>
</tr>
<tr>
<td>Wilson, Alan Geoffrey</td>
<td>513</td>
</tr>
<tr>
<td>Wingo, Lowden, Jr.</td>
<td>139</td>
</tr>
<tr>
<td>Wirt, Frederick M.</td>
<td>557</td>
</tr>
<tr>
<td>Wolf, Peter</td>
<td>140</td>
</tr>
<tr>
<td>Wolfe, M.R.</td>
<td>141</td>
</tr>
<tr>
<td>Wolff, Max</td>
<td>367</td>
</tr>
<tr>
<td>Woodhall, Maureen</td>
<td>393</td>
</tr>
<tr>
<td>Woodruff, Alan P.</td>
<td>649</td>
</tr>
<tr>
<td>Worth, Walter H.</td>
<td>266</td>
</tr>
<tr>
<td>Wright, Lyle O.</td>
<td>230</td>
</tr>
<tr>
<td>Yates, Alfred</td>
<td>58</td>
</tr>
<tr>
<td>Yates, James P.</td>
<td>408</td>
</tr>
<tr>
<td>Yessian, Mark R.</td>
<td>116</td>
</tr>
<tr>
<td>Young Great Society Building Foundation</td>
<td>208</td>
</tr>
<tr>
<td>Young, Milton A.</td>
<td>614</td>
</tr>
<tr>
<td>Ziegler, Warren L.</td>
<td>419, 437</td>
</tr>
<tr>
<td>Zimmer, Basil G.</td>
<td>629</td>
</tr>
</tbody>
</table>
TITLE INDEX

Accountability: Systems Planning in Education - 529*
Achieving Nationwide Educational Excellence: A 10-Year Plan to Save the Schools - 155
Administration and Planning in Higher Education: A Bibliography of Books and Reports - 45
Administration by Objectives: A Systematic Approach to Educational Planning in Virginia - 18
Administrator’s Manual of School Plant Administration - 21
After Deschooling, What? - 164
Aims of Education - 209
Air Structures for School Sports - 298
Alternative Educational Futures in the United States and in Europe:
  Methods, Issues and Policy Relevance - 190
Alternative Futures and Educational Policy - 398
Alternative Futures for Learning: An Annotated Bibliography of Educational Trends, Forecasts, and Proposals - 417
Alternative Learning Environments: Emerging Trends in Environmental Design and Education - 287
Alternative Models of Elementary Education - 175
Alternative Paths to the High School Diploma - 145
Alternative Roles and Interagency Relationships of State Education Agencies in Comprehensive Statewide Planning - 243
Alternatives in Education - 195
American City, a Documentary History - 99
American City Planning Since 1900 - 123
The American Skyline: The Growth and Form of Our Cities and Towns - 129
The Analysis of Educational Costs and Expenditure - 375
An Annotated Bibliography on University Planning and Development - 458
Anticipating Educational Issues Over the Next Two Decades: An Overview Report of Trends Analysis - 512
Applications of Mathematical Programming Models in Educational Planning:
  An Overview and Selected Bibliography - 491
Appraisal Guide for School Facilities - 345
An Approach to the Futures - Perspective in American Education - 437
An Approach to Urban Planning - 73
Architecture in a Crowded World: Vision and Reality in Planning - 27
Architecture 2000: Predictions and Methods - 30
Articulation of Vocational Education Planning with Comprehensive State Planning - 205
Automation, Education and Human Values - 147

Beyond the Melting Pot - 573
Bibliography of Bibliographies - 79
Books About Cities - 130
Budgeting, Programme Analysis and Cost-Effectiveness in Educational Planning - 521
Budgets, Bonds and Ballots - 550
Building and Facilities for the Mathematical Sciences - 299
Building Systems Planning Manual - 300
Building the American City - 115

* Entry numbers in foregoing bibliography.
Cables, Cameras and Schools - 337
The California Tomorrow Plan - 407
Campus/Community Relationships: An Annotated Bibliography - 446
Campus Planning and Design - 450
Can the School Build a New Social Order? - 571
Career Education Facilities - 301
Career Education Facilities: A Planning Guide for Space and Station Requirements - 649
Career Cluster Facilities Guide - 284
The Challenge of America's Metropolitan Population Outlook, 1960-1985 - 536
Challenges in Municipal-School Relations - 548
Change and Innovation in Elementary School Organization: Selected Readings - 16
Change in School Systems - 57
Change Process in the Public Schools - 50
The Changing American School - 189
Changing Demands on Education and Their Fiscal Implications - 382
Changing Organizations - 47
The Changing School Curriculum - 165
Child Care Facilities Planning - 276
Child's Play: A Creative Approach to Play-Spaces for Today's Children - 267
A Choice of Futures - 266
Cities and Space: The Future Use of Urban Land - 139
Citizen Involvement in the Control of Schools - 537
Citizen Participation in Education, an Annotated Bibliography - 544
Citizen Participation in Urban Development - 554
Citizens for the 21st Century: Long-Range Considerations for California Elementary and Secondary Education - 396
Citizen's Guide to Planning - 553
The Citizen's Guide to Urban Renewal - 109
Citizen's Workbook for Evaluation of School Buildings - 350
City Classification Handbook: Methods and Applications - 66
City in History: Its Origins, Its Transformation and Its Prospects - 114
City Planning: A Basic Bibliography of Sources and Trends - 68
City Planning and Aerial Information - 69
The City Planning Process: A Political Analysis - 59
City Politics and Planning - 118
City Schools/Suburban Schools: A History of Fiscal Conflict - 389
Class, Status and Power: A Reader in Social Stratification - 561
Classification of Educational Systems - 503
A College in the City: An Alternative - 302
Communitas: Ways of Livelihood and Means of Life - 575
The Community - An Introduction to a Social System - 581
Community and Privacy: Toward a New Architecture of Humanism - 28
Community and Regional Planning: Issues in Public Policy - 108
Community Control and the Urban School - 546
Community Development Process: The Rediscovery of Local Initiative - 538
Community Planning: A Casebook on Law and Administration - 473
Community/School: Sharing the Space and the Action - 303
Community Schools: Education for Change - 207
Complete Guide for Planning New Schools - 343
Comprehensive Planning in State Education Agencies - 230
Comprehensive Urban Planning: A Selective Annotated Bibliography with Related Material - 70
Computer Mapping: A Tool for Urban Planners - 494
Computers and Information Systems in Education - 495
Concepts for Social Change - 587
Conceptualization of PPBS and Data-Based Educational Planning - 517
The Conditions for Success in Educational Planning - 263
Conflict, Controversy and Crisis in School Administration and Supervision: Issues, Cases and Concepts for the 70's - 12
A Contemporary Bibliography on Future Research - 397
Cost-Benefit Analysis in Educational Planning - 393
The Cost of a Schoolhouse - 372
The Costing of Educational Plans - 392
Creative Facilities Planning for Occupational Education, and Supplement - 646
Creative Planning for Educational Facilities - 285
Crisis in Planning - 261
Culture and Community - 558
Curriculum Design in a Changing Society - 149
Curriculum Development in a Changing World - 174
Curriculum Handbook for School Administrators - 143
Curriculum Planning for Modern Schools - 197
Death and Life of Great American Cities - 105
Decision Making and Schools for the 70's - 429
Decision Making in Urban Planning: An Introduction to New Methodologies - 120
Decision Models for Educational Planning - 485
Demographic Analysis - 506
Demographic Aspects of Educational Planning - 589
De-Schooling Society - 170
Design for ETV: Planning for Schools with Television - 304
Design of Cities - 64
The Design of Education - 347
Designing Education for the Future, No. 1: Prospective Changes in Society by 1980 - 421
Designing Education for the Future, No. 2: Implications for Education of Prospective Changes in Society - 422
Designing Education for the Future, No. 3: Planning and Effecting Needed Changes in Education - 423
Designing Education for the Future, No. 4: Cooperative Planning for Education in 1980, Objectives, Procedures and Priorities - 424
Designing Education for the Future, No. 5: Emerging Designs for Education, Program, Organization, Operation and Finance - 425
Designing Education for the Future, No. 6: Planning for Effective Utilization of Technology in Education - 426
Designing Education for the Future, No. 7: Preparing Educators to Meet Emerging Needs - 427
Designing Education for Tomorrow's Cities - 614
Designs for Educational Planning: A Systematic Approach - 508
Determining Educational Needs - An Overview - 210
Developing a Methodology for Designing Systems of Instruction - 153
Developing Comprehensive Planning Capabilities in State Education Agencies - 230
Development of Information Systems for Education - 236
Digest of Educational Statistics - 606
Directions to Better Education: Suggestions for Improving Education in a Changing Society - 411
Directory of Federal Statistics for Local Areas, a Guide to Sources - 593
Directory of Federal Statistics for States, a Guide to Sources - 599
Directory of Non-Federal Statistics for States and Local Areas, a Guide to Sources, 1969 - 600
Directory of Planning Libraries - 440
Divisible Auditoriums - 305
Dollars and Educational Sense - 338
Dynamics of Planned Change - 54

Eastern Utah Career Center at Price: Educational Specifications - 643
Economic Analysis for Educational Planning: Resource Allocation in Non-Market Systems - 374
The Economic Problems of Housing - 469
Economics and Education: Principles and Applications - 388
The Economy of Energy Conservation in Educational Facilities - 306
Educating an Urban Population - 616
Education and Urban Renaissance - 223
Education for Planning: The Development of Knowledge and Capability for Urban Governance - 78
Education in Depressed Areas - 625
Education in the Seventies - 435
Education in the Urban Community: Schools and the Crisis of the Cities - 17
Education Parks: Appraisals of Plans to Improve Educational Quality and Desegregate the Schools - 365
Education II - The Social Imperative - 413
Educational Change and Architectural Consequences - 307
Educational Development: A New Discipline for Self-Renewal - 15
Educational Facilities in Urban Settings - 280
Educational Innovator's Guide - 204
Educational Investment in an Urban Society: Costs, Benefits and Public Policy - 620
Educational Management Information Systems: Progress and Prospectives - 493
The Educational Park: A Guide to its Implementation - 367
Educational Planning (Adams) - 214
Educational Planning (AASA) - 215
Educational Planning (Banchero) - 217
Educational Planning (Brueck) - 221
Educational Planning (Griffiths) - 234
Educational Planning:: A Bibliography Through 1963 - 240
Educational Planning:: A Directory of Training and Research Institutions - 241
Educational Planning:: A World Survey of Problems and Prospects - 264
Educational Planning and Human Resource Development - 14
Educational Planning in the United States - 399
Educational Planning Literature Review - 227
Educational Planning Methods - 497
Educational Planning:: Old and New Perspectives - 256
Educational Planning, Programming, Budgeting:: A Systems Approach - 518
Educational Planning:: The Advisor's Role - 228
Educational Policies for the 1970's - 246
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Educational Significance of the Future</td>
<td>432</td>
</tr>
<tr>
<td>Educational Specifications for Health Occupations</td>
<td>308</td>
</tr>
<tr>
<td>Educational System Planning</td>
<td>244</td>
</tr>
<tr>
<td>Educational Systems Analysis</td>
<td>522</td>
</tr>
<tr>
<td>Effecting Organizational Renewal in Schools: A Social Systems</td>
<td></td>
</tr>
<tr>
<td>Perspective</td>
<td>26</td>
</tr>
<tr>
<td>Effective Planning for Better School Buildings</td>
<td>364</td>
</tr>
<tr>
<td>Efficiency in Resource Utilization in Education</td>
<td>247</td>
</tr>
<tr>
<td>Ekistics: An Introduction to the Science of Human Settlements</td>
<td>84</td>
</tr>
<tr>
<td>Elements of Preschool Playyards</td>
<td>346</td>
</tr>
<tr>
<td>The Emerging City</td>
<td>101</td>
</tr>
<tr>
<td>Empirical Transition Matrices</td>
<td>509</td>
</tr>
<tr>
<td>Encyclopedia of Urban Planning</td>
<td>138</td>
</tr>
<tr>
<td>Enrollment in Public and Nonpublic Elementary and Secondary Schools</td>
<td>605</td>
</tr>
<tr>
<td>Environment and Change: The Next Fifty Years</td>
<td>401</td>
</tr>
<tr>
<td>Environment and Policy: The Next Fifty Years</td>
<td>402</td>
</tr>
<tr>
<td>Environment for Man: The Next Fifty Years</td>
<td>403</td>
</tr>
<tr>
<td>Environment of Schooling: Formal Education as an Open Social System</td>
<td>168</td>
</tr>
<tr>
<td>Environmental Planning for Children's Play</td>
<td>277</td>
</tr>
<tr>
<td>Equality and Beyond: Housing Segregation and the Goals of the Great Society</td>
<td>464</td>
</tr>
<tr>
<td>Equality in Educational Opportunity</td>
<td>586</td>
</tr>
<tr>
<td>Estimates of School Statistics</td>
<td>595</td>
</tr>
<tr>
<td>An Evaluation of Comprehensive Planning Literature with an Annotated Bibliography</td>
<td>80</td>
</tr>
<tr>
<td>Every Kid a Winner: Accountability in Education</td>
<td>182</td>
</tr>
<tr>
<td>Evolution of Planning in the Texas Education Agency</td>
<td>35</td>
</tr>
<tr>
<td>The Evolution of Planning in the Texas Education Agency</td>
<td>43</td>
</tr>
<tr>
<td>An Experiment in Planned Change</td>
<td>45</td>
</tr>
<tr>
<td>Experiment in Planning an Urban High School</td>
<td>309</td>
</tr>
<tr>
<td>Experimental Architecture</td>
<td>29</td>
</tr>
<tr>
<td>The Extent and Utilization of Management Information Systems and Planning, Programming, Budgeting Systems in State Education Agencies</td>
<td>515</td>
</tr>
<tr>
<td>Fault Tree Analysis: A Research Tool for Educational Planning</td>
<td>482</td>
</tr>
<tr>
<td>The Federal Civil Rights Enforcement Effort: A Reassessment</td>
<td>585</td>
</tr>
<tr>
<td>Fewer Pupils/Surplus Space</td>
<td>310</td>
</tr>
<tr>
<td>Field Study Methods for Educational Researchers: A Bibliography</td>
<td>492</td>
</tr>
<tr>
<td>Financing Schools and Property Tax Relief: A State Responsibility</td>
<td>368</td>
</tr>
<tr>
<td>Five Open Plan High Schools</td>
<td>311</td>
</tr>
<tr>
<td>The Florida Education Improvement Expense Program</td>
<td>171</td>
</tr>
<tr>
<td>Flying a Learning Center: Design and Costs of an Off-Campus Space for Learning</td>
<td>349</td>
</tr>
<tr>
<td>Forecasting Educational Needs for Economic and Social Development</td>
<td>212</td>
</tr>
<tr>
<td>Forecasting Methods for Management</td>
<td>511</td>
</tr>
<tr>
<td>Forty Years of School Planning</td>
<td>280</td>
</tr>
<tr>
<td>Found Spaces and Equipment for Children's Centers</td>
<td>312</td>
</tr>
<tr>
<td>Foundations of Futurology in Education</td>
<td>410</td>
</tr>
<tr>
<td>Funding Education: Problems, Patterns, Solutions</td>
<td>379</td>
</tr>
<tr>
<td>Future Directions in Community Power Research: A Colloquium</td>
<td>557</td>
</tr>
<tr>
<td>Future of Education</td>
<td>428</td>
</tr>
<tr>
<td>The Future of Learning and Teaching</td>
<td>405</td>
</tr>
</tbody>
</table>
The Future of Old Neighborhoods: Rebuilding for a Changing Population - 93
The Future of Public Education - 416
Future of the City: New Directions in Urban Planning - 140
Future Shock - 433
Futurists in Education: Methodologies - 408

A Generic Educational Planning Model - 498
The Genesis of the Planning Process - 77
The Genius of American Education - 156
Geographic Aspects of Urban Planning: A Selected Bibliography - 81
Goals for Urban America - 67
The Good City - 163
Governing Schools: New Approaches to Old Issues - 8
Governing the Suburbs - 98
Guide for Planning Educational Facilities: Planning of Educational Facilities from the Conception of Need Through Utilization of the Facility - 290
Guide for the Development of a School District Long-Range Comprehensive Master Plan - 222
Guide to Alternatives for Financing School Buildings - 373

Half the House - 180
Handbook of Research on Teaching - 163
Handbook of Statistical Procedures for Long-Range Projections of Public School Enrollment - 592
Handbook of Urban Planning - 76
The Handicapped Child, the Playscape and the Instructor - 357
The Heart of our Cities: The Urban Crisis, Diagnosis and Cure - 102
The High School Auditorium: Six Designs for Renewal - 313
High School 1980 - 400
The High School Principal and Staff in the Crowded School - 11
High School: The Process and the Place - 314
Horizons in Municipal School Administration: Report of a Seminar on Relations between School Systems and Local Government - 541
The Hot List Delphi: An Exploratory Survey of Essential Reading for the Future - 518
Housing and Planning Terms Commonly Used and Misused - 467
Housing and Related Services for Exceptional Persons: A Source Book - 68
Housing and Society - 242
Housing for Early Childhood Education: Centers for Growing and Learning - 368
Human Ecology: Collected Readings - 563
Human Side of Planning - 88
Human in Education: The Person in the Process - 181

Ideology in America: Chance and Response in a City - 574
Impact of Housing: Patterns on Job Opportunities - 468
The Impact of Technology on the Library Building - 315
The Impact of the Designing Education for the Future Project in Utah - 33
The Impact of the Designing Education for the Future Project in Utah - 37
The Importance of Planning Together - 339
Implications in Education - 142
Increasing Social and Economic Inequalities Among Suburban Schools: A Study in Educational Administration and Finance - 376
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators of Social Change: Concepts and Measurements</td>
<td>582</td>
</tr>
<tr>
<td>Indoor and Outdoor Space for Children in Nursery-Kindergarten Programs</td>
<td>294</td>
</tr>
<tr>
<td>Indoor and Outdoor Space for Mentally and Physically Handicapped</td>
<td>295</td>
</tr>
<tr>
<td>Inequality, a Reassessment of the Effect of Family and Schooling in</td>
<td>577</td>
</tr>
<tr>
<td>America</td>
<td></td>
</tr>
<tr>
<td>Inequality in School Financing: The Role of the Law</td>
<td>391</td>
</tr>
<tr>
<td>Information - Decision Systems in Education</td>
<td>484</td>
</tr>
<tr>
<td>An Information System for Urban Planning</td>
<td>488</td>
</tr>
<tr>
<td>Innovation in Education</td>
<td>55</td>
</tr>
<tr>
<td>Innovation in the Preparation of College Teachers</td>
<td>461</td>
</tr>
<tr>
<td>Innovations in Education</td>
<td>179</td>
</tr>
<tr>
<td>Innovative Financing of Public School Facilities</td>
<td>369</td>
</tr>
<tr>
<td>Innovative Secondary Schools</td>
<td>177</td>
</tr>
<tr>
<td>Input Evaluation and Educational Planning</td>
<td>487</td>
</tr>
<tr>
<td>Inquiry: Implications for Televised Instruction</td>
<td>188</td>
</tr>
<tr>
<td>Institution Building in Urban Education</td>
<td>618</td>
</tr>
<tr>
<td>Instructional Systems</td>
<td>146</td>
</tr>
<tr>
<td>Interlocal Cooperation: A Selected Bibliography</td>
<td>542</td>
</tr>
<tr>
<td>International Glossary of Technical Terms Used in Housing and Town</td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td>443</td>
</tr>
<tr>
<td>International Vocabulary of Town Planning and Architecture</td>
<td>439</td>
</tr>
<tr>
<td>Introduction to Educational Administration</td>
<td>6</td>
</tr>
<tr>
<td>An Introduction to PLANTRAN II: A Simulation System for Educational</td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td>452</td>
</tr>
<tr>
<td>Inventing Education for the Future</td>
<td>409</td>
</tr>
<tr>
<td>Inventing the Future</td>
<td>404</td>
</tr>
<tr>
<td>Issues in Urban Economics</td>
<td>383</td>
</tr>
<tr>
<td>Joint Occupancy</td>
<td>316</td>
</tr>
<tr>
<td>Knowledge and Action: A Guide to Planning Theory</td>
<td>94</td>
</tr>
<tr>
<td>Land Development Law: Cases and Materials</td>
<td>636</td>
</tr>
<tr>
<td>Land-Use Information</td>
<td>633</td>
</tr>
<tr>
<td>Land-Use Planning: A Casebook on the Use, Misuse and Re-Use of Urban</td>
<td></td>
</tr>
<tr>
<td>Land</td>
<td>634</td>
</tr>
<tr>
<td>Law and Economy in Planning</td>
<td>472</td>
</tr>
<tr>
<td>Law and Land: Anglo-American Planning Practice</td>
<td>635</td>
</tr>
<tr>
<td>Learning for Tomorrow: The Role of the Future in Education</td>
<td>434</td>
</tr>
<tr>
<td>Learning to be: The World of Education Today and Tomorrow</td>
<td>162</td>
</tr>
<tr>
<td>Legislation Pertaining to New Communities: A Reference</td>
<td>340</td>
</tr>
<tr>
<td>Leisure and the Quality of Life</td>
<td>200</td>
</tr>
<tr>
<td>The Levittowners: Ways of Life and Politics in a New Suburban</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>95</td>
</tr>
<tr>
<td>Lifelong Education and School Curriculum</td>
<td>160</td>
</tr>
<tr>
<td>Local School and Central Office Planning</td>
<td>42</td>
</tr>
<tr>
<td>Long-Range Planning</td>
<td>135</td>
</tr>
<tr>
<td>Long-Range Planning for Management</td>
<td>89</td>
</tr>
<tr>
<td>Long-Range Policy Planning in Education</td>
<td>248</td>
</tr>
<tr>
<td>Long-Range Planning in Higher Education</td>
<td>451</td>
</tr>
<tr>
<td>Low and Moderate Income Housing in the Suburbs</td>
<td>465</td>
</tr>
</tbody>
</table>
Making Urban Schools Work - 615
Man-Machine Systems in Education - 502
Management Information Systems: Applications to Educational Administration - 483
Management Information Systems for the 70's - 507
Manpower Aspects of Educational Planning, Problems for the Future - 242
Man's Role in Changing the Face of the Earth - 128
Mathematical Models in Educational Planning - 504
Mental Health and Achievement: Increasing Potential and Reducing School Dropout - 201
Methods and Statistical Needs for Educational Planning - 597
Methods of Regional Analysis - 496
Methods of School Enrollment Projection - 591
Metropolitan Area Schools: Resistance to District Reorganization - 629
Metropolitanism: Its Challenge to Education - 235
The Middle School: Selected Readings - 193
Middle Schools - 117
The Model Cities Project of the Department of Education in New Jersey - 576
Models in Planning - 501
Modern Educational Developments: Another Look - 161
Modern Systems Research for the Behavioral Scientist - 523
More Equality - 572
Multipurpose Man: A New Work Style for the Modern Age - 574
Municipal Yearbook - 104
A National Design for the Elementary School - 272
A National Design for the High School - 273
A National Design for the Middle School - 274
National Land Use Policy: Objectives, Components, Implementation - 640
National Planning for Education - 213
The Nature of the Curriculum for the Eighties and Onwards - 191
The Necessary Revolution in American Education - 176
Network Analysis: For Planning and Scheduling - 486
Network-Based Management Systems - 4
Nevada Master Plan: Providing for Improved Educational Opportunities - 172
The New City - 74
New Community Development: Planning, Process, Implementation, and Emerging Social Concerns - 579
A New Design for High School Education - 150
New Dimensions for Educational Planning in the Seventies: With Specific Applications to Teacher Manpower - 262
New Educational Media in Action, Case Studies for Planners - 39
New Frontiers in Education - 406
New Life for Old Schools - 297
New Look at Education: Systems Analysis in Our Schools and Colleges - 531
The New Media: Memo to Educational Planners - 199
A New School for the Cities - 623
The New Schools - 353
New Town in Town - 481
New Towns: A New Dimension of Urbanism - 478
New Towns, New Schools? The State of the Art of Educational Planning in New Communities in the United States - 341
New Towns Planning and Development: A Worldwide Bibliography - 477
New Towns: The British Experience - 476

On Educational Change - 49
On Learning and Social Change - 194
On Learning to Plan - and Planning to Learn - 113
Open Space Schools - 268
Opening the Schools: Alternative Ways of Learning - 196
Opening Up the Suburbs: An Urban Strategy for America - 613
Operational PPBS for Education: A Practical Approach to Effective Decision Making - 514
Organization and Control of American Schools - 7
Organization and Management: A Systems Approach - 19
Organizational Problems in Planning Educational Development - 249
Organizing New York State for Educational Change - 32
An Overview of the "Building for Career Education" Conference - 644

Patterns for Designing Children's Centers - 318
Paying for Public Schools: Issues of School Finance in California - 378
The Pedagogical Structure of Methods for Thinking About the Future: The Citizens Function in Planning - 552
People! An Introduction to the Study of Population - 535
People and Plans - 96
Perceiving, Behaving, Becoming: A New Focus for Education - 144
Personal Space - 124
Perspectives on Educational Change - 56
Perspectives on Educational Planning - 245
Physical Recreation Facilities - 319
The Place of the Arts in New Towns - 475
Places and Things for Experimental Schools - 320
A Plan for Planning - 224
Planned Change in Education: A Systems Approach - 524
Planners Book Service - 60
Planning America's School Buildings - 269
Planning and Community Appearance - 90
Planning and Education - 220
Planning and Providing for Excellence in Education - 237
Planning and the Educational Administrator - 5
Planning and the Urban Community: Essays on Urbanism and City Planning - 117
Planning and Urban Affairs Library Manual - 441
Planning Aspects and Applications - 71
Planning Colleges for the Community - 450
Planning Community Junior College Facilities: A Look into the Twenty-First Century - 457
Population Growth and Resource Requirements for U.S. Education - 534
The Possibilities of Error: An Approach to Education - 251
The Potential of Education Futures - 419
The Potential Role of the School as a Site for Integrating Social Services - 570
Power, Poverty and Urban Policy - 562
The Power to Change: Issues for the Innovative Educator - 51
Preconstruction Planning for Educational Facilities - 362
Predicting Reading Failure - 169
Preparing Instructional Objectives - 185
A Primer for Planners - 119
Principles and Practices of Urban Planning - 100
Private Wealth and Public Education - 569
The Problems of Rural Education - 233
Problems of Zoning and Land Use Regulation - 630
Process Education - 154
The Productive School: A Systems Analysis Approach to Educational Administration - 24
Professional Identity of the Educational Planner - 229
Professional Negotiation in Public Education - 23
Profile of the School Superintendent - 1
Profiles of Significant Schools: Joint Occupancy - 321
Profiles of Significant Schools: On the Way to Work: Five Vocationally Oriented Schools - 322
Profiles of Significant Schools: Three High Schools Revisited - Andrews, McPherson and Nova - 323
Profiles of State Planning Associations in the U.S. - 438
Program Evaluation and Review Technique: Applications in Education - 516
Property Tax Reform - 384
A Proposal to Change the Structure of City Planning: Case Study of New York City - 125
A Proposed System for Regulating Land Use in Urbanizing Counties - 641
Protected Educational Facilities in Found Space: A Guide to Converting Noneducational Spaces into Safe, Healthful Environments for Education - 292
The Public Administration of American School Systems - 20
The Public Economy of Metropolitan Areas - 370
Public Participation in Regional Planning - 551
Public Policymaking Re-Examined - 9
Public School Administration - 13
The Public School in the New Society: The Social Foundations of Education - 547

Qualitative Aspects of Educational Planning - 218
Quality of Urban Life - 121
Quantitative Methods and Techniques of Educational Planning - 510
Quantitative Methods of Educational Planning - 490

Race and Poverty: the Economics of Discrimination - 619
Race, Change and Urban Society - 624
Race Relations - 559
Rankings of the States, 1972 - 596
Reader in Planning Theory - 91
Readings in Urban Economics - 371
Recreation Areas, Their Design and Equipment - 279
Reforming School Finance - 386
Regions of Tomorrow: Towards the Open City - 63
The Relation of Educational Plans to Economic and Social Planning - 254
Relocatable School Facilities - 324
Relocation in Urban Planning from Obstacle to Opportunity - 116
The Requirements and Process for Planned Educational Change: State of California - 34
Research for Educational Planning: Notes on Emergent Needs - 253
Research for Tomorrow's Schools: Disciplined Inquiry for Education - 158
Resources for Urban Schools - 621
Restructuring American Education: Innovations and Alternatives - 257
Reusing Railroad Station - 325
Reviews of National Policies for Education - 250
Revitalizing Education in the Big Cities - 617
Revolution in the Schools - 166
Role of Research in Educational Change - 58

SCSD: The Project and the Schools - 326
Scholars in Context: The Effects of Environments on Learning - 283
The School Administrator and Negotiation - 2
School Administrators and Instruction - A Guide to Self-Appraisal - 10
School Building Resources and Their Effective Use: Some Available Techniques and Their Policy Implications - 355
School Building Today and Tomorrow - 356
School-Community Relations - 555
School Division Planning in an Era of Declining Enrollments - 225
A School for Tomorrow - 344
The School in the Urban Comprehensive Plan: A Partial Bibliography - 612
The School in Transition - 178
The School Library: Facilities for Independent Study in the Secondary School - 327
The School of the Future - 198
School Plant Planning, An Annotated Bibliography - 288
School Property: The Legality of its Use and Disposition - 474
School Scheduling by Computer: The Story of GASP - 187
School Site Analysis and Development - 281
School Size and Program Quality in Southern High Schools - 173
School Staffing Ratios: Guidelines in Literature, Statute and Local Policy - 594
The Schoolhouse in the City - 628
Schooling and Social Change in Modern America - 394
Schooling in a Corporate Society - 152
Schools and Comprehensive Urban Planning - 260
Schools for America: Report - 271
Schools for Early Childhood - 328
Schools for New Towns - 342
Schools for Team Teaching: Ten Examples - 329
Schools: More Space/Less Money - 330
Schools Within Schools: A Study of High School Organization - 192
Schools Without Walls: Profiles of Significant Schools - 331
A Selected and Annotated Bibliography of Campus Planning Literature - 447
A Selected Bibliography for the Training of Citizen-Agents of Planned Community Change - 543
A Selected Bibliography of Learning Environments for Children - 296
Selected Information Sources for Urban Specialists - 131
Selected References for Planning Higher Education Facilities - 366
Selected References for Corporate Planning - 72
Selected References on Urban Planning Concepts and Methods - 75
Seven Schools: The Story of Community Action for Better Education - 208
Shifting Levels of Decision Making in Post-Secondary Education - 449
Signs of Good Teaching: Indicators of Quality - 203
Simu School: Center for Urban Educational Planning - 44
Site Development Goals for City Schools - 275
Site Planning - 352
Slums and Suburbs: A Commentary on Schools in the Metropolitan Area - 568
Social and Economic Information for Urban Planning - 590
Social and Technological Change: Implications for Education - 430
Social Construction of Communities - 584
The Social Context of Educational Planning - 216
Social Fabric of the Metropolis: Contributions of the Chicago School of Urban Sociology - 583
Sourcebook of Planning Information - 137
Social Indicators - 560
Social Objectives in Educational Planning - 580
Social Planning and City Planning - 564
Spaces for Career Preparation: Document 3 - Facility Options - 359
Spaces for Career Preparation: Document 4 - Planning for Change - 360
Spaces for Career Preparation: Document 5 - Construction Options - 361
State Education Agency Planning and Federally Funded Programs:
  Perceptions of Selected Groups - 239
State, School and Politics: Research Directions - 549
Statistical Abstract of the United States - 603
Statistics of State School Systems - 604
Step by Step to Better School Facilities - 278
The Steps and Tools of System Analysis as Applied to Education - 528
Strategies of Educational Planning - 499
Student Housing - 332
Studies in School Administration - 3
Suburban Power Structures and Public Education: A Study of Values, Influences and Tax Effort - 539
Supervision for Change and Innovation - 25
Survey Research on Comparative Social Change, A Bibliography - 52
A Symposium on Educational Planning and Program Budgeting: An Analysis of Implementation Strategy - 519
System Analysis for Educational Planning: Selected Annotated Bibliography - 530
Systemic Planning: Essays on Theory and Application - 489
Systems: An Approach to School Construction - 333
Systems Analysis for Effective Planning: Principals and Cases - 532
Systems Planning in Public Education - 527
A Systems View of Planning: Towards a Theory of the Urban and Regional Planning Process - 525

84
<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taming Megapolis, v. 1 - What It Is and What Could Be; v. 2 - How to</td>
<td>86</td>
</tr>
<tr>
<td>Manage an Urbanized World</td>
<td></td>
</tr>
<tr>
<td>Teacher Supply and Demand in Public Schools</td>
<td>503</td>
</tr>
<tr>
<td>Teaching in a World of Change - 46</td>
<td></td>
</tr>
<tr>
<td>Techniques of Institutional Research and Long-Range Planning for Colleges and Universities - Sample Application: Enrollment Projections</td>
<td>454</td>
</tr>
<tr>
<td>Techniques of Institutional Research and Long-Range Planning for Colleges and Universities - Volume I: Enrollment Projections, Induced Course Load Matrix, Faculty Planning</td>
<td>455</td>
</tr>
<tr>
<td>Techniques of Institutional Research and Long-Range Planning for Colleges and Universities, Volume II; Facility Planning, Program Cost Analysis, Budgeting</td>
<td>456</td>
</tr>
<tr>
<td>The Tenement Landlord</td>
<td>471</td>
</tr>
<tr>
<td>Theory and Practice of Social Planning</td>
<td>578</td>
</tr>
<tr>
<td>Three Approaches to Educational Planning</td>
<td>265</td>
</tr>
<tr>
<td>To Plan a School</td>
<td>282</td>
</tr>
<tr>
<td>Total Energy - A Technical Report from EFL</td>
<td>334</td>
</tr>
<tr>
<td>Toward a Humanistic Curriculum</td>
<td>186</td>
</tr>
<tr>
<td>Toward Creating a Model Urban School System</td>
<td>626</td>
</tr>
<tr>
<td>Toward New Towns for America</td>
<td>470</td>
</tr>
<tr>
<td>Toward Perfection in Learning - Case Histories of Community Schools in Action</td>
<td>151</td>
</tr>
<tr>
<td>Toward the 21st Century: Education for a Changing World</td>
<td>431</td>
</tr>
<tr>
<td>Town Planning in its Social Context</td>
<td>567</td>
</tr>
<tr>
<td>Town Planning in Practice - An Introduction to the Art of Designing Cities and Suburbs</td>
<td>133</td>
</tr>
<tr>
<td>The Transformation of the School: Progressivism in American Education, 1876-1957</td>
<td>157</td>
</tr>
<tr>
<td>Transformation of the Schoolhouse</td>
<td>335</td>
</tr>
<tr>
<td>Transportation Developments, Cities and Planning</td>
<td>607</td>
</tr>
<tr>
<td>Triumph in a White Suburb</td>
<td>36</td>
</tr>
<tr>
<td>The Troubled Campus - Current Issues in Higher Education 1970 - 460</td>
<td></td>
</tr>
<tr>
<td>20 Million for Lunch</td>
<td>336</td>
</tr>
<tr>
<td>Understanding Change in Education: An Introduction</td>
<td>53</td>
</tr>
<tr>
<td>The University, the City, and Urban Renewal</td>
<td>448</td>
</tr>
<tr>
<td>University Space Planning: translating the Educational Requirements of a University into Physical Facility Requirements</td>
<td>444</td>
</tr>
<tr>
<td>Urban and Regional Information Systems: Support for Planning in Metropolitan Areas</td>
<td>132</td>
</tr>
<tr>
<td>Urban and Regional Models in Geography and Planning</td>
<td>513</td>
</tr>
<tr>
<td>Urban and Regional Planning: A Systems Approach</td>
<td>110</td>
</tr>
<tr>
<td>The Urban Challenge to Local Government</td>
<td>556</td>
</tr>
<tr>
<td>Urban Choices</td>
<td>127</td>
</tr>
<tr>
<td>Urban Community - Housing and Planning in the Progressive Era</td>
<td>638</td>
</tr>
<tr>
<td>The Urban Complex</td>
<td>136</td>
</tr>
<tr>
<td>The Urban Condition</td>
<td>85</td>
</tr>
<tr>
<td>Urban Design: The Architecture of Towns and Cities</td>
<td>31</td>
</tr>
<tr>
<td>Urban Design Within the Comprehensive Planning Process</td>
<td>141</td>
</tr>
<tr>
<td>Urban Dynamics</td>
<td>92</td>
</tr>
<tr>
<td>Urban Economics</td>
<td>387</td>
</tr>
<tr>
<td>Urban Education in the 1970's, Reflections and a Look Ahead</td>
<td>627</td>
</tr>
<tr>
<td>Urban Environments and Human Behavior: An Annotated Bibliography</td>
<td>611</td>
</tr>
</tbody>
</table>
Urban Housing Needs Through the 1980's - 466
Urban Land Use Planning - 632
Urban Planning Analysis: Methods and Models - 500
Urban Planning - Illusion and Reality - 82
Urban Planning in Transition - 87
Urban Renewal: People, Politics and Planning - 65
Urban Research and Policy Planning - 122
Urban Sociology - 565
Urban Transportation Planning - 608
Urban Villagers - 97
The Urbanization of the Suburbs - 622
The Urgent Future - People, Housing, City Region - 111
Use of Simulation Models in Educational Planning: A Critical Evaluation of S.O.M. - 505


What is Educational Planning? - 226
What Went Wrong? - 293
What will be Taught - the Next Decade - 414
Winnetka: The History and Significance of an Educational Experiment - 206
Wisconsin Educational Needs Assessment Study - 211
Work in America - 588
Workyards - Playgrounds Planned for Adventure - 358
The World Educational Crisis: A Systems Analysis - 526

The Year 2000: A Framework for Speculation on the Next Thirty-Three Years, vol. II - 412
The Year 2000: Teacher Education - 436
Year-Round Community Schools: A Framework for Administrative Leadership - 183
Year-Round Education: Economic, Educational and Sociological Factors - 184

Zoning Controversies in the Suburbs: Three Case Studies - 639
The Zoning Game: Municipal Practices and Policies - 631