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**ABSTRACT**

This extensive bibliography was developed by staff members of Project Simu 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.  
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# SELECTED REFERENCES IN EDUCATIONAL PLANNING

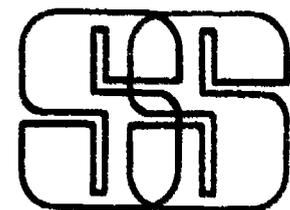
## Bibliography and Selection Criteria

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PROJECT



SIMU-SCHOOL

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**SELECTED REFERENCES IN EDUCATIONAL PLANNING**

**Bibliography and Selection Criteria**

**RESEARCH REPORT NUMBER TWENTY-ONE**

**OF**

**PROJECT SIMU SCHOOL: SANTA CLARA COUNTY COMPONENT**

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## CONTENTS

|   | <u>Page</u> |
|---|-------------|
| FOREWORD . . . . .  | v           |
| INTRODUCTION . . . . .                                      | 1           |
| <b>BIBLIOGRAPHY</b>   |             |
| 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 (267-361) . . . . .                              | 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 Cornisa, 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

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## 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.

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647. Meckley, Richard F. Planning Facilities for Occupational Education Programs. Columbus, Ohio: Charles E. Merrill.
648. Nerden, Joseph T. Vocational-Technical Facilities for Secondary Schools, A Planning Guide. Columbus, Ohio: Council of Educational Facility Planners, 1970.
649. Woodruff, Alan P. Career Education Facilities, A Planning Guide for Space and Station Requirements. New York: Educational Facilities Labs.

## 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  
15th edition. New York: Bowker, 1973.

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   | Association of American Geographers<br>Annals             |
| American County Government<br>Formerly County Officer                    | Association of Collegiate Schools<br>of Planning Bulletin |
| American Institute of Architects<br>Journal                              | Building Design   |
| American Institute of Planners<br>Journal                                | Building Design and Construction                          |
| American Institute of Planners<br>Newsletter                             | Change Magazine, formerly Change<br>In Higher Education   |
| American School and University   | Changing Education  |
| American Society of Consulting<br>Planners Newsletter                    | Community Development                                     |
| American Society of Planning<br>Officials - Planning Advisory<br>Service | Community Development Society<br>Journal                  |
| Architectural Forum  | Community Planning Review/Revue<br>Canadienne D'Urbanisme |
| Architectural Record   | Council of Educational Facilities<br>Planners Journal     |

|  |   |
|--|---|
| Daedalus   | Land-Use Controls Publication<br>Service: Zoning Digest |
| Design and Environment   |   |
| Development Digest   | Land Use Digest   |
| Economic Geography   | Long-Range Planning                                     |
| Education Tomorrow   | Nation's Cities   |
| Ekistics   | Nation's Schools  |
| Environment  | Notes on the Future of Education                        |
| Environment and Behavior   | On Site<br>60 Greene Street<br>New York, New York 10012 |
| Footnotes to the Future<br>Futuremics, Inc.<br>2850 Connecticut Ave., N.W.<br>Washington, D.C. 20008 | Planners Notebook                                       |
| Forum for the Discussion of New<br>Trends in Education   | Planning, formerly ASPO Newsletter                      |
| Futures  | Planning and Changing                                   |
| Futures Conditional  | Planning for Higher Education                           |
| The Futurist   | Progressive Architecture                                |
| Housing and Planning References  | Public Management                                       |
| HUD Challenge  | Public Works  |
| HUD Trends   | Research in Education                                   |
| Human Settlements  | Resources   |
| Interchange  | School and Community                                    |
| Journal of Housing   | School Management                                       |
| Journal of Leisure Research  | Search  |
| Journal of Regional Science  | Social Change   |
| Journal of Urban Law   | Town and Country Planning                               |
| Land Economics   | Town Planning Institute Journal                         |
| Landscape  | Town Planning Review                                    |
| Landscape Architecture   | 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:

Gale Research Company, Encyclopedia of Associations, 8th edition, 3 vols. Detroit, Michigan, 1973.

U.S. Office of Education, Education Directory, 1973: Education Associations. Washington, D.C., 1973.

World Index of Social Science Institutions. Paris, UNESCO, 1970.

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

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

AMERICAN INSTITUTE OF PLANNERS  
917 15th Street, N.W.  
Washington, D.C. 20006

AMERICAN SOCIETY FOR PUBLIC  
ADMINISTRATION  
1225 Connecticut Avenue, N.W.  
Washington, D.C. 20036

AMERICAN SOCIETY OF CONSULTING  
PLANNERS  
1750 Old Meadow Road  
McLean, Virginia 22101

AMERICAN SOCIETY OF LANDSCAPE  
ARCHITECTS  
1750 Old Meadow Road  
McLean, Virginia 22101

AMERICAN SOCIETY OF MECHANICAL  
ENGINEERS  
345 East 47th Street  
New York, New York 10017

AMERICAN SOCIETY OF PLANNING  
OFFICIALS  
1313 East 60th Street  
Chicago, Illinois 60637

ASSOCIATION FOR CHILDHOOD  
EDUCATION INTERNATIONAL  
3615 Wisconsin Avenue, N.W.  
Washington, D.C. 20016

ASSOCIATION FOR SUPERVISION AND  
CURRICULUM DEVELOPMENT  
Ohio State University  
29 West Woodruff Avenue  
Columbus, Ohio 43210

ASSOCIATION OF AMERICAN  
GEOGRAPHERS  
1710 16th Street, N.W.  
Washington, D.C. 20009

ASSOCIATION OF COLLEGIATE SCHOOLS  
OF ARCHITECTURE  
1785 Massachusetts Avenue, N.W.  
Washington, D.C. 20036

ASSOCIATION OF COLLEGIATE SCHOOLS  
OF PLANNING  
237 Arden Road  
Pittsburgh, Pennsylvania 15216

ASSOCIATION OF UNIVERSITY  
ARCHITECTS  
Eastern Michigan University  
Ypsilanti, Michigan 48197

BUILDING SYSTEMS INFORMATION  
CLEARINGHOUSE/EDUCATIONAL  
FACILITIES LABORATORIES  
(BSIC/EFL)  
3000 Sand Hill Road  
Menlo Park, California 94025

CENTER FOR URBAN EDUCATION  
105 Madison Avenue  
New York, New York 10016

COUNCIL OF EDUCATIONAL FACILITY  
PLANNERS  
29 West Woodruff Avenue  
Columbus, Ohio 43210

COUNCIL OF PLANNING LIBRARIANS  
P.O. Box 229  
Monticello, Illinois 61856

COUNCIL OF THE GREAT CITY SCHOOLS  
1819 H Street, N.W., Suite 850  
Washington, D.C. 20006

DESIGNING EDUCATION FOR THE  
FUTURE  
1362 Lincoln Street  
Denver, Colorado 80203

EDUCATIONAL FACILITIES LABORATORIES  
550 Third Avenue  
New York, New York 10022

ERIC CLEARINGHOUSE ON EDUCATIONAL  
MANAGEMENT  
University of Oregon  
Eugene, Oregon 97403

FUTURE INFORMATION NETWORK  
c/o Michael Marien  
World Institute  
777 United Nations Plaza  
New York, New York 10017

INSTITUTE FOR THE FUTURE  
2725 Sand Hill Road  
Menlo Park, California 94025

INSTITUTE OF PUBLIC ADMINISTRATION  
55 West 44th Street  
New York, New York 10021

- INTERNATIONAL CITY MANAGEMENT ASSOCIATION  
1140 Connecticut Avenue, N.W.  
Washington, D.C. 20036
- INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING  
UNESCO  
7 rue Eugene-Delacroix  
75 Paris, France
- INTERNATIONAL SOCIETY OF EDUCATIONAL PLANNERS  
Mankato State College  
Mankato, Minnesota 56001
- METROPOLITAN TORONTO SCHOOL BOARD STUDY OF EDUCATIONAL FACILITIES  
155 College Street  
Toronto 2B, Canada
- NATIONAL ASSOCIATION FOR COMMUNITY DEVELOPMENT  
1424 16th Street, N.W.  
Washington, D.C. 20036
- NATIONAL ASSOCIATION OF COUNTIES  
1001 Connecticut Avenue, N.W.  
Washington, D.C. 20036
- NATIONAL ASSOCIATION OF COUNTY PLANNING DIRECTORS  
1001 Connecticut Avenue, N.W.  
Washington, D.C. 20036
- NATIONAL ASSOCIATION OF HOME BUILDERS  
1625 I. Street, N.W.  
Washington, D.C. 20036
- NATIONAL ASSOCIATION OF HOUSING AND REDEVELOPMENT OFFICIALS (NAHRO)  
2600 Virginia Avenue, N.W.  
Washington, D.C. 20037
- NATIONAL ASSOCIATION OF HOUSING COOPERATIVES  
1828 I. Street, N.W., Suite 1100  
Washington, D.C. 20036
- NATIONAL ASSOCIATION OF REALTORS  
155 East Superior  
Chicago, Illinois 60611
- NATIONAL ASSOCIATION OF SECONDARY SCHOOL ADMINISTRATORS  
1904 Association Drive  
Reston, Virginia 22091
- NATIONAL CENTER FOR EDUCATIONAL STATISTICS  
Office of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202
- NATIONAL COMMITTEE AGAINST DISCRIMINATION IN HOUSING  
1425 H Street, N.W.  
Washington, D.C. 20005
- NATIONAL EDUCATION ASSOCIATION  
1201 16th Street, N.W.  
Washington, D.C. 20036
- NATIONAL HOUSING CONFERENCE  
1250 Connecticut Avenue, N.W.  
Washington, D.C. 20036
- NATIONAL LEAGUE OF CITIES  
1612 K Street, N.W.  
Washington, D.C. 20006
- NATIONAL MUNICIPAL LEAGUE  
47 East 68th Street  
New York, New York 10021
- NATIONAL PLANNING ASSOCIATION  
1606 New Hampshire Avenue, N.W.  
Washington, D.C. 20009
- NATIONAL SCHOOL SUPPLY AND EQUIPMENT ASSOCIATION  
1500 Wilson Blvd., Suite 609  
Arlington, Virginia 22209
- NATIONAL SOCIETY FOR PROFESSIONAL ENGINEERS  
2029 K Street, N.W.  
Washington, D.C. 20006
- NATIONAL SOCIETY FOR THE STUDY OF EDUCATION  
5835 Kimbark Avenue  
Chicago, Illinois 60637

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 Description1.1 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 gazettes, 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 make 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 peoples' 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 empty heading without any items to one which has an entry. Words without indexes should have cross references or be listed as means of locating information.

### 6.3.2 Bibliographies

Bibliographies are often included in a work for the reader who desires information beyond that which is offered in the work. Bibliographies should have a standard form for their entries and should be consistent throughout. Enough information should be given to adequately identify the item. A minimum of the author or editor of the work, the title, edition, place of publication, publisher and date of publication should be preferred. For instance, 500, 1974, 1974, 1974, 1974, which may be useful are the publication year, name, title and an abbreviation. An abbreviation should be in the entry if it is a standard abbreviation.

Bibliographies should be correct and as current as possible. In a revised work, out of print and out-dated 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 Inter-  
   governmental 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  
 Anshen, 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  
 Beeby, C.E. - 5, 218  
 Beitz, Charles - 395  
 Bell, Gwendolyn D. - 611  
 Bellush, Jewell - 65  
 Bendix, Reinhard - 561  
 Bengtsson, Arvid - 277  
 Benne, Kenneth D. - 48  
 Bennis, Warren G. - 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  
 Bloomberg, 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, Jephtha 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  
 Cheney, E.M. - 224  
 Chermayeff, Serge - 28  
 Cherry, G.E. - 567  
 Chesswas, J.D. - 392  
 Chin, Robert - 48  
 Claire, William H. - 76  
 Clevel, 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  
 Conner, 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  
 Eldredge, 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, Bernard 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  
 Glazer, 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 I. - 100  
 Gorton, Richard A. - 12
- Graham, Grace - 547  
 Great Plains School District  
 Organ: Lion Project - 255  
 Greenfield, T.B. - 232  
 Greer, Scott - 101  
 Grieder, Calvin - 13  
 Grier, Eunice - 464  
 Grier, George - 464  
 Griffiths, V.L. - 233, 234  
 Gross, Ronald - 166  
 Gruen, Claude - 465  
 Gruen, Nina Jaffe - 465  
 Gruen, Victor - 102  
 Guggenheim, Corinne 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  
 Helick, R. Martin - 346  
 Heller, Alfred - 407  
 Hemphill, John K. - 15  
 Heneley, Stephen P. - 408, 540  
 Henning, Dale A. - 107  
 Herriott, Robert E. - 168  
 Hickrod, G. 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  
 Holleb, Doris B. - 590  
 Hostrop, Richard W. - 410  
 Houle, Cyril Orvin - 347  
 Huberman, A.M. - 53  
 Hudson, Barclay - 94  
 Hussain, Khateeb 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

- Inglerood 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  
 Kerensky, Vasil M. - 413  
 Keyserling, Leon H. - 155  
 Kimball, S.T. - 558  
 King, A.J.C. - 177, 178  
 King, Jean M. - 179  
 Kirst, Michael - 549  
 Kleinmann, Jack H. - 23  
 Knobbe, Mary L. - 441  
 Knoell, Dorothy M. - 450  
 Knorr, Owen A. - 451  
 Kohl, Herbert - 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 G. - 109  
 Linowes, R. Robert - 637  
 Lipham, J.M. - 211  
 Lippitt, Ronald - 54  
 Lipset, S.M. - 561  
 Listokin, David - 379  
 Loughary, 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  
 McLoughlin, J. Brian - 110  
 McMurrin, Sterling M. - 621  
 McNeice, William C. - 646  
 Mager, Robert F. - 185  
 Manning, Duane - 186  
 Marien, Michael - 417, 418, 419  
 Markus, Marvin - 467  
 Marland, Sidney P. - 206  
 Masotti, Louis H. - 622  
 Mayer, Albert - 111  
 Meckley, Richard F. - 647  
 Meeker, Robert J. - 623  
 Melby, Ernest O. - 413  
 Meltsner, 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 I. - 56  
 Miller, Van - 20  
 Milner, J.B. - 473  
 Milwaukee Public Schools - 42  
 Moore, Harold - 420  
 Moore, Hollis A., Jr. - 3  
 Moore, Wilbert E. - 582  
 Morisseau, James J. - 353  
 Morphet, Edgar L. - 43, 421-427  
 Moynihan, 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  
 Nerden, Joseph T. - 648  
 Nevitt, Adela Adam - 469  
 New Jersey Department of  
     Education - 645  
 New Towns Research Seminar,  
     University of North  
     Carolina - 479  
 Nicholls, Leland L. - 296  
 Niebanck, Paul L. - 116  
 Noble, Jack - 641  
 Northwest Regional Educational  
     Laboratory - 260  
 Norton, John K. - 382  
 Notestein, James Edison - 447
- Oddie, 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  
 Piele, 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, D. - 388  
 Romano, Louis G. - 193  
 Rosenzweig, James E. - 19  
 Rossman, Michael - 194

- Rothenberg, Jerome - 371  
 Rowley, C.D. - 258  
 Ruchlin, H. - 388  
 Rudolph, Nancy - 358  
 Rudwick, Bernard H. - 532  
 Ruscoe, G.C. - 259  
 Rusk, Bruce - 195  
 Ryan, Charles O. - 421, 422, 423  
  
 Sabulao, Cesar M. - 376  
 Sacks, Seymour - 389  
 Sandberg, John - 260  
 Sanders, Irwin T. - 581  
 Sandow, Stuart A. - 552  
 Saxe, Richard W. - 196  
 Saylor, J. Galen - 197, 198  
 Schiffman, Irving - 642  
 Schillinger, Harlan P. - 444  
 Schmandt, Henry J. - 121, 562  
 Schmertz, Mildred F. - 459  
 Schnore, Leo F. - 122  
 Schramm, Wilbur - 199  
 Scott, J. Glenn - 533  
 Scott, Louis G. - 644  
 Scott, Mel - 123  
 Shane, Harold - 432  
 Shank, Alan - 620  
 Sheldon, Eleanor Bernert - 582  
 Shore, William B. - 551  
 Short, James F. - 583  
 Silvers, Arthur L. - 500  
 Smith, G. Kerry - 460  
 Smith, Herbert H. - 553  
 Smith, Linn - 361  
 Smith, Max S. - 291  
 Smith, Robert D. - 507  
 Snell, Joel C. - 397  
 Soil Conservation Society of  
   America - 640  
 Somner, Robert - 124  
 Spatt, Beverly Moss - 125  
 Spiegel, Hans B.C. - 554  
 Spiwak, H.J. - 443  
 Spreiregen, Paul D. - 126, 31  
 Staley, Edwin J. - 200  
 Stanford Research Institute - 512  
 Starr, Roger - 127  
 Stein, Clarence S. - 470  
 Steiss, Alan Walter - 489  
 Sternlieb, George - 471  
 Stewart, Charles L. - 633  
 Stinnet, T.M. - 23  
 Strevell, Wallace H. - 362  
 Strom, Robert D. - 201  
  
 Sumption, Merle - 350, 555  
 Sunderlin, Sylvia - 363  
 Suppes, Patrick - 158  
 Suttles, Gerald D. - 584  
 Swanson, Gordon I. - 399  
 Sydler, J.P. - 439  
  
 Tanner, C. Kenneth - 508  
 Tarapata, Peter - 360  
 Theodores, James L. - 261  
 Thomas, J.A. - 24  
 Thrasher, James M. - 364  
 Toffler, Alvin - 433, 434, 628  
 Torrance, E. Paul - 201  
 Tracz, G.S. - 262, 509, 390  
 Trull, Albert Jr. - 217  
 Tulare County Department of  
   Education - 34  
 Tunnard, Christopher - 129  
 Turner, Harold E. - 25  
  
 Umans, Shelley - 202  
 UNESCO - 263, 264  
 U.S. Bureau of the Census -  
   598-603  
 U.S. Commission on Civil  
   Rights - 365, 391, 585  
 U.S. Department of Housing and  
   Urban Development - 130, 131,  
   132  
 U.S. Office of Education - 435,  
   516, 586, 592, 604-606  
 University of Kentucky - 252  
 Unruh, Adolph - 25  
 Unwin, Sir Raymond - 133  
 Urban Institute - 384  
  
 Vaizey, John Ernest - 392  
 Valley, John R. - 159  
 Van Til, William - 436  
 Verma, Nakul S. - 480  
 Villoria, Richard L. - 4  
 Vincent, William S. - 203  
 Von Haden, Herbert I. - 179, 204  
  
 Wahlquist, John T. - 461  
 Walsh, Annmarie H. - 556  
 Ward, Darrell, L. - 2-5  
 Ware, Martha L. - 23  
 Warner, Sam Bass, Jr. - 134  
 Warren, E. Kirby - 135  
 Washburn, Michael - 395  
 Washburne, C. - 206  
 Watson, Goodwin - 57, 587

Weaver, Robert C. - 136  
Webster, Maureen M. - 265  
Weiler, Daniel M. - 623  
Weinberg, Robert C. - 90  
Weinstein, Gerald - 615  
Werdelin, Ingvar - 510  
Western Interstate Commission  
for Higher Education - 451  
Wetzer, Lanore A. - 10  
Wheelwright, Steven C. - 511  
White, Brenda - 137  
Whittick, Arnold - 138  
Widdall, Kenneth R. - 366  
Wiener, Anthony J. - 412  
Wilkerson, William R. - 369  
Wilkinson, Doreen H. - 207  
Williams, Charles - 512  
Williams, Richard C. - 26  
Williams, Sterling B., Jr. - 21  
Wilson, Alan Geoffrey - 513  
Wingo, Lowden, Jr. - 139  
Wirt, Frederick M. - 557  
Wolf, Peter - 140  
Wolfe, M.R. - 141  
Wolff, Max - 367  
Woodhall, Maureen - 393  
Woodruff, Alan P. - 649  
Worth, Walter H. - 266  
Wright, Lyle O. - 230

Yates, Alfred - 58  
Yates, James P. - 408  
Yessian, Mark R. - 116  
Young Great Society Building  
Foundation - 208  
Young, Milton A. - 614

Ziegler, Warren L. - 419, 437  
Zimmer, Basil G. - 629

## 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 1890 - 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 - 459  
 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  
 Creating the Future: A Guide to Living and Working for Social  
 Change - 395  
 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 Educa-  
 tion, 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

- Developing School Systems: Planning, Organization and Personnel - 232  
 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 - 289  
 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 (Banghart) - 217  
 Educational Planning (Brieve) - 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 Adviser's Role - 228  
 Educational Policies for the 1970's - 246

- The Educational Significance of the Future - 432  
 Educational Specifications for Health Occupations - 308  
 Educational System Planning - 244  
 Educational Systems Analysis - 522  
 Effecting Organizational Renewal in Schools: A Social Systems  
 Perspective - 26  
 Effective Planning for Better School Buildings - 364  
 Efficiency in Resource Utilization in Education - 247  
 Ekistics - An Introduction to the Science of Human Settlements - 84  
 Elements of Preschool Playyards - 346  
 The Emerging City - 101  
 Empirical Transition Matrices - 509  
 Encyclopedia of Urban Planning - 138  
 Enrollment in Public and Nonpublic Elementary and Secondary  
 Schools, 1950-80 - 605  
 Environment and Change: The Next Fifty Years - 401  
 Environment and Policy: The Next Fifty Years - 402  
 Environment for Man: The Next Fifty Years - 403  
 Environment of Schooling: Formal Education as an Open Social System - 168  
 Environmental Planning for Children's Play - 277  
 Equality and Beyond: Housing Segregation and the Goals of the Great  
 Society - 464  
 Equality in Educational Opportunity - 586  
 Estimates of School Statistics - 595  
 An Evaluation of Comprehensive Planning Literature with an Annotated  
 Bibliography - 80  
 Every Kid a Winner: Accountability in Education - 182  
 Evolution of Planning in the Texas Education Agency - 35  
 The Evolution of Planning in the Texas Education Agency - 43  
 An Experiment in Planned Change - 45  
 Experiment in Planning an Urban High School - 309  
 Experimental Architecture - 29  
 The Extent and Utilization of Management Information Systems and  
 Planning, Programming, Budgeting Systems in State Education Agencies - 515  
  
 Fault Tree Analysis: A Research Tool for Educational Planning - 482  
 The Federal Civil Rights Enforcement Effort: A Reassessment - 585  
 Fewer Pupils/Surplus Space - 310  
 Field Study Methods for Educational Researchers: A Bibliography - 492  
 Financing Schools and Property Tax Relief - A State Responsibility - 368  
 Five Open Plan High Schools - 311  
 The Florida Education Improvement Expense Program - 171  
 Flying a Learning Center: Design and Costs of an Off-Campus Space for  
 Learning - 349  
 Forecasting Educational Needs for Economic and Social Development - 212  
 Forecasting Methods for Management - 511  
 Forty Years of School Planning - 280  
 Found Spaces and Equipment for Children's Centers - 312  
 Foundations of Futurology in Education - 410  
 Funding Education: Problems, Patterns, Solutions - 379  
 Future Directions in Community Power Research: A Colloquium - 557  
 Future of Education - 428  
 The Future of Learning and Teaching - 405

- 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  
 Futurism 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 - 103  
 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 - 418  
 Housing and Planning Terms Commonly Used and Misused - 467  
 Housing and Related Services for Exceptional Persons: A Source Book - 363  
 Housing and Society - 462  
 Housing for Early Childhood Education: Centers for Growing and Learning - 363  
 Human Ecology: Collected Readings - 563  
 Human Side of Planning - 88  
 Humanizing Education: The Person in the Process - 181
- Ideology in America: Change and Response in a City - 579  
 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 Imperative of Planning Together - 339  
 Imperatives in Education - 142  
 Increasing Social and Economic Inequalities Among Suburban Schools: A Study in Educational Administration and Finance - 376

- Indicators of Social Change: Concepts and Measurements - 582
- Indoor and Outdoor Space for Children in Nursery-Kindergarten Programs - 294
- Indoor and Outdoor Space for Mentally and Physically Handicapped Children - 295
- Inequality, a Reassessment of the Effect of Family and Schooling in America - 577
- Inequality in School Financing: The Role of the Law - 391
- Information - Decision Systems in Education - 484
- An Information System for Urban Planning - 488
- Innovation in Education - 55
- Innovation in the Preparation of College Teachers - 461
- Innovations in Education - 179
- Innovative Financing of Public School Facilities - 369
- Innovative Secondary Schools - 177
- Input Evaluation and Educational Planning - 487
- Inquiry: Implications for Televised Instruction - 188
- Institution Building in Urban Education - 618
- Instructional Systems - 146
- Interlocal Cooperation: A Selected Bibliography - 542
- International Glossary of Technical Terms Used in Housing and Town Planning - 443
- International Vocabulary of Town Planning and Architecture - 439
- Introduction to Educational Administration - 6
- An Introduction to PLANTRAN II: A Simulation System for Educational Planning - 452
- Inventing Education for the Future - 409
- Inventing the Future - 404
- Issues in Urban Economics - 383
- Joint Occupancy - 316
- Knowledge and Action: A Guide to Planning Theory - 94
- Land Development Law: Cases and Materials - 636
- Land-Use Information - 633
- Land-Use Planning: A Casebook on the Use, Misuse and Re-Use of Urban Land - 634
- Law and Economy in Planning - 472
- Law and Land: Anglo-American Planning Practice - 635
- Learning for Tomorrow: The Role of the Future in Education - 434
- Learning to be: The World of Education Today and Tomorrow - 162
- Legislation Pertaining to New Communities: A Reference - 340
- Leisure and the Quality of Life - 200
- The Levittowners: Ways of Life and Politics in a New Suburban Community - 95
- Lifelong Education and School Curriculum - 160
- Local School and Central Office Planning - 42
- Long-Range Planning - 135
- Long-Range Planning for Management - 89
- Long-Range Policy Planning in Education - 248
- Long-Range Planning in Higher Education - 451
- Low and Moderate Income Housing in the Suburbs - 465

- 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  
 The Management of Education: A Systematic Design for Educational Revolution - 202  
 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 - 317  
 The Model Cities Project of the Department of Education in New Jersey - 576  
 Models in Planning - 501  
 Modern Educational Developments: Another Look - 161  
 The Modern Metropolis: Its Origin, Growth Characteristics, and Planning: Selected Essays - 126  
 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 - 479  
 A New Design for High School Education - 150  
 New Designs for Learning: Highlights of the Reports of the Ontario Curriculum Institute, 1963-66 - 148  
 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 Town Planning, Design and Development: Comprehensive Reference Materials - 480  
 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  
 1970 Census of Housing: V. 1: Housing Characteristics for States, Cities and Counties - 601
- On Educational Change - 49  
 On Learning and Social Change - 194  
 On Learning to Plan - and Plann' ... 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

- Planning Community Junior College Facilities: A Look into the Twenty-First Century - 291
- Planning Design Criteria - 83
- Planning Education for a Plural Society - 566
- Planning Educational Expenditures: Toward a More Precise Determination of Teacher Costs - 390
- Planning Educational Facilities - 351
- Planning Environments for Young Children: Physical Space - 354
- Planning Facilities for Occupational Education Programs - 647
- Planning for a Change: A Resource Catalogue - 286
- Planning for a Nation of Cities - 134
- Planning for Diversity and Choice - 62
- Planning for Education in Litchfield Park 2000 A.D. - 420
- Planning for Educational Development in a Planning, Programming, Budgeting System - 520
- Planning for Educational Reform: Financial and Social Alternatives - 385
- Planning for Future Forms of Education: Towards an Educational and Educational Facilities Planning Model - 415
- Planning for Innovation - 167
- Planning for Man and Motor - 609
- Planning for Regional Education Services in a State - 238
- Planning for School District Organization - Selected Position Papers - 255
- Planning for the Future: A Recommended Long-Range Educational and Facilities Plan for Chicago - 40
- Planning Guidelines for Vocational and Technical Education Facilities - 645
- Planning in Education - 252
- Planning in the Colorado Department of Education to Facilitate Improvements in Education - 38
- Planning in the Colorado Department of Education to Facilitate Improvements in Education - 41
- Planning in the Community - 106
- Planning Library Aides: A Guide to Information Sources, Libraries and Classification Systems for Operating Agencies and Consultants - 442
- Planning Non-Traditional Programs - 159
- The Planning of Change - 48
- The Planning Process: A Systems Perspective for School Boards - 533
- Planning the Educational Revolution - 231
- Planning the Location of Schools: Case Studies - 348
- Planning the School Administration Center - 270
- Planning Theory - 107
- Planning Urban Education - 22
- Planning Yearbook, (Annual) Papers of National Planning Conference - 61
- PLANTRAN II: A Simulation System for Educational Planning - 453
- Political Economy of Urban Areas - 381
- The Political Economy of Urban Schools - 377
- Political Feasibility of Reform in School Financing: The Case of California - 380
- Politics in Educational Planning - 545
- The Politics of Education in the Local Community - 540
- The Politics of Educational Planning in Developing Countries - 258
- The Politics of Land-Use Planning and Zoning: An Annotated Bibliography - 642
- The Politics of Land-Use: Planning, Zoning and the Private Developer - 637
- Politics, Planning and the Public Interest - 112

- Population Characteristics, School Enrollment in the U.S.: October 1973 (Advance Report) Current Population Reports - 602
- 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 Stations - 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

- Taming Megapolis, v. 1 - What It Is and What Could Be; v. 2 - How to Manage an Urbanized World - 86
- Teacher Supply and Demand in Public Schools - 593
- Teaching in a World of Change - 30
- Techniques of Institutional Research and Long-Range Planning for Colleges and Universities - Sample Application: Enrollment Projections - 454
- Techniques of Institutional Research and Long-Range Planning for Colleges and Universities - Volume I: Enrollment Projections, Induced Course Load Matrix, Faculty Planning - 455
- Techniques of Institutional Research and Long-Range Planning for Colleges and Universities, Volume II; Facility Planning, Program Cost Analysis, Budgeting - 456
- The Tenement Landlord - 471
- Theory and Practice of Social Planning - 578
- Three Approaches to Educational Planning - 265
- To Plan a School - 282
- Total Energy - A Technical Report from EFL - 334
- Toward a Humanistic Curriculum - 186
- Toward Creating a Model Urban School System - 626
- Toward New Towns for America - 470
- Toward Perfection in Learning - Case Histories of Community Schools in Action - 151
- Toward the 21st Century: Education for a Changing World - 431
- Town Planning in its Social Context - 567
- Town Planning in Practice: An Introduction to the Art of Designing Cities and Suburbs - 133
- The Transformation of the School: Progressivism in American Education, 1876-1957 - 157
- Transformation of the Schoolhouse - 335
- Transportation Developments, Cities and Planning - 607
- Triumph in a White Suburb - 36
- The Troubled Campus - Current Issues in Higher Education 1970 - 460
- 20 Million for Lunch - 336
- 
- Understanding Change in Education: An Introduction - 53
- The University, the City, and Urban Renewal - 448
- University Space Planning: Translating the Educational Requirements of a University into Physical Facility Requirements - 444
- Urban and Regional Information Systems: Support for Planning in Metropolitan Areas - 132
- Urban and Regional Models in Geography and Planning - 513
- Urban and Regional Planning: A Systems Approach - 110
- The Urban Challenge to Local Government - 556
- Urban Choices - 127
- Urban Community - Housing and Planning in the Progressive Era - 638
- The Urban Complex - 136
- The Urban Condition - 85
- Urban Design: The Architecture of Towns and Cities - 31
- Urban Design Within the Comprehensive Planning Process - 141
- Urban Dynamics - 92
- Urban Economics - 387
- Urban Education in the 1970's, Reflections and a Look Ahead - 627
- Urban Environments and Human Behavior: An Annotated Bibliography - 611

- 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
- Vocational-Technical Facilities for Secondary Schools, A Planning  
 Guide - 648
- What is Educational Planning? - 226  
 What Went Wrong? - 293  
 What will be Taught - the Next Decade - 414  
 Winnerka: 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 World Yearbook of Education, 1967: Educational Planning - 219
- 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