An annotated indexed bibliography lists 534 information analysis publications produced by the ERIC (Educational Resources Information Center) Clearinghouses during 1973-1975. These publications include bibliographies, research reviews, state of the art and interpretive studies, and similar papers which are designed to list, organize, review, and synthesize the education literature to meet the needs of ERIC users. Each citation contains bibliographic information, an annotation, and ordering information. Publications are grouped by Clearinghouse, and a subject index is appended. (HAB)
ERIC PRODUCTS 1973-1975

An Annotated Bibliography of Information Analysis
Publications of the ERIC Clearinghouses
July 1973 Through June 1975
Maxine K. Sitts, editor
George McMillan, compiler

ERIC CLEARINGHOUSE ON INFORMATION RESOURCES
STANFORD UNIVERSITY
June 1976
THE ERIC CLEARINGHOUSES

Career Education/CE
204 Gabel Hall
Northern Illinois University
DeKalb, Illinois 60115
(815) 753-1251
Adult, continuing, career, and vocational technical education, including informal and formal educational practice.

Information Resources/IR*
Stanford Center for Research and Development in Teaching
School of Education
Stanford University
Stanford, California 94305
(415) 497-3345
Instructional media and technology, libraries and information science. Management of libraries and training of professionals. Technology-based educational techniques (microteaching programmed instruction, systems analysis), teaching aids (television, computers, films), education in society (cable television, communications satellites, public television).

Counseling and Personnel Service/CG
The University of Michigan
School of Education Building
Room 2108
E. University & S. University Sts.
Ann Arbor, Michigan 48109
(313) 764-9492
Preparation, practice, supervision of counselors and other personnel workers at all educational levels and settings.

Early Childhood Education/PS
University of Illinois
805 W. Pennsylvania
Urbana, Illinois 61801
(217) 333-1386
Physiological, psychological, cultural development of children from birth through primary grades, major focus on educational theory, research and practice.

Ele-mentary and Secondary Education/ES
University of Illinois
Urbana, Illinois 61801
(217) 333-1386
Organizations and facilities on administration of educational theory, research and practice.

Educational Management/EA
Library-South Wing
University of Oregon
Eugene, Oregon 97403
(503) 686-5043
Administration of educational organizations and facilities on elementary and secondary levels.

Handicapped and Gifted Children/EC
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660
Education of children who require special services: gifted, mentally retarded, visually impaired, deaf, physically handicapped, emotionally disturbed, speech and language impaired.

Higher Education/HE
George Washington University
1 Dupont Circle, Suite 630
Washington, D.C. 20036
(202) 296-2597
All research documents on higher education except for teacher education teaching English.

Reading and Communication Skills/CS
1111 Kenyon Road
Urbana, Illinois 61801
(217) 328-3870
Reading, teaching of English, speech, debate, journalism, theater.

Speech-Theater Module
Speech Communication Association
5205 Leesburg Pike
Falls Church, Virginia 22041
(707) 379-1888

Rural Education and Small Schools/RC
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
(505) 646-2623
Organization, administration, curriculum, instruction, innovative programs of small schools, rural education, outdoor education, migrant education, Indian and Mexican-American education.

Science, Mathematics, and Environmental Education/SE
The Ohio State University
1200 Chambers Road
3rd Floor
Columbus, Ohio 43212
(614) 422-6717
Science and math education, adult and continuing education in science and math. Materials and programs on environmental education.

Social Studies/Social Science Education/SP
1 Dupont Circle, N.W.
Suite 616
Washington, D.C. 20036
(202) 293-7280
Preschool and in-service preparation of teachers, supportive school personnel, and teacher educators.

Tests, Measurement and Evaluation/TE
Educational Testing Service
Rosendale Road
Princeton, N.J. 08540
(609) 921-9000, ext. 2176
Tests, measurement and evaluation at all levels.

Urban Education/UD
Teachers College, Box 40
Columbia University
New York, New York 10027
(212) 678-3782
Educational, psychological, social general development of urban children who are socially, economically or culturally disadvantaged.
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INTRODUCTION

THE ERIC SYSTEM

ERIC, an acronym for Educational Resources Information Center, is a nationwide information system designed and supported by the National Institute of Education. Since June 1964, ERIC has been dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC consists of a coordinating staff in Washington, D.C. and a number of Clearinghouses located at universities or with professional organizations across the country.

Through this network of specialized centers or Clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, abstracted, indexed, and announced in ERIC reference products. These reference publications, CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE) and RESOURCES IN EDUCATION (RIE), provide access to reports of innovative programs and significant efforts in education, both current and historical, which might otherwise not be made available.

CIJE is a monthly index to over 700 education periodicals. The majority of these publications represent the core periodical literature in the field of education. The other publications indexed in CIJE represent coverage devoted to peripheral literature relating to education. This unique feature assures access to important articles published in those periodicals which fall outside the scope of education-oriented literature. CIJE is published by Macmillan Information, 866 Third Avenue, New York, New York 10022.

RIE is a monthly abstract journal announcing recently completed practitioner-oriented and research-related documents in the field of education. RIE is published by the Superintendent of Documents, U.S. Government Printing Office (P.O.), Washington, D.C. 20402.

ABOUT THIS PUBLICATION

This bibliography, ERIC PRODUCTS, is an annotated indexed listing of ERIC Clearinghouse publications which reflect information analysis activities. These publications include bibliographies, research reviews, state of the art and interpretive studies, and similar papers which are designed to list, organize, review, and synthesize the education literature to meet the needs of ERIC users. Items in this compilation were submitted by individual Clearinghouses and reviewed by Central ERIC for suitability. Routine brochures, accession lists, and short notes published in Clearinghouse newsletters are not included. This seventh issue of ERIC PRODUCTS lists 534 publications for Fiscal Year 1974 (July 1973 through June 1974) and Fiscal Year 1975 (July 1974 through June 1975).

The full texts of most of the documents cited in this bibliography are available in two forms: microfiche (MF)—a 4" X 6" sheet of microfilm, on which up to 98 pages of text are reproduced, and hard copy (HC) or photocopy—a reproduction of the document on paper at the original size. These copies may be ordered from the ERIC Document Reproduction Service (EDRS). If the document is not available from EDRS, an alternative availability is given with the citation.

For these documents available from EDRS, whether in microfiche or hardcopy form, the following requirements apply:

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To conform with the format of RIE, the references in this bibliography are arranged by Clearinghouse. Within each Clearinghouse, documents with ED numbers are listed first, in ascending numerical order. Following this are listed the journal articles for that Clearinghouse in ascending EJ number. (Thus, ED 106 443 comes after ED 104 500, but before EJ 90 810). For each entry, the following items of information, as appropriate and in the form supplied by the individual Clearinghouses, have been given:

1. ED or EJ number
2. Personal author(s)
3. Title
4. Journal reference
5. Date of publication
6. Number of pages
7. A brief abstract (supplied either by individual Clearinghouses or extracted from RIE abstracts)

An index composed of the major descriptors is included, with ED numbers and Clearinghouse codes used as the reference key.

PREVIOUS ISSUES OF ERIC PRODUCTS

The first issue of ERIC PRODUCTS, listing 149 publications of Fiscal Year 1968, is available as ERIC document ED 029 161 (24pp.); the second issue, listing 240 publications of Fiscal Year 1969, is available as ERIC document ED 034 089 (34pp.); the third issue, listing 366 publications of Fiscal Year 1970, is available as ERIC document ED 041 598 (47pp.); the fourth issue, listing 416 publications of Fiscal Year 1971, is available as ERIC document ED 054 827 (54pp.); the fifth issue, listing 415 publications of Fiscal Year 1972, is available as ERIC document ED 077 512 (55pp.); and the sixth issue, listing 396 publications of Fiscal Year 1973, is available as ERIC document ED 087 411 (74pp.). All issues may be ordered from the ERIC Document Reproduction Service.
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Documents without ED numbers may be ordered from the source given in the citation.
This monograph is a first-time synthesis of the considerable R & D literature on occupational clusters available in ERIC. The synthesis outlines the philosophy of occupational clusters, summarizes suggestions for the integration of occupational clusters into careers, organizes the literature for doing so within the career awareness, orientation, exploration, specification, and continuation model, and concludes with consideration of ancillary matters—development of facilities, preparation of the new breed of teachers of occupational clusters, and the USOE challenge for immediate implementation.

The first part of the primer focuses on such aspects of career education as: refocusing education; methods of including parents, families, and communities into the process of career education; fashioning career education programs out of existing instructional programs; utilization of career resources available in the community; sample programs; and more. The second part contains a bibliography of ERIC career education literature, a description of the ERIC system, and a list of 50 pages of career education literature, divided by subject.

This directory surveys sources of vocational information in each of the 50 states, and in the District of Columbia, Guam, Puerto Rico, Saipan, and the Virgin Islands. For each of these, the directory provides exhaustive information on important state and regional educational offices, locations of ERIC clearinghouses and microfiche collections, and locations of various computer searching facilities.

The ERIC Clearinghouse in Career Education issues synopses of current research, evaluation, curriculum, cost studies and other documents in career education. This article refers to nine such synopses.
This article describes the background, purpose, and organization of the ERIC Clearinghouse in Career Education.

Schreiber, Marilyn. THROUGH THE CLEARINGHOUSE. Career Education Digest (March 74):2-4.

Eleven documents received by the ERIC Clearinghouse in Career Education are reviewed. They include position papers, career education models and resource materials, a student guide, an information handbook, and facility planning guides for age groups kindergarten through adult.

ERIC CLEARINGHOUSE ON COUNSELING AND PERSONNEL SERVICES (CG)


This combined issue deals with human sexuality and ways in which professionals can assist clients concerned about their sexual adequacies and inadequacies. Areas covered in this issue include teenage sexuality, homosexuality, mixed marriages, and changing sex roles.


This issue of Communique features in its major article activities for elementary school guidance, including role playing, word games, and career units.


This document is a collection of readings in the areas of career guidance and career development featuring programs at K-12, junior college, college level and for special populations. It also contains an annotated bibliography of articles and documents.


This issue focuses on the problems of youth. Among the individual topics covered are runaways, an "up-front, close-contact" counseling system, peer counseling training, and suicidal adolescents.
The foundation for this publication was a workshop at The University of Michigan which put together three programs in the area of psychological education. The first approach assists people, through achievement motivation training, to be more effective in reaching their goals. The second approach, human potential training, helps people to expand their goals and to realize more fully their potentials.
The articles comprising this double issue of Impact evolved from several sources, one of which was the National Conference on Programs in Career Guidance, Counseling and Placement. The major conference presentations, as well as proceedings of a panel discussion, are included in this issue.

ED 105 356

This issue of Impact is devoted to paraprofessionals in the helping professions, and develops the discussion through five major articles on: the role of paraprofessionals in classrooms and pupil personnel services; the historical and legislative developments of paraprofessionals in the mental health fields and education; the selection, training, supervision, and evaluation of non-professional personnel; a discussion of 14 model programs employing paraprofessionals; and the effects of use of paraprofessionals on students, administration, and professionals.

ED 105 357

The following articles fill this issue of Impact: 1) A Process of Identity Transformation for the Never Married Woman; 2) A Delphi Study of the Future of the Family; 3) An Experiment in Group Counseling of Young Non-married Mothers; 4) Multipotential—A Concept for Career Decision Making; 5) Counselor Responses to Death and Dying—Guidelines for Training; 6) Down with the Maintenance Stage—Career Development for Adults; and 7) Enhancing the Quality of Life Through Personal Empowerment.

ED 108 099

This document contains a selected bibliography of resources in the areas of career education, career guidance, and career development. The bibliography is divided into the following sections: 1) background; 2) issues; 3) system readiness; 4) programs; 5) teaching and learning aids; and 6) program evaluations.

ERIC CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS (CS)

ED 080.973

This book is a series of essays on miscue analysis, a diagnostic procedure rooted in the psycholinguistic view of reading. The focus of miscue analysis is on the broad field of reading comprehension rather than the isolated decoding of individual words and letters.
ED 082 217


The first part of the two-part document is an annotated list of recommended guides for the benefit of schools and agencies that are developing curricula and writing guides for language arts. The second part contains planning and evaluation criteria applicable to various content emphases within the field of English-language studies.

ED 084 547


This 114-item bibliography covers such topics as: "Bilingual and Bidialectic Studies," "Language and Verbal Learning," "Literature, Humanities, and Media," "Teacher Education," "Testing and Evaluation," and "General English Curriculum."

ED 085 697


The aids consist of excerpts of curriculum guides that are representative models for sections of the "Criteria for Planning and Evaluation of Curriculum Guides," established by the National Council of Teachers of English. Each of the seven sections of the book (philosophy, objectives, language, composition, media, reading and literature, and evaluation) is preceded by an explanation of criteria.

ED 085 798


The purpose of this monograph is to facilitate the development of curricula in interpersonal communication by describing the area and identifying methods and resources available to teachers and students who wish to develop coursework in interpersonal communication.

ED 086 949


This book offers direction for the teacher who wants to know what can be done to improve the effectiveness of language and reading instruction. Part 1 focuses on the issues in teaching black children to read. Part 2 describes diagnostic tools by which the teacher can identify the language base on which to build individual programs. Articles in Part 3 suggest classroom strategies for teaching oral standard English. Part 4 provides materials which can assist teachers in guiding dialect speakers with their problems. Finally, Part 5 contains the edited transcripts of the proceedings from a conference which provide a framework for understanding the questions that black English raises in the teaching of reading.
This survey of recent research on teacher behavior probes seven areas of elementary language arts: teaching linguistics to elementary and preschool children, teaching listening skills to children in elementary school, teaching literature to children, children's oral language/speaking, reading instruction, spelling instruction, and the teaching of writing. It was concluded that gaps exist in the crucial area of "precise activities at points of interaction between teacher and pupil." In addition to sections reporting on each of the seven areas probed, the book includes "Plan for a Five-Phase Study of Teaching Effectiveness," "Criteria of Excellence in Teaching the Language Arts," "Evaluative Instruments and Pertinent Research," and "A Forward Look."


This booklet is designed to provide guidelines for testing in reading and suggestions for using the test results in ways which will most benefit the student. Ten canons are presented which are intended to serve as guidelines for program-related assessment within a framework of instructional decision-making. They are concerned primarily with the amount and types of assessment which individuals should receive within the bounds of reading instruction, but they also address themselves to some of the problems related to program assessment and to the distribution and protection of assessment results.


The topic of this booklet is the current programs in equivalency testing in English, their inherent problems and any possible solutions.


This bibliography lists and evaluates some of the current and readily available sources of information that might be of use to the student and/or the teacher of an introductory film course. Although not all the books being considered were designed for use at the introductory level, they are evaluated with regard to their suitability for a course of this kind.

This document contains an annotated list of curriculum guides which may serve as models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. The revised criteria for planning and evaluation of English language arts are included. These criteria include an evaluation of each guide's philosophy, policies and procedures, objectives, organization, and process as content.

ED 096 700

Within the general category of the problems of political reform, the specific problem area is stated as "How can the federal political system best be improved?" The three debate resolutions discussed are the adoption of a parliamentary system of government, alterations in the selection of presidential and vice-presidential candidates, and government financing of campaigns for federal offices.

ED 098 642

A comprehensive treatment and a qualitative assessment of the published and unpublished material on the subject are attempted and the relevant research, curriculum trends, teaching materials, judgments of recognized experts in the field, and reports and findings from various national committees and commissions are reviewed.

ED 099 835

The Research Instruments Project is a project designed to collect and evaluate measurement instruments in reading, language development, teacher competency, standard English as a second language or dialect, literature, writing, listening, and miscellaneous language skills. Information on each of the more than 100 instruments listed includes the suggested age range, a description of the instrument, validity, reliability, and normative data, and a list of related documents and references.

ED 099 853

This annotated bibliography includes the following subject headings: "Bilingual and Bidialectal Studies," "Language and Verbal Learning," "Literature, Humanities, and Media," "Teacher Education," "Testing and Evaluation," "Written and Oral Communication," and "Research Instruments."
ED 101 322


This book is designed to be a bridge between teachers and research in such topics as the cloze procedure, readability formulas, miscue analysis, reading strategies, informal reading inventories, and concepts and reading in the content areas.

ED 102 574

Hillocks, George, Jr. OBSERVING AND WRITING. March 1975, 30pp.

Experience in teaching composition at every level, from seventh grade to advanced writing courses intended for college sophomores, reveals one common problem—lack of specificity. Hillocks discusses this problem and suggests that it can be surmounted by involving students in the process of observing, encouraging them to draw inferences from their observations, and helping them to develop the sense of audience and critical awareness.

ED 102 580


This bibliography describes books and articles designed to help English language arts teachers plan instructional goals, write behavioral objectives, and evaluate student performance. Materials are included which discuss the pros and cons of behavioral objectives and related efforts at accountability.

ED 105 480


This paper is an introduction containing an overview of ERIC and is followed by a description of the tools and methods necessary for using the system effectively.

ED 105 516


Although drama should be a central, indispensable activity not only in language arts programs but in college and university programs preparing teachers of language arts and reading, few teachers introduce their students to the world of drama. This booklet suggests resources that are rich and detailed enough to enable any teacher to learn drama while teaching too.

ED 109 697


Over 120 items covering research in the teaching of English are contained in this bibliography.

12
Reed, Linda. CREATIVE DRAMA IN THE LANGUAGE ARTS PROGRAM, OR "CATCH THAT CRAB BEFORE HE FINDS A HOLE!" Elementary English 51 (No. 1, Jan 74):103-110.

The article acquaints elementary teachers who have just begun to use creative drama in the classroom and teachers who have long taught creative drama and who are looking for new ideas with the literature on creative drama that has been indexed into the ERIC system since 1969. The emphasis is on practical materials which relate the use of creative dramatics to the teaching of the language arts.


This article illustrates the psychological needs of children and the role children's literature has in fulfilling these needs. It also gives an analysis of recent material entered in the ERIC system.

Rupley, William H. ORAL LANGUAGE DEVELOPMENT. Elementary English 51 (No. 4, Apr 74):519-524.

This report informs elementary teachers, language arts consultants, college instructors, and elementary school principals of available methods and programs for developing oral language skills.


Because of the intense interest, and an almost uncritical admiration of American educators for the British primary schools, a review of the research and writing on the subject has been compiled for educators. The focus of the work is language arts in an open concept education program.


This responds to the concerns expressed by educators over educational accountability by reporting on some of the advantages and disadvantages of accountability that have been pointed out. Also discussed here are some of the recommendations that have been offered by the profession.

Harpole, Charles. PROBLEM SOLVING IN COMMUNICATION ENVIRONMENTS: AN ERIC REPORT. Speech Teacher 23 (No. 3, Sep 74):264-68.

This ERIC Report presents selected, recent ERIC documents in review.

This report from ERIC deals with literature on alternative programs for improving the reading skills of high school students.


The goals of visual literacy experiences are to give the student skill in "reading" visuals and in expressing himself and communicating through visuals.


Literary quality in children's books should be encouraged by stressing literary taste, discrimination, and language awareness.


The criteria developed by the NCTE Committee on Curriculum Bulletins for the evaluation of reading programs are presented and explained.

O'Donnell, Holly. BLACK COMMUNICATIVE STYLES: AN ERIC/RCS REPORT. Elementary English 51 (No. 8, Nov/Dec 74): 1091-95, 1113.

The teacher of black students needs to develop a sensitivity to their rich communicative language styles in order to use the varied styles in the classroom situation.

Reed, Linda. POETRY AS INSPIRED PLAY: HOW THE TEACHER CAN HELP: AN ERIC/RCS REPORT. Elementary English 52 (No. 1, Jan 75):130-5.

Writing poetry can be a positive channel for self expression, so long as children are not forced to write.

O'Donnell, Holly. COMPUTER SEARCH FOR INFORMATION: AN ERIC/RCS REPORT. English
This document is a listing of organizations providing computer searches of the ERIC database.

EJ 115 670

Olsen, Turee. BOOKS FOR SECONDARY STUDENTS. Journal of Reading 18 (No. 7, Apr 75):572-75.

This journal article reviews a number of materials and sources on books and reading materials for high school students.

EJ 117 350


This article discusses practical resources available to high school administrators, teachers, and students through the ERIC system concerning freedom of speech for students involved with school-sponsored publications.

EJ 117 433

Dieterich, Daniel. INSERVICE EDUCATION IN ENGLISH: AN ERIC/RCS REPORT. English Education 6 (No. 3, Feb/Mar 75):154-161.

Despite growing economic problems, many excellent inservice programs for English teachers may be found.

EJ 117 462


A review of the research in this field stresses the importance of language skills to beginning reading.

ERIC CLEARINGHOUSE ON EDUCATIONAL MANAGEMENT (EA)

ED 077 127


The contemporary school principal performs an ever increasing number of complex roles, many of which need to be more clearly defined. Many of the documents here are concerned with some specific aspects of the principal's role, such as role perceptions and expectations, educational duties, administrative change agent functions, and guidance program responsibilities. Some materials cited also speculate on the future of the elementary principalship.
This review cites documents and journal articles taken from the ERIC system regarding the conventional aspects of site development, as well as new trends in schoolhouse design. Materials cited may help educators understand how some of the current radical facility options pertain to new approaches in site development. Also discussed are design and use of facilities for environmental education, unique design solutions for restricted or irregular sites, and more conventional site development issues.

In the new curriculums, primary emphasis is on satisfying the needs of each unique individual. This review presents some of the considerations involved in implementing new curriculums. There is no necessary contradiction between humaneness on the one hand, and systems approaches and technology on the other. This review looks first at the need for carefully planned change programs, and then examines the place of formative, process, and summative evaluations of these programs.

This review focuses on maintaining the harmonious relationship between board and administrator, contemporary issues and solutions, and the future. A common theme is that mutual respect, trust, and support between board members and superintendents are key elements in any successful educational organization. A number of contemporary issues—ways to change the present school system, legal and social accountability, imbalances of power, and collective negotiation—are discussed.

Eight basic types of programs are identified and described. Most programs involve a fixed salary schedule to which increments can be added for merit. Data from the survey by the National Association of Secondary School Principals indicate five evaluation procedures and three sources of recommendations for salary increases on the basis of merit.
Quantitative methods can greatly assist the school administrator in certain
decision-making processes. In this monograph, the authors discuss the emerging
trend toward the integration of quantitative analysis into the preparation of
school administrators. They outline the potential benefits of and the problems
associated with the application of such concepts and skills to school
administration. The authors present the ideal content of preparation programs in
quantitative analysis for general administrators, practicing specialists, and
research specialists.

ED 082 271

Cronin, Joseph M., and Peter P. Horoschak. INNOVATIVE STRATEGIES IN FIELD EXPERIENCES
FOR PREPARING EDUCATIONAL ADMINISTRATORS. ERIC/CER STATE-OF-THE-KNOWLEDGE SERIES NO.

The authors identify four different strategies for field experiences that offer
administrative trainees positive applications of theory to practice in educational
planning, management, and supervision. A case study comparison of field
experiences conducted at Harvard University and the University of Chicago is
included. The four strategies—the traditional school system survey, the human
relations approach, the clinical/political action strategy, and the
anthropological or sociological research approach—all vary according to the study
focus, the type of student and faculty involvement, and the outcomes.

ED 082 272

Hudgins, H. C., Jr. PUBLIC SCHOOL DESEGREGATION: LEGAL ISSUES AND JUDICIAL DECISIONS.
ERIC/CER STATE-OF-THE-KNOWLEDGE SERIES, NUMBER 24. NOLPE SECOND MONOGRAPH SERIES ON

The author presents a history of court decisions that outlawed public school
segregation, reviews these decisions, and examines the problems of decision
implementation that followed. The author also reviews the courts' relationship to
the freedom of choice plans, presenting early decisions, opinions of the plans,
and the development of further court tests.

ED 082 273

Alexander, Kern, and K. Forbis Jordan. LEGAL ASPECTS OF EDUCATIONAL CHOICE:
COMPULSORY ATTENDANCE AND STUDENT ASSIGNMENT. ERIC/CER STATE-OF-THE-KNOWLEDGE SERIES,
NUMBER 25. NOLPE SECOND MONOGRAPH SERIES ON LEGAL ASPECTS OF SCHOOL ADMINISTRATION,

The author examines the often controversial area of compulsory attendance, its
philosophy, and implementation. Through various case histories, the State's power
vs. the fundamental rights of individuals is studied at length.

ED 082 274

Baas, Alan M. CONSTRUCTION MANAGEMENT. EDUCATIONAL FACILITIES REVIEW SERIES NUMBER

Replacing the general contractor with a "construction manager" directly
accountable to the owner promises greatly improved control over cost and
scheduling economies. The construction manager should have special skills in
construction, cost analysis, critical path method scheduling, and be familiar with the qualifications of local subcontractors. When coordinated with fast track scheduling and pre-engineered building systems, construction management achieves dramatic savings in time and money, and insures that the building meets intended objectives.

ED 082 275


Program evaluation enables administrators to determine the merits of existing programs and the need for new ones. It can lead to revision, deletion, or inception of educational programs. This review examines general information on program evaluation, including evaluation design, methodology, and bibliographic materials.

ED 082 282


The authors attempt to provide a basic outline of what is known about the determinants of success or failure in school financial elections. The research comes from several academic disciplines, employs a wide variety of techniques and methods, and is geographically representative of the United States. Significant empirical findings are integrated with partial theories based on economic self-interest, socioeconomic status, community responsibility and distance attitudes, and a politicized electorate versus an informed democratic electorate. Research contrasts those groups of voters likely to vote "yes" and likely to vote "no."

ED 082 286


This compilation of abstracts reflects documents that concern supervisory and administrative theory, skills, and methods, including models, procedural steps, research reports, and bibliographic information.

ED 083 664


School security used to imply providing a safe educational environment for students. Now it connotes the protection of all school personnel, facilities, and equipment. Moreover, the concern in school security has moved from accidental to deliberate losses. The single greatest problem is crime. This review discusses the development of an adequate school security program: identifying security problems, selecting a security director, establishing policies, and instituting preventive measures. Types of prevention covered are manufactured devices, guard personnel, and student and community-volunteers.
ED 083 665


This review surveys 21 documents and journal articles from RIE and CIJE that discuss the educator's role as it relates to the selection and duties of the architect. Included are descriptions of the building program—the written means of giving the architect the kinds of information needed to begin designing the new facility.

ED 083 666


The concept of joint occupancy involves combining schools with apartment dwellings, commercial space, or community services and offices. Many leading educators and economists recommend this approach as a solution to both public and private urban school needs. Thirteen ERIC documents are reviewed which deal with methods of planning, financing, and constructing joint occupancy facilities for all educational levels.

ED 083 667


This review surveys documents and articles contained in RIE dealing with the growth of community schools. The community school is perceived to be the vehicle for the larger concept of community education—a philosophy of education and society that radically changes the role of the public school in the community. The literature views the community school to be an educational, recreational, and cultural neighborhood center where adults and young people alike may use its facilities and join its programs.

ED 084 621


Many parents and community members throughout the nation, dissatisfied with the education their children are receiving, are demanding a voice in the educational process. This demand is expressed in the movements for community involvement in the schools, community schools, and community control of schools. Twelve documents investigate the movement for community control of schools.

ED 084 648


The documents abstracted here concern both the philosophies and the practices of PPBS, and include models, procedure manuals, and bibliographies.

ERIC abstracts on educational assessment contained in RIE through April 1973 are included. The abstracted documents present materials on national and state assessment programs, assessment models, and assessment of school quality.


This abstract compilation updates an earlier ERIC Abstract on educational planning, and it contains all those documents that deal with the theories and techniques of planning education.


ERIC abstracts on competency-based evaluation of the educational staff contained in RIE through July 1973, are presented. The document includes materials defining competency-based evaluation, reports on specific techniques and models of competency-based evaluation, and bibliographies of related materials.


ERIC abstracts, relating to needs assessment contained in RIE through July 1973 are presented. The documents cover the philosophy of needs assessment, instruments and procedures used, and specific programs of needs assessment.


Air structures can be erected quickly, cover large areas, cost substantially less than conventional buildings, and use less natural resources. Air structures are economically utilized for many facilities, such as athletic fields, swimming pools, high schools, day care centers, and college campuses. The literature covered in this review deals with technical information, costs, specific uses, advantages and disadvantages of air structures, and a look at some of the future uses.

Mellor, Warren. MANAGEMENT INFORMATION SYSTEMS. EDUCATIONAL MANAGEMENT REVIEW SERIES 20
The review examines the nature of new computer-based management information systems (MIS) and their contribution to educational decision-making. It stresses the need for careful definition of problems and for planning before engaging in MIS development, while raising the question of the role of management information systems in the total system.

ED 085 819


This review surveys some of the many specific tasks that can be carried out by computers to assist school administrators in fulfilling their professional responsibilities. It examines the concept of regionalism in developing computer facilities and suggests that such centers are ultimately more a boon than a threat to local personnel. It is control of the electronic data processing units within organizations, rather than merely the centralization of facilities, that presents the real issue to be faced.

ED 085 820


Futurism is a process of speculation on alternative possibilities for the future, and leads to a clearer conception of future needs and resources. Applied to education, futurism can aid in long-range planning on a local, district, state, or national level. ERIC documents contained in RIE through July, 1973 on the subject of futurism in educational planning are presented here.

ED 087 083


Intended to benefit the many individual school districts which are now conducting their own surveys, this publication reviews the volume of literature on polling and survey research methods and outlines the main steps to be taken in conducting a survey. Also covered are advantages and disadvantages of school surveys, questionnaire construction, data analysis, and the choice of methodology.

ED 088 139


The report represents the combined efforts of NASSP and the ERIC Clearinghouse on Educational Management to ascertain trends in secondary administrator contracts. The author has included several contracts as samples of current trends; and defines terms, analyzes 69 contracts individually, draws conclusions from the analyses, and suggests some guidelines for contract development.
ED 089 390


This paper reviews the issue of the year round school—a variety of calendar changes aimed at increasing the educational and economic efficiency of the school system. Pros and cons of the year-round controversy are reviewed, and potential learner benefits and money savings are focused on. The author then investigates the economic and social impact of year-round scheduling on the community as a whole, outlines a method to plan and initiate a year-round plan, and describes several plans currently in operation.

ED 089 391


This annotated bibliography provides up-to-date materials for use in the NAESP/NASSP Right to Read: Administrator Leadership Clinics. These clinics are designed to improve the schools of elementary school and secondary school principals as instructional leaders.

ED 089 392


This edition lists 152 organizations and 535 individuals related to educational management. Educational management, as used to define the scope of this Directory, includes all aspects of the leadership, administration, and structure of public and private educational organizations and the provision of facilities for their operation.

ED 091 798


Among the advantages of year-round operation of schools over conventional 9-month operations, the documents in this annotated bibliography cite savings in cost and space, increased flexibility of scheduling, and higher teacher salaries. Various year-round plans are discussed and recommendations offered for implementation. The listing is complete for all issues of RIE through July 1973.

ED 091 799


This annotated bibliography includes documents on various kinds of objectives, setting objectives, and managing by objectives. Emphasis is on the management system known as management by objectives (MBO).

Documents in this bibliography provide specific instruments and procedures for evaluation of educational programs. Several bibliographies and documents on theoretical concerns of program evaluation are also included, but the orientation is toward the practical, not the theoretical.

ED 091 801


Along with increasing numbers of middle schools, the past decade has seen the emergence of a middle school philosophy which takes into account a wide range of physical, intellectual, and emotional differences among pupils who are between childhood and adolescence. The major portion of this presentation covers middle school historical roots and present trends, philosophy, ideal program characteristics, and staff. Various transitional and exploratory functions of the middle school institution are also examined.

ED 091 802


This monograph provides a broad overview of state statutes and state and federal court decisions that affect the use and disposition of school property. For the sake of convenience as well as for improved analysis, the paper divides the statutes into three broad categories of community use of school property, general purpose use, and use at board discretion.

ED 091 803


This monograph reviews, synthesizes, and evaluates selected literature in the field, and integrates theoretical analysis and empirical evidence. Three themes recur throughout the monograph--that there is a dynamic relationship between educational politics and societal change, that political culture is a powerful determinant of the style and structure of educational politics, and that professional and employee interests are dominant in the governance of education.

ED 091 838


More than half the states have passed accountability legislation. In many instances, this legislation has had a direct effect on the principal's role in the building and in the school district. This bibliography has been compiled to help...
principals and other leaders in secondary education find resources to clarify accountability concepts. The compilation presents materials in the four accountability areas of finance, pupil testing, personnel evaluation, and general considerations.

ED 093 031

This analysis outlines the generally inconclusive nature of class size research. In the area of achievement as it relates to class size, the research is especially inconclusive. This paper also summarizes the effects of class size on the educational process and on student and teacher attitudes, as well as the economic effects of reducing class size.

ED 094 447

The community school narrows the gap between "in school" experience and "real world" experience. This analysis of the research outlines the history and implementation of the community school concept and its relationship to that of community education. Ways to insure full-community utilization of the school through curriculum and facility design are investigated. The administration and staffing of the community school are outlined. Potential local, state, and federal funding sources are listed.

ED 094 448

As the public, and in many cases the legislature, press schools to become accountable for their product, a formal administrator evaluation process becomes an indispensable part of school operations. This paper reviews literature on evaluation philosophies, problems, procedures, and instruments, in theory and in practice, to help a school district make decisions regarding evaluation.

ED 094 451

The ERIC documents cited in this bibliography cover materials which range from overviews of current administrator evaluation philosophy and practice through manuals and guides for the evaluation of the performance of principals and superintendents.

ED 095 608
This report gives a brief history of differentiated staffing (DS) and outlines the major differences between horizontal and vertical differentiation, obstacles to DS implementation, and costs. The report contends that the shared decision-making characteristic of DS programs could strengthen, rather than weaken, the principal's role in a school.

ED 095 609
This publication lists 22 annotated items from the ERIC system. The literature reviewed covers such topics as development of a community education program, the role of the community school director, year-round community schools, financing community education, the community education curriculum, and community education research.

ED 096 730
This annotated bibliography lists 15 sources related to grievance procedures in public schools. These documents, contained in the ERIC system, discuss aspects of written grievance procedures such as the status, definitions, role responsibilities, administration, collective bargaining, and grievance procedure development.

ED 097 752
The main focus here is on the specific ways in which paraprofessionals are currently being used in the schools. The authors discuss the two major kinds of paraprofessionals—service-oriented and instructional—and analyze the various methods that have been proposed for selecting, training, and certifying them. Legal aspects of paraprofessional programs are also covered.

ED 098 651
Included are definitions of futurism, discussions of the background and applications of futurism, and examinations of some of the futurist writings. All 21 documents are in the ERIC system.

ED 099 951
In addition to being a means of keeping principals up-to-date and bailing them out of emergencies, inservice training can become a more radical force for changing the structure of the principalship. This paper presents the current range of
opinion concerning the goals of inservice training, the skills necessary for effective leadership, the structure of training programs (including teaching methods and materials), and methods of designing, implementing, and coordinating inservice training programs.

ED 099 952


A good playground stimulates a child by offering a variety of interesting, challenging, and rewarding activities. Children learn from play and what they learn can be controlled by careful design of playgrounds. A number of topics are covered and examples of innovative playgrounds and playgrounds for the handicapped are cited.

ED 099 953


This annotated bibliography presents 24 articles and documents from the ERIC system. The sources cited discuss leadership in relation to personal qualities, behavior theories, organizational influence, and changing administrator roles.

ED 099 954


This bibliography presents 17 citations of documents and journal articles, contained in the ERIC system, dealing with various aspects of advisory committees.

ED 101 414


Conflict theory is given primary attention in this paper in order to provide school administrators with a conceptual framework within which to analyze the conflict-laden events and situations that arise in daily administration. It is essential that administrators be apprised of the complex nature of conflict and of its underlying dynamics, so that they come to see opponents not as enemies but as fellow human beings subject to the same forces that they themselves are subject to.

ED 101 415


The 21 sources, all taken from the ERIC system, represent a wide range of thought on the pros, cons, and methods of involving various groups of people in the school's decision-making process. The documents are concerned with the desire of teachers and students to be included in decision-making and with administrator response to this.
Literature on the role of women and minorities in school administration indicates that they both suffer from role stereotypes, although the stereotypes are somewhat different. The role of blacks in administration has been severely limited by practices that exclude them from positions that involve supervision of white teachers or students. Women have been constrained by the belief that executive responsibilities conflict with the supposed primary goal and responsibility of all women, bearing and raising children. Public schools must make an institutional commitment to implement new hiring practices. Discrimination against women and minorities in school administration will cease only when sex and race are irrelevant in hiring and promotion.

This is an expansion and revision of a monograph published by the same author in 1970. The number of appellate court decisions involving student conduct has grown rapidly in recent years as a result of increased reliance on the courts as the means to resolve conflicts between students and school authorities. The author describes the general legal framework that applies to student discipline and examines court decisions relevant to various specific areas of student conduct.

This annotated bibliography cites 20 sources, including presentations of theory, analyses of need, and outlines of specific programs. Sensitivity training, individualized training, field training, networking, and human relations are among the concepts presented. The need for the rejuvenation of administrator training emerges as a connecting theme.

Empirical research and personal judgments conclude that RESAs can provide local districts with supplemental and support services and can facilitate the development of required programs and services. They contribute to the equalization of educational opportunities; interface between urban, suburban, and rural interests; the application of cost benefit/cost effective principles; development of statewide research and evaluation; and more. An illustrative inventory of existing RESA programs is appended.
ED 105 545

Many critics are saying that principals are inadequately trained to handle their highly demanding positions. This paper investigates the material published in the last few years relating to the training and certification of principals to discover what is now being done to change this process to make it more effective.

ED 105 546

The author views the tension between those who favor the expansion of civil rights for students and those who advocate a return to discipline based on the in loco parentis doctrine as indicative of a wider conflict between the Puritan concept of authoritarianism and Jeffersonian democracy. This report surveys major areas of legal controversy such as suspension, expulsion, corporal punishment, and other topics. The author concludes that the area of student constitutional rights is not one that lends itself to easy solutions and the controversy will continue to plague schools as long as the conflict in the society at large remains unresolved.

ED 105 547

This annotated bibliography includes some of the most recent material on the legal aspects of student rights, especially the constitutional issues that remain unresolved. Many of the articles summarized deal with the relationship between the schools and the courts.

ED 108 273

The 11 documents and articles in this annotated bibliography provide administrators with sources from which to obtain a basic understanding of the current status of conflict resolution theory and practice as it applies to education. Not all the entries are taken directly from the education literature; the references include information from psychology, sociology, political science, and management, science.

ERIC CLEARINGHOUSE ON HANDICAPPED AND GIFTED CHILDREN (EC)

ED 078 613
COUNCIL FOR EXCEPTIONAL CHILDREN SELECTED CONVENTION AND SPECIAL CONFERENCE PAPERS INDEX. June 1973. 65pp.
Here presented is a cumulative index of authors and titles of papers given at various annual and topical conventions of the Council for Exceptional Children. The conventions are listed in chronological order beginning with the 40th annual convention held in 1962 and ending with the convention of 1972. Special convention papers are listed chronologically after the annual convention of that year.

ED 078 614


This selected bibliography on gifted and talented contains approximately 100 abstracts with indexing information.

ED 078 630


The four conference papers presented in this document focus on aspects of administration in special education for handicapped children. The topics include: human divergences from formal bureaucratic to actual structures; parents as potential changers of children's behaviors; two procedures, process and product evaluation, used in evaluating exceptional children's developmental education programs, and future trends in special education.

ED 078 631


This report contains five conference papers which consider a bilingual kindergarten program, language assessment and development, a nursery school program for retarded children, instructional materials for handicapped children, and a comparison study on social status for bilingual exceptional children.

ED 078 632


Nine conference papers focus on education of educable mentally handicapped (EMH) children. A number of topics and current programs are covered, including: a prototype evaluation of procedures for teaching reading comprehension, Lincoln School's behavioral management system for EMH students, studies of contextual analysis and concept learning of normal and retarded children, the Charles Carroll Occupation Program for EMH boys, and a prototype evaluation of procedures for teaching word meaning skills to EMH and normal pupils.

ED 078 633

Three conference papers are contained in this document and cover the following topics: one presentation describes a behavioral objectives curriculum (Meridian Program) for TMR students which includes a checklist of behavioral goals and an educational prescriptive retrieval system; the Benhaven center, which serves neurologically impaired, moderately and profoundly retarded, and multihandicapped children, trains professional and paraprofessional staff and provides services like institutes and workshops; surveys of parents of retarded children indicate that parents agree on practices and trends in educationally oriented teacher-parent encounters, that a child's program enrollment and age group are strong factors of parental opinion.

ED 078 634

The four conference papers center on educational strategies for use with emotionally disturbed, epileptic, the multiply handicapped retarded, hospitalized, and learning disabled children and adolescents. Special foci include special education at the National Children's Rehabilitation Center, techniques of behavior modification used with multiply handicapped retarded children, the roles of the teacher in an ungraded open classroom at a children's hospital, and a program of activated milieu therapy for learning disabled or emotionally disturbed adolescents.

ED 078 635

This group of papers is primarily concerned with the need for educators to consider ways to achieve their ends within the realities of the political system. The federal government serves as a catalyst to ideas through research and demonstration programs and support of leadership training. Educational support services are an unrecognized part of the educational delivery system. Political roles need to be nurtured in organizations such as the National Education Association.

ED 078 636

Nine conference reports focus on the prediction and remediation of learning and language disorders in children.

ED 078 637

The five conference papers on the physically handicapped consider the following topics: architectural barriers, attitudes, and the use of total communications methods, a new symbolic communication system, and long-term care of cerebral palsied or multiply handicapped individuals.
Two conference papers focus on career education programs for handicapped high school students. One describes a work study program for educable mentally retarded senior high school students with goals such as decreasing the incidence of school dropouts, improving basic work skills, teaching positive work attitudes, teaching money and time management skills, and improving self concepts. The second program offers guidelines for the design of programs in career development for secondary high school students. A suggested high school work study curriculum is outlined which correlates work experience with meeting academic and vocational objectives.

The annotated directory lists approximately 46 national and state resources, and organizations as of June 1973 which serve gifted and talented children and youth. The listings include region or state covered, name of person or office to contact, name of organization or office, telephone number, and in some cases a short description of function and/or services.

The selected bibliography of physical facilities for handicapped children contains approximately 100 abstracts with indexing information drawn from the computer holdings of the Council for Exceptional Children Information Center. Abstracts are chosen using the criteria of availability of document to the user, current applicability, information value, author's reputation, and classical content.

The selected bibliography on homebound and hospitalized handicapped children contains approximately 60 abstracts and the associated indexing information. The documents abstracted in this bibliography were published between 1965 and 1972.

There are approximately 100 documents abstracted in this selected bibliography on speech handicapped children. Dates of publication range from 1960 to 1972. Indexing, purchasing, and terms information are also contained in the document.
ED 085 919


Using selection criteria of availability, applicability, information, value, author reputation, and classical content, 90 documents were drawn from the computer holdings of the Clearinghouse on Exceptional Children and abstracted in this selected bibliography.

ED 085 920


This selected bibliography of research on physically handicapped children with special health problems, and children with cerebral palsy contains approximately 100 abstracts and associated indexing information.

ED 085 921


Roughly 50 abstracts are contained in this selected bibliography on programs for trainable mentally handicapped children.

ED 085 922


Some 90 abstracts relating to programs for children with learning disabilities are contained in this bibliography.

ED 085 923


Visually handicapped children are the subjects of this bibliography containing approximately 100 abstracts of documents published between 1955 and 1972.

ED 085 924


This document, part of a series of annotated bibliographies drawn from the holdings of the Council for Exceptional Children, consists of about 100 abstracts of documents concerned with research on visually handicapped children.

This document summarizes 43 completed or pending court cases dealing with the educational rights of handicapped children and adults. The 12 decisions are reported to have substantiated the right of handicapped children to equal protection under the law including being provided with an education and full rights of notice and due process in relation to their selection, placement, and retention in educational programs.

ED 085 941


Programs for speech handicapped children are the subjects of approximately 60 documents abstracted here and drawn from the computer holdings of the Council for Exceptional Children Information Center. The documents abstracted here were published between 1963 and 1972.

ED 085 942


There are approximately 95 documents abstracted here which discuss the topic of research on emotionally handicapped children.

ED 085 943


The selected bibliography on physically handicapped children, children with special health problems, and programs for children with cerebral palsy contains approximately 85 abstracts and associated indexing information.

ED 088 263


The first of the three planned LTI's was attended by teams from 17 states, one region, and one foreign country. The two-week institute provided the 79 participants with guidelines for developing a state plan, the benefit of colleagues' experience in setting up special programs, expertise to increase motivation in program development, and a source of general information about programs for the gifted. Participants' evaluations of the LTI were highly favorable.
ED 090 704

The annotated bibliography on educational programs for talented and gifted children and adolescents contains approximately 80 abstracts and associated indexing information.

ED 090 705

The annotated bibliography on physical education and leisure time activities for handicapped children and adolescents contains 95 document abstracts. References included treat aspects such as camping for emotionally disturbed children, the Special Olympics for mentally handicapped children, and art projects and activities.

ED 090 706

Aspects of the subject which are specifically treated in this bibliography are: procedures for evaluating the hearing of the retarded, educational programs for deaf blind children, and research on psychological needs of multiply handicapped children.

ED 090 707

This annotated bibliography on learning disabilities research contains 100 abstracts for documents published from 1963 to 1973.

ED 090 708

Work study curriculums for educable retarded students, special teacher preparation, and suggestions for public school counselors are just a few topics covered in this annotated bibliography on programs for mentally handicapped children and adolescents. The bibliography contains approximately 90 abstracts of documents published from 1960 through 1973.

ED 090 709
This bibliography, which contains roughly 100 abstracts of documents published between 1964 and 1973, includes treatments of specific aspects such as effects of special class placement on EMR children's concept of ability, mathematics curriculum findings, and learning potential.

ED 090 710


This annotated bibliography on programs for the aurally handicapped contains no less than 85 abstracts of documents published from 1964 through 1973. Some of the specific areas covered are language development, program design, curriculum, programmed instruction, and early identification.

ED 090 711


The annotated bibliography on research concerning the aurally handicapped contains approximately 100 abstracts of relevant recent documents. References included treat aspects such as testing, identification, speech, visual learning, and school performance.

ED 090 712


Forty-five abstracts make up this annotated bibliography on directories of services and facilities for exceptional children. These abstracts deal with aspects of the subject such as instructional materials centers, colleges, camps, private schools, tests, and equipment.

ED 090 713


This bibliography provides a general reading list on exceptional children. It contains more than 75 abstracts of important documents in this field.

ED 090 714


This bibliography contains almost a hundred documents in the area of the severely retarded, including references to documents dealing with evaluation, institutions, training techniques, behavior modification, and parents.
ED 090 715

A SELECTED GUIDE TO PUBLIC AGENCIES CONCERNED WITH EXCEPTIONAL CHILDREN. November 1973. 11pp.

This annotated bibliography on public agencies concerned with exceptional children contains about 90 annotated listings of agencies serving handicapped or gifted children.

ED 090 722


The annotated bibliography on identification and intervention of handicaps in early childhood includes some 85 documents which treat issues such as preschool curriculum, prevention of learning disabilities, screening programs, and intervention programs.

ED 090 723


The almost 100 document abstracts in this annotated bibliography on gifted and talented cover such topic areas as educational motivation, creativity, acceleration, identification, and psychological adjustment.

ED 090 742


This document describes three training programs for teachers of the handicapped in Florida, Vermont, and Maryland that have been designated exemplary by the Bureau of Education for the Handicapped, which supports 500 teacher preparation programs.

ED 101 491


The handbook on education in the arts and humanities for gifted and talented students includes a state-by-state directory of resources (especially councils and committees) and 20 articles exploring aspects of arts and humanities education, financial support, the education of gifted students, and community resources.

ED 102 805

The annotated bibliography on child abuse contains approximately 75 abstracts and associated indexing information for documents published from 1963 to 1974.

ED 102 806


This annotated bibliography consists of roughly 75 document abstracts on topics in sex education.

ED 102 808


This annotated bibliography on mainstreaming program descriptions contains approximately 110 abstracts on documents published between 1955 and 1974. References included treat aspects such as regular class placement, teacher education, program planning, teaching methods, and educational trends.

ED 104 061


The annotated bibliography on competency based teacher education and evaluation contains approximately 55 abstracts and associated indexing information for documents published from 1955 to 1974.

ED 104 062


This bibliography contains 75 document abstracts on such aspects of nondiscriminatory testing as: testing problems, test interpretation, and test validity in regard to minority group children and students with hearing, physical, visual, and language handicaps.

ED 105 699

This annotated bibliography on programming for gifted contains approximately 85 abstracts and indexing information. Particular topics covered in the documents include: enrichment, acceleration, creativity, curriculum, educational programs, special classes, teaching methods, class activities, inservice teacher education, and instructional materials.

ED 105 702


The annotated bibliography on mathematics and science for gifted children contains approximately 70 abstracts and associated indexing information for documents published from 1956 to 1974.

ED 105 703


This annotated bibliography on gifted children and the arts and humanities contains almost 200 abstracts for documents in the field published between 1957 and 1974.

ED 105 706


Over 150 documents are presented in the annotated bibliography on creativity. These documents were published between 1961 and 1973. Citations are divided into five major topical headings: general creativity, research studies, creativity and the classroom, tests and measurements, creativity and intelligence, and problem solving.

ED 109 863


The annotated bibliography on early childhood identification of the handicapped or gifted contains 100 abstracts and associated indexing information for documents published between 1967 and 1974.
ED 109 865

References contained in this annotated bibliography on handicapped, disadvantaged and underachieving gifted students discuss such topics as educational needs, teaching methods, creative thinking, talent identification, curriculum development, culture free tests, self concept and motivation.

ED 109 866

This annotated bibliography contains approximately 100 abstracts on documents related to early childhood intervention—general theory and programs for handicapped children.

ED 109 867

This annotated bibliography on tests and measurements for identification of the gifted contains 75 document abstracts for documents published from 1959 to 1973. Student evaluation, test interpretation, test reliability, test validity, creativity, predictive measurement, and culture free tests are among the specific topics discussed.

ED 109 869

This annotated bibliography consists of 65 abstracts, covering the period from 1968 to 1974, and dealing with the following specific topics in the area of early childhood intervention in infancy: parent education, prevention, cognitive development, language development, stimulation, sensory experience, home instruction, and many others.

ED 109 870
This bibliography contains some 60 document abstracts relating to early childhood intervention. The specific topics dealt with include: prevention, program effectiveness, parent role, parent education, language development, cognitive development, home visits, program descriptions, curriculum, and teaching methods.

ERIC CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS (FL)

ED 098 808


Designed to teach a specific concept or skill, each self-teaching unit consists of: a state performance or behavioral objective, activities to enable the student to achieve the objective, and a test to determine success. This booklet begins with a description of the performance objective, and several sample objectives are presented. Suggestions on how the units can be better utilized, the construction of such a self-teaching unit, and a self-instruction lesson are discussed.

ED 098 813


This selected bibliography presents a listing of available articles, surveys, textbooks, and anthologies in the field of bilingual/bicultural education. Equal emphasis is given to theory and application.

ED 100 183


This guide is designed for those interested in organizing and/or participating in short-term study abroad programs. The following main topics are treated in detail: (1) the nature of the program, (2) the budget, (3) winning administrative approval, (4) announcing the program, (5) orientation, (6) the program director, (7) the campus, the courses, and the itinerary, (8) guided tours, and (9) social events, recreation, and sports.

ED 100 189


The documents listed in this bibliography appeared in 1974 issues of RIE. The entries are divided into three categories: documents concerning language acquisition and development, documents dealing primarily with the theoretical aspects of teaching and learning instructional materials, and documents containing instructional materials and describing language teaching methods.
This bibliography was prepared for foreign language teacher trainers and curriculum specialists for use in preservice and inservice instruction. The listings have been grouped into four major categories: (1) foreign language teaching methodology, (2) documentary, (3) foreign language promotional, and (4) social interaction in the classroom. The resumes are descriptive, not evaluative.

This annotated bibliography provides information about 53 working papers series. It is the result of responses to questionnaires sent out during the past year, mostly to institutions within the United States. Each citation indicates the subject areas covered, the intended audience, frequency of issue, price, and availability.

The objective of this paper is to show how the resources of the community can be incorporated into a foreign language program. The first step to involving the community is a survey to determine exactly what assets are available. Once the surveys have been completed, the foreign language department can organize various types of activities: class trips, foreign language fairs, volunteer work, work-study programs, contests, community welcoming committees, and lecture and consulting programs.

This collection of abstracts was compiled in response to the sudden and intense demand for information and materials resulting from the arrival in the United States of thousands of Vietnamese refugees. There is more here on the teaching of Vietnamese to speakers of English than on the teaching of English. However, the Vietnamese language materials could be useful, especially in matters of cultural content, to developers of instructional materials in English.

This bibliography was prepared for foreign language teacher trainers and curriculum specialists for use in preservice and inservice instruction. The listings have been grouped into four major categories: (1) foreign language teaching methodology, (2) documentary, (3) foreign language promotional, and (4) social interaction in the classroom. The resumes are descriptive, not evaluative.

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This bibliography provides access to the latest research findings on developments in bilingual education which relate specifically to Mexican Americans and/or American Indians in the Southwest. The information contained in the 263 entries is analyzed within similar limits as to its socio-linguistic significance.

ED 104 147
Cheek, William, and others. EFFECTS OF SOCIAL SITUATION ON LANGUAGE USE: THEORY AND APPLICATION. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS NO. 10. April 1975. 34pp.

The purpose of this paper is to focus attention on the need to teach language students not only what to say, but how to say it and when. A brief theoretical discussion provides a linguistic background for the presentation of data collected in three foreign countries and the United States. Analysis of the data shows that language students are frequently forced to cope with social situations for which they are not fully prepared.

ED 104 154

The entries in this bibliography are divided into four major sections. The first includes pros and cons on the cloze procedure and a few research studies. The second major section includes five sections: basic research concerning the validity and reliability of the cloze procedure as a device for assessing second language proficiency, the references to cloze in the teaching of languages, cloze as a measure of the readability of ESL/EFL materials, cloze as an elicitation procedure for inter-language data, and oral/aural cloze research. The third major section includes references on cloze tests applied in languages other than English. The last major section includes a subsection on general reviews of cloze research, followed by a section on reviews of cloze research applied to second language proficiency measurement.

ED 104 157

The present study is an updating of Nelson's ERIC Focus Report No. 11 (1969). Two major areas are examined: (1) the concepts behind the use of radio in language teaching and how this application of radio reflects changes in the theory and practice of foreign language learning in general; and (2) the technical aspects of application, regarding both equipment and information on reception.

ED 104 161

This paper begins with a discussion of the meaning and importance of error analysis in language teaching and learning. The practical implications of what error analysis is for the classroom teacher are discussed, along with several
possible systems for classifying learner errors. The need for the language teacher to establish certain priorities in error correction, since some errors are more detrimental to effective communication than others, is stressed.

ED 104 162


This document contains documents entered into the ERIC system in 1973-74. The format of the 377 entries is that used in the ERIC system, less descriptors and resumes.

ED 104 166


In the first part of this paper several theories on the subject of communicative competence are examined. Part 2 is devoted to a discussion of how a teacher can test for communicative competence, and the practicality of this kind of testing, in terms of class time, equipment required and objective grading, is emphasized. Part 3 summarizes a number of experiments conducted to determine the effectiveness of communicative competence training. The paper concludes with a detailed list of communicative exercises representing various levels of difficulty.

ED 104 168


The primary source of data for this survey was a questionnaire distributed in the spring of 1973 to 61 universities and colleges in the U.S. and Canada. Other sources were publications, conferences, and correspondence with individuals working with these languages. An overview of the study of North American Indian languages is presented first, outlining the contributions of several generations of linguists and leading up to a discussion of the present situation. Some current trends are identified.

ED 104 169


This paper discusses the need for and importance of field-based experience in the training of prospective second language teachers prior to student teaching. Sixteen characteristics of an effective program for training second-language teachers are described, and the need for more research in the area of second language field-based experiences is emphasized.

ED 104 176

Quinn, Terence, and James Wheeler. LISTENING COMPREHENSION IN THE FOREIGN LANGUAGE
This paper suggests that language teachers reconsider their approach to listening comprehension, as recent studies seem to indicate that listening is not a passive but a highly active skill. The importance of listening comprehension as an independent skill is stressed in the first section, and principles of speech processing from which the suggested approach is derived are outlined in the second section. A final section presents practical examples in French of suggested techniques.

ED 104 177
Andersen, Elaine S., comp. A SELECTED BIBLIOGRAPHY ON LANGUAGE INPUT TO YOUNG CHILDREN. CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS. May 1975. 22pp.

Thirty-one papers and reports dealing with recent work on language input to children are listed in this annotated bibliography. The annotations, which are descriptive rather than evaluative, summarize the design of each study, the nature of the data, and some of the results and conclusions.

ED 105 753

This is a list of 42 textbooks, audiovisual aids, puzzles and games, readers, multimedia materials, and workbooks designed for use in teaching English as a second language at the elementary level.

ED 105 754

This document lists 45 textbooks, vocabulary books, puzzles and games, readers and conversation texts designed for use in teaching English as a second language at the secondary level.

ED 105 772

This document is divided into five sections. Section 1 deals with the notion of approximative or intermediate systems and interlanguage, and with more classical studies on contrastive analysis. Section 2 focuses on the concept and definition of learner errors and includes items dealing with their elicitation and classification. Section 3 lists some of the most important items in the fields of first language acquisition and the use of the first language by children and groups speaking non-standard dialects. Studies on language contact are the focus in Section 4. Section 5 contains references to works dealing with second language learning with particular reference to learner systems.
This annotated bibliography consists of materials in the ERIC system that deal with teaching English as a second language to persons who are illiterate, or functionally illiterate, in their native language. Although these materials were chosen for their focus on illiterate or functionally illiterate nonspeakers of English, many of the items are also applicable to other aspects of TESL and adult basic education.


This is an update of the report published by the Center for Applied Linguistics in 1971. Following an overview of court decisions and legislation affecting bilingual education, there are excerpts from court decisions, constitutions, and statutes affecting bilingual education. State statutory provisions and other "American-flag" jurisdiction legislation are listed. A tabular summary of legislative activity in the 50 states is included.


This is a study of the processes involved in second language learning in which the principal subject was an Iranian child who learned English in the United States without formal instruction. The study probes a number of specific questions related to language learning. The main conclusion is that any theory of language acquisition must consider the many variables that interact in communication.


The following areas are covered in this bibliography: vocabulary, stress and intonation, phonetics, composition, reading, pattern drills, conversation, literature, and technical English. The list includes materials for all levels—beginner, advanced beginner, intermediate, and advanced.


This annotated bibliography of recent studies on language variation presents 45
abstracts which appeared in RIE between September 1973 and December 1974. They include entries from several ERIC Clearinghouses.

ERIC CLEARINGHOUSE ON HIGHER EDUCATION (HE)

ED 080 098
This monograph examines what faculty, administrators, public officials, and others say about the relationship between local governments and institutions of higher learning. Topics covered in this paper are: The impact of the college or university upon the local community; the development of the university's academic and practical involvement in urban affairs; the strengths and weaknesses of colleges, universities, and the local governments as they seek to accommodate each other; and conclusions about past and present efforts of colleges, universities, and local governments as they interact with each other in urban environments.

ED 080 099
Emphasis is placed on governance and administration, teaching and educational programs, financial problems and support, faculties, students, the black university and the future of black colleges. A bibliography is included.

ED 080 100
This paper examines the rapidly developing trends of cooperative education and nontraditional study. The author sees these trends as an attempt to end the self-imposed isolation of higher education. These trends are seen as a response to pressures to integrate education into the life needs of learners as well as to allow greater educational opportunity for a larger number of potential students.

ED 080 101
This paper suggests some related issues in the milieu of higher education, then explores several of the abstract arguments for a new meaning. Aspects of the Educational Amendments of 1972 are described. Of greater importance is the range of new enterprises and competitors that postsecondary education embraces. The scope of educational activity for adults outside colleges and universities is described through references to the extent of adult educational interest, and role and extent of proprietary, military, government, business, and labor education.
ED 082 623


This report reviews past and present literature relating to comparative higher education. Much of the literature relates to single nations, since cross-national studies have not been performed on a wide scale. The author emphasizes the need for such studies to be made now that sufficient data is generally available. Higher education reform is considered at length. The author examines potential directions for future research. The paper includes an extensive bibliography as well as a list of related journal articles.

ED 082 697


This literature review examines conditions facing the minority student in undergraduate education. Following an overview of enrollment trends, emphasis is placed on barriers to higher education, efforts to lower the barriers, preparatory programs, ethnic studies, and recent developments.

ED 082 698


Major studies of goals for higher education are reviewed, beginning with "Higher Education for American Democracy," the report of the Commission on Higher Education. Documents produced by major associations, foundations, and government commissions and committees are included as well as relevant documents from the Carnegie Commission and selected state planning documents. A brief concluding section identifies universal access and increased emphasis on the role of the learner as two pervasive themes related to goal formulation over the past 25 years.

ED 082 699


Some of the entries are about the small college while others are not directed solely at the small college but hold applicability in areas where publications devoted to the small institution are scant. A wide range of topics are dealt with.

ED 083 933


This paper reviews the literature that documents both the central events and commentary on the important developments in student discipline. Following a brief historical overview and an analysis of the implications of the precedent-setting Dixon case (1961), the author devotes extensive discussion to the issues of substantive and procedural due process.
This paper focuses on the nature of contract learning at institutions set up partially or solely on that basis considering (1) contract learning that takes place as the complete educational experience, and (2) contract learning that takes place as one component of a traditional college or university program. Emphasis is placed on the general nature of learning contracts, the framework for learning contracts, nontraditional student profiles, contract learning as a program component, and program evaluation.


This report considers two Supreme Court decisions (Roth and Sindermann) concerning nonrenewal of contracts of nontenured teachers. At issue are the interpretations of the First and Fourteenth Amendments as they apply to violation of free speech and deprivation of alleged interests of "property" and "liberty." Reactions of the education and legal communities to the two decisions are examined as well as subsequent cases involving contract renewal.


This monograph is primarily for faculty members and administrators in colleges and universities, as well as intern directors in noneducational institutions to assist them in formulating judgments about the design and implementation of internship programs. The paper focuses on the objectives of the programs, role allocation, and issues and problems associated with this form of experimental education.

Shulman, Carol Herrnstadt. RESIDENT TUITION AND STUDENT MIGRATION: SOME RECENT PROBLEMS. RESEARCH CURRENTS, FEBRUARY 1974. 4pp.

The relationship between nonresident tuition and decreasing student mobility may be altered in light of the 1973 Supreme Court decision that declared unconstitutional Connecticut's maintenance of a permanent nonresident classification for tuition purposes. This report looks at the impact of this decision on student-residency requirements and tuition charges at public institutions. The developments in interstate and regional cooperative arrangements to eliminate tuition differentials and maximize educational resources are discussed.

This report reviews recent literature on enrollment trends in higher education and also presents the results of a recently completed extensive survey of student characteristics. In general, there is a declining rate of enrollment, while at the same time diversity among students is on the increase.

ED 089 576

This country's ten thousand proprietary, or profit-making, vocational schools are big business. Despite their unavoidable presence, they were not discovered by educational policymakers until a few years ago. This report will identify some major findings about residential proprietary students (excluding correspondence schools) against which findings from a fresh study underway at the University of California are juxtaposed.

ED 089 602
Shulman, Carol Herrnstadt. COLLECTIVE BARGAINING ON CAMPUS: RECENT EXPERIENCES. ERIC HIGHER EDUCATION RESEARCH CURRENTS. May 1974. 4pp.

Faculty collective bargaining, once a radical departure in faculty-administration relations, is becoming a familiar and permanent feature on many campuses. Although faculty unionism has not yet reached the majority of 4-year colleges, it is of wide interest in higher education because of its wide potential for growth. This review discusses the effect of collective bargaining on faculty authority, contract administration, and the long-range implications inherent in collective bargaining.

ED 090 887

While estimates of the numbers of commuting students swell, real growth seems to be occurring primarily in the number of students who live off campus, not those living with parents. Expected cost saving is the prime reason that most commuters give for commuting; yet, the true difference in costs between commuters and residents is not large. The experience of college differs for commuters from that of the resident student. The pressures of time for commuting and working (typically) encourage less measured change in nonintellectual attributes.

ED 090 888

The issues of student benefits, private postgraduate benefits, and social benefits are discussed. In addition, a benefits pyramid model is proposed for ordering priorities in higher education, and in a concluding chapter the need for a more synthesized theoretical approach to outcomes of higher education is considered. An extensive bibliography is included.

This report describes proprietary schools, the profit-oriented, privately-owned, institutions that train students for job entry. Emphasis is placed on the past and future images of proprietary schools; the number and types of proprietary schools; distinctive operating features; instruction and faculty; students in and out of proprietary schools; the social value of proprietary schools and the research problem; and abuse, accreditation and regulation. A 73-item bibliography is included.


This document summarizes programs provided in the Developing Institutions Program (Title III of the 1965 Higher Education Act). The data sources were a questionnaire for 325 institutions receiving Title III funds, as well as case studies for 41 institutions and four agencies detailing their use of Title III funds conducted during 1972. A model of institutional development is presented and applied to the case-studies of Title III institutions. A general summary of Title III programs from questionnaire data is given followed by a summary for each of the three grant categories.


This paper examines the no-growth phenomenon in higher education. Borrowing Schumpeter's five categories of innovations, an analytical framework is developed and the current activities of higher education institutions and agencies vis-a-vis no growth are examined. The authors conclude that higher education is attempting to develop new products, new methods of production, new markets, new productive factors, and is reorganizing and restructuring the enterprise.


Momentum has been gathering for the development and application of a variety of approaches to the instructional process that emphasize mastery and self-pacing by the student. This review considers one such approach—the Personalized System of Instruction (PSI). This paper describes its history and its basic conceptual ingredients, as well as providing an in-depth look at a typical PSI classroom. PSI is compared to more traditional forms of instruction, and the future of PSI is speculated upon.

Trivett, David A. NEW DEVELOPMENTS IN COLLEGE TRANSFER. ERIC HIGHER EDUCATION
This article reports on developments that may increase the flexibility and improve
the efficiency of college-university transfer. Following a discussion of the
numbers, types, and problems of transfer students, emphasis is placed on efforts
to facilitate the transfer process. These efforts are dealt with individually.

ED 095 756

Yuker, Harold E. FACULTY WORKLOADS: FACTS, MYTHS, AND COMMENTARY. ERIC/HIGHER

This monograph examines methods by which faculty workload studies can be
performed. The conclusion indicates that there is a paucity of empirical data
about faculty workloads and too much acceptance of commonplace assumptions that do
not stand up to critical examination. Faculty workload formulas will vary from
institution to institution, and the individual institution should develop its own
faculty workload questionnaires.

ED 095 814

Fife, Jonathan D. COMPUTERIZED DATA SOURCES FOR HIGHER EDUCATION. October 1974. 4pp.

This paper highlights some of the major data available and their sources. It is
hoped that by describing some of these sources, researchers and policymakers will
be encouraged to actively seek out other sources and to develop arrangements to
utilize these data for their own special needs.

ED 096 889

Anderson, G. Lester. TRENDS IN EDUCATION FOR THE PROFESSIONS. ERIC/HIGHER EDUCATION

The paper examines common concerns and practices among professional schools and
identifies contemporary and future trends for professional education. The author
believes the number of professionals in the work force will continue to grow and
the professional work force will undergo significant changes in composition. He
foressees new professions being built, and new professional service modes and
delivery systems will emerge to modify the characteristics of professional
education.

ED 096 892

Trivett, David A. MARKETING HIGHER EDUCATION TO NEW STUDENTS. ERIC/HIGHER EDUCATION

The enrollment growth in higher education is slowing down. While the decline can
be viewed as part of a long-term growth cycle, institutions still need to find
students. Institutions may find students by expanding their educational mission,
by ascertaining the instructional needs of a variety of students, and by offering
the appropriate services in a convenient manner. Some colleges and universities
are willing to consider "new market" students. Several institutions have
perceived the different needs of the new potential clientele, and examples are
provided of programs where the requirements of the new market students have been
identified and met.
Aspects of time-shortened degree programs are examined using both a critical and an analytical framework. It is shown that three-year baccalaureate programs are not a recent idea and that the use of the idea depends largely on the willingness to not view the four-year degree as something sacrosanct. The author believes that the issue of time-shortened degrees is only one part of a larger concern about the direction contemporary education should take.

In the face of worsening financial stringencies and enrollments diminishing at an accelerated rate, important public policy issues have been addressed in a number of major studies about restoring the financial health of private institutions. In addition to presenting a brief history of private higher education, focus is placed on the means by which these institutions, through changes in public policy and critical self-analysis, can be assisted to survive and flourish.

Recent opinion surveys highlight the public's view that colleges should provide more adequate career preparation, while students also see their college years as an important time for personal development. Student interests are particularly important because of their new lobbies and because of the new directions of federal funding. The higher education community has also come to recognize that public and congressional understanding and support for its goals and programs are important for their well-being. Thus, new information services have been established to provide a sound relationship with federal agencies and the Congress.

The impact of social and institutional pressures for governance reform in higher education during the late sixties resulted in many accommodations and constructive changes in institutional policies and procedures. However, with a change in the economic climate and with the advent of collective bargaining a new range of items are appearing on agenda of trustees. This document reviews recent literature on trustees and examines issues that should concern those who govern institutions of higher education.
This paper highlights various resource centers involved with the exchange of noncomputerized data concerning higher education. These centers are involved with the collection and dissemination of papers, exchange of ideas, and identification of knowledgeable people that can aid institutions in finding solutions to some of their problems. In each case the organization, a description of their functions and goals, and a contact person and/or address are indicated.

The quality of postsecondary educational institutions should be enhanced by more effective procedures for evaluating and reporting to the public on the achievement of the stated goals and objectives of each institution. This paper considers the use of an educational audit as a means of meeting this need, with an educational audit defined as an evaluation of education institutions, including an assessment of programs, goals, and financial accountability. The authors believe it is necessary for colleges and universities to be as rigorous as possible in their institutional auditing so that the integrity of the educational enterprise will not be thrown into question and become subject to outside sanctions or controls.

The focus of this paper is the granting of credit for prior off-campus learning, a form of credit awarded for experiential learning that is in contrast to such sponsored programs as cooperative learning and field experience. Some programs are already in use—the College Level Examination Program (CLEP), special degree programs, and the like. The emphasis of this program is on learner-centered methods of evaluation that permit institutions to become responsive to the growing market of new students who seek credentials from higher education institutions.

With increased cooperation and coordination, it now is appropriate to review major changes that have led to an unprecedented level of interdependency among institutions. The paper describes states and institutions throughout the country that are leading the way in cooperative planning. The cooperative movement is also becoming increasingly international and new emphasis is being developed in the areas of continuing education, military programs, and colleges of art. Title II has made a positive contribution to consortia but it does not encourage continuing voluntary cooperative relationships. Despite this fact and the little research done on consortia, the growth of voluntary cooperation has been phenomenal.
ERIC CLEARINGHOUSE ON INFORMATION RESOURCES (IR)

(Some of the earlier publications in this section are products of the two former Clearinghouses which merged into the ERIC Clearinghouse on Information Resources—the Clearinghouse on Library and Information Sciences, and the Clearinghouse on Educational Media and Technology.)

ED 082 495


In an attempt to put together a basic reference shelf on the use of instructional materials in the classroom, this bibliography contains 69 selected ERIC abstracts of the most relevant and up-to-date indexes, resource guides, directories, "how-to's", and state-of-the-art reviews dealing with the use of audiovisual materials in education. The abstracts were selected so as to be particularly useful for education courses on instructional media and for teachers either in the classroom or in training.

ED 082 534


Abstracts of 37 recent documents contained in ERIC are compiled in this report. These documents are the most significant ones dealing with the effective use of media in innovative schools and were of special interest to district level administrators, curriculum supervisors, and media specialists. Reports solely on computer-assisted instruction are not included here, but in another publication devoted to CAI (ED 076 025).

ED 082 535


The abstracts presented herein represent the most significant of several hundred from the ERIC collection. The compilation seeks to provide educational planners with an overview of the trends which will most influence future educational practice and to convey a sense of the growing significance of instructional television and related technologies.

ED 082 778


While libraries may not be facing immediate extinction, the available evidence suggests their long-term survival prospects are not particularly encouraging. Libraries have not responded adequately to rapidly changing social, economic, and political factors. The locus of change lies in library education. However, before library schools can even begin to educate librarians as information counselors and specialists, faculty and administrators must recognize the need to make changes in almost every phase of their operations—establish new goals.
assess their current status, and devise new means to reach these goals. Library educators must develop flexible organizational structures capable of adapting to new conditions, and they themselves must remain flexible and willing to modify their own behavior.

ED 082 794

The emphasis is upon overall goals and objectives—not low-level, organizational nor state or other area-type goals. Background factors and trends, types and definitions, benefits and importance, broad surveys, guidelines and problems of formulation, further, research recommendations, and a bibliography of 141 references, make up the review.

ED 083 837

Information about 66 indexes and guides to non-print instructional media is provided. These sourcebooks were all published since 1970 and were selected as meeting the criteria of comprehensiveness, reliability, usefulness, and timeliness.

ED 083 986

The purpose here is to bring together an overview of the essentials for a systematic program of staff development and continuing education of library personnel. These practical guidelines and criteria may have value for those who are interested in developing competent library personnel—themselves or others.

ED 083 987
Gallivan, Marion VanOrsdale. RESEARCH ON CHILDREN’S SERVICES IN LIBRARIES. AN ANNOTATED BIBLIOGRAPHY. December 1973. 30pp.

This document contains research studies published between 1960 and 1972. The first section discusses significant findings of the studies cited, with an evaluation of the implications for the library profession.

ED 083 988

The scope of this bibliography has been limited to literature dealing with the design, testing and evaluation of information storage and retrieval systems. A number of papers describing implementation of specific systems were included; however, the bibliography generally emphasizes techniques applicable to a wide variety of systems.
ED 084 853

Recent developments in the design, application, and evaluation of instructional materials and media for the handicapped are reviewed. The first section of the paper stresses the need for personalized education which meets individual needs through the matching of instructional programs to sets of learner variables and through delivery by a medium appropriate to specific learners. Significant curricular adaptations and classroom applications are summarized and current progress is evaluated. Advances in media utilization in teacher training programs are described and seven major delivery systems are outlined. Major conclusions are stated at the end.

ED 086 159

It seems as if officials in schools and government have negative attitudes about the usefulness of IT, resulting from the negative findings of recent studies about technology’s effectiveness and from the fact that government and foundation support for IT is disappearing. To combat this, instructional technologists must develop a clear sense of purpose, undertake intensive research in their field, and communicate their successes to those in powerful policy-making positions. Indeed, some positive gains can be noted, such as with consumer information networks, and special applications of IT for things like intensive instruction for disadvantaged students and for career education.

ED 086 228

Since indexing systems concentrate upon the information content of materials and not upon their form, instructional media centers (IMC) can use one system for all media. Selecting content descriptors from a thesaurus of accepted descriptors is the most satisfactory method for dealing with multiple forms of media. It is recommended that the main file index of the IMC contain all entries for all materials and that in-depth indexing be provided through use of several descriptors for each item. Lastly, catalog card files should be employed whenever possible.

ED 093 350

All 59 documents published by the ERIC Clearinghouse Educational Media and Technology are abstracted in this document.

The resources included in this updated Guide are geared for the Educational Information Consultant (EIC). Selections are not intended to duplicate titles typically found in the educational reference section of a good public or college library, but were chosen to meet the needs of an active EIC—to lead to standard sources of information for preliminary searches and to help the EIC keep abreast of major current activities, products, sources, and innovations.


A review was made of current practices, problems, and related efforts to improve public education. It showed that teachers have been asked to perform an impossible instructional task, and to improve public education a systematic study of the important relevant variables must be initiated. These findings need to be implemented in systematic instructional programs which draw on advanced knowledge of curriculum, instructional methodology, learner variables, and instructional delivery systems. Programmatic research efforts will be required to identify the appropriate variables and relationships and incorporate them into a single adaptive interactive instructional system which can have widespread application.


The effects of variation in instructional media design for all learners, and for low and high ability learners considered separately, are investigated in this paper, and the results are collected into a set of prescriptions for instructional media design. The literature of the aptitude-treatment interaction field is reviewed, and 10 statements on learning are made which are considered generally supported by the research. Those instructional procedures that benefit low ability learners are characterized as largely serving a “compensatory” function, that is, they provide the mediators, organization, and modality that the students cannot provide for themselves. The instructional procedures that benefit high ability students serve a “preferential” function by calling on and utilizing their higher aptitudes.


Reconstructing media research so that generalizable knowledge can be produced requires an increased emphasis on attributes of media which interact with individual differences to effect learning. Previous efforts to systematize selection of media for instruction using taxonomies have not been derived from previous research and do not draw on previous such efforts. An alternative approach to the structuring and testing of media attribute taxonomies might list attributes to be validated by forming a three dimensional matrix of subjects, behaviors, and attributes.
This paper attempts to identify the theoretical premises of the Cronbach/Snow argument and to propose alternatives which are less limiting. A new theoretical methodology, based on these alternative premises, is described. It is suggested that the study of ATI's may be unnecessary for the optimal adaptation of instruction to individual differences.

The Trait-Treatment Interaction (TTI) Process approach is particularly adapted to the study of information-processing by receivers of information presented in the media. Differences in people's experiences do lead to different cognitive structures. Systematic investigations on the media based on TTI Process-oriented theories appear now to hold the promise of making a major impact on our understanding of the communication process as well as on our understanding of human behavior. In terms of the theories, technology, and research methods that the task requires there has never been a more opportune time.

The literature on medical education does not contain many studies directly concerning ATI, or more broadly, TTI, in spite of the great many studies on the characteristics of medical students. Nevertheless, a project at Michigan State University was begun in which an entry profile of all entering medical students was compiled in the hope of maximizing the potential of both the students and the program. In the third year of the project the effort was expanded to study the interactions affecting two treatments judged important in their own right. While statistical significance was achieved, practical significance was not great enough. It is concluded that research in this area may not be of practical value for decision-making in higher education.

In the late 50's and 60's there was a huge increase in the number of instructional materials, both print and non-print, available to the schools. Many expensive product development and learner verification techniques developed by non-commercial curriculum development teams were ignored by commercial producers, and publishers threw many products on the market with no thought of instructional effectiveness. California and Florida have led the way in requiring that new instructional materials be "learner verified." Perhaps this might lead to a new style of product development that utilizes common-sense empiricism, small-scale field trials, and accumulated experience.
ED 098 970

AN ALERTING SERVICE BIBLIOGRAPHY ON LIBRARIES AND MEDIA. December 1974. 23pp.

An annotated bibliography lists approximately 100 books in the fields of instructional media, libraries, and information science.

ED 098 971


Researchers have failed to point out the difference between research on media and research with media, and research has tended to become highly specific, thus losing representativeness. A conflict between better control over specific variables and representativeness could be solved by some new research methods. Several suggested methods are discussed. The major theme of these techniques is to move research out of its traditional either internal-or-external validity conflict toward better and more fruitful research.

ED 094 972


In view of the apparent complexity and dynamism of the learner, only a systems approach to learning processes can provide a viable and practical frame of reference within which to conduct educational research. This approach, drawing frequently upon Piagetian theory, seems to provide a more realistic picture of the autonomous learner and his changing cognitive structures. Von Bertalanffy's equations for the growth of the living organism can form a basis for an open system model of learning. The Model generates learning curves which suggest that, a steady state is not always the outcome of learning. Some implications of the model for educational research are briefly examined.

ED 104 372

AN ALERTING SERVICE BIBLIOGRAPHY ON LIBRARIES AND MEDIA. NUMBER TWO. April 1975. 8pp.

Books sent to the ERIC Clearinghouse at Stanford which are not applicable for inclusion in RIE, but are of general interest to those in the media/technology and library/information science field, are listed and described. All entries deal with libraries and media, but do not necessarily stress educational aspects.

ED 104 373


Thirty-six abstracts of media research presented at the 1975 convention of AECT are compiled in the order in which the papers were presented. Most abstracts are organized according to purpose, rationale, procedure, results, and conclusions.
ED 104 375
An update of the 1973 edition, which lists guides and indexes to nonprint instructional media, has been compiled. The 1975 edition is cumulative, with 17 new indexes and guides included, and out-of-date indexes and guides excluded. The specific subject areas covered are: ecology, ethnic studies, guidance, health and drug abuse, the sciences and technology, teacher training, vocational education, languages, social science, health and recreation, and women.

ED 105 905
THE BEST OF ERIC ON LIBRARY SERVICES TO MIGRANT AND FARM WORKER COMMUNITIES. July 1, 1975. 21pp.
Twenty-nine items represent the best of the materials in the national ERIC system dealing with library services to migrant and farm worker communities. Publications from March 1969 to March 1975 are included.

ED 107 288
A SHORT BIBLIOGRAPHY ON LIBRARY/MEDIA LEADERSHIP. April 1975. 50pp.
Prepared for distribution at the 1975 Annual Convention of the Association for Educational Communications and Technology (AECT), this bibliography was assembled from CIJE and RJE computer files. Entries related to library and media leadership are provided together with information on how to read the computer-generated citations.

ED 108 685
Dissertations were selected for inclusion in this annotated bibliography if they used some form of educational media as the subject or as the methodology of their research. Selections were made from "American Doctoral Dissertations" and from "Dissertation Abstracts."

ERIC CLEARINGHOUSE ON JUNIOR COLLEGES (JC)

ED 081 411
This review offers an overview of community and junior college teacher preparation, emphasizing special and different types of programs that have been operated and proposed. The types of programs discussed are preservice teacher education programs, in-service training and programs, and programs to prepare teachers to work with disadvantaged students.

This brief reviews some of the research done to date concerning job satisfaction of junior college faculty. Part I describes four frameworks that have been applied to the analysis of job satisfaction. Part II describes the junior college as a workplace from three points of view: the traditional, the sociological, and the psychological.


Responses showed that more than two-thirds of the California faculties and more than a half of the Eastern faculties revealed that their gaining satisfaction was related in some way to their students. Only about one-third of the instructors suggested that dissatisfaction was related to their students. The results suggest that interaction with students should be the chief intrinsic motivation.


A number of problem areas are in need of attention, including: 1) financial barriers of transferring to four-year colleges; 2) modifying admissions standards to include provision for minority students; 3) other factors relating to controlled access to four-year colleges; 4) lack of access to college for many rural and inner-city areas; 5) need for new techniques to make students aware of available opportunities for post-secondary education; 6) increased financial assistance to disadvantaged students.


Data from a longitudinal study--3-D study--of freshmen at three California community colleges are presented. This study views freshmen on the basis of a construct called Functional Potential. This is a hypothetical construct built on psycho-dynamic principles which describe the degree to which a person can tolerate ambiguity, delay gratification, exhibit adaptive flexibility, demonstrate goal directedness, relate to self and others, and have a clear sense of personal identity. Results are discussed.


Data from a longitudinal study of community college freshmen is presented. A follow-up test was administered at the end of the second semester for students in
the initial testing group who were still in school. Data collected included
individual characteristics and demographic information and data regarding
attitudes, feelings, values, and goals.

ED 085 051
At their inception, community colleges adopted the traditional department/division structure. But there is a trend in community colleges toward combining related disciplines into a single department. To counteract the insularity of subject-matter groupings, colleges are experimenting with plans for mixing departmental units in the same building and classrooms. To counteract the trend toward instructors' self-governance, administrators are experimenting with new structures to replace the department and chairman, most commonly the division headed by an administrator.

ED 086 267
A "systems placement process" approach was used to organize the guide, from initial interest to placement in a student affairs position. Appended are a list of 71 student personnel higher education associations, with information concerning each, and a bibliography of student personnel roles.

ED 086 274
The eighteen chapters of this book are grouped into three sections: Causes of Financial Crisis, Sources of Revenue, and Correcting Financial Imbalance.

ED 086 275
The book has three major divisions. Part One traces the development of cooperative education and its associated philosophies, offers a model for a comprehensive cooperative education program, and examines program potentials and possible pitfalls. Part Two sets forth planning and organizational guidelines, and Part Three explains numerous operational subtleties that are crucial to an effective program, including the important "defined-outcomes" methodology. Part Four contains sample forms for use in a community college cooperative education program.

A new method of assessing college students that yields a full, multidimensional profile of the student's total personality is presented in the 12 chapters of this book.

ED 089 811


This paper, the second in a series, enumerates and analyzes the duties of the community college department/division chairman and makes observations on the evolving role of the chairman from a quasi-administrative officer to a ministerial functionary. The place of the department in the administrative structure is examined, and research studies in the field are reviewed. It is suggested that the quality of the performance of the chairman depends on inner resources; a successful chairman adjusts to personalities.

ED 091 034


This paper emphasizes the importance of understanding faculty and the specific issues that confront them. Information about college instructors across the nation is presented together with a comparative study of faculties in three proximate but diverse community colleges.

ED 091 035


This paper, the third of a series, focuses on the personal characteristics of the department/division chairman in two year colleges, educational background, and relationship with others. The review indicates the need for in-service preparation programs that include both formal and on the job training.

ED 092 210


This is not a highly-researched, well-validated study of the role of the academic dean. It is the impressions and ideas of one dean of seven years' experience.

ED 094 813

Replicable career counseling procedures that are appropriate for the adolescents and adults in community colleges are discussed in the monograph's five chapters. The concept of replicable counseling is defined in chapter 1. In chapter 2, procedures that provide assistance in accomplishing basic vocational development tasks are reviewed. Chapter 3 provides procedures for resolving special difficulties of junior college students, while the similarities and differences among the procedures and their general limitations are summarized in chapter 4. The last chapter reviews methods of evaluating career counseling development.

ED 094 814

In its role as a comprehensive, multifaceted institution, the community college not only provides academic education but also attempts to be a "people's college" by providing many services to a wide variety of people.

ED 094 821
FACULTY IN AN INNOVATIVE COMMUNITY COLLEGE. September 1974, 34pp.

The college studied was an innovative institution, focusing special attention on audio-tutorial instruction (multimedia systems), computer-assisted instruction, and instructional television. The results of the study focus on the need of the faculty for a sense of autonomy in their work situation and the support and protection of their peers before adopting instructional practices foreign to them.

ED 095 955

The Game, a means to engage humanity's best intelligence to solve problems of the earth, was conducted as a single year-long course in a community college. The wide range of activities explored offered an opportunity to assess college and community reaction to the World Game studies. The program was extremely valuable. It was shown that a self-selected sample of college students can learn the essentials of the basic concepts and then apply some of the methods to the study of their community and society.

ED 097 925

Various aspects of faculty workload are reviewed, with emphasis on definitions of workload and on major problems in developing workload formulas. Particular attention is also given to the erosion of parietal policies, the quality versus quantity issue, and the effect of collective bargaining on workloads.

ED 099 043
Lombardi, John. REDUCTION IN FORCE. AN ANALYSIS OF THE POLICIES AND THEIR

This report contains a wide range of analytical foci relating to reduction in force (RIF) policies in community colleges. A bibliography is appended.

ED 100 441


Section 1 presents a hypothetical case study of a community college which practices several unique authority-use variations that are in actual use in two-year colleges around the country. The cluster college scheme, a new strategy for participative management, and management by objectives are presented in section 2. Section 3 addresses itself to several broader implications of community college organization. The author proposes that the ideal system is a cluster college with participatory governance based on management by objectives.

ED 103 061


The cluster college is proposed as a possible alternative that would allow the community college to grow in size without a reduction in its overall effectiveness. "A hypothetical cluster college, Everyman Community College, is presented as a structural model. A suggested staff breakdown for both center and cluster, and a projected nine year calendar of incremental growth are provided."

ED 103 071


The book describes the external and internal pressures operating on community colleges. The external pressures are societal forces such as state-level commission and coordinating councils that mandate institutional roles; financial structures, and curriculum and instructional patterns. The internal pressures are the preexisting institutional forms and the personal predilections of the staff and students. Attention is focused on the intersection of these pressures, the points where external forces meet internal counterpressures.

ED 105 929


This report discusses problems and models of experimental colleges at two and four-year institutions, focusing on an evaluation of the Rio Hondo Experimental College (RHEC). A student survey indicated that RHEC students were less goal-directed, but were similar to regular students on other variables. Another found the RHEC faculty to be dedicated, independent thinkers who believed in alternative forms of education.
In a time of urgent need for cooperation among educational institutions, the community college may have a unique opportunity to serve as a bridge or means of communication, hence an agent in coordination. The articles here presented focus on coordination and cooperation. Articles on state-wide coordination systems in New York, Florida, and California present different ways of dealing with the crucial issues in coordination.

Related to the movement from class to mass education, this sourcebook focuses on the movement, the problems it has created, and the implications of these problems for community college educators.

This sourcebook examines student personnel services with a view to revealing both positive and negative aspects and suggesting improvements. A very wide range of topics is included.

This sourcebook discusses the wide range of instructional technology currently being used in community colleges. The book covers everything from faculty involvement in instructional development to the utilization of various instructional technologies (learning centers, modules, audiotutorials, dial-access information retrieval systems, public television, and the like).

The articles presented here reveal the current status of community college governance. Topics discussed are: three models of college governance and their interrelationships; participatory governance in Canada; preparing student, faculty, and administrative leaders to understand basic institutional and individual needs and to operate in collective bargaining in a manner that maximizes gains for both; adapting governance procedures to meet local social and cultural conditions in Southern Appalachia; methods of governing multicampus districts; and many others.

ED 107 326
This paper analyzes the recent and past demographic, economic, political, and social causes of community college enrollment trends. It also discusses the effects on enrollment of proximity and low cost, institution reclassification, part-time student enrollments, strategies of recruitment, admissions and grading policies, and other subjects. Statistical tables are included.

ED 107 327
Those who recruit nontraditional students must be aware of various cultures and life styles, must command total knowledge of college operations, academic requirements, curriculum and job markets, and must honestly present financial aid possibilities. Counselors should provide the student with a caring image, and study programs should be individualized according to academic skills and interests.

ED 108 727
This monograph reviews recent literature pertaining to two-year college humanities students. It notes the current drift of community college students away from the humanities and other transfer curricula and toward vocational and occupational training. Transfer, terminal, pragmatic, honors, adult, and minority students, senior citizens, working and married students, and part-time students are considered in separate sections.

ED 108 729
The concept of impact, as it is treated in this report, is based on the notion of "expected" changes in student behavior and attitudes, as contrasted to "actual" changes. Following a review of the literature on college impact and a discussion of its relevance to the two-year college, this document presents an empirical
model for analysis of impact in the community college, isolates and identifies key variables that account for such impact, and presents guidelines for maximizing the positive impact of community colleges.

EJ 080 085

Cohen, Arthur M. TOWARD A PROFESSIONAL FACULTY. New Directions for Community Colleges 1 (No. 1, Spr 73): 101-17.

This article discusses the current status of community college teaching and suggestions for its further professionalization, not along traditional department lines but around the discipline of instruction.

EJ 082 030

Purdy, Leslie, and Martha Boyer. FURTHER INFORMATION AND ASSISTANCE. New Directions for Community Colleges 1 (No. 1, Spr 73): 119-31.

This article from the ERIC Clearinghouse on Junior Colleges presents sources of additional facts and assistance on community college faculty.

EJ 082 048

Shoemaker, Ellwood A. COMMUNITY COLLEGES. THE CHALLENGE OF PROPRIETARY SCHOOLS. Change 5 (No. 6, Sum 73): 71-72.

EJ 083 003

Stock, Ely. FROM IVY LEAGUE TO COMMUNITY COLLEGE. Change 5 (No. 7, Sep 73): 56-57, 64.

A former associate professor at an Ivy League school describes his impressions of teaching at a community college.

EJ 089 863


This article is a round-up of trends with some additional forecasts.

EJ 089 864

Purdy, Leslie. FURTHER INFORMATION AND ASSISTANCE. New Directions for Community Colleges 1 (No. 2, Sum 73): 121-33.

This ERIC report provides additional sources of information on the financial situation in community-junior colleges.

EJ 093 355

Cohen, Arthur M. DEFINING FACULTY RESPONSIBILITY. THE INDIVIDUAL AND HIS PROFESSION.
In this article faculty responsibility in several areas was considered, primarily responsibility for the conduct of the instructional process and responsibility to oneself and one's profession.

EJ 096 693

Purdy, Leslie. FURTHER INFORMATION AND ASSISTANCE. New Directions for Community Colleges 2 (No. 1, Spr 74): 95-112.

This ERIC-produced document is a review of literature pertinent to community college instruction including new teaching techniques, technological media, and evaluation of teaching practices.

EJ 098 245

Frankel, Joanne. FURTHER INFORMATION AND ASSISTANCE. New Directions for Community Colleges 1 (No. 4, W 73): 115-29.

This article provides additional sources of information on planning for updating occupational education.

EJ 101 326


Additional resources on the subject of state coordination are the focus of this article from the ERIC Clearinghouse for Junior Colleges.

EJ 102 996


This journal article focuses on the value of some type of faculty evaluation scheme in all community colleges and discusses some guidelines for creating such a scheme.

EJ 102 999


The article considered the traditionalist structure of community college departments, the influence wielded by instructors on curriculum development, and the difficulties administrators have in changing such situations.

EJ 107 718

Cohen, Arthur M. POLITICAL INFLUENCES ON CURRICULUM AND INSTRUCTION. New Directions
This journal article provides an analysis of the bases of curriculum development and instruction design as they relate to increasing state influences.

EJ 107 722


This article provides further sources of information on community colleges as mass higher education institutions.

EJ 109 706


This paper discusses briefly the history of personal assessment, presents a comparatively new way to look at college students, and suggests ways in which this approach might be implemented in practice. The Functional Potential model, the way one demonstrates what he or she is about, provides a conceptual foundation for understanding behavior.

EJ 109 712

Purdy, Leslie, and Janet Bloom. HUMANIZING STUDENT SERVICES: SOURCES AND INFORMATION. New Directions for Community Colleges 2 (No. 4, W 74): 101-110.

Besides the material contained in this journal, a review of recent literature on community college student personnel programs is supplied.

EJ 111 397


This is a review of the literature pertaining to the roles and responsibilities of the community college trustee. Of 11 ERIC documents considered, the earliest was written in 1970.

EJ 111 398


This document reviews the literature relating to community education, pointing to the differences and similarities in the roles of two-year colleges and community schools. Particular attention is given to the areas of competition and cooperation.

EJ 114 376

Cohen, Arthur M. COMMUNITY COLLEGE FACULTY JOB SATISFACTION. Research in Higher Education 70
More than two-thirds of the group questioned indicated that they gained satisfaction from student learning or from interaction with students, and nearly two-thirds related administrative, collegial, and/or organizational difficulties as leading to dissatisfaction.


Curriculum and instruction are not given enough attention at the community college. Instructors usually derive job satisfaction only from their interactions with students. Deans of Instruction often neglect leadership in curriculum and instruction due to other demands on their time, and institutions frequently devise curriculum in response to the whims of legislators, students, and community groups.

**Rinnander, Elizabeth.** ADDITIONAL SOURCES AND INFORMATION. New Directions for Community Colleges 3 (No. 1, Spr 75): 91-99.

In this literature review, the author discusses the impact of instructional technology on community college education; describes the various uses of learning resource centers, educational television, and educational research and development; and provides an extensive bibliography of documents, books, and monographs relating to instructional technology.


This article considers the attitudes toward technology media of faculty at a California Community College in light of some of their basic attitudes toward the teaching process.

**Kipps, Margo Janelle; and Elizabeth Rinnander.** GOVERNANCE: SOURCES AND INFORMATION. New Directions for Community Colleges 3 (No. 2, Sum 75): 75-92.

This essay summarizes recent literature pertaining to community college governance. The roles of trustees, faculty, and students, prevalent forms of administrative organization, the systems approach to management and decision-making, the governance of multicampus districts, the influence of the state, the influence of collective bargaining, and legal aspects of governance are discussed. An extensive bibliography is included.
Developmental psychologists are now studying infants and toddlers and the preschool child's total functioning. Educational researchers are currently reacting to the apparent failure of public preschool programs to improve the later school achievement of disadvantaged children. The trend will probably be toward a wider range of options concerning types of early education. Developmental research in early education is necessary to create an effective instructional program. The scope of research needs to be broadened and put in a more comprehensive developmental framework, although approaches are becoming increasingly sophisticated.

Observations and discussions relating to the role value presuppositions have in determining the "facts" upon which children are judged, learning situations structured, and relationships, in general, established are provided. It is concluded that to use observation effectively, an educator must be prepared to continually reassess a system of values.

This extensive bibliography provides references to programs and persons responsible for shaping ideas and practices relating to infant stimulation, education, and assessment of such efforts.

This document is based on an interview with Dr. Jenny Klein, Director of Educational Services, Office of Child Development, who stresses the desirability of integrating handicapped children into regular classrooms. She urges the teacher to view the handicapped child as a normal child with some special needs. Specific suggestions for the teacher are given.

Information on the preschool years is reviewed and interpreted with regard to
Implications for current and future policy. Limitations of knowledge in this area are noted and attributed to inadequacies in the related research. General findings are reviewed and discussed:

ED 081 512


This compilation includes a wide variety of topics such as: teachers' developmental stages, family day care in Pasadena, television violence, children's altruistic lying, and the Home Start Program.

ED 088 583


The proposed program model suggests an approach for broadening the staffing pattern of Family Day Care units by training a paraprofessional to help upgrade the quality of care given to children in day care homes. The consultants will work under a supervising coordinator. Based in a neighborhood, the consultant will aid Family Day Care mothers in providing an enriched program for children, serve as a source of crisis intervention and referral, link group day care resources to family day care, facilitate an information flow between users and providers, assess needs of day care mothers, and participate in community activities.

ED 088 592


This collection of four papers focuses on selected issues in early childhood education. The titles include: "The Advisory Approach to Inservice Training", "Developmental Stages of Preschool Teachers", "The Enabling Model for Early Childhood Education", and "Condition with Caution."

ED 089 883


This document presents a guide to newsletters and other serial items concerned with topics of interest to educators and researchers working with young children. There are three main sections: General Early Childhood Newsletters, Special Interest Newsletters, and Selected Journals and Magazines.

ED 089 884


This bibliography was compiled to update a previous bibliography put out by
ERIC/ECE by the same name. The 97 entries were taken from issues of RIE (September 1972-February 1974) and CIJE (August 1972-January 1974).

ED 091 075

This annotated bibliography contains 86 documents and journal references from RIE and CIJE. Included are references to programs, issues, materials, and methodology involved in bilingual teaching.

ED 091 083

This paper and bibliography examines special education for gifted children. The paper discusses the right versus the privilege of gifted children to have special programs and appropriate stimulation. The bibliography contains 70 abstracts taken from RIE and CIJE.

ED 091 084

This selective bibliography contains references to 255 ERIC documents from RIE and CIJE from January 1970 through March 1974. The subjects include social attitudes, peer relationships, interpersonal competence, socialization and sociometric techniques.

ED 091 085

This annotated bibliography cites 165 documents relating to the development of self concept in young children. Entries were found in RIE (August 1970-April 1974) and CIJE (April 1970-March 1974).

ED 092 239

Descriptions of relevant studies are presented according to their experimental designs or methods of statistical analysis. Correlational analysis of variance, mean differences, and discrepancy studies are reviewed. It is concluded that the literature clearly indicates some significant relationship (at least associational) between some aspects of the self and scholastic achievement. The nature of this relationship is unclear, as there is little evidence of causation and there is little uniformity in definition and approaches to measurement of the self concept.

This discussion attempts to delineate the research steps that are needed to convincingly validate or invalidate the Pygmalion Effect. Five elements of expectancy effects are identified, and there is an examination of each of these elements and the linkages among them. The examination suggests that there are numerous alternative hypotheses and explanations to those in the literature. The literature review analyzes each study in terms of effects demonstrated, teacher characteristics, and the linkages investigated.

Hanson, Bette. TRENDS AND PROBLEMS IN COMPARISON STUDIES OF EARLY CHILDHOOD EDUCATION MODELS. November 1973. 32pp.

This review of studies focuses on the trends and problems of this kind of research. The 8 "qualitative" studies reviewed all pertain to aspects of instructional theory centering around teacher-child interaction. In the 19 empirical studies discussed, a dichotomy between "structured and unstructured environments" was commonly utilized, but relevant definitions varied widely across studies. It is argued that the real issue is being masked: the comparison of small group-individual training sessions versus naturalistic classroom-whole group instruction.


The aim of this paper is to delineate some of the central issues confronting psychologists and educators in the application of psychological theory and research to early childhood education. Three approaches to early childhood programming are presented and analyzed. The final section of the paper is a summary statement of the issues arising in the discussion of the three approaches to early childhood education, including a consideration of some of the problems confronted in the task of evaluating effects of differing modes of education.


This selective bibliography contains references to 202 ERIC documents on the subjects of discipline and behavior modification of young children. The citations are taken from RIE (April 1971 through November 1973) and CIJE (January 1972 through November 1973).


This report attempts to respond to a series of questions commonly asked about the
nation-wide experiment to provide equality of educational opportunity to children
born to families of poverty. It is suggested that the challenge for the next
decade in early childhood education rests on the construction of ordinal scales
for assessing development taking place between the sensorimotor phase and the
achievement of concrete operations. In total, this report is a comprehensive,
comprehensive, descriptive, "state of the art" analysis of the major early childhood programs of
the sixties.

ED 092 255

Howard, Norma K., comp. EDUCATION FOR PARENTS OF PRESCHOOLERS: AN ABSTRACT

This selective bibliography cites 108 ERIC documents on parent education and paren
tire involvement during the child's preschool years. Included are reports from both
home-based and center-based programs. Documents were taken from the October 1970
through April 1974 issues of RIE, and the May 1970 through April 1974 issues
CIJE.

ED 092 257

Mayer, Colleen A. UNDERSTANDING YOUNG CHILDREN: THE HANDICAPPED CHILD IN THE NORMAL
PRESchool CLASS. July 1974. 73pp.

This booklet offers practical, easy-to-read suggestions for working with
handicapped children in the normal preschool class. Each of the three sections
(visual disabilities, hearing disabilities, and motor disabilities) emphasizes the
importance of a warm, positive, accepting attitude on the part of the teacher.
The text provides basic knowledge of these disabilities and includes a number of
suggestions for integrating the handicapped child into the normal classroom
routines.

ED 092 258

Mayer, Colleen A. UNDERSTANDING YOUNG CHILDREN: EMOTIONAL AND BEHAVIORAL DEVELOPMENT

This booklet offers teachers, paraprofessionals, and parents practical,
easy-to-read suggestions to help them understand emotional and behavioral
development and disabilities in young children. Through a variety of examples,
the booklet emphasizes techniques that show the teacher how to encourage and
assist the young child to move toward emotional maturity and self-discipline.

ED 092 259

Mayer, Colleen A. UNDERSTANDING YOUNG CHILDREN: LEARNING DEVELOPMENT AND LEARNING

This booklet offers practical suggestions to help teachers, paraprofessionals, and
parents understand learning development and learning disabilities.
The text outlines how the factors of heredity, maturation, and environment
determine the degree of development an individual will achieve. The
characteristics of children with learning disabilities are described, and a number
of special techniques to assist children in overcoming these disabilities are
discussed.
ED 092 260

The first section highlights some of the factors involved in language development. The second section deals with some of the common causes for language disabilities and provides numerous suggestions for appropriate language activities.

ED 092 261

This booklet contains practical, easy-to-read suggestions on how to understand intellectual development and intellectual disabilities. The first section highlights some of the factors involved and the importance of being sensitive to different stages of learning. The second section deals with intellectual disabilities and suggests a variety of learning activities to enhance development. The role that the teacher plays in fostering intellectual development is emphasized.

ED 092 262
Thomas, Susan B., comp. RESEARCH ON APPROACHES TO EARLY EDUCATION: AN ABSTRACT BIBLIOGRAPHY. July 1974. 84pp.

The 157 citations include studies of parental involvement, research on the long-term effects of education intervention programs, and research on specific models and model comparisons. Citations were taken from the 1971-1974 issues of RIE and CIJE.

ED 094 883

This annotated bibliography cites recent ERIC documents on the subject. The two major topics reviewed are (1) parent-teacher cooperation for children's education, and (2) parent involvement in decision-making in the schools.

ED 096 019

This bibliography, compiled to update an earlier publication on this subject, contains 172 references selected from CIJE and RIE issues from January 1973 through July 1974.

ED 097 126
Howard, Norma K., comp. REGULAR CLASS PLACEMENT OF THE EXCEPTIONAL CHILD: AN ABSTRACT

This bibliography cites latest ERIC material (January 1970 through July 1974) on placement of exceptional children (handicapped and gifted) in regular preschool, kindergarten, and elementary classrooms.

ED 097 130


This selective abstract bibliography cites 130 recent ERIC documents which describe various approaches to the preparation of teachers of young children. The bibliography is divided into three sections: (1) Preschool and Early Childhood; (2) Elementary Schools; and (3) Elementary School Inservice Training.

ED 097 131


This selective bibliography cites 123 recent ERIC documents on Head Start and Follow Through. It includes reports of research and evaluation and programs.

ED 099 115


This selective bibliography cites recent ERIC documents describing cultural differences and their influence on children's cognitive, social, emotional, and language development. The bibliography is divided into three sections: Cultural Differences, Preschool Education and Day Care, and Elementary Education.

ED 099 142


This selective bibliography cites ERIC documents pertaining to research on infants contained in RIE and CIJE in 1972 through 1974.

ED 100 492


The Florida Parent Education Programs were designed to provide intervention services to socioeconomically disadvantaged parents of young children through home visits by paraprofessional personnel. Data were collected from children, ages 1-6, who had entered the programs since 1966 and had participated from one to three years. Skills and attitudes of the mothers were also assessed. Descriptions of the projects' effect on the participants are given. The results indicate that the parent education approach has had lasting effects on children.
ED 105 961


This bibliography contains references to materials relating to language learning and development in the young child, specifically, speaking and understanding language. Receptive, communicative, and expressive language as well as particular facets of language imitation and production are topics included.

ED 105 491


This selective bibliography cites ERIC documents on behavioral differences between preschool and elementary school girls and boys in such areas as moral judgment, school readiness, self esteem, motor performance, aggression, locus of control, and social development. Other documents examined sex role development and sex role stereotypes. Sex stereotypes in children's books and textbooks and suggestions for development of nonsexist teaching materials are also discussed.

ED 107 368

Hovey, Esther. ETHNICITY AND EARLY EDUCATION. April 1975. 31pp.

This article reviews the relationship between ethnicity and early academic success and examines the rationales of several ethnic groups for the education of their young children. It is recommended that early childhood educational programs should be available to all children and reflect their unique backgrounds and needs. Research is needed to identify the specific ethnic values that have served both in an historical and contemporary way to engender positive group identity. It is also necessary to discover effective methods of transmitting these values to young children in an early educational setting.

ED 110 155


This ERIC bibliography is a collection of references for educators and researchers interested in how children are educated and cared for in other countries. References are grouped into 4 sections: (1) Cross cultural studies; (2) A collection of references for each of the 33 countries covered; (3) General early childhood topics; and, (4) General resources, including organizations and journals.

ED 110 157


This article discusses the move toward greater equality of educational opportunity in Scandinavia with particular emphasis on early childhood education. The
Increasing demand for preschool education in Denmark, Finland, Norway, and Sweden is related to low birth rates together with increased employment of women and the general demand for equality of educational opportunity. Descriptive summaries of pre-primary education in each of the four countries show that preschool programs are, in response to changing demographic variables, in the process of rapid development and change. The programs offered tend to emphasize a rich play experience, provision of varied non-structured material, linguistic skills, and social and emotional development.

National Assessment of Educational Progress (NAEP) became a continuing project of the Education Commission of the States on July 1, 1969. Its primary aim is to obtain information on how well educated young people are and where the country's education problem areas lie. This report discusses rural education and national assessment of reading, writing, citizenship, science, and literature. Objectives, samples of test questions used, test results, and implications for rural schools are discussed.


The role of community school programs in rural schools is discussed. Where research has been carried out, there are indications that dropouts have declined, that social and recreational programs have been strengthened, and that residents have enjoyed greater involvement due to community school programs. Fourteen suggestions for rural school districts interested in establishing a community education program are listed.


This bibliography contains abstracts of approximately 244 document citations from RIE from 1963-1973, and 134 from CIJE from 1971-1973. The variety of educational resource materials cover such topics as American Indian history, culture, language, educational development, educational programs, legal status, and socioeconomic status.


This document lists 84 documents and 60 journal articles taken from RIE (1964-1973) and from CIJE (Fall/Winter 1971-1973). In addition to outdoor education, the document also contains references for conservation, recreation, science, ecology, and natural resources.


This bibliography contains approximately 100 citations and abstracts published between 1965 and 1973 which have appeared in RIE. The CIJE section covers 35 articles from 1971 through 1973. Some major areas of emphasis are bilingual education and Elementary and Secondary Education Act programs.
ED 088 632


The document discusses the functions of intermediate educational units, their relation to rural schools, and the unique needs of rural schools. Chapter I traces the development of the American school system from its inception in colonial America to the present. Chapter II contains a detailed comparison of county and regional units, explaining that intermediate units organized on a regional basis are much more efficient and economical than those limited by county lines. Recommendations are made for bettering rural education.

ED 088 643


Since 1952, the South has experienced a remarkable growth in private schools. These new schools, because of their relationship to the desegregation of public schools, have often been dubbed "Segregation Academies." The paper concludes: (1) private education in the South is a factor that must be reckoned with; (2) since these schools are not bound by tradition or bureaucracy, they may develop innovative educational models that can be used in public schools; (3) where private schools are strong in a local community, the public school may need to place a stronger emphasis on vocational curricula; (4) some type of open communication needs to be established between the public and private systems; and (5) some form of state accreditation and/or setting of educational standards should be afforded these schools.

ED 088 653


Since all three levels of government participate in providing revenues for rural education, coordination among them is necessary. If rural students are to be provided with an education appropriate for life in modern society, the quality of their schooling should not be based on local tax-paying ability. Movement toward full state funding is recommended. State-wide planning is also needed to ensure that revenues provided by the state be used effectively. Federal categorical support of programs designed to improve rural education should be continued.

ED 091 095


Increased environmental problems indicate a need for educational programs to meet the goals of environmental quality. The programs should be inter-disciplinary, and contribute to the goal of understanding, appreciating, and preserving the environment. Outdoor education is shown as an educational innovation, and guidelines are provided for its inclusion in a school curriculum, and for specific aspects of outdoor education programs. Evaluative studies of outdoor education are presented, with 18 recommendations for future directions which environmentally-focused outdoor education may follow.
ED 092 263


The conference examined alternatives and resolved issues related to the development, organization, and operation of RESA's that serve non-metropolitan school districts. This publication includes the conference proceedings, the conference program outline, the speeches, the conceptual papers, and the report of the discussion group observers.

ED 092 264

Antell, Will. CULTURE, PSYCHOLOGICAL CHARACTERISTICS, AND SOCIOECONOMIC STATUS IN EDUCATIONAL PROGRAM DEVELOPMENT FOR NATIVE AMERICANS. JUNE 1974. 68PP.

Addressed to educators who have the responsibility for developing curricula or educational programs that will serve Native American students, the document discusses ways in which available information can be used to initiate program development. Emphasizing that educational opportunities for Native American children must be developed on the middle ground between life in Native communities and established educational institutions, the paper states that the clear need in "Indian education" is for curriculum and program development. Future research efforts should objectively monitor the effectiveness of curricular approaches rather than rediscover the symptoms.

ED 092 265

Cornejo, Ricardo J. A SYNTHESIS OF THEORIES AND RESEARCH ON THE EFFECTS OF TEACHING IN FIRST AND SECOND LANGUAGES: IMPLICATIONS FOR BILINGUAL EDUCATION. JUNE 1974. 133PP.

The paper provides up-to-date factual information for first and second language acquisition and bilingualism for administrators, teaching staff, parents, students, and others concerned with the subject. The overview covers a broad range of topics on present educational theories, research and development, practices, and legislation in the areas of language acquisition and language learning. Among the general recommendations are: (1) Planning of bilingual curriculum to provide for all bilingual students; (2) Providing a program flexible enough for slow learners and bright students as well; and (3) Having all universities in the Southwest offer a bilingual education major.

ED 093 507

Moe, Edward O., and Lewis R. Tamblyn. RURAL SCHOOLS AS A MECHANISM FOR RURAL DEVELOPMENT. JULY 1974. 103PP.

Schools are a mechanism for development and can be strategic forces in development efforts to improve rural communities, then creating conditions under which they can perform more effectively as educational institutions. This paper provides (1) an overview of the growing interest and concern in development; (2) a review of the functions of schools in past development; (3) impediments schools confront development mechanism; (4) functions schools might perform in rural development, and (5) some specific actions schools might take to accelerate development.
ED 096 077

HOW WELL DO THEY REPRESENT YOU? A HANDBOOK ON LOCAL RURAL SCHOOL BOARDS FOR PARENTS AND OTHER CITIZENS August 1974 24pp

For a number of reasons, parents and other citizens have lost their influence over local school boards in recent years. The handbook on local rural school boards explains what kind of people are board members, how long they serve, and how they are appointed or elected. The political nature of the school board, the operation of school administration, board meetings, and influence on the board members are all topics of the handbook.

ED 097 185

SMALL SCHOOLS, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS) September 1974 43pp

Previously, information relating to small schools has been incorporated with the bibliographic series "Rural Education and Small Schools, A Selected Bibliography"; however, it was felt that when presented in this manner only small rural schools would be included. The scope of small school coverage is: economic, cultural, social, or other factors related to educational programs of small schools located in urban or rural settings. There are 23 abstracts taken from RIE (1967 to 1974) and seven journal articles from CIJE (1972-1973) included here.

ED 097 186

RURAL EDUCATION, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS) September 1974 453pp

The 335 citations and abstracts appeared in RIE from April 1973 through June 1974. Also included are 149 citations which appeared in CIJE from April 1973 through June 1974. Major emphasis is placed on rural education, rural development, and rural urban differences.

ED 100 537

RURAL EDUCATION--PARTNERS FOR ACCOUNTABILITY. LEGISLATORS; SCHOOL BOARDS; ADMINISTRATORS, TEACHERS, PARENTS, COMMUNITY (OR CITIZENS); STUDENTS. February 1975 38pp

Defined as a concept which centers on planning educational needs at the local level, accountability is particularly feasible in small rural schools, since the number of people responsible for education needs is more readily manageable than the number found in urban areas. Designed to familiarize rural parents with the concept and practice of accountability, this handbook defines the shared responsibilities of the schools, legislators, school boards, school administrators, teachers, parents, community, and students.

ED 100 547

AMERICAN INDIAN EDUCATION; A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO. 5. February 1975 403pp

This bibliography is a supplement to five previous publications by the ERIC.
Clearinghouse on Rural Education and Small Schools. Part 1 contains 284 citations and abstracts which appeared in RIE from October 1973 through September 1974. Part 2 contains 254 citations from CIJE. Brief annotations appear only when descriptors and identifiers cannot adequately describe the article.

ED 100 559
Loustau au, Vartha SMALL RURAL SCHOOLS CAN HAVE ADEQUATE CURRICULUMS. February 1975. 35pp

Some small rural schools have found ways to combat huge expenses for specialized programs and curriculum deficiencies by cooperation between schools, shared services, greater use of audiovisual aids, and inventiveness in meeting their special problems. Other methods used to fill many gaps in an otherwise meager curriculum are expanding the curriculum to include vocational and career education, inservice teacher training, better guidance and counseling services, and utilization of community resources.

ED 101 907
OUTDOOR EDUCATION. A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO 4 February 1975. 126pp

This bibliography is a supplement to four previous publications by ERIC/CRESS. Part 1 contains 70 citations which appeared in RIE from January-December 1974. Part 2 contains 66 journal article citations from CIJE.

ED 101 909
MIGRANT EDUCATION. A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO 5 March 1975. 123pp

Ninety-two documents and 17 journal articles published between 1969 and 1974, and contained in either RIE or CIJE, are cited. The citations cover such topics as agricultural laborers, educational programs, economic disadvantage, Federal programs, Mexican Americans, migrant child education, program evaluations, and migrants.

ED 103 148
Cahir, Stephen, and Others A SELECTED BIBLIOGRAPHY ON MEXICAN AMERICAN AND NATIVE AMERICAN BILINGUAL EDUCATION IN THE SOUTHWEST (WITH ERIC ABSTRACTS). CAL-ERIC/CRESS SERIES ON LANGUAGES AND LINGUISTICS NO 6. March 1975. 299pp

The information contained in the 263 entries is analyzed within similar limits as to its sociolinguistic significance. Compiled from abstracts which appeared between January 1971 and June 1974 in RIE, this bibliography consists of three sections (1) an analysis of individual entries in terms of their sociolinguistic significance, (2) the ERIC abstracts in numerical order, and (3) a subject index. Topics emphasized are biculturalism, bilingualism, content analysis, English as a second language, program evaluation, and Spanish.

ED 104 588
Antell, William, and Patrick D. Lynch, eds INDIAN EDUCATIONAL LEADERSHIP: A CONFERENCE.
The papers from the National Conference on Indian Educational Leadership, the first national gathering of Indian educational leaders, include eight discussions which stress the conference objectives to (1) discuss preparation programs for Native American leaders in educational settings, and (2) discuss issues related to Indian education in general.

ED 107 416

SMALL SCHOOLS, A SELECTED BIBLIOGRAPHY (WITH ERIC ABSTRACTS). ERIC/CRESS SUPPLEMENT NO 1. May 1975. 64pp. (Microfiche only).

This bibliography supplements a previous bibliography which in conjunction with four others published under the title of "Rural Education and Small Schools" provides cumulative coverage. This supplement contains 27 citations taken from the July 1974 through March 1975 issues of RIE and 6 citations from CIJE for the same period.

ED 107 427


This bibliography, a supplement to six previous ERIC/CRESS bibliographies, cites materials available through RIE and CIJE. The present bibliography contains 142 citations and abstracts from RIE (October 1974-March 1975) and 93 journal citations from CIJE over the same time period. Topics include American Indian culture, bilingual education, Eskimos, cross-cultural studies, and community control.

ED 107 428


Compiled to provide access to the latest resource materials in Mexican-American education, this bibliography contains 159 citations from RIE and 93 journal citations from CIJE for the issues of July 1974 through March 1975. Entries cover topics such as bilingual education, cultural background, English as a second language, program evaluation, Spanish Americans, Spanish speaking, and teacher education.

ED 107 429


Part 1 of this supplementary bibliography contains 196 citations from the July 1974-March 1975 issues of RIE. Derived from CIJE for the same period are 107 journal article citations.
ERIC CLEARINGHOUSE ON SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (SE).

ED 080 379


An expanded abstract including statements of purpose, rationale, design and procedure, findings, and interpretations is given for 18 selected research articles. Following each, a short critical analysis is presented by a professional in the field. Among the research topics covered are achievement, attitudes, laboratories, error trends, and learning styles.

ED 083 043


Expanded abstracts and critical analyses are given for each of 14 research articles. Four articles involve variables affecting student achievement and attitudes, two each on teaching abstract concepts to young children, problem solving, conservation in young children, and children's understanding of logic and mathematical relations; one on variables affecting simple computation; and one on improvement of attitudes toward mathematics by preservice elementary teachers.

ED 085 199

Raths, James. THE EMPEROR'S CLOTHES PHENOMENON IN SCIENCE EDUCATION. May 1972. 27pp.

This paper suggests some acts necessary for science teachers and educators to implement science education. Research reports are exemplified to illustrate the prevalent ways for reporting research conclusions as truth, findings, and trivia. Misconceptions of scientific endeavors are described as an explanation for researchers' selection of the reporting styles. The author suggests that science teachers and educators make distinctions between findings and explanations, ask questions about the source of truth, and encourage students to present rival ideas and prize the doubt in order to be morally honest to the knowledge of the scientific endeavor.

ED 085 200


Discussions are included concerning failures of traditional science programs in the present academic enterprise for the purpose of developing new guidelines for science education research. Irrelevance of disciplinary courses, formal study, and compulsory schooling to societal situations are described as the major challenge to present curricula. The author concludes that research studies are needed to examine the interpretive teaching of science in schools and to build a conceptual context with the nature of life made intelligible.

This compilation is one of a series produced through the combined efforts of the United States Office of Education/Environmental Education, and the ERIC Center for Science, Mathematics, and Environmental Education, in an attempt to collect and detail environmental education efforts through the nation. This volume includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.


This third volume in the series includes Alabama, Florida, Georgia, Illinois, Indiana, Kentucky, Michigan, Minnesota, Mississippi, North Carolina, Ohio, South Carolina, Tennessee, Virgin Islands, and Wisconsin.


This fourth volume in the series includes Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas.


This document discusses the role and the scope of evaluation in the mathematics classroom. Specific comments are made on various procedures: observations, interviews, inventories and checklists, attitude scales, and various types of paper-and-pencil tests. Both general and specific suggestions for planning tests and for writing various types of test items are included.

Suydam, Marilyn N. UNPUBLISHED INSTRUMENTS FOR EVALUATION IN MATHEMATICS EDUCATION.
Non-commercial investigator-developed tests and other instruments to assess mathematical instruction, reported in journals and dissertations from 1964 through 1973, are listed. For approximately 200 instruments, information on content, format, sample, reliability, correlations, and validity is included, as well as references. Other instruments for which only partial information was available are also cited on a supplementary list.

ED 086 541

Wheatley, John H., and Herbert L. Coon. THE EARTH--AND NOTHING MORE. 1974. 1 pg.; 80 slides and one 13-minute tape. Not available from EDRS. Available from Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210. Also available from the ERIC Clearinghouse on Science, Mathematics, and Environmental Education for a loan of two weeks.

This 13-minute slide/tape presentation provides a look at the broad areas included in environmental education and suggests how teacher, student, and community groups can become involved in this area. Through this presentation man is made to realize his interdependence upon his bio-physical environment and how his own socio-cultural heritage and attitudes affect his response to that environment.

This presentation suggests further activities and investigations.

ED 086 558


This second edition of the directory describes 296 projects and programs which are representative of current environmental education projects and programs in the United States. The range of project operation, size, and foci vary greatly. The directory contains in-depth statistics about the projects themselves, their projects and publications, and their future plans.

ED 087 624


This second edition in the series includes Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, Virginia, and West Virginia.

ED 087 638


The first section presents a review of studies concerned with instrument development for the analysis of teacher behavior in science classrooms. The second section deals with research on teaching involving the systematic observation of classroom behavior. Documents published or made available between 1960 and 1971 are reviewed, with an emphasis on studies dealing with teacher behavior in science classrooms. The third portion of the monograph examines
teacher behavior studies in fields other than science education. Common findings emerging from the research reviewed in this section indicate that teachers dominate classroom talk, and students seldom initiate verbal interaction.

ED 088 938
Disinger, John F, and Beverly M Lee. APPENDICES TO A DIRECTORY OF PROJECTS AND PROGRAMS IN ENVIRONMENTAL EDUCATION FOR ELEMENTARY AND SECONDARY SCHOOLS. SECOND EDITION November 1973 58pp

This document contains the appendices to a directory (ED 086 558) which describes 296 programs and projects on environmental education in the United States. The appendices provide information relating to state coordinators for environmental education, and those projects and programs which sent brief responses or did not respond to the survey questionnaire used in collecting the information for the directory.

ED 088 702
Higgins, Jon L, ed. RESEARCH REPORTING SECTIONS, NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS 52ND ANNUAL MEETING, ATLANTIC CITY, NEW JERSEY; APRIL 17-20, 1974. April 1974 14pp

This document is a compilation of abstracts from 28 research papers given at the 52nd Annual Meeting of the National Council of Teachers of Mathematics. The major portion of the reports concerned methods of instruction; nine were related to college mathematics, ten on secondary school mathematics, and two at the elementary school mathematics level. Five reports involved research on learning theories and two dealt with teacher education.

ED 088 708
Higgins, Jon L, ed. INVESTIGATIONS IN MATHEMATICS EDUCATION, VOLUME 6, NUMBER 4. 1973 59pp

In this document expanded abstracts and critical analyses are given for each of 14 research articles. Studies on instructional strategies or methods are reported in five reviews; three report studies concerned with concept attainment; three review studies in measurement of cognitive abilities; one study is on the effect of a laboratory for college freshman mathematics students; one is on the change of prospective elementary teachers given geometry enrichment exercises; and one is on evaluation techniques for textbooks.

ED 088 717
Helgeson, Stanley L, ed. NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING 47TH ANNUAL MEETING, ABSTRACTS OF PRESENTED PAPERS. March 1974 317pp

This publication provides abstracts of most of the papers presented at the NARST annual convention in Chicago, Illinois on April 15-18, 1974. The abstracted papers cover a wide range of topics of importance in science teaching and many report the results of current research in science education.

A summary of the 231 research articles in science education reported in 1972 is presented in this book through a review of over 400 studies classified into separate categories. A special section is incorporated to deal with unpublished articles. Many of the research articles are related to the theoretical framework of Ausubel. Survey type studies are not dealt with in this summary, although titles appear in the bibliography.


Thirteen papers included here are the result of a joint NARST-AETS panel at the 1973 annual meeting of the two organizations. Major topics are related to educational objectives, new challenges, educational technology, research possibilities, continuing education for experienced teachers, educational accountability, integration of education courses, teacher responsibilities, program flexibility, and more.


This paper reviews and analyzes research in science education which focused on science concepts and science concept learning. Studies reviewed are grouped into eight categories: cognitive development, factors influencing concept formation, level of concept attainment, methodological effects, methodological comparisons, curriculum content, instrument development, and reviews and models. One hundred and sixty-three studies are identified in the bibliography although not all of these studies are discussed in the review.


This report focuses on the current status of environmental education in the United States and a number of selected countries around the world. The scope and primary concerns of environmental education are defined, and the stimulus created by the United Nations Stockholm Conference on the Human Environment is discussed. On the international scene, environmental programs in Australia, Canada, Czechoslovakia, the United Kingdom, Ecuador, West Germany, Italy, Japan, and Zambia are examined.

Wheatley, John H. and Herbert L. Coon. 100 TEACHING ACTIVITIES IN ENVIRONMENTAL EDUCATION. 1974. 204pp.

This package contains over one hundred activities in environmental education.
designed for student use in grades K through 12. Each activity has been classified by the editors according to the most appropriate grade level, subject matter, environmental concept involved, and environmental problem area. Subject areas are science, mathematics, social studies, language arts, and fine arts; environmental concepts include bio-physical, socio-cultural, management, and change, and problem areas are aesthetics, health, genetics, and psychological/behavioral.

ED 091 239

Suydam, Marilyn N. and J. F. Weaver. RESEARCH ON MATHEMATICS EDUCATION (K-12) REPORTED IN 1973 March 1974 83pp

The listing covers the levels from kindergarten through grade 12, and is divided into three major sections. The first section lists research summaries which review groups of research studies. The second section contains research reports which appeared in journals during 1973. The final section includes dissertations.

ED 091 250

McIntosh, Jerry A. and F. Joe Crosswhite. A SURVEY OF DOCTORAL PROGRAMS IN MATHEMATICS EDUCATION 1973. 48pp

In order to gather data on current doctoral programs in mathematics education in the U.S., a questionnaire sufficiently flexible and comprehensive to tolerate a variety of programs was developed. The questionnaire was sent to deans of schools of education and chairmen of mathematics departments at more than 200 institutions. The data are presented here and analyzed in various categorizations. This survey is the first systematic attempt to gather descriptions of doctoral programs on a broad basis.

ED 093 715


The purpose of this study was to collect "bench mark" data on the teaching of science that could serve as a basis of comparison for trend analyses. The information obtained in this survey presents a description of science teaching practices and selected science teacher characteristics in the United States.

ED 095 015


The six chapters of the publication describe instruments classified into: (1) those assessing student achievement in knowledge and understanding of science facts, principles, and concepts, (2) those assessing student achievement in science processes and skills, (3) those measuring student characteristics and abilities' either related to performance in science or developed by effective science instruction, (4) those assessing student interests and attitudes in science, science classes and science-related areas of knowledge, and (5) those measuring student knowledge of aspects of the scientific enterprise, including its interrelationships with society, and (6) those measuring various school practices.

This paper was written from a philosophical, rather than a psychological, orientation within an overall curricular framework. Six areas are treated within this curricular framework: philosophical consideration, logical structure in a field of enquiry, materials development and evaluation, epistemological characteristics, student development and use of logical reasoning in science, and evaluation-research activity.


In this listing citations are made to over 3000 studies appearing in journals published in the U.S. Entries are arranged alphabetically under six headings.

Higgins, Joop L., ed. INVESTIGATIONS IN MATHEMATICS EDUCATION, VOLUME 7, NO. 1. 1974. 61pp

Expanded abstracts and critical analyses are given for each of 17 research articles. Six articles are concerned with evaluating methods of instruction; two deal with student achievement in mathematics; one is concerned with classroom interaction and one with class size; four investigate learning and learning hierarchies; and three articles focus on student learning characteristics.


The second yearbook of the Association for the Education of Teachers of Science (AETS) is composed of a series of position papers and reactions to these positions. The papers are divided into three sections covering: new directions for pre-service and in-service education of science teachers, humanistic education, and psycho-epistemological models for teaching science and its articulation with classroom activities.


This volume provides synopses of discussions by project directors holding N.S.F. grants for the development of instructional materials to be used in science and mathematics courses at the undergraduate and graduate levels. The focuses of these discussions were new degree programs, identification and evaluation of existing materials, transferability mechanisms, computer-related educational technology, audiovisual technology, and continuing education.
This publication reviews the mathematical laboratory from three perspectives - a practical view of laboratories in operation, a review of related research, and a view of current laboratory evaluation procedures. The first paper concentrates on the historical development of these laboratories, the decline in actual numbers after 1970, and the problems encountered and their solutions. The second paper reviews research on mathematical labs, describes ways for their effective use, and discusses labs' effects on student performance. The third paper critically analyzes seven specific projects.

INSTRUCTIONAL STRATEGIES: A PRELIMINARY INVESTIGATION

This paper proposes that instruction consists of four relatively independent teaching, learning, and evaluation systems: delivery systems, instructional strategies, the curriculum, and instructional evaluation. The proposed theory and a limited form for the systems should have value in any discipline, for the understanding, development, analysis, and improvement of instructional strategies and the design of materials and systems.

TEACHING ACTIVITIES IN ENVIRONMENTAL EDUCA

The authors provide a collection of teaching activities in environmental education designed for student use in grades K-12. Each activity, in addition to the activity page and instruction, also contains a statement of purpose and a cross-reference to a source where the activity may be found in more detail or with variations.

INVESTIGATIONS IN SCIENCE

This first issue of the journal is designed to provide a new perspective for reviewing research articles and is intended to aid in the improvement of writing research reports. This issue covers topics such as effectiveness of various teaching strategies, learning theory, and processes, socio-economic influences on scientific concept development in children, and verbal interaction in science classes.
Most papers abstracted in this volume concerned instructional strategies. Fourteen papers were concerned with sequencing of instruction and/or hierarchical analysis of learning. Four of the papers dealt with strategies for reviewing and retaught. Other papers topics included problems related to reading, verbalization, and symbolic preference, teacher education attitudes toward mathematics, and characteristics of high-ability mathematics students.

South Western and others. MATH EDUCATION ACTIVITIES IN STATE AND TERRITORIAL DEPARTMENTS OF EDUCATION. A REPORT. February 1975. 48pp.

Responses from a questionnaire of state supervisors of science and mathematics were analyzed and used to estimate the extent to which states were able to meet the objectives of comprehensive planning, effort for legislation, provision of curriculum materials and in service training, and budgetary support. It was concluded that states exhibited these abilities only slightly. The authors recommended that new entities for full metric education be developed and that comprehensive channels among states be established to aid in the development of materials. They also advise that metric consultants be identified, that efforts to raise regulation be identified, and that the approach be interdisciplinary.


The activities and problems included were submitted by classroom teachers and were organized into their use of manipulative materials or their reliance on student creativity. The activities were divided into eight subject matter categories. Each activity presentation is in outline form and includes statements of goals and procedures. Materials needed, procedures involved, and activity source.


This guide demonstrates a new way of utilizing the planning process within a social movement context in view of developing a state master plan for environmental education. In addition the book serves as a guide to realistic planning, including models, definitions, and examples.


Piagetian theories are described and extended to classroom applications in several of the papers. Other psychological theories such as information processing are also discussed. All of the papers are concerned with students learning mathematics in an active environment.
This second issue includes abstracts related to topic areas such as evaluation of children's performance in the cognitive, affective and motivational domains, student perceptions of teachers, evaluation of student laboratory reports, effect of behavioral objectives, and comparison of instructional strategies.

The editors of this review have focused on four purposes: (1) to portray the state of knowledge in science education, (2) to describe any existing trends, (3) to identify areas which need to be researched, and (4) to provide tentative answers to pertinent problems if any seem to emerge from the research.

This volume contains six reviews of research pertaining to various aspects of algorithmic learning, six reports of pilot experiments in this area, a theoretical discussion of "The Conditions for Algorithmic Imagination," and an annotated bibliography. Topics covered by literature reviews include algorithmic processes for cognition, algorithms and hierarchies, conceptual bases for the learning of algorithms, interference with the learning of algorithms, algorithmic problem solving and algorithms and mental computations.

Abstracts in this third issue cover evaluation of elementary science curricula utilizing behavioral tasks, effectiveness of audio-tutorial instruction, effectiveness of tutorial computer-assisted instruction, effect of verbalizers on achievement of non-verbalizers in an enquiry classroom, and a study of verbal behavior patterns in primary grade classrooms during science activities.

In this paper, Simon describes contemporary information processing approaches to the study of learning and thinking, and discusses the relevance of these studies to the distinction between rote and meaningful learning. He provides a brief...
literature review, and then describes the basic methods by which the computer simulates mental activity, and the "thinking-aloud" methods by which human problem solving and computer problem solving are compared in the laboratory. Simon describes various approaches to problem solving, and weighs the relative merits of each in terms of memory load, generalizability, and transfer.

ED 114 258

Helgeson, Stanley L. ed.
NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING 48TH ANNUAL MEETING, ABSTRACTS OF PRESENTED PAPERS March 1975. 183pp

Many of the conference papers presented in this volume report the results of current research in science education. General session topics included values education, evaluation education, and studying and defining effective science teaching.

ED 114 259

Dining, John F. comp.
A DIRECTORY OF PROJECTS AND PROGRAMS IN ENVIRONMENTAL EDUCATION THIRD EDITION February 1975. 409pp

The third edition of this directory contains 296 current environmental education programs and projects in the United States. The directory is divided into three parts. Part I contains only update reports of programs and projects described in the 1973 edition. Part II describes 104 school-related projects and programs. Part III reports the environmental efforts of 75 universities, organizations, research centers, parks, and state plans.

ED 114 260

Scriven, Michael

This report discusses the importance of the types of evaluation in science and science education. Evaluation must be recognized as a key process within science. Another type of evaluation is the analytical approach to values-laden issues in a way that identifies values assumptions and proceeds to investigate their evidential status. The evaluation of science materials is similar in some respects to the evaluation of applied science. A final way that evaluation enters into science education is in the attempt to list and indoctrinate the student with the supposed values of the scientific approach, such as truth, tentativeness, and criticality.

ED 114 261

Berliner, David C.
A STATUS REPORT ON THE STUDY OF TEACHER EFFECTIVENESS March 1975. 21pp

This report discusses the fact that many educators are committed to competency-based teacher evaluation and teacher accountability systems in spite of the lack of empirical evidence linking teacher behavior to student outcomes in the classroom. Some of the difficulties associated with research in this area are identified as problems in instrumentation, methodology, and statistics. Further research is recommended on how student backgrounds affect measures of teacher effectiveness, what subject matters should be examined, how normative standards and volunteer teachers affect what we can say about teachers and teaching, how individual students react to teaching skills, how students monitor and interpret a
teacher's behavior and studies on the validity and generalizability of measures of teacher effectiveness.

ED 114 278

Higgins, John. INVESTIGATIONS IN MATHEMATICS EDUCATION VOLUME 7, NUMBER 2 1974 61 pp

Fifteen research reports are abstracted and analyzed in this publication. Three articles deal with concept formation, three with task analysis or instructional sequencing and two with other aspects of instruction as it relates to the learning process. Two articles deal with the interaction of personality variables with decision-making and performance, respectively, one with testing, and one with student evaluation of teaching. Other reports abstracted concern ability, dyscalculia, and evaluation of a kindergarten program.

ED 113 263


The author proposes that science curricula be altered from teaching specialized subject matter and that more time be devoted to applying the disciplines to practical problems as well as imparting competencies in inquiry and values and attitudes concerning evidence and argument, certainty and uncertainty.

ED 113 264


This article suggests the direction of educational research should be toward the cognitive processes of teachers, their capacities and limitations, in order to develop training programs, decision aids, recordkeeping technologies and to develop in teachers the skills in adapting to learners.

ERIC CLEARINGHOUSE ON SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION (SO)

ED 077 826

Charles, Cheryl L., and Ronald Stadskley, eds. LEARNING WITH GAMES: AN ANALYSIS OF SOCIAL STUDIES EDUCATIONAL GAMES AND SIMULATIONS 1973. 175 pp

Seventy social studies educational games and simulations, designed for K-12th grade, with many applicable to adults, are described and analyzed in the major section of this book. Each of the analyses is divided into eight categories and provides an overview of the game. In addition to the analyses, the book contains an extensive list of sources and resources on the development and use of educational games, and an Abbreviated Games and Simulation Guide, which includes a list of over 250 additional games.
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Nicholas FREE/OPEN SCHOOLS May 1973 32pp

This paper describes the educational movement toward alternative schools and suggests further sources of information concerning this change in American education. Following an analytical comparison of open and traditional schools, the author discusses some of the most important perceived problems relating to open schools. Problems noted are financing, staffing, difficult students and parents' noise levels in open areas, personal space, attendance and advising, and reentry into traditional schools.

ED 081 058

Oswald James M RESEARCH IN SOCIAL STUDIES AND SOCIAL SCIENCE EDUCATION INTRODUCTION, ANALYSES, AND REVIEWS OF RESEARCH 1972 305pp (Microfiche only)

An overview of the development of research in social studies education, representing investigations made during this century up to 1970, is presented in this reference handbook. The guide, designed to aid researchers in the field, is arranged into three main sections: Research in Social Studies and Social Science Education (where available resources are introduced), an analysis of the field of social studies research, and section three, the major section, is devoted to a series of twelve articles appearing between 1941 and 1970.

ED 081 291

Maideh, Alice, and Gerald W Marker BRINGING ABOUT CHANGE IN SOCIAL STUDIES EDUCATION 1973 210pp

This paper addresses itself to the unique problems of diffusion, adoption, and change in social studies, and with the principles and practices which can be applied to solve these problems.

ED 085 291

Spierin, John H. and Gary R Smith IN THE NEW SOCIAL STUDIES 1973 160pp

This survey identifies a number of materials and approaches in social studies/social science education containing one or more components useful for global education. These components are described analytically, in a format designed to facilitate comparisons among materials. Fourteen projects are analyzed and indexed. Twenty-two simulation/games and eight global education projects or organizations are annotated.

ED 085 292

Chapman, Katherine GUIDELINES FOR USING A SOCIAL SIMULATION/GAME 1973 35pp

The general approach of the guidelines is applicable to any of the simulation type activities now used in classooms, although the orientation is specifically designed for simulation/games. The first part outlines the general teaching/learning approach, or philosophy, that underlies social simulation/games. The second part is a practical guide to preparing for and conducting social
This state-of-the-art paper, first in a series, provides teachers and other educational decision-makers with analytical and critical information about the use of simulation/games in social studies classrooms in order to promote and improve the use of this innovative educational technique. Discussed are non-computer, commercially available simulations and simulation/games intended for use at grades five through twelve.
present day psychology at the secondary school level. Discussion is limited primarily to high school psychology courses, where most curriculum development efforts and enrollment increases have occurred. A few efforts at the elementary and junior high school levels are also mentioned.

ED 102 037
Fosney, Arthur W. COPING WITH COMMUNITY CONTROVERSY GUIDELINES FOR INTRODUCING NEW SOCIAL STUDIES PROGRAMS 1974 37pp

Looking ahead, teachers will have to appear on public platforms, take part in public groups, and in general carry on a program of educating the public with respect to the nature of the social studies and the nature of the issues they wish the students of the schools to become competent in analyzing. Three principles that arise from the nature of the public school as a social institution are discussed in the paper.

ED 102 038
Turner, Mary Jane, and Frances Haley UTILIZATION OF NEW SOCIAL STUDIES CURRICULUM PROGRAMS 1975 84pp

The research in this report presents and analyzes data on the extent of use of nine new social studies curriculum materials in four states: California, Colorado, Connecticut, and Texas. Findings show that only 42 percent of the teachers use the materials. Holt Social Studies Curriculum is the most widely used of the nine, while Patterns in Human History is the least. Teacher characteristics affecting utilization include holding of a permanent contract, professional status, membership in professional organizations, and location of school.

ED 103 284
Sweeney, Douglas P., and Patricia L. Johnson VALUES EDUCATION, APPROACHES AND MATERIALS 1975 164pp

The difficulty of intelligently and systematically selecting from the overwhelming curriculum and teacher background materials being produced and disseminated in values education is a problem for educators and teachers. This book focuses on alleviating the problem, making the choice easier for users of values materials. Summaries of analyses of 13 sets of materials are included. The final chapter is an extensive annotated bibliography of over 200 student curriculum materials, teacher guides, and theoretical background materials available through commercial publishers and/or the ERIC system.

ED 103 286
Lippitt, Ronald SOCIAL PSYCHOLOGY A RESOURCE FOR ELEMENTARY AND SECONDARY EDUCATORS 1975 62pp

The purpose of this publication is to link educators to some of the resources of social psychology and to offer ideas and tools for use in enriching whatever role educators may play in elementary, secondary, or professional education. It briefly surveys the ingredients and dimensions of social psychology and then examines ten areas of educational practice which can benefit from the application of social-psychological resources.
ED 104 731
Hawke Sharry and others STATE ACCOUNTABILITY ACTIVITIES AND THE SOCIAL STUDIES A NATIONWIDE SURVEY A PROPOSED GENERAL ACCOUNTABILITY MODEL, AND SOME GUIDELINES 1975 125pp

The survey reported in this document was undertaken by ERIC/ChESS in the fall of 1973 to see how social studies fits into state accountability activities. The information obtained from the survey revealed social studies activity in accountability to be quite limited, therefore general accountability activities are also discussed in the document. The basic data of the survey are condensed in a summary preceding the report.

ED 106 164
Fosnay Arthur W TOWARD A HUMANE CURRICULUM 1974 25pp

Educational institutions are not humane because they fail to deal with the human condition in all its variety and meaning. They continue to affirm only the intellectual part of the human being as if it were the whole person. Instead, the human condition is made up of six qualities including the intellectual, emotional, social, psychological, aesthetic, and spiritual. Subject matter must be responsive to these six categories in addition to teacher goals for student development. An analytical framework for incorporating both teacher goals and human qualities is presented and current and potential curricula are evaluated within the human analytical framework.

ERIC CLEARINGHOUSE ON TEACHER EDUCATION (SP)

ED 070 752
Haberman, Martin and others STUDENTS' RIGHTS: A GUIDE TO THE RIGHT OF CHILDREN, YOUTH AND FUTURE TEACHERS 1973 72pp

This paper summarizes the rights of students in elementary and secondary schools. It is presented through case histories. The decisions are grouped into the categories of freedom of expression, search and seizure, dress and grooming, invasion of privacy and discipline. The rights of students in programs of teacher education are then discussed. The final section presents a Bill of Rights for future teachers. Student teachers' and interns' rights are elaborations and extensions of the previous analysis of the rights of children and youth in lower schools.

ED 083 128
Mathiesen Moira B OPENING THE DOORS OF OPPORTUNITY (PART 4 OF THE ERIC CLEARINGHOUSE ON TEACHER EDUCATION PROJECT ON CAREER EDUCATION) October 1973 48pp

This document discusses the topic of career education from a variety of viewpoints. Keynoting the paper is a detailed analysis of remarks on the topic made by Sidney Warland at the 1971 meeting of the NASSP in Houston. There follows a number of discussions, definitions, and arguments by various authorities concerning the concept of work and how it applies to career education. A final section considers the implications of these varying opinions and the present position of NIE.
Flexibility is defined, and the purpose and design of NCATE standards are discussed. Thurman indicates that deliberate effort has been made in the standards to encourage individuality, imagination, and innovation. In spite of this, questions about flexibility persist, for reasons which he gives in detail. Each of the reasons is examined in relation to the standards. Thurman advocates working within the standards to improve and develop programs, and further explication of the standards by NCATE.

This monograph presents a complete theoretical analysis of data pertaining to professional laboratory experiences at the preservice level. The intention is to bring together in a useful pattern what is known and what is asserted about these experiences and to make specific functional proposals that, if implemented, may be conducive to enhancing the quality of professional laboratory experience.

This selected bibliography includes both document abstracts from RIE and journal article citations from CIJE focusing on recreation. The bibliography is divided into two sections: the document abstracts and the journal citations.

This is a selected bibliography of materials on physical education which are contained in the ERIC system. It is divided into two sections: document abstracts taken from RIE (1966-present), and journal articles taken from CIJE.

Contains in this publication are the extensive abstracts of 20 papers on education reform which are included in the ERIC system. These articles cover topics such as institutional and educational change, the relationship between training and change, preservice and inservice teacher education, incentive systems, simulation and protocol materials in teacher education, competency-based education, needs assessment, instructional models, British primary education, Brunerian curriculum, and many more.
Ohliger, John  BIBLIOGRAPHY OF COMMENTS ON THE ILLICH-REIMER DESCHOOLING THESIS  April 1974  65pp  

This bibliography is divided into three parts: (a) reprint of an article which discusses the influence of Illich and Reimer and comments briefly on the books written about them and their ideas, (b) a partial listing of the writings of Illich and Reimer which are commented on in (c) the books and articles listed in the main bibliography, which cites 570 different authors writing in 71 books and 351 journals, magazines, and newspapers issued in 30 countries.

Mathieson, Moira B  A BRIEF BIBLIOGRAPHY ON TEACHER EDUCATION AND AMERICAN INDIANS. April 1974  23pp  

This bibliography consists of 30 citations of documents reported in RIE, all of which deal with teacher education aspects of American Indian education. Each entry includes information on the author, title, publisher, date of publication, pagination, availability, and an abstract.

Leyba, Charles  A BRIEF BIBLIOGRAPHY ON TEACHER EDUCATION AND CHICANOS. April 1974. 17pp  

The bibliography contains 25 citations of ERIC documents.

Burden, Joel, comp., and others  FORECASTING THE EDUCATIONAL FUTURE. June 1974. 74pp  

This collection of essays on futurism is intended to open avenues for exploration, raise pertinent issues, and direct attention to new considerations.

Meierhenry, Wesley C  COMPENDIUM OF NONCOMMERCIALY PREPARED NONPRINT RESOURCES IN EDUCATIONAL PERSONNEL PREPARATION  July 1974. 263pp  

This compendium is designed as a reference tool for the identification of nonprint educational material produced by institutional or nonprofit agencies. The main body lists materials alphabetically by title in six sections: (1) audio cassettes, tape reels, and phonodiscs; (2) games and simulation; (3) motion pictures; (4) multimedia; (5) slides, filmstrips, tapes; and (6) video tapes.

Pasch, Marvin  PROGRAMMATIC DEVELOPMENT OF IN-SERVICE TEACHER EDUCATION  September 1974. 19pp  

A "programmatic concept" of in-service education is suggested. In-service
activity congruent with the concept must emerge from an operational complex which has demonstrated the capability to create and/or diffuse instructional programs targeted to a group of teachers with particular needs. Three approaches which fit the criterion rule are described. Examples which fit each of the three approaches are presented.

ED 097 291

Freeman, Larry THE IMPACT OF LEGAL DECISIONS ON THE FUTURE OF EDUCATION. November 1974 26pp

The author examines the rationale for teacher licensing procedures and the interpretation of Title VII. Recent court opinions are discussed, covering such topics as principles of neutrality with respect to language, obscenity, study of comparative religion, Indian education, and the tradition of the Amish community. A model for preparing educational personnel to assist in the building and preservation of community identity is proposed.

ED 097 293

DiSto, Evelyn IN-SERVICE TRAINING FOR THE BEGINNING TEACHER. November 1974 15pp

In the first years of teaching, provision should be made to diagnose, prescribe, and program for the beginning teacher, to correct teaching weaknesses, and to develop competencies. Several exemplary programs suggest 10 steps that could help in developing a 2-year program of inservice training for the beginning teacher.

ED 097 317

Adams, Doris Hill IN-SERVICE EDUCATION FOR TEACHERS OF DISADVANTAGED ADULTS. November 1974 12pp

Inservice education for Adult Basic Education teachers is a relatively new development and teachers need to understand why students are taking the courses. A review of the literature shows that the majority attended classes for reasons other than course content. Studies show significant differences between ABE students' goals and teacher perceptions of these goals. Implications of these differences are discussed and it is concluded that the teacher needs to understand the students' motives in order to modify the program so that the desired objectives will be reached.

ED 098 142

Larson, Rolf W ACCREDITATION PROBLEMS AND THE PROMISE OF PBTE. November 1974 32pp

This paper examines the relationship between the accreditation of teacher education institutions and performance-based teacher education. Basic accreditation problems are discussed. Currently, institutional and teacher education goals are vague. Performance-based teacher education, which requires the explicit definition of expected competencies, could help to move accreditation toward being based on elements of substantive achievement and could encourage rethinking of admissions criteria.

After a brief discussion of the problems of naming projects in teaching centers, the authors identify some roots of the movement and analyze the extent and nature of teaching centers. Eighteen selected summary tables from a survey by Syracuse University are included. A typology of teaching centers identifies seven organizational types and four functional types. Major issues for center designers are listed. Current resources are included.


A total of 256 ERIC 1973 citations dealing with inservice teacher education was reviewed. Although many subjects were treated, the reports reflect little attempt to formulate a comprehensive program. Often objectives were narrow and unrelated to a larger purpose. None of the reported programs was comprehensive, dealing broadly with the professionalization of teachers in a full sense. Few of the reports dealt with formal graduate study.


Some options are identified as eliminating non-productive programs and courses, emphasizing training in areas where shortages exist, refocusing the orientation of institutions to meet the training needs of nonschool settings, and expanding school service components. Additional questions exist as to whether in the future society will be willing to support a teaching force adequate for peak demand periods and whether employment alternatives should be considered.


This monograph offers information, suggestions, and proposals to teachers, students, and citizens to increase their understanding of the aging process in both its physiological and psychosocial aspects.

Dobson, Russell and Judith Shelton Dobson. PARENTAL AND COMMUNITY INVOLVEMENT IN EDUCATION AND TEACHER EDUCATION. February 1975. 81pp.

This examination is in two parts. The brief first section considers the historical aspects, identifies the various possible kinds of involvement and the benefits that result, as well as barriers encountered. The second section is an extensive review of the literature.
This annotated bibliography covers documents and journal articles dating from 1969 which are contained in the ERIC system.

ED 100 080
Lambert, Linda J. CONCERNS OF HISTORICALLY AND DEVELOPING BLACK INSTITUTIONS A BIBLIOGRAPHY February 1975 50pp

ED 102 093
Thomas, Donald R. and others FUTURISM AS AN APPROACH TO DECISION MAKING IN TEACHER EDUCATION February 1975 106pp

This is a collection of five essays on futurism. Thomas contends that human beings will need more than ever to be taught the basic skills of communication and that communication will have to be multilingual. Katz explores the notion of teaching people to think, contrasting the Dewey Inquiry model and the discipline model. Chin and Genova propose models for the reconstruction of knowledge, the process of knowledge utilization, and the place of selfhood. Rich argues that children must learn skills to create knowledge and the arts. Nash discusses the celebration of humanism.

ED 102 094
Hawkins, Donald E. and Marian F. Bendixsen UTILIZATION OF INFORMATION RESOURCES IN PLANNING TEACHER PROFESSIONAL PREPARATION PROGRAMS, February 1975 53pp

This publication is designed to provide teacher educators and educational innovators and decision-makers with information that will help them to manage change. Societal and reform pressures are identified in the first section. The second section discusses finance, facilities, and curriculum as the major areas of institutional activity affecting planning for teacher education. In section three an ideal dissemination and utilization system is outlined. The last section deals with some major information resources for planning teacher education.

ED 102 095
Howey, Kenneth PROMISING PRACTICES IN THE TRAINING AND RENEWAL OF TEACHER EDUCATORS, February 1975 64pp

This monograph reviews a variety of trends and programs in the preservice and inservice training of teacher educators. Diversified instructional formats are discussed. Methods of computer-assisted instruction and the use of consulting groups are also explored as vehicles used to train teacher educators.

ED 102 097
Sinclair, Ward FIELD-BASED TEACHER EDUCATION AND K-12 PERSONNEL RESPONSIBILITIES IN TEACHER EDUCATION A REVIEW February 1975 84pp

This monograph traces the development of field-based teacher education in the United States from the first state-supported normal school to the present questions of control and the dual system of standards. Topics reported include unions and associations, competency-based teacher education, local needs, teacher centers, reciprocity systems, and economic problems.
ED 102 135
Aquino John SOCIAL STUDIES FOR THE INTERMEDIATE GRADES AN ANNOTATED BIBLIOGRAPHY
1975 27pp
The bibliography deals with current topics in social studies and is divided into three sections: curriculum, teaching methods, and global/interpersonal learning.

ED 104 64
Aquino John and Lorraine Poliafoff HEALTH EDUCATION DRUGS AND ALCOHOL AN ANNOTATED BIBLIOGRAPHY 1975 33pp
The document begins with an article on what drug abuse is and how educators can deal with it. The annotated listing is divided into sections on drug abuse, drug education, alcohol abuse, alcohol education, and venereal disease. Most post-1971 entries are journal articles.

ED 090 301
Matthaiu & Chart M DON'T FORGET THE IRISH Journal of Teacher Education 24 (No 3)
Wk 23 122-124-5
This journal article is an annotated bibliography on multiculturalism.

ED 095 556
Poliafoff Lorraine OPENING UP THE VIEW Journal of Teacher Education 25 (No 1, Spr 74-52 54-58
This is an annotated bibliography on teacher centers.

ERIC CLEARINGHOUSE ON TESTS, MEASUREMENT, AND EVALUATION (TM)
ED 080 582
STATE EDUCATIONAL ASSESSMENT PROGRAMS 1973 REVISION 1973 100pp
This publication has two major parts. The first is a paper by Joan Beers, Pennsylvania Department of Education, and Paul Campbell, Educational Testing Service, which describes, analyzes, and interprets the most significant portions of data collected in a second survey of the status of state educational assessment programs. The second part is a report of the assessment activities of each of the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands.

ED 083 284
Klein Stephen P. and Jacqueline Rosecoff ISSUES AND PROCEDURES IN THE DEVELOPMENT OF CRITERION REFERENCED TESTS September 1973 18pp
The basic steps and procedures in the development of criterion referenced tests (CRTs), as well as the issues and problems associated with these activities are
The discussions also focus on purpose and defining characteristics of CRT's. Results of a survey conducted to assess current efforts in CRT testing, and defining characteristics of a large number of current testing programs. From the analysis, the questions that the CRT developer must answer in order to clarify the nature of effort of a CRT are provided.

STATE TESTING PROGRAMS 1973 REVISION November 1973 65pp

The purpose of the survey was to obtain information to prepare a profile of state testing programs. The section of the report summarizes the data on the 42 testing programs that were operated in 31 states during the 1972-3 school year. Detailed program information for each state are presented in the second section.

ED 051 414

Braddock Richard T. and Barbara L. Thompson THE EVALUATION OF EDUCATIONAL TESTING CENTERS "EVALUATION REPORT NO 14 December 1974 15pp

The evaluation issues are approached in light of these components: user needs, information resources (data bases), question negotiation (search and retrieval), multi-am evaluation, and cost effectiveness.

ED 034 425

Seydew Edmond P. OPENING INSTITUTIONAL LEDGER BOOKS-A CHALLENGE TO EDUCATIONAL LEADERSHIP SUGGESTIONS FOR TALKING TO SCHOOL-COMMUNITY GROUPS ABOUT TESTING AND TEST RESULTS "EVALUATION REPORT NO 28 December 1974 13pp

Three key areas are outlined dealing with the development of public understanding of testing: (1) Why tests are administered in schools, (2) Types of tests used, and (3) Interpretation of test norms. Finally, the following are proposed: assume leadership-an advocacy position in identifying discrepancies in pupil performance (needs), relate results to instructional efforts, discuss resource needs of the district and school, outline noninstitutional problems the school and community must address, and approximate accountability.

ED 097 425

Severy Lawrence J. PROCEDURES AND ISSUES IN THE MEASUREMENT OF ATTITUDES "EVALUATION REPORT NO 30 December 1974 13pp

Issues relevant to the nature of attitudes are discussed. The reader is referred to works indexing a variety of existent attitude scales. The way in which one constructs, administers, scores, interprets, and presents findings of an original attitude measuring device is discussed comprehensively, and yet in a non-technical fashion for administrators, educators, graduate students, novice researchers, and program and project directors.
Knapp, Joan  A COLLECTION OF CRITERION REFERENCED TESTS  TM REPORT NO 31  December 1974  13pp

Twenty one criterion referenced tests are cited. and for each the following information is provided: description, format and administration, response mode and scoring, technical information, and references. This annotated bibliography does not list every test that has been labeled criterion referenced, but it typifies the variety of tests that are available.

Kent, William P.  ADULT BASIC EDUCATION PROGRAMS, STUDENTS, AND RESULTS  TM REPORT NO 33  December 1974  7pp

The study summarizes a survey of a nationwide sample of students, teachers, and administrators involved in Adult Basic Education (ABE) programs funded under the Adult Basic Education Act of 1966. The sample investigated by the study included 2,500 in 200 classes, 90 programs, and 15 states. Data were collected on programs and classroom characteristics, students were tested twice and interviewed three times.

Edel, Robert L.  STATE TESTING PROGRAMS STATUS, PROBLEMS, AND PROSPECTS  TM REPORT 40  December 1974  6pp

The current status of state testing programs is assessed drawing primarily on information provided by the Educational Testing Service. Increases in state operated programs are indicated and are probably due to an increase in federal money for testing purposes. A history of state testing programs is made, and various types of tests are evaluated.

Easmon, Maurice J. and others  EVALUATION DESIGNS FOR PRACTITIONERS  TM REPORT NO 35  December 1974  6pp

Four evaluation designs used in natural settings are described. Each involves an evaluation study that takes into account a variety of constraints, but nevertheless provides a basis for subsequent program and/or organizational decision. The study includes a true experimental design in a field setting, a nonequivalent control groups design, a time series design, and a no comparison groups design.

Flaugher, Ronald L.  BIAS IN TESTING A REVIEW AND DISCUSSION  TM REPORT NO 36  December 1974  10pp

Recent empirical evidence concerning sex and racial bias in testing is discussed. Pertaining to fairness in test use, methodological developments undermining the traditional statistical model of fairness previously accepted without question are described in some detail. The "new" approach to test bias is seen as
essentially an abandonment of, or a reduced emphasis on, the traditional measures of status, aptitude, and achievement.

ED 099 432

Feldmesser Robert A. and Esther Ann McCready, INFORMATION FOR PARENTS ON SCHOOL EVALUATION. TM REPORT NO 42 December 1974 7pp

A thorough search of the literature on school evaluation produced less than a dozen resources for parents that would (1) enable them to decide what types of information they need, (2) suggest how they might obtain the information, and (3) indicate how the information might be interpreted to make a judgment on school quality. The characteristics, strengths, weaknesses, similarities, and differences of these resource materials are summarized. Further steps that might be taken are recommended.

ED 102 208

Bradley Robert H., and Bettye M. Caldwell, ISSUES AND PROCEDURES IN TESTING YOUNG CHILDREN. TM REPORT NO 37 December 1974 16pp

Because of the developmental characteristics of young children, the potential user of tests for educational evaluation needs to be keenly aware of the kinds of decisions which can be made on the basis of testing and to the limitations of testing when young children serve as subjects. Several decision types are discussed: program planning and evaluation, screening, and administrative decisions. After considering the type of decision to be made as a factor in test selection, several test characteristics should be considered: practical criteria, including relevance, scope, timeliness, importance, efficiency and credibility; validity—content, discriminant, criterion, content, and educometric; test reliability and test bias.

ED 102 209

Stodolsky Susan S., OPEN EDUCATION A CHALLENGE TO EVALUATORS. REPORT NO 29 December 1974 25pp

A review of the literature on evaluation of open education programs provides a background for the author to discuss the conditions essential to open education and the evaluation of its effectiveness. Other factors mentioned are: (1) the importance of the types of measuring instruments used to evaluate these programs, (2) the application of the classic evaluation paradigm, (3) lack of procedures for assessing the kinds of behaviors of interest to open education programs.

ED 102 210

Read Peter B., ON THE CONFIDENTIALITY OF STUDENT TEST SCORES. REPORT NO 32 December 1974 32pp

A discussion of the limited meaning of test scores, testing as an invasion of privacy, the abuse of test scores as confidential information and privileged communication, recording and storing of test results, access to test scores, and the demand for accountability forms the basis for recommendations for the release of individual and group test scores. These suggestions are consonant with recommendations of various professional organizations, the guidelines.
prepared by a conference sponsored by the Russell Sage Foundation in 1970, and numerous court cases.

ED 102 211


This paper is concerned primarily with standardized tests, since it is they that have been attacked in the courts. Each type of test that has been dealt with in court cases is treated here. Specifically, they are group and individually administered intelligence, aptitude, and achievement tests.

ED 102 212


Six areas were isolated as crucial indices of the adequacy of career education. These were self-awareness, career-awareness, decision-making skills, overall school behavior, career competencies, and career attitudes and interests. Measures in all six areas should be obtained for the evaluation of career education programs, preferably obtained through experimental and quasi-experimental designs with pretest data, rather than through case study methods.

ED 103 493


Recognizing that the emotional state of the student is integral to the ability to learn, educators now place emphasis on testing in the affective domain. This report focuses on such important areas as ethical considerations, difficulties in instrument design, categorization of emotional state, assessment techniques, and numerous types of item formats and scales.

ED 103 493

Krumboltz, John D AN ACCOUNTABILITY MODEL FOR COUNSELORS Personnel and Guidance Journal 8 (No 10 Jun 74) 639-646

A sound counselor accountability system would collate counselor accomplishments with costs. Better decisions could then be made about effective methods, staffing, student needs, and training. The system would define the domain of counselor responsibilities, use student behavior changes as evidence of counselor accomplishments, state counselor activities as costs, promote self-improvement, permit reports of failures and unknown outcomes, be designed by users, and be subject to revisions. An illustrative accountability report shows how the cost, but not the value, of an outcome, can be estimated. Experimentation is needed in order to answer the practical implementation problems of the system.
The materials cited here represent information on methods of assessing achievement, intelligence, personality factors, and attitudes, effects of testing on self-concept and employment opportunities, prediction of academic success, reliability and validity of specific tests, criticism of the methods and use of assessment, test construction, use of assessment for educational placement and diagnosis, culture free and culture fair tests, performance differences on tests between majority and minority groups.

In an attempt to find answers to unanswered questions about the teaching-learning process, especially in relation to minority group children and youth and students from low socio-economic backgrounds, the ERIC/IRCD staff provided a comprehensive collection of abstracts on those areas of special interest to the Center. This document is one of several being prepared for the new series entitled ERIC/IRCD Doctoral Research Series.

Recent publications by several writers have reintroduced notions that demand critical examination, particularly with reference to the processes of education, schooling, and upward mobility of people of low status in our society. These works have been the basis of recent attempts to use educational and behavioral science data to support the assertion that schooling can make little difference in the efforts of low-status people to achieve equality or a fair change at survival. These positions are outlined in the document.

During the 1960's a growing body of experimental evidence suggesting that early malnutrition could affect the development and the functioning of the brain, was translated into a concern that nutritional deprivation might be producing permanent mental retardation among "disadvantaged" children. The purpose of this paper is to show, through a review of the relevant literature, that such a concern, while humanitarian in its inspiration, is misplaced. The bulk of the report dwells on the available evidence and also discusses other factors besides hunger which affect classroom performance.
ED 092 648

Samuda, Ronald J. RACIAL DISCRIMINATION THROUGH MENTAL TESTING A SOCIAL CRITIC'S POINT OF VIEW IRCD BULLETIN, NUMBER 42, MAY 1973 18pp

This paper, based on a book on the assessment of minority students, is a critical review of the research done heretofore on intelligence testing. It deals with such issues as the social criticism of testing through numerous lawsuits, court rulings, and the positions taken by the Association of Black Psychologists and the American Personnel and Guidance Association, the use of IQ tests for grouping purposes, experiments related to the test environment, the self-fulfilling prophecy, and the effects of language differences on test results. It is held that the present trend points toward an expansion and elaboration of psychometrics rather than an abolition of objective tests.

ED 094 062

Woosin, Renée PERSONALITY AND FAMILY BACKGROUND CORRELATES OF ACADEMIC PERFORMANCE IN MINORITY STUDENTS ERIC/IRCD URBAN DISADVANTAGED SERIES NUMBER 37, JULY 1974 23pp

Intelective measures such as aptitude test scores and previous school grades have long been used to predict a student's future academic potential, and they have shown high correlations with college grades. However, among minority students there is evidence that they often defy what one would predict on the basis of aptitude test scores and past grades. Perhaps, then, it would be wiser to look at noncognitive areas of behavior. This document examines such areas and divides them into two broad categories: personality traits and family characteristics. It is found that it is difficult to draw any definite conclusions regarding such relationships.

ED 094 053

Jablonsky, Adelaide comp. RESEARCH ON THE EDUCATION OF BLACK AND BLACK-WHITE POPULATIONS AN ANNOTATED BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS. ERIC/IRCD DOCTORAL RESEARCH SERIES, NUMBER 5, JUNE 1974 56pp

The fifth of the series citing doctoral research as indexed in "Dissertation Abstracts," this bibliography includes selected items encompassing aspects that affect black and black-white populations such as: reading and language arts; self concept; attitudes, aspirations, and behavior; parental and cultural influences; and vocation.

ED 094 054

Jablonsky, Adelaide, comp. THE EDUCATION OF PUERTO RICAN CHILDREN AND YOUTH: AN ANNOTATED BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS. ERIC/IRCD DOCTORAL RESEARCH SERIES, NUMBER 6, JUNE 1974 39pp

The sixth annotated bibliography in the Doctoral Research Series, this compilation includes citations of studies of Puerto Rican children on the mainland, comparisons of Puerto Rican students with those of other ethnic groups, and studies of schools and students in Puerto Rico.
The general verdict after almost a decade since the passage of Title I is that the implicit challenge embodied in Title I has not been met—that Title I has failed as an instrument of national policy. Thus, the most immediate and difficult task for federal educational policy makers is not just the identification of more effective educational treatments, but the formulation of incentives which encourage local districts to establish "special programs for the disadvantaged."
Some progress has been made in education of disadvantaged populations—more money is spent, greater numbers of trained teachers of disadvantaged students, vocational education, ethnic pluralism in educational materials, and the like. But education is no antidote to poverty; when other societal resources are unequally distributed, quality of schooling becomes even more important.

COMMUNICATIONS NETWORKS AND THE URBAN POOR. EQUAL OPPORTUNITY REVIEW, May 1975

Communications research and social science analysis are considered to have revealed several essential features in the communications environment of American citizens. The purpose of this article is to consider the ways these features affect low-income members of society, particularly minorities in urban areas.

NEW CURRICULA FOR MULTI-ETHNIC SCHOOLS. EQUAL OPPORTUNITY REVIEW, June 1975

This paper asserts that most of the urban and suburban schools are racially and ethnically isolated. Consequently, what are needed are curricula suited to a culturally diverse population which does not attend culturally and ethnically diverse schools. Thus, one issue requiring examination is the extent to which curricula are similar or different for culturally diverse student populations in contrast to culturally homogenous groups. While it is held that schools must certainly do a far more effective job in the basic skills areas, an education for a culturally pluralistic society must have a broader focus which deals with affective and cognitive development, and with personal and interpersonal skills.

TEN YEARS OF DECENTRALIZATION: A REVIEW OF THE INVOLVEMENT OF URBAN COMMUNITIES IN SCHOOL DECISION-MAKING. Summer 1975

Four areas concerning educational decisions, said to be shared as goals by lay communities and school people, are considered to be: institutional responsiveness, affective and material community support to schools, educational achievement, and the democratic principle. Four paths through which involvement may affect educational achievement are cited: existing evidence to support the paths of parent/child efficacy, institutional/child congruence, community support, and student self-efficacy. Speculations about needed research are made.

COMMUNITY COMPETENCE AND INDIVIDUATION: THE EFFECTS OF DIFFERENT CONTROL IN EDUCATIONAL ENVIRONMENTS. 1975

Based on an approach that analyzes the structure of educational processes in relation to the structure of its outcomes, this paper develops the argument that the function that a specific environment fulfills depends critically on who is in control within the environment, and suggests how to test this argument.
Affective Behavior
Affective Objectives
Affective Tests
Agencies
Agricultural Laborers
Air Inflated Structures
Air Structures
Air Supported Structures
Alcohol Education
Alcoholism
Algorithms
Alternative Schools
American English
American Indian Languages
American Indians


Analytical Criticism
Annotated Bibliographies


Arbitration
Architects
Architectural Barriers
Architectural Programming
Art
Articulation (Program)
Attendance
Attitude Tests
Attitudes
Audiovisual Aids
Audiovisual Instruction
Aurally Handicapped

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