Document resumes of 176 substantive publications produced by the 16 ERIC Clearinghouses and appearing in Resources in Education (RIE), are alphabetically arranged by the two-letter clearinghouse identification prefix, and within each clearinghouse group, numerically listed by accession number; an abstract is provided for each title. The 11th bibliography in the series, it reflects the scope of each clearinghouse and contains citations on adult, career, and vocational education; counseling and personnel services; reading and communication skills; educational management; handicapped and gifted children; languages and linguistics; higher education; instructional technology and library/information science; junior colleges; elementary and early childhood education; rural education and small schools; science, mathematics, and environmental education; social studies/social science education; teacher education; tests, measurement, and evaluation; and urban education. Subject, author, and institution indexes to the bibliography are provided, as well as an explanatory example of each. The ERIC system and clearinghouse publications are briefly described. Addresses of the ERIC clearinghouses and information on how to obtain ERIC clearinghouse publications and order the ERIC abstract journal (RIE) are also included. (RBF)
An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses January-December 1980

July 1981

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

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

National Institute of Education
Milton Goldberg, Acting Director

Washington, D.C. 20208
Material for this publication was processed for printing by ORI, Incorporated, under contract with the National Institute of Education.
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VII. HOW TO OBTAIN ERIC CLEARINGHOUSE PUBLICATIONS .......................... 61

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VIII. HOW TO ORDER ERIC ABSTRACT JOURNAL

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<tr>
<td>Resources in Education (RIE)</td>
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</table>
I. Introduction

The ERIC System

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

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

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

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

Clearinghouse Publications

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

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

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

Organization of This Bibliography

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

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

Availability of ERIC Clearinghouse Publications

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

See Section VII for instructions on how to order materials.
### II. STATISTICAL SUMMARY—BY CLEARINGHOUSE BY YEAR (1968-1980)

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SAMPLE RESUME ENTRY

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

Author(s):

ED 654 321
Smith, John D.  Johnson, Jane

Title:
Career Education for Women.

Organization where document originated:
Central Univ., Chicago, Ill.

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

Report No.—CU-2081-S

Date Published:
Pub Date May 73

Contract or Grant Number:
Contract—NIE-C-73-0001

Note—129p.: Presented at the National Conference on Career Education (3rd., Chicago, Ill., May 11-17, 1973)

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

Language—English, French

EDRS Price MF01/PC06 Plus Postage.

Pub Type—Dissertations/Theses (040)


Informative Abstract.

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

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

CE — Adult, Career, and Vocational Education
CG — Counseling and Personnel Services
CS — Reading and Communication Skills
EA — Educational Management
EC — Handicapped and Gifted Children
FL — Languages and Linguistics
HE — Higher Education
IR — Information Resources
JC — Junior Colleges

CE

ED 193 526
Dey, Charles R. And Others
Review and Synthesis of Research and Development in Vocational Education. Information Series No. 206.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Sponsoring Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-76-0122
Note—134p.
Pub Type—Information Analyses
Descriptors—Curriculum, Education
EDRS Price—MFO/PC06 Plus Postage.

CE 027 089
Measuring Career Education Objectives: Current Status and Future Directions. Information Series No. 207.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Sponsoring Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-76-0122
Note—36p.
Pub Type—Information Analyses
Descriptors—Curriculum, Education, Educational Objectives
EDRS Price—MFO/PC02 Plus Postage.

CE 027 090
Mitchell, Anita
Measuring Career Education Objectives: Current Status and Future Directions. Information Series No. 207.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Sponsoring Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-76-0122
Note—61p.
Pub Type—Information Analyses
Descriptors—Curriculum, Education, Educational Objectives
EDRS Price—MFO/PC03 Plus Postage.
research in this area. Tables illustrate (1) APL model of functional competency, examples of tasks, and (2) five-state comparison of adult alternative programs. Descriptors include a list of potential resources concerning programs, bibliographies and product listings, and suggested readings. (CT)

ED 193 530 * CE 027 092
Hiemstra, Roger
Preparing Human Service Practitioners to Teach Older Adults. Information Analysis Series No. 287.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (RC) (ED 193 457)
Pub Date—80
Contract—400-76-0122
Note—48p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC03 Plus Postage.
Descriptors—Adult Educators; *Educational Histories, Models, Research, Educational Theories; *Learning Problems, Learning Processes; Literature Reviews, Needs Assessment; *Older Adults, Programming, Program Implementation; *Teaching Methods
This paper overviews existing research on how one teaches the older person. It is aimed at the persons who work with older adults, regardless of whether they are trained to teach older adults. Suggestions are outlined for the design and implementation of effective education for older persons. Several areas that are examined are (1) the history of adult learning; (includes models, stages, and theories, memory and intelligence; and learning needs and obstacles); (2) the adult education institution as a facilitator; the teaching/learning process and self-directed learning; (3) techniques of altering traditional modes of dispensing Information and developing personal instructor approaches and styles (discusses interference, hesitancy, speed and pacing, and organizational and associational abilities); and (4) the need for further research. Added materials contain some anecdotal experiences related to working with older adults and a list of relevant resources such as periodicals, professional associations, political groups, and professional training opportunities. (CT)

ED 193 530 * CE 027 093
Stanley, Elizabeth
Credit for Prior or Experiential Learning. Information Analysis Series No. 273.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (RC) (ED 193 457)
Pub Date—80
Contract—400-76-0122
Note—48p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—Research (143)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—Career Development; *Curriculum Development; *Curriculum Guides, Developmental; *High School, Learning Activities; *Middle Schools, Outcomes of Education; Program Development; Education Identification—Information Analysis
A study is reported which examines the concept of career education infusion as it has been presented in selected career guides, particularly those developed for the middle school and junior high school levels. The report, presented in the form of questions and answers, is written primarily for curriculum developers responsible for planning and implementing special education programs. It attempts to define the term "infusion" and establish criteria for determining if infusion is being facilitated by the curriculum and the area explored is the relationship between student outcomes in the guides and a comprehensive definition of career education. A third area is the concern that the implementation of career education at times may not be taking the career development stages of students’ intra-personal development into account. The fourth part of the report examines the congruence of the outcomes and activities in the guides with appropriate theoretical career development stages. The fourth and final part of the report focuses on whether or not the major instructional components for evaluating the effectiveness of an outcome or activity are included in the guides. (CT)

ED 193 532 * CE 027 095
Poole, David
Review and Synthesis of Criteria Useful for the Selection and Support of Vocational Education. Information Analysis Series No. 212.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (RC) (ED 193 457)
Pub Date—80
Contract—400-76-0122
Note—40p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Information Analysis (070) — Opinion Papers (120)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—Selection, Program Development, Vocational Education Identifiers—Information Analysis
With the recent increase in the number of students attempting to enter the post-secondary education market, the increased pressure on accountability and efficiency, vocational educators need to reexamine their policies and procedures. This paper reviews the administrative, instructional and curricular policies, procedures and practices that shape the career education curricula and the career education programs of secondary schools. The paper will be useful as a reference to those individuals who consider the impact of these policies and practices on the implementation of the career education curriculum and the career education courses. (CT)

ED 193 533 * CE 027 096
Roberts, G. And Others
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—National Inst. of Education (RC) (ED 193 457)
Pub Date—80
Contract—400-76-0122
Note—40p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—Research (144)
EDRS Price—MF01/PC06 Plus Postage.
Descriptors—Curriculum, Distributive Education, Educational Administration, Educational Objectives, Educational Philosophy; *Education, Employment Opportunities, Human Resources; *Marketing, Mod.Bs., Program Design, Program Evaluation, School Counseling, Vocational Education; *Careers, *Career Education, *Vocational Education Identifiers—Information Analysis
This third edition of a report updates important developments in marketing and distributive education research. Most research studies discussed are from 1964-1978, but several 1979 and 1980 studies are also included. The studies are grouped under the ten main topic areas as follows: philosophy and objectives (historical research, goals and objectives, issues and trends, evaluative criteria); human resources and employment opportunities; learner characteristics (characteristics of high school learners and graduates, postsecondary learners, adult learners); disadvantaged, underrepresented, minority students (e.g., disadvantaged persons, students with disabilities, disadvantaged by race, social class, sex, regional); and research, curriculum designed to meet special needs; program design models (non-cooperative instruction models, post-curricular models); program delivery models (multiservice, multiple purpose, cooperative management models); instruction (project method, cooperative learning, training materials, instructional models); and accountability (evaluation, accountability, documentation, program quality assurance and program evaluation). The last section continues a discussion of the research questions most often asked by these audiences concerning programs, bibliographies and product listings, and suggested readings. (CT)
development, executive recommendation, legislative action, decision-making, and policy implementation. Recruitment of school administrators and the relationship of the community to the school board follow. The book ends with a history of the reform movement in educational governance. (Author/ID)


EDRS Price—MP01/PC01 Plus Postage. Descriptors—Administrator Role, Annotated Bibliographies, Cooperation, Elementary Secondary Education, Administrators, Principals, Problems, Professional Development, Program Evaluation, Teacher Effectiveness, Identifiers—Education for All Handicapped Children Act. The twelve items in this annotated bibliography are entries in the ERIC system intended to be helpful to those implementing mainstreaming programs. The contributions cited discuss promising practices concerning mainstreaming, strategies to use when a mainstreamed child presents a problem, punishment, fostering inclusion, curricular adaptations, and the collaborative relationship of administrators and teachers. The publications also cover the results of National Education Association hearings on mainstreaming, problems arising from mainstreaming and their solutions, practical tips on implementation, supplemental services for mainstreaming, and the publications of mainstreaming and for cooperating learning, and results on one school’s four years of experience with mainstreaming. (JM)


EDRS Price—MP01/PC01 Plus Postage. Descriptors—Administrator Role, Annotated Bibliographies, Cooperation, Elementary Secondary Education, Administrators, Principals, Problems, Professional Development, Program Evaluation, Teacher Effectiveness, Identifiers—Education for All Handicapped Children Act. The twelve items in this annotated bibliography are entries in the ERIC system intended to help administrators in coping with stress. The publications cited deal with causes of stress, how to manage stress, and the effects of stress on education. The papers conclude that if educational innovation is going to succeed, educators will need to focus their work and time on communication, training, feedback mechanisms, and teacher support. (Author/ID)


EDRS Price—MP01/PC01 Plus Postage. Descriptors—Administrator Attitudes, Administrator Evaluation, Administrator Role, Administrators, Annotated Bibliographies, Competence, Educational Administration, Elementary Secondary Education, Principals, Teachers, Teacher Effectiveness. The twelve items in this annotated bibliography are entries in the ERIC system considered to be helpful to those implementing mainstreaming programs. The publications cited discuss promising practices concerning mainstreaming, strategies to use when a mainstreamed child presents a problem, punishment, fostering inclusion, curricular adaptations, and the collaborative relationship of administrators and teachers. The publications also cover the results of National Education Association hearings on mainstreaming, problems arising from mainstreaming and their solutions, practical tips on implementation, supplemental services for mainstreaming, and the publications of mainstreaming and for cooperating learning, and results on one school’s four years of experience with mainstreaming. (JM)


EDRS Price—MP01/PC01 Plus Postage. Descriptors—Annotated Bibliographies, Classroom Environment, Classroom Techniques, Disabilities, Discipline, Discipline Policy, Discipline Problems, Elementary Secondary Education, Inservice Education, Mainstreaming, Parent Participation, Program Descriptions, Student Behavior, Suspension, Teacher Role Effectiveness, Identifiers—Glaser (William) The 12 items listed in this annotated bibliography are entries in the ERIC system considered to be useful and significant publications on classroom discipline. The items listed deal with discipline guidelines, assertive discipline programs, creative solutions to discipline problems, in-service programs, and discipline programs focusing on the causes of misconduct. One research review and one study correlating teachers’ pupil-control ideology and classroom robustness are cited. Other articles included focus on the disciplining of the handicapped, the use of punishment, student-teacher relationship, discipline, the Glaser method of dealing with discipline problems, a parent-teacher open house concerning discipline, and on-campus suspension programs. (JM)


EDRS Price—MF01/PC01 Plus Postage. Descriptors—Administrative Role, Administrator Role, Demonstrations (Educational), Educational Research, Inventory Secondary Education, Professional Development, Inservice Teacher Education, Literature Reviews, Principals, Teacher Attitudes, Teacher Participation, Teachers. Although much research on staff development is unenlightening for school administrators, a few studies have useful findings. The four studies reviewed here suggest a number of guidelines for choosing staff development programs. The best programs appear to be those that do not utilize instead emphasize demonstrations and opportunities for teachers to practice new skills and receive feedback. Program materials must address the requirements of each participant and relate to on-the-job needs. Research indicates that programs that are better if they are ongoing, school-based projects rather than short workshops or courses. Observations of other teachers who have mastered the innovative techniques are not enough to ensure that teachers will participate in staff development is not particularly useful. Principals ought to be knowledgeable about and supportive of the programs they should have full responsibility for planning programs. Teachers want, and should be given, ongoing participation in project design. Figure 1 shows regular, relevant project meetings are important. Research results were ambiguous about whether local resource persons or outside consultants make better trainers. (Author/ID)


EDRS Price—MF01/PC01 Plus Postage. Descriptors—Group Dynamics, Leadership Qualities, Leadership Styles, Meetings, Organizational Effectiveness, Participation Identifiers—Leadership Effectiveness. At the beginning of the successful meeting process, the meeting leader decides on a leadership style after considering his or her own nature, the needs and desires of group members, and the characteristics of the organization and situation. In planning the meeting, the leader’s first guide is size and purpose he or she wishes to accomplish. Next, the meeting planner draws up the meeting’s agenda. The meeting takes place as the group members are involved, the seating arrangements made, the meeting room arranged, and background information and agenda distributed to participants. When the meeting opens the interpersonal and discussion skills of the chairperson come to the fore. The leader skillfully guides the group through the chaos of problem-solving and decision-making. At the same time, the leader is alert for the surface of negative emotions and maintains the harmony in the group. When decisions are reached, the leader makes sure that responsibilities are clearly designated and deadlines set. After the meeting, the leader sees the minutes, makes the decisions made, and evaluates the meeting’s effectiveness. This document describes each of these processes and identifies...
flies the sources from which suggestions have been drawn. (Author/PGD)

ED 189 681 EA 012 266

Thompson, Sydney

Grade Retention and Social Promotion. ACSA School Management Digest, Series 1, No. 1

Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

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

Pub Date—76-000

Note—36p.

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

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

EDRS Price - MF/PC/PS Plus Postage.

Descriptors—Academic Achievement, Contiguous Project Plan, Elementary Secondary Education, Flexible Progression, Grade Retention, Literature Reviews, Social Discrimination, Student Motivation, Student Placement, *Student Promotion*

Examination of the literature reveals that all reviews of research comparing grade retention policies to social promotion, while indicating the latter policies favor self-promotion. Grade retention on fails to ensure greater achievement, either by retained students or their classmates, and frequently leads to long-term damage in the areas of personal and social adjustment. The ideal promotion policy appears to involve an individualized continuous progression curriculum. Short of the ideal, the best policy calls for social promotion as the rule and permits occasional retention. With retention in doubt, they should promote rather than retain. Several studies have found that the ready availability of retention can encourage discourteous behavior, both social and academic, among children. Misuse of retention can be discouraged through involvement of parents, teachers, and specialists in the decision-making process. This document cites several studies of retention and promotion, describes a few policies currently in use, and provides a substantial bibliography. (Author/PGD)

ED 189 726 EA 012 857

Nelson, Brian. Ed. And Others


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

Pub Date—76-000

Note—35p.

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

Pub Type—Opinion Papers (120) - Information Analyses (070) - Non-Print Media (100)

EDRS Price - MF/PC/PS Plus Postage. PC Not Available from EDRS.


Identifiers—Alternative Energy Sources, Oregon (Albany), *Zero Energy Use*

The economic and physical realities of an energy shortage have caused many educators to consider alternative sources of energy when constructing their schools. This book contains studies and design suggestions concerning the proposed construction of a zero energy-use elementary school in Albany, Oregon.* Zero energy use* is defined as the use of on-site energy. A zero energy-use school might use solar collectors, composting toilets, and natural ventilation. The book describes an alternative energy project to separate student projects. Each student explores energy, alternatives for heating, lighting, cooling, ventilation, sewage disposal, and water for the proposed school, and completes his or her chapter with detailed drawings. Although the book cannot be used by an architect or a school district as actual construction documentation, it does open the possibility of constructing an energy-efficient school. (Author/LD)

ED 193 742 EA 012 605

Principal Evaluation, Research Action Brief Number 12.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

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

Pub Date—76-000

Note—5p.

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

Pub Type—Information Analyses (070)

EDRS Price - MF/PC/PS Plus Postage.

Descriptors—*Administrator Evaluation*, Elementary Secondary Education, Evaluation Methods, *Principals, Program Descriptions*, Identifiers—*Project ROME*

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

ED 185 794 EC 124 168

Goldstein, Herbert; Goldstein, Margaret T

Reasoning Ability of Mildly Retarded Learners. What Research and Experience Say to the Teacher of Exceptional Children.

Council for Exceptional Children, Reston, Va. Information Analyses - ERIC Information Analyses Products (071)

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

Pub Date—79-079

Note—76p.

Available from—The Council for Exceptional Children, Publication Sales Unit, 1910 Association Dr., Reston, VA 22091. ($6.25)

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

EDRS Price - MF/PC/PS Plus Postage.


Five author contributed chapters explore the social environment of the schools as it relates to mainstream handicapped children. M. Reynolds discusses "The Changing Social Environment in the School." He examines the use of the development scale in the organization of improved schools. "The Social Integration of Handicapped Students Into the Mainstream" by R. Johnson and D. Johnson examines the ratelaine for mainstreaming: the processes of making social judgments, accepting and rejecting, self-attitudes of the handicapped; and cooperative interaction among and between students and teachers. N. Spinelli and P. Cross discusses "Peer and Cross Age Teaching." Promoting Social and Psychological Development in Mainstream Classrooms in the Proposed Setting." R. B. White explores teaching skills and help tutors process experiences. Suggestions for "Creating Positive Classroom Environment" are contained in this volume. (Author/RHR)

ED 188 357 EC 124 111

Reynolds, Myrlo C., Ed.

Social Environment of the Schools. What Research and Experience Say to the Teacher of Exceptional Children.


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

Pub Date—78-078

Contract—400-76-0119

Note—101p.

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

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

EDRS Price - MF/PC/PS Plus Postage.


Five author contributed chapters explore the social environment of the schools as it relates to mainstream handicapped children. M. Reynolds discusses "The Changing Social Environment in the School." He examines the use of the development scale in the organization of improved schools. "The Social Integration of Handicapped Students Into the Mainstream" by R. Johnson and D. Johnson examines the ratelaine for mainstreaming: the processes of making social judgments, accepting and rejecting, self-attitudes of the handicapped; and cooperative interaction among and between students and teachers. N. Spinelli and P. Cross discusses "Peer and Cross Age Teaching." Promoting Social and Psychological Development in Mainstream Classrooms in the Proposed Setting." R. B. White explores teaching skills and help tutors process experiences. Suggestions for "Creating Positive Classroom Environment" are contained in this volume. (Author/RHR)

ED 188 357 EC 124 111

Reynolds, Myrlo C., Ed.

Social Environment of the Schools. What Research and Experience Say to the Teacher of Exceptional Children.


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

Pub Date—78-078

Contract—400-76-0119

Note—101p.

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

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

EDRS Price - MF/PC/PS Plus Postage.


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ED 188 380
Miller, Patricia S.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-76-0119
Price—$11.25
Note—1114p.
EDRS Price—MF01/PC08 Plus Postage.
Description—Adolescents; *Behavior Problems, *Individuals with Mental Retardation; *Deinstitutionalization; Delinquency; Delinquent Rehabilitation; Multicultural Education; Nontraditional Education; Residential Programs; *School Community Relations; *School Role; Secondary Education; Sex Differences; Social Adjustment; *Special Education; Teacher Education.
This thirteen author contributed papers are presented from a 1979 conference on deinstitutionalization and the lack of on-going support services. Presenters recommend that fields of education, social work, public policy, and psychology be included in the Multicultural Education, Nontraditional Education, Residential Programs, *School Community Relations, *School Role, Secondary Education, Sex Differences, Social Adjustment, *Special Education, and Teacher Education.
ED 189 379
Mast, James W.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Rehabilitation Services Administration (DHEW), Human Development (NIH), Bethesda, Md.; Rehabilitation Services Administration (DHEW), Rehabilitation (Rothscha); Rehabilitation Services Administration (DHEW), Rehabilitation (Pelkin); Rehabilitation Services Administration (DHEW), Rehabilitation (Sklar); Rehabilitation Services Administration (DHEW), Rehabilitation (Nutter); Rehabilitation Services Administration (DHEW), Rehabilitation (Nagel). (D. Sabatino); From the Desk of the Principal: Perspectives on a School Based Community Treatment Program for Developmental Delay (R. Moses); "A Special Education Program for Mentally Retarded Children Who Have Completed High School and Are Ready" (R. Sari); "Youth as a National Resource" (L. Dyk); "Education for Self Reliance" (R. M. Lofland and Scollay); "Youth Rights and the Role of Advocates" (M. Beyer); "Effects of Gender on the Differential Development of Adolescent Boys and Girls" (V. Gold); "Basic, Vocational, and Special Education: Whose Responsibility?" (G. Meers); "Secondary Special Education: A Case of Gender Neglect" (D. Sabatino); From the Desk of the Principal: Perspectives on a School Based Community Treatment Program for Developmental Delay (R. Moses); "The Teachers Hot Line: Teachers Helping Teachers" (E. Rogers); "Sexual Integration; Multicultural Education: The Right to a Free and Appropriate Education" (A. Benavides); "Alternative Residential Programs" (R. Sari); "The Family and Educational Relationship: New Directions for Promoting Healthy Social Interactions" (G. Clark et al.); and "Project Success" (P. Glassford).
ED 190 244
Mast, James W.
Handicapped, 130 106
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-76-0119
Note—No. 79-9. 
EDRS Price—MF01/PC08 Plus Postage.
The Competency Development Programs (CDP) for teachers of exceptional children is described as an instrument to evaluate teacher skills and aid in subsequent planning of appropriate individual training. The CDP consists of five major skill areas general competence (such interpersonal skills as enthusiasm, responsibility, patience, and communication), assessment, observation, and curriculum planning; teaching/learning situation (direct teaching and behavior management); evaluation and records; and parent involvement. Competencies are rated on a 5 point scale.
ED 191 252
Davis, Sharon A. And Others 
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—400-76-0119
Note—No. 85p.
EDRS Price—MF01/PC03 Plus Postage.
The monograph addresses issues in needs assessment for the in-service education of teachers of handicapped children. Chapter 1, "Self Diagnosis Regarding Needs Assessment" (M. Walker), emphasizes the importance of conducting a needs assessment and provides a checklist for readers to assess their own knowledge on the context, methodology, and application. The author lists 15 questions which should be included in a needs assessment and conducting a needs assessment. S. Davis (Planning an Effective Needs Assessment), examines steps in the process, describes strategies and data collection, and reviews considerations for selecting appropriate assessment techniques. The Delphi technique, and group process techniques. "Needs Assessment in Practice" by S. Davis et al. provides the results of four local inservice education programs and identifies successful aspects of the needs assessment activities. P. Mann (Self Diagnosis Regarding Needs Assessment) emphasizes the importance of collaborative planning among ad-
School Based Teacher Education: Developing a Conceptual Framework (Bob K. Howey and D. Corrigan) makes a case for developing a sound conceptual basis for planning inservice teacher education. The personal dimension, i.e., how adult students learn and develop, is examined in three parts, "Principles of Inservice Training for Mainstreaming in the Public Schools" (M. Haberman), and "A Hard Look at Curriculum Development: Implications for Inservice" (L. B. Cottone). The "Schools as Social Systems: Applying Organizations and Development Concepts and Practice to Inservice" (D. Johnson and R. Johnson) examine the organizational dimension. The teacher education dimension is explored in "Testing the Waters of School Based Teacher Education" (S. Yager and S. Metten) and "Staff Development: Issues Relating to P.L. 94-142" (A. Anderson). "A Local Education Agency Perspective" (E. Dillen-Peterson). The final section, on the future, is addressed by A. Anderson (P.L. 94-142 and Suggested Areas of Competence for Teacher Educators") and D. Corrigan and K. Howey ("The Future: Creating the Conditions for Professional Practice."). (CL)

ED 183 030

P/N 1139

Vistas Leo


ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

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

Pub Date—Apr 79

Contract—400-77-0049

Note—41p.

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

Pub Type—Reference Materials—Bibliographies

Descriptors—Participants; Testing, Vocabulary, Writing Skills.

EDRS Price—MF01/PC02 Plus Postage.

PUB Type—Reference Materials—Bibliographies


EDRS Price—MF01/PC03 Plus Postage.

PUB Type—Reference Materials—Bibliographies

Descriptors—Annotations, Bibliographies, "English (Second Language), Second Language Learning, Vocabulary, Writing Skills.

EDRS Price—MF01/PC03 Plus Postage.

Note—47p.

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

Pub Type—Reference Materials—Bibliographies


EDRS Price—MF01/PC03 Plus Postage.

Note—47p.

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

Pub Type—Reference Materials—Bibliographies


EDRS Price—MF01/PC03 Plus Postage.

Note—47p.

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

Pub Type—Reference Materials—Bibliographies


EDRS Price—MF01/PC03 Plus Postage.

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Pub Type—Reference Materials—Bibliographies


EDRS Price—MF01/PC03 Plus Postage.

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

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Pub Type—Reference Materials—Bibliographies


EDRS Price—MF01/PC03 Plus Postage.

Note—47p.

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

Pub Type—Reference Materials—Bibliographies

will help educate more internationally sensitive American educators. The second section of the document, "Assessing Study Abroad Programs: A Guide for Local School Districts," by Helene Z. Loew treats guide- lines for assessing study abroad programs, including exami- nations on information disclosure by sponsoring agencies; recommended insurance coverage; crit- eria for selecting study abroad programs; financial aid; student and academic standards; facilities and accommodations abroad; and suggestions for procedures. The appendix includes a preliminary application, a personal reference form, suggestions for student preparation, a post-exchange questionnaire for sponsors, and a national Communication Agency criteria for counselor exchange visitor programs, and selected references.

ED 195 165 FL 011 989
Kogut, Constance K.
ERIC Clearhouse on Languages and Linguistics, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-1980
Contrast--400-77-0049
Note-59p.
Available from-Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20008 ($4.95).

EDRS Price - MF01/PF03 Plus Postage.

ED 195 166 FL 011 991
Eddy, Peter A. And Others
ERIC Clearhouse on Languages and Linguistics, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-1980
Contrast--400-77-0049
Note-59p.
Available from-Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20008 ($7.95).

EDRS Price - MF01/PF04 Plus Postage.

ED 195 167 FL 011 992
Cooper, Thomas C. And Others
ERIC Clearhouse on Languages and Linguistics, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-1980
Contrast--400-77-0049
Note-82p.
Available from-Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 ($7.95).

Language-English; French; German; Spanish

EDRS Price - MF01/PF04 Plus Postage.

Second language students may develop writing skills gradually, or they may learn and practice these skills through the use of sentence combining tech- niques. A study is reported of the consistent use of sentence combining techniques by a group of intermediate language teachers in the United States. A total of 325 enrolled students in intermediate French, Ger- man, and Spanish classes were included in the experi- ment. For each language, three classes served as the experimental group and three as the control group. Both experimental and control groups were taught according to a modified audiolingual method and both used the same textbook. However, the experi- mental classes contained sentence combining exercises, and did fewer reading selections. The results supported the claim that consistent sentence combining prac- tice accelerates the acquisition of writing skills and enables the student to use more advanced syntactic patterns sooner than would otherwise have been possible. The conclusions drawn from the research indicate that teaching sentence combining exercises in French, German, and Spanish, arranged in progressive order of difficulty, concludes the volume. (AMH)

ED 195 168 FL 011 993
Stever, Beate Leber
Teaching the Metric System in the Foreign Lan- guage Classroom. Language in Education: Theory and Practice. No. 32.
ERIC Clearhouse on Languages and Linguistics, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-1980
Note-54p.
Available from-Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007 ($4.95).

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

ERIC Price - MF01/PF04 Plus Postage.
Descriptors-Information Analyses - ERIC Information Analysis Products (071) - Reports - Research (143) - Guides - Classroom - Teacher

A bibliography of legal references for adminis- trators of higher education institutions is presented. Examples of the kinds of printed works available include: books providing a basic general overview of the major legal issues affecting higher education; university, state, and federal regulations; administrative decisions and court rulings; and journal articles and case reports. In addition to these items, there are: learning activities for length, mass, temperature, and volume/capacity; metric units; and a post-exchange self-test. The class activities are in French, German, and Spanish. The appen- dices include a list by state of metric-conversion educators and a list of some metric conversions. A bibliography completes the volume. (AMH)

ED 180 408 HE 012 154
Holland, Patricia A.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Note-79p.

Available from-American Association of Universi- ty Administrators, P.O. Box 536, Oneonta, NY 13820 ($5.00).

EDRS Price - MF01/PF04 Plus Postage.

A bibliography of legal references for adminis- trators of higher education institutions is presented. Examples of the kinds of printed works available include: books providing a basic general overview of the major legal issues affecting higher education; university, state, and federal regulations; administrative decisions and court rulings; and journal articles and case reports. In addition to these items, there are: learning activities for length, mass, temperature, and volume/capacity; metric units; and a post-exchange self-test. The class activities are in French, German, and Spanish. The appen- dices include a list by state of metric-conversion educators and a list of some metric conversions. A bibliography completes the volume. (AMH)

EL 181 843 HE DJ 267
Shaw, Carol Herron
Pub Note-5p.


EDRS Price - MF01/PF03 Plus Postage.

This booklet on the metric system and its presen- cation in the foreign language class has three main goals. It presents a background and history of the metric system and a rationale for teaching it in the foreign language class; (2) infor- mation about the metric system and (3) learning activities. The second section includes terminology, an expla- nation of the decimal nature of the metric system, a wide variety of techniques and activities. In addition to these items, there are: learning activities for length, mass, temperature, and volume/capacity; metric units; and a post-exchange self-test. The class activities are in French, German, and Spanish. The appen- dices include a list by state of metric-conversion educators and a list of some metric conversions. A bibliography completes the volume. (AMH)
The evolving relationship between cities and urban colleges and universities is traced historically, and the implications of changing roles of the university are considered. The public service role of American higher education has increased for both private and public schools. Attention is directed to the role of faculty, administration, and community views, as well as to the urban educational environment and its changing college student clientele. One development is accommodation to the world of work in the college curriculum. Relevance of faculty to society in this new educational setting has set some institutions apart from their urban context, yet, some other institutions have thrived on community service as a major part of institutional mission and development. Changes in the public structure of institutions seem mandatory to serve the diverse dimensions of urban life. The federal commitment to urban institutions is indicated by the Education Amendments of 1980, which altered Title XI of the Higher Education Act of 1965 to read "The Urban Grant University Program. Many professional organizations also assist universities and their constituents. Keywords for the community college's ability to act effectively and efficiently in the area of community development are cited, and some model urban programs at community colleges are noted. Support for urban universities is expressed in the area of community development.

ED 187 220 HE 012 669

Linear, Thomas J.


The role of endowments in academic finances of American higher education is discussed. Two effects are noted: (1) the decline of endowment funding, their failure to keep pace with inflation and loss of income for innovative programs, and (2) growth of endowment opportunities. The concept of tax expenditures exempt status of scholarships and fellowships (Sec. 501(c)(3)) is noted as having a strong interest in maintaining the tax-exempt status of its endowment income for a number of reasons. The possible effects of ethical issues on endowment growth is illustrated by the South African-related decisions. Decisions to divest all South African stocks cause a number of problems for institutions, not only possible loss of revenue due to divestiture costs and lack of sound investment possibilities but also possible loss of potential contributions from business. Current attitude among college and university investors is that there are instances in South Africa can contribute to changing current conditions. It is concluded that the decline of endowment funding and interest to new institutional revenue is part of the general financial problem in academe, and that current policy seems to dictate a need for a management approach that would protect endowment income and seek profit by diversifying the portfolio into several different types of financial markets. (PHR)

ED 183 095 HE 012 350

Shaver, D. Howard;


In the 1980 election year, Congress is likely to provide taxpayers with some form of tax savings, and observers predict that legislators will begin efforts to modify the Internal Revenue Code to provide more equity, gather more revenues, and serve a number of other purposes that affect the higher education community. Particularly, higher education institutions may seek to preserve and broaden the provision that allows charitable contributions to colleges and universities to be deducted in their gross income. In addition, they have a strong interest in maintaining the tax-exempt status of scholarships and fellowships (Sec. 501(c)(3)). Tuition remission, presently regarded as tax-exempt, may be vulnerable during the tax review process. The concept of tax expenditures is forensic, a subject of political, legislative, legal, technical, cultural, and political interest, but, as noted by the author, because of the increased public scrutiny regarding the higher education taxation and tax in addition, they have a strong interest in maintaining the tax-exempt status of scholarships and fellowships. (Author/ME)
Spool Agency National ED' 187 221
contract-400-77.0073
Public Date-80
Note-7p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washing-
ton, D.C. 20036 ($3.00 members, $4.00 nonmembers)
Pub Type—Information Analyses - ERIC Informa-
tion Analysis Products (071) — Information Anal-
yses (070)
EDRS Price - MPOI/PC03 Plus Postage.
Descriptors—Academic, Education, Core Curric-
ulum, Curriculum Development, Educational Phil-
osophy, *Educational Trends, Foundations of Ed., Futures (of Society), General Education Re-
search Report No. 2, IMO.
Spons Agency—National Inst. of Education
Pub Date—Jun 80
Note—lp.
Available from—Publications Department, Ameri-
can Association for Higher Education, One Du-
point Circle, Suite 780, Washington, D.C. 20036 ($4.00)
Pub Type—Information Analyses - ERIC Informa-
tion Analysis Products (071) — Information Anal-
yses (070)
EDRS Price - MPOI/PC01 Plus Postage.
Descriptors—Codes of Ethics, *College Faculty,
Confidentiality, Consultant, Innovation, Ethics, Higher Education, *Moral Values, *Multiple Employ-
ment, *Role Conflict, Teacher Responsibility, Teacher Role
Identifiers—Central Intelligence Agency, *Conflict of
Interest
Faculty ethics are considered in relation to conflict
of interest between academic work and nonaca-
demic consulting jobs, confidentiality of research,
the employment of intelligence agencies and the
need for self-regulation by the academic commu-
nity. For faculty members who serve as con-
sultants, ethical guidelines for the use of
university facilities, time, and resources in con-
nection with outside commitments. Researchers who
initiate or continue projects sponsored by the
sponsoring agency's need without notifying the university
and the sponsoring agency face potential ethical
conflicts. A consultant-sponsoring agency who serve as a consultant to a federal agency faces potential conflict of inter-
est, as does the faculty member who transfers from an
college setting to the government and back again.
Campus-based and free-standing research
grants face an ethical dilemma in the conduct of
their research: basic intellectual and scientific val-
ues require them to publish their findings, but eth-
ic obligations to the sponsoring agency and
other considerations may necessitate that some data be
kept confidential. Faculty members face ethical
dilemmas when they have a covert relationship with the
CIA on the campus or abroad. Since ethical
Guidelines may be difficult to develop and implement, it is
suggested that the academic community has an
obligation to foster greater consideration of the develop-
ment of guidelines that address ethical faculty's con-
cerns. (SW)
ED 188 539
Conrad, Cline F., Wey, Jon C.
Liberal Education in Transition. AAHE/ERIC/Higher Education Research Report No. 3, IMO.
American Association for Higher Education, Washington, D.C. 20036 ($4.00)
Spons Agency—National Inst. of Education
Pub Date—80
Contract—400-77-0073
Note—7p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Wash-
ington, D.C. 20036 ($3.00 members, $4.00 nonmem-
bers)
Pub Type—Information Analyses - ERIC Informa-
tion Analysis Products (071) — Information Anal-
yses (070)
EDRS Price - MPOI/PC01 Plus Postage.
Descriptors—Administrative Organization, *Curric-
ulum, Education, Futures (of Society), Higher Educa-
tion, Management by Objectives, *Organiza-
tional Theories, *Power Structure, Program Admin-
istration
This paper outlines the possibilities for scientific
inquiry into the design of the university organiza-
tion structure. In a theoretical context, infor-
mation management techniques were not refined enough to
apply to university structures until the mid-twenti-
ty-first century. Universities in state that they have a formal division of labor, an
administrative hierarchy, and a clerical appra
but that they have not developed formal operating rules for the principal workers (the
faculty) as they do for other workers. The clients, or students, of a university institution as
members of the organization as than outsiders. As
institutional goals become better defined, the university can develop work units where staff
provide maximum utilization for clients and work-
ers alike. Research has established that role perfor-
mance within departments is increased when related
functions are grouped, and when expert services
needed for departmental operation are provided

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


ED 193 287  IR 009 151
Loewen, David V.
School Library Media Centers: Research and the State of the Art.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contact—700-77-0015
Note—124p.
Available from—Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-49; $6.50 prepaid).

ED 195 238  IR 009 152
Hall, Keith A.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Nov 80
Contract—700-77-0015
Note—6p.
Available from—Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-48; $6.50 prepaid).

ED 192 810  IR 008 895
Arner, Shirley L.
School/Public Library Cooperation: A State of the Art Review.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-77-0015
Note—41p.
Available from—Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-46; $3.50 prepaid).

EDRS Price — MF01/PC02 Plus Postage.
This bibliography is intended to serve as a reading list to media specialists engaged in the process of planning for and implementing mainstreaming in their media centers. It presents background information and reviews legislation related to the mainstreaming of handicapped children; (2) reviews and analyzes the literature relevant to the role and potential of the media centers; (3) presents an annotated bibliography of the literature; and (4) provides a guide to additional resources. The annotated bibliography includes references, conference papers, books, periodicals, forthcoming publications, and several functional categories are identified. The bibliography concludes with a brief list of general and comprehensive sources and includes books, periodicals, and forthcoming publications. A list of references is included. (RRA)

ED 192 781  IR 008 860
Simmons, Robert M.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-77-0015
Note—36p.
Available from—ERIC Clearinghouse Information Resources, Syracuse, N.Y. (ED 192 781; $2.00).

EDRS Price — MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, Data Bases, Educational Communication, Indexes, Library Guides, Microforms, Online Systems, Periodicals
Use of the ERIC database is explained in the 1980 edition of the guide. Presented first are the major components of the ERIC document collection and journal index, including the thesaurus, indexes, and source materials. A step-by-step procedure for searching ERIC in Education (document index, catalog, and thesaurus index), and ERIC in Journalism Education (journal index) is described, and a brief explanation of searching by author, institution, or type of publication is included. This guide includes general information about computerized ERIC searches, an annotated bibliography of ERIC materials (indices, thesaurus, and guides to ERIC), and a directory of the 16 ERIC clearinghouses. (SW)
science Part I of the report reviews the literature and summarizes findings on interdisciplinarity in environmental sciences. Part II presents an examination of 175 college catalogs and class schedules from nationwide institutions, and a survey of 1,125 science instructors. Part I of the report discusses the growth of agriculture and natural resources programs, and Part II focuses on course improvement. Part III presents summary statements pointing to the growth of agriculture and natural resources courses, and Part IV provides recommendations and a lengthy bibliography. (IP)


EDRS Price—MF01/PC03 Plus Postage. 


EDRS Price—MF01/PC03 Plus Postage. 


EDRS Price—MF01/PC03 Plus Postage. 

Descriptors—Anthropology, Bibliographies, Class Activities, College Credit, Community Colleges, Course Objectives, Courses, Curriculum Problems, Curriculum Research, Enrollment, Education, Grading, Instructional Materials, Interdisciplinary Approaches, Literature Reviews, National Surveys, Program Evaluation, Questionnaires, Science, Curriculum, Social Sciences, Sociology, Statistical Data, Student Characteristics, Teacher Attitudes, Teaching Methods, Two Year Colleges, Vocational Education.


EDRS Price—MF01/PC03 Plus Postage. 

Descriptors—Anthropology, Bibliographies, Class Activities, College Credit, Community Colleges, Course Objectives, Courses, Curriculum Problems, Curriculum Research, Enrollment, Education, Grading, Instructional Materials, Interdisciplinary Approaches, Literature Reviews, National Surveys, Program Evaluation, Questionnaires, Science, Curriculum, Social Sciences, Sociology, Statistical Data, Student Characteristics, Teacher Attitudes, Teaching Methods, Two Year Colleges, Vocational Education.
Spun.

ED 181 972 JC 800 107
Science Education in Two-Year Colleges: Psychology
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information, Center for the Study of Community Colleges, Los Angeles, Calif.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—Feb 80
Contains EDRS Rep. 77-14477.
Note—74p.
Pub Type—Research Reports (143)—Technical Memorandums (140)—Information Analyses (070)
EDRS Price—MF (20)/PC (20) Plus Postage.
Identifiers—Economic Impact Studies
The concept of socioeconomic impact, as it relates to two-year colleges, is examined in terms of studies that have been conducted. Measures of socioeconomic impact, such as personal income, occupation, education, levels of education, have been studied and are often given a special emphasis because of the importance and potential for the development of bilingual/ multicultural education. It is in this area that the major socioeconomic impact studies are conducted. The two main tools by which impact studies can be measured are the two main methods by which they are conducted. The first is by the use of household surveys. The second is by the use of other methods such as the use of statistical models. In an effort to assess the educational needs of bilingual/bicultural education, a study is conducted to determine the extent to which community colleges are meeting these needs. This study cites numerous studies that have focused on various aspects of the issue of bilingual/bicultural education. First, the review of studies acknowledges the benefits of bilingual education and other studies that may lead to the development of bilingual programs. Next, the differences between "equal access" and "equal benefits" are discussed, and two models for bilingual education—the Maintenance Model and the Trajectory Model—are considered. Subsequently, legislation is examined, and the implications it has for the community college system are discussed. The key position of the bilingual teacher side is analyzed, and the implications it has for the community college system are discussed. Finally, several recommendations are made, including the importance of bilingual education, the role of community colleges in providing such education, and the importance of bilingual education, community college research, and the development of a National Resource Center for the training of teachers and administrators. The functions of this Center are enumerated, and a bibliography included. (AYC)

ED 184 633 JC 800 188
Supporting Lifelong Learners: New Directions for Community Colleges, Number 29
Herman, Barry and Others
Pub Date—Sept 80
Contract—400-78-0038
Note—70p.
Journal Cit—New Directions for Community Colleges; v8 n1 Spr 1980
Pub Type—Collected Works - Serials (021)—Opinion Papers (120)—Information Analyses (004)—ERIC Information Analysis (001)
EDRS Price—MF (20)/PC (20) Plus Postage.
A variety of responses to lifelong learning issues are contained in these essays by 12 practitioners directly involved in non-traditional educational alternatives. Sheila Gorden and Augusta Sousa Kappler analyze the demographics, motivation, and environment of returning adult students. Peter Smith looks at the educator as facilitator rather than professor. Josefine Pertz presents a change strategy, focusing on ways to gain institutional acceptance and support for lifelong learning. Earl L. Williams discusses the role of graduate programs, emphasizing institutional change and the extent to which the college is involved. Several recom-
Despite some initial hesitancy in the first half of the twentieth century to award associate degrees, since the end of World War II, the associate degree has become as widely accepted by two-year colleges as any other degree. This is evidenced by the steady increase in the number of associate degrees awarded annually, the extension of degree offerings to traditionally occupa-
tional competency. The acceptance of the associate degree is also reflected in the various regulations governing degrees, standards, and licensing requirements for the degree. Furthermore, when allowances are made for the large number of part-time students attending two-year colleges, the open door policy, the number of associate degree graduates is indeed significant. Thus, despite argumen-
tious educational services and utilities, which reveal the current concern with community-based, non-credit courses, as a transfer institution, the increased emphasis on vocational curricula after World War II, and the current concerns with the development of educational programs. Part I presents the results of a literature review and examination of standards set by government, professional, and institutional associations, which reveal conflicts and overlaps in the definitions of Adult Education, Continuing Education, Lifelong Learning, Allan Education, and Community-Based Education. These definitions are reviewed and the programs which typically fall into these categories are described. Part II presents a classification scheme for community college education based upon the intentions and objectives of the program participants. One com-
ponent of the scheme deals with educational programs, subdividing both credit and credit-free programs according to the major category in the scheme relates to community-based, non-educational services and activities, such as coordination with other agencies or a contribution of access to college facilities and expertise. (JP)

ED 187 397
J.C. 300 338
Moffett, William T., Jr.
Science Education in the Two-Year College: Chemis-
try. California Univ., Los Angeles. ERIC Clearinghouse
for Junior College Information. Center for the Study
of Community Colleges, Los Angeles, Calif. Speech
Agency—National Inst. of Education (DHEW), Washing-
ton, D.C. National Science Foundation, Washington, D.C.
Pub Date—May 80
Contract—400-78-0038
Note—109p.
Type—Reports — Research (143) — Tests/Questionnaires (160)
EDRS Price—MP21/PC23 Plus Postage
Descriptors—Curriculum, Chemical Education, Biology,
Chemistry, Organic Chemistry, Chemistry, Science
Teaching Methods, Learning Methods, Educational
Research, Education for module design.

ED 187 386
J.C. 300 319
Beach, Miriam M.
Science Education in Two-Year Colleges: Mathemat-
ics. California Univ., Los Angeles. ERIC Clearinghouse
for Junior College Information. Center for the Study
of Community Colleges, Los Angeles, Calif. Speech
Agency—Department of Health, Education, and Welfare, Wash-
ington, D.C. National Science Foundation, Washington, D.C.
Pub Date—May 80
Contract—400-78-0038
Note—80p.
Type—Reports — Research (143) — Tests/Questionnaires (160)
EDRS Price—MP21/PC23 Plus Postage
Descriptors—Curriculum, Code, Quantitative Methods,
Statistics, Education for Attribute and Occupations;
Introductory Courses, Trends, Grading, Instructional Materials, Intro-
ducry Courses, Learning Laboratories, Literature.

ED 187 412
J.C. 800 365
Brown, Florence B.
Programmed Instructions in New Container: Classifying
Community Education. Topical Paper Number 73.
California Univ., Los Angeles. ERIC Clearinghouse
for Junior College Information. Speech Agency—National Inst. of
Education (DHEW), Washington, D.C.
Pub Date—June 80
Cost—400-78-0038
Note—30p.
Type—Information Analyses —ERIC Information
Analysis Products (071)
ture student interest. The paper cites uses of modular instruction within vocational curricula at various colleges and includes examples of potential modules and bibliographies. (Author/AYC)

ED 188 709  
JCS 800 406

Edwards, Sandra J.  
Science Education in Two-Year Colleges: Biology, California State College at El Centro, California. (ERIC Clearinghouse for Higher Education Information Center; for the Center for the Study of Community Colleges, Los Angeles, Calif.  
Pub Date—Aug 80  
Contract—400-78-0038

Note—116p.

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

EDRS Price—MP01/PC01 Plus Postage.


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

ED 188 711  
JCS 800 421

Furnon, Michael H., Ed.  
Using Part-Time Faculty Effectively. California Univ., Los Angeles. ERIC Clearinghouse for Junior College Information.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date—Aug 80  
Contract—400-78-0038

Note—115p.


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

Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—Descriptive (148) — Opinionations (120)

EDRS Price—MP01/FC01 Plus Postage.

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

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

ED 188 719  
JCS 800 425

Friedlander, Jack.  
Economics Education in Two-Year Colleges: Economists, California Univ., Los Angeles. ERIC Clearinghouse for Junior College Information.  
Sponsor Agency—National Inst. of Education (DHEW), California Univ., Los Angeles, Calif.  
Spons Agency—National Inst. of Education (DHEW), National Science Foundation, Washington, D.C.  
Pub Date—Aug 80  
Contract—400-78-0038

Note—86p.

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

EDRS Price—MP01/PC04 Plus Postage.


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

ED 191 534  
JCS 800 500

Moses, William T., Jr.  
Science Education in Two-Year Colleges: Physics. Center for the Study of Community Colleges, Los Angeles, Calif.  
Pub Date—Aug 80  
Contract—400-78-0038

Note—106p.

Pub Type—Reports—Research (143) — Tests/Questionnaires (160) — Information Analyses—ERIC Information Analysis Products (071) — Reports—Descriptive (148) — Opinionations (120)

EDRS Price—MP01/PC01 Plus Postage.

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

Physics instruction is examined as revealed in a study of science education at two-year colleges which involved a review of the literature, an analysis of the catalogs and class schedules of 175 representative institutions, and a survey of 45 physics instructors. Each of the two parts of the report reviews pertinent literature, reports study methodology and findings, and discusses trends and implications. Part I presents a general profile of physics curricula based on the number of courses, and sections offered, and then analyzes study findings as they relate to course offerings in seven areas: (1) introductory courses for non-science students; (2) physics for allied health and biology students; (3) physics for engineering technology and related occupations; (4) preparatory courses for under-prepared students; (5) mathematics, introductory and intermediate college, and the state’s perspective. Jack Friedlander discusses two national surveys, revealing the differences in the instructional practices of full- and part-time faculty. The second section presents models for part-time faculty development. Harmon Pierce and Rosemary Milleis describe the program at a large urban institution, while Michael Parsons recounts the operation of a staff development program for smaller colleges. Richard Greenwood describes activities designed to integrate part-time and full-time work. Edward Decke focuses on colleges with a predominantly part-time staff. In the third section, Joseph Defas presents a design for a state support system; Louis Albert and Rollin Watson address current legal issues; and Richard Beman recounts the challenges and frustrations of being a part-time instructor. Finally, Michael Parsons recommends specific actions to achieve parity for part-time faculty and Donna Sillman reviews faculty concerns from the ERIC Journal collection. (AYC)
of the use of "pausing phenomenon" to increase articles. The collection includes: (I) a discussion of improvement. A bibliography and the questionnaire interdisciplinary approaches. Findings concerning the selection of instructional materials, student evaluation, Teacher Characteristics, Teaching Methods, *Two Year Colleges Engineering instruction is examined as revealed in a study of science education at two-year colleges which involved a review of the literature, an analysis of tables, and a survey of 175 institutions, and a survey of 144 engineering instructors. The report first presents a general profile of engineering instructors based on the literature review, considering curriculum, articulation, student recruitment, instructional practices, and student evaluation criteria, grading, out-of-class activities, and interdepartmental courses. Findings concerning the working conditions of faculty and their characteristics are then presented, followed by summary conclusions and recommendations for instructional improvement. Bibliography and the questionnaire are appended. (JP) ED 194 843

Student Learning During Lecture and Discussion by Mary Bandy: (5) an overview of the instructional practices of science instructors in two-year colleges by Jack Friedlander; (6) a description of an individual science education program in chemistry instruction by Myrna Mitchell; (7) an examination of the curriculum design for sociology instruction at community colleges; and (8) a discussion of the use of mathematics placement tests to reduce failure among entering students by June Wood; (9) an illustration of the "pausing phenomenon" to increase student learning during lecture and discussion by Mary Bandy. The closing panel includes: (10) an overview of the instructional practices of science instructors in two-year colleges by Jack Friedlander; (6) a description of an individual science education program in chemistry instruction by Myrna Mitchell; (7) an examination of the curriculum design for sociology instruction at community colleges; and (8) a discussion of the use of mathematics placement tests to reduce failure among entering students by June Wood; (9) an illustration of the "pausing phenomenon" to increase student learning during lecture and discussion by Mary Bandy. The closing panel includes: (10) an overview of the instructional practices of science instructors in two-year colleges by Jack Friedlander; (6) a description of an individual science education program in chemistry instruction by Myrna Mitchell; (7) an examination of the curriculum design for sociology instruction at community colleges; and (8) a discussion of the use of mathematics placement tests to reduce failure among entering students by June Wood; (9) an illustration of the "pausing phenomenon" to increase student learning during lecture and discussion by Mary Bandy.
ED 168 732 PS 010 492
Phye-Parker, Elizabeth
Children's Behavior in Pre-School Settings: A Review of Research Concerning the Influence of the Physical Environment
Pub Date—Apr 79
Note—56p; Paper presented at the Annual Meeting, National Educational Research Association (San Francisco, California, April 8-12, 1979)

This review provides an overview of research relating the physical environment of the early childhood educational setting to children's behavior. Findings on space in relation to fixed and semi-fixed features (e.g., playground equipment, furnishings); spatial density; the arrangement of equipment and the division of space; the amount, variety, type and location of materials; the effects of materials and other classroom variables; and the effect of activity settings are pointed out. Implications for activity settings are discussed. The following are major findings: (1) materials play a role in the educational setting is crucial to an analysis of the environment; (3) there can be one set of prescriptions for the arrangement of space in space; (4) in addition to space and materials, teacher behavior and program format contribute to the environment; (5) in preschool design, interrelationships among activity settings should be considered; and (6) the effects of an environment child-involves a study of the ecology of the preschool.

Author/RH

ED 168 733 FS 010 580
Kopp, Richard
Children at the Center: Summary Findings and Their Implications. Final Report of the National Day Care Study
Pub Date—Mar 79
Note—328p.; Paper marginally legible due to small type

This volume presents a summary of the methods, findings, conclusions and recommendations of the original National Day Care Study (NDCS), a 4-year study of the effects of regulable day care center characteristics on the quality and cost of day care for toddlers. Chapter 1 describes current day care services and the history of federal involvement to the present. Chapter 2 discusses the policy major policy issues identified by the NDCS and its conceptual framework and research design. Chapter 3 explains the sampling structure and design of the NDCS. Chapter 4 discusses current day care centers and those aspects of day care centers which are susceptible to federal regulation and hence most affected by federal policy decisions and which measure the quality of services provided. Chapter 5 discusses the conceptual and instrumental problems of defining and measuring quality of care. The study's evaluation Chapters VI and VII present the NDCS findings. In Chapter VI the relation to regulable aspects of day care and quality of care, the general findings of the study, and the connection between research findings and policy decisions are explored. In Chapter VII the issue of cost versus quality is examined. Chapter VIII discusses current day care center policy decisions and alternative regulatory policies. A "Commentary" is appended which presents the views of minority consultants on the effects of NDCS.

Author/RH

ED 170 025 PS 010 493
Ijtem, William
The Visual Arts and Cognitive Development. An Annotated Bibliography
Harvard Univ., Cambridge, Mass. Graduate School of Education
Pub Date—Jul 79
Note—50p.; Not available in hard copy due to poor quality of the original

This literature review examines the influence of early visual art experience on young children. The strong life span view, which sees the development of a "sympathetic" understanding of the world, extends rather than vertical acceleration.

Author/SS

Document Resumes/PS 21
DE 171 387 PS 010 591
Gold, Dolores Rel. Myra
Do Male Teachers in the Early School Years Make a Difference? A Review of the Literature
Pub Date—[78]
Note—44p.

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

ED 187 438 PS 011 426
Family Life: Suggestions for Effects for Teachers
ERIC Clearinghouse for Elementary and Early Childhood Education, Urbana, Ill.

Pub Date—[79]

Order—400-78-0008
Note—47p.; Available from—ERIC/EECE, College of Education, University of Illinois, Urbana, IL 61801 (Catalog # 189, $3.50)

This set of 24 bulleted, annotated sections with bibliographic references on various subjects related to child development, behavior, and education. Topics discussed include: parents as role models; the influence of siblings; talking with a child; helping children develop theories of mind; educating children; helping children learn to cope; sex role; emotional expression; social skills; helping children make decisions; and helping children learn to reason.

Author/RH

The Visual Arts and Cognitive Development: An Annotated Bibliography

This review provides a summary of the methods, findings, conclusions and recommendations of the original National Day Care Study (NDCS), a 4-year study of the effects of regulable day care center characteristics on the quality and cost of day care for toddlers. Chapter 1 describes current day care services and the history of federal involvement to the present. Chapter 2 discusses the policy major policy issues identified by the NDCS and its conceptual framework and research design. Chapter 3 explains the sampling structure and design of the NDCS. Chapter 4 discusses current day care centers and those aspects of day care centers which are susceptible to federal regulation and hence most affected by federal policy decisions and which measure the quality of services provided. Chapter 5 discusses the conceptual and instrumental problems of defining and measuring quality of care. The study's evaluation Chapters VI and VII present the NDCS findings. In Chapter VI the relation to regulable aspects of day care and quality of care, the general findings of the study, and the connection between research findings and policy decisions are explored. In Chapter VII the issue of cost versus quality is examined. Chapter VIII discusses current day care center policy decisions and alternative regulatory policies. A "Commentary" is appended which presents the views of minority consultants on the effects of NDCS.

Author/RH

ED 171 387 PS 010 591
Gold, Dolores Rel. Myra
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services are provided in the areas of practical philosophy, consumer education, administrative policies and parent/caregiver communication. (Author/PH) 

ED 190 201
Abbey, Gerald F.
The Role of Emotion in Early Childhood Education.
Pub Date—Nov 79
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Emotional Development, Parent-Child Relationships, Preschool Education, Student Participation, Teacher—Parent Relationship, Teacher Influence, Teacher Role

ED 190 203
Schroeder, Klaus
Human Ecology and Television in Early Childhood Education.
Pub Date—Nov 79
Pub Type—Opinion Papers—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

Identifiers—Europe, Human Ecology

Note: The study of children's television viewing raises questions that researchers have largely neglected. Does television influence the perception patterns of socializing agents with children and with one another? Are there long-term, psychological consequences of
untegrated and competing influences from television and the environment? To what extent do emotional experiences influence children's overall comprehension? Does television viewing reduce the child's inclination to play and limit the extent to which he accesses his imagination? Obviously, of course, the environment suggests that the impact of media on children is likely to be more intense than it is on adults. According to television programs aimed at different age groups, children need to be protected from stimuli that have been extensively used in making inferences about the food preferences of children. The impact of television programs is not apparent only to the small child and to the mature adult consumer. The context. The need to maintain homeostasis, obesity, the contemporary culture, and the social situation must be considered. The impact of preschool children's food preferences is of interest. Social-affective context influences the formation of food preferences in several ways. For example, early life experiences are influenced by the context. Implications for child rearing practices in day care settings are indicated. (Author/RH)

ED 190 204
Katz, Lilian G.

Mothering and Teaching: Some Significant Distinctions

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.: Illinois University, Early Childhood Education

Pub Date--Apr 80
Note--33p; Current Topics in Early Childhood Education

ED 191 545
Gomberg, Philip

School Curriculum: A Social-Psychological View

Pub Date--Nov 79
Note--18p; Presented at the Conference on Children of the 80's (Urbana, Ill., November 5-7, 1979).

EDRS Price--MF$0.75; PC$0.21; Pb$1.15

Parent Role, Preschool Teachers, Student Teacher Relationship, Teaching Speed

Publications and Research Reports (037); Speeches/Meeting Papers (150)

Context Effect, Food Consumption, Food Preferences

This discussion focuses on elements of children's immediate experiences that influence their food preferences. Some evidence suggests that there may be sensitive periods early in life that are critical for the formation of food preferences. Suggestions are made regarding the ways in which the environment and the sweetness of foods are important to determine children's food preferences. While these factors are frequently used in making inferences about the food preferences of children, the approach is not appropriate for the development of food preferences. Children may be a part of a complex. It appears that foods are more related to food preferences. Social-affective context influences the formation of food preferences in several ways. For example, social and emotional contexts influence not only to food preferences but also the target children's nonpreferred foods were sufficient to change preference and consumption patterns. The presentation of foods as rewards and presenting them noncontingently paired with adult attention produced persistent and significant increases in the choice of preschool children. Implications for child rearing practices in day care settings are indicated. (Author/RH)

ED 192 902
Zaworski, Cecila

Children First: A Look at the Needs of School-Age Children

Pub Date--Jun 79
Note--11p; Presented at School's Out: A Conference on Day Care for the School-Age Child (Boston, MA, June 15-16, 1979). For other papers from this conference, see PS 011 714-726.

EDRS Price--MF$0.65; PC$0.21; Pb$1.15

Parent Role, Preschool Teachers, Student Teacher Relationship, Teaching Speed

Publications and Research Reports (037); Speeches/Meeting Papers (150)

Context Effect, Food Consumption, Food Preferences

This brief paper discusses needs of school-age children and factors to consider in providing school-age child care. The myths are as follows: (1) school-age children are old enough to fend for themselves, and provide for their own welfare and arrange their own leisure time activities; (2) almost anyone, if friendly, can develop and carry out a good child care program; (3) children are old enough to school-age children; (4) there is not enough money to support high quality school-age care; and (5) parents who need day care programs are not concerned about the quality of care their children receive. Anecdotal examples of children's comments are used to illustrate that children are concerned about aspects of care provided by children in their own right, to realise that no two children are alike, and to keep a sense of humor. (Author/RH)

EDR 8 783
Stockburger, Cassandra

The Impact of Interstate Programs on Quality in Migrant Education

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools

Pub Date--Feb 80
Contract--400.78-0023

EDRS Price--MF$0.75; PC$0.21; Pb$1.15

Parent Role, Preschool Teachers, Student Teacher Relationship, Teaching Speed

Publications and Research Reports (037); Speeches/Meeting Papers (150)

Context Effect, Food Consumption, Food Preferences

This paper comments on program and policy issues concerning school-age day care. The issues discussed are as follows: (1) what constitutes a high quality day care program; (2) what constitutes a high quality school-age day care program; (3) how can parents, the general public, and politicians be persuaded to support and finance day care programs? It is emphasized that school-age day care is economically feasible and it is economically feasible in that it supports rather than substitutes for the family. Plans for extensive research on school-age day care and for high quality and universally accessible day care provision are made. (Author/IMP)
ability of migrant education funds under the Elementary and Secondary Education Act, but planning remains piecemeal with no effective coordinative structure. The guidance note is designed to deal with the question of educational continuity that has taken place outside the public schools. Some schools have concentrated on finding ways to fit the child with a disordered life-style into an orderly school system and have found, overly concerned with sequenced learning, test results, and attendance, and proper records. Migrant educators need to develop new techniques to take advantage of the natural continuity which exists within the child and his family. While schools change, curricula change, and records disappear, the child always has himself and his problem to solve. He knows and what he is able to do. (Author/HH)

ED 186 177
Lynch, Robert E.
Measuring Major Secondary Students: "No One Can Spell You "Better "
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 80
Contract—400-78-0023
Note—35p.
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock No. EC-081, $6.00).
Descriptors—Career, Counseling, High School, Migrant Education, Secondary Education.

EDRS Price—MF/PC03 Plus Postage.

IDentiifiers—No (4)

EDRS Price—MF/PC03 Plus Postage.

IDentiifiers—No (4)

EDRS Price—MF/PC03 Plus Postage.

IDentiifiers—No (4)

EDRS Price—MF/PC03 Plus Postage.

IDentiifiers—No (4)

EDRS Price—MF/PC03 Plus Postage.

IDentiifiers—No (4)
Sovereignty, Trust Responsibility (Government), United States History
Identifiers: Indian Education Act 1972, Indian Self Determination Education Assistance Act, Tribally Controlled Community Colleges Act 1978
The reemergence in the 1960's of the traditional Indian philosophy that education is preparation for societal productivity coincided with a movement within Indian communities toward more active participation in self-control of the education of their people. By recognizing the historical role of Indians to control their own education, the Indian Self Determination Education Assistance Act (PL 93-383) have made these goals a reality and paved the way toward opening the policy of coerced assimilation which has characterized most previous national Indian education programs and led to academic results. In the 1980's the focus of Indian community controlled education will center on the consolidation of school contracting, the identification of programs, and the potential and tribal participation in the public schools. This will require a united effort among Indian communities to explore the options and utilize its full potential. Indian communities must also determine how to strengthen community control, maintain educational options, control funding priorities, and strengthen internal and external resources.

ED 187 507
RC 012 072
Quindus, Maria L. Comp. Chuburn, Richard. Comp.
So You Need Information About Mexican American College Education, New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar 80
Contract—400-78-0023
Note—58p.
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702 (Stock No. EC-082, $7.00)
ED 182 116
White, Arthur L., Ed.
National Association for Research in Science Teaching (NARST), Annual Meeting, Boston, Massachusetts, April 11-13, 1980.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio; National Association for Research in Science Teaching
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 79
Contract—400-78-0004
Note—260p.
Available from—ERIC Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($2.50)
Pub Type—Reports - Research (143) - Collected Works (020) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MF01/PC04 Plus Postage.
Identifiers—National Asso of Research in Science Teaching
This collection contains abstracts of papers presented at the 53rd annual meeting of the National Association for Research in Science Teaching (NARST) held in Boston, Massachusetts, April 11-13, 1980. Papers relate to research techniques, learning, cognitive development, instruction, science curriculum, teacher education (preservice, inservice) and other topics. (PB)

ED 182 117
Higgins, Jon L., Ed.
Reports of Sections, Annual Meeting of the National Council of Teachers of Mathematics (58th, Seattle, Washington, April 16-19, 1980).
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug
Contract—400-78-0004
Note—34p.
Available from—ERIC Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($1.75)
Pub Type—Reports - Research (143) - Collected Works - Proceedings (021) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MF01/PC04 Plus Postage.
Identifiers—National Council of Teachers of Mathematics
This report contains abstracts of 14 research reports. Topics covered include: (1) the effects of games on mathematics skills and concepts; (2) the use of problem-solving heuristics by high school mathematics teachers; (3) sex differences in solving mathematics; (4) the origins of sex differences in high school mathematics; (5) the development of problem-solving capabilities in primary grade children; (6) story problem solving; (7) spatial visualization skills and methods of solving mathematical problems; (8) factors of organization and clarity in mathematics lessons; (9) the psychology of equation solving, an Information Processing study; and (14) number concepts and the introduction of calculus. (MK)

ED 182 118
Bowman, Mary Lynne
Values Activities in Environmental Education.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 79
Contract—400-78-0004
Note—134p.
Available from—ERIC Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.75)
Pub Type—Guides - Classroom - Teacher (052) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price—MF01/PC04 Plus Postage.
This collection of class activities is intended to provide opportunities for values discussion and clarification at all levels of the public school. Activities are presented for elementary school, junior high school, and senior high school pupils, and for ranges encompassing the entire grade levels or selected ranges of grades. Subject areas involved in the activities include single subject areas or combinations of: science, mathematics, social studies, language arts, and fine arts. Each activity includes a purpose statement, grade level, subjects involved by discipline area, and an activity description. Activities place the student in a simulated circumstance where he or she must choose between conflicting values. (RE)

ED 183 141
Davis, Robert B. And Others
An Analysis of Mathematics Education in the Union of Soviet Socialist Republics.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 79
Contract—400-78-0004
Note—184p.
Available from—ERIC Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($4.25)
Pub Type—Information Analyses - ERIC Information Analysis Products (071) - Reports - General (140)
EDRS Price—MP01/PC04 Plus Postage.
Identifiers—California Assessment Program, *National Assessment of Educational Progress
This report was compiled to serve as a reference on assessments of achievement in pre-college mathematics. Patterns of mathematical assessments are discussed in terms of the history and nature of assessments of achievement in mathematics, the relationship between assessment and minimum competency testing, and the current status of state assessment programs. Trends in mathematics achievement are examined by presentation of portions of reports of the National Assessment of Educational Progress and the California Assessment, grades six and twelve. Conclusions drawn from examination of these assessment data include: (1) Although schools have been successful in teaching whole number computation, students are less successfully able to make correct and moderately successful with decimals and even less successful in teaching computation with fractions; (2) Students who know "how" to compute frequently do not know "when" to compute. Some schools must broaden their view of basic arithmetic if they expect students to use what they are taught. An extensive list of references is included. (MK)
Teaching for the Development of Reasoning (Robert Epstein); Education for Rational Thinking: A Critique (D. P. Appleton); A Rational Perception Learning as a Basis for Rational Thinking (J. D. Novak); A Three-Stage Model for Teaching for Creativity (E. P. Forgan); A Humanistic Perception of Thinking and Creativity: The Radical Behaviorist's View (S. L. Vargas and P. A. Molesky, Jr.); and Brain Asymmetry: The Possible Educational Implications (M. A. Mogut) (PB)
ED 183 430 SO 012 177
Learning to Live in Society: Toward a World View of Social Problems, Ch. 10
Pub Date—1976-06-00
Note—284p.
Avail from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 (Quantity discounts on 10 or more copies)
Pub Type—Information Analyses
ERIC Information Analysis Products (071)

ED 195 471 SO 012 786
Williams, Ann M., Comp.
Looking at: Important Topics in the Social Studies
Pub Date—1980-06-00
Note—40p.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 (Quantity discounts on 10 or more copies)
Pub Type—Information Analyses
ERIC Information Analysis Products (071)
ERIC Clearinghouse for Social Studies/Social Science Education Consortium received to conduct this publication.
EDRS Price—E410/E420 Plus Postage

ED 184 911 SO 012 180
Ochon, Anne S.; Skutter, Susan K., Comp.
Selected Studies in the Mainstreamed Classroom, K-8
Pub Date—1980-06-00
Contract—400-78-0006
Note—147p.; Photographs throughout document
Avail from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 (111.95)
Pub Type—Information Analyses
ERIC Information Analysis Products (071) Guides—Classroom—Teacher (032)
EDRS Price—E410/E420 Plus Postage

ED 195 479 SO 013 011
Research for Teaching Social Studies Skills. Title:ERIC Resource Series, No. 3
Sponsor—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—1980-06-00
Contract—400-78-0006
Note—216p.
Available from—SERC Publications, Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 (5.00, quantity discounts on 10 or more copies)
Pub Type—Information Analyses
ERIC Information Analysis Products (071) Reference Materials
EDRS Price—E410/E420 Plus Postage
Descriptors—Annotated Bibliographies, Elementary Secondary Education, Skill Development, Skills, Social Studies

The document presents an annotated bibliography of resources in the Educational Resources Information Center (ERIC) for teaching social studies skills to elementary and secondary students. It is one of four single-volume bibliographies in volume 1 of the ERIC Resource Series. The objective of this bibliography is to offer teachers resources which would be useful in teaching social studies concepts to students of all grade levels. Social studies skills include those which are a shared responsibility of the social studies and those which are characteristic of the social studies. These include locating, organizing, and evaluating information; acquiring information through reading, listening, and visually perceiving information orally and in writing; solving problem-solving and critical-thinking skills to social issues; interpreting maps and globes, and understanding maps and globes; and chronology. The document is organized into two major parts comprised of annotations of 35 journal articles and 35 other kinds of documents. Within each part the citations are arranged first by grade level groups (K-1, 2-3, and 4-5) and then in a chronological order by ERIC publication number. Complete availability information is given.

ED 195 486 SO 013 019
Powker, Jerry, Schulte, Gail (eds.) Teaching Activities
Pub Date—1980-06-00
Contract—400-78-0006
Note—166p.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 (10.95)
Pub Type—Information Analyses
ERIC Information Analysis Products (071) Guides—Non-Classroom (055)
EDRS Price—E410/E420 Plus Postage

This handbook contains model lessons on consumer education for use with intermediate, junior high, and high school students. The handbook was developed as a result of a grant which the Social Science Education Consortium received to conduct three consumer education workshops for approximately 100 Colorado teachers and school administrators. Many of the lessons described in the handbook are organized in theme groups such as basic economics of the marketplace, legal rights, and consumer law; financial management: credit and savings; and problems of consumer education such as advertising, public safety; federal assistance and social security, and consumer protection and the regulatory processes. The activities are many and varied. For example, in an activity on energy use, students take home objects which they record the numbers and kinds of electrical appliances...
their families have. When students return to class with their completed workbooks, the teacher selects a dozen commonly used appliances and asks students what they might do or use if each were not available. As an extension activity, students are asked to identify one appliance that he or she would miss and write a short paragraph discussing why during the following week. They then write and share brief reports about how difficult or easy it was to do without their favorite appliances and what they did or used instead. Other activities include a candy/gum buying simulation, role playing a small claim court case, analyzing their own spending habits, preparing personal budgets, recycling an empty container, and comparing prices of items in different stores. (Author/RM)

ED 195 491
SO 013 033
Curriculum Guides for the Social Studies, K-12.
Teacher Education Resource Set, No. 4.
Sponsor—National Inst. of Education (DHEW), Washington, D.C.
Note—26p.

ED 180 996
SP 015 397
Teenage Mertens, Sally K.
A Content Analysis of the First Two Teacher Centers—Program Proposals.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Sponsor Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 80
Note—10p.
Pub Type—Reports—Descriptive (161)—Information Analyses (070)
EDRS Price—MF01/PC03 Plus Postage.
Descriptors—Background Teachers; Curriculum Design; Field Experience Programs; Internship Programs; Teacher Education; Professional Development; Program Development; Teacher Education; Teacher Qualifications—Identification.
A recommendation is made for a six-year program of initial teacher preparation—five years of campus-based, but field-oriented preparation followed by a sixth year of supervised internship with provision for follow-up of beginning teachers in their first year of regular employment. The following aspects of this topic are discussed: (1) needs and present programs inadequacies; (2) the knowledge base supporting extended programs of initial teacher preparation; and (4) issues relating to extending initial teacher preparation. (JD)

ED 180 024
SP 015 597
Boardman, Sharon G.
Education Programs for Helping Urban Classroom Teachers Implement Public Law 94-142.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Sponsor Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 80
Note—42p.
Pub Type—Information Analyses (070)—Collective Works
EDRS Price—MF01/PC03 Plus Postage.
Descriptors—Handicapped Students; In-service Teacher Education; *Mainstreaming; *Special Education.
Identifiers—Classroom Management, Education for All Handicapped Children Act, Information Analysis Products
Presented is a collection of essays reporting on a number of different in-service programs designed to prepare teachers to deal with the special needs of children with handicaps. Public Law 94-142, which requires equal education for handicapped students via a mainstreaming approach, is included in this collection. Descriptions of the program and of the training methods it uses are also given, as well as the addresses of contact persons for further information. (LH)

ED 183 506
SP 015 396
Arend, Richard and Others
Conditions for Promoting Effective Staff Development.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Sponsor Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 80
Note—42p.
Pub Type—Opinion Papers (120)—Reports—Descriptive (141)
EDRS Price—MF01/PC03 Plus Postage.
Descriptors—Adult Learning; *Cheage Strategies; *Instructional Leaders; Teacher Education. Needs Assessment; *Professional Development, Program Design; *Staff Development.
The complexities of designing and operating in-service education programs are examined. This publication is organized into four major areas. Chapter one focuses on the internal and external factors that influence staff development activities as observed by the authors. Chapter two contains findings that have influenced the thinking about the role of staff development in school districts. Chapter three presents a relational series of conditions or guidelines for staff development programs and the four anticipates issues that demand consideration, research that remains to be done, and practices that should be furthered. (JD)
The Educational Implications of Piaget's Theory

The educational implications of Piaget's theory are significant, especially when considering children's cognitive development. Piaget's theory provides a framework for understanding how children acquire knowledge and develop their thinking processes. This theory suggests that children go through distinct stages of cognitive development, each characterized by a different way of understanding and interacting with the world.

### Key Points

1. **Pre-Operational Stage**
   - Children aged 2-7 years old.
   - Understanding of objects and concepts is egocentric.
   - Difficulties in understanding reversibility and conservation.

2. **Concrete Operational Stage**
   - Children aged 7-11 years old.
   - Ability to think logically and understand the concept of conservation.

3. **Formal Operational Stage**
   - Children aged 11-15 years old.
   - Ability to think abstractly and logically.

### Implications for Education

- **Curriculum Development**
  - Designing activities that are age-appropriate and align with the cognitive stage of the students.

- **Instructional Strategies**
  - Using strategies that cater to the stage of development, such as concrete examples for younger students and abstract reasoning for older students.

- **Assessment**
  - Development of assessment tools that are suitable for the cognitive stage of the students.

### References


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**Note:**

This discussion highlights the importance of understanding Piaget's theory in the context of educational practice. It emphasizes the need for educators to adapt their teaching methods to accommodate the cognitive development stages of their students. By doing so, educators can enhance learning and ensure that instruction is effective and engaging. This approach not only supports students' cognitive growth but also helps in fostering a lifelong love for learning.
The proportion of manuscripts rejected. Rejection viewed. (Author)

Keats, Mkhnel H.

Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 ($3.00).

Pub Date-Aug 80

Note—25p.

Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 ($3.00).

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

EDRS Price—MP11/PC01 Plan Postage.


This issue of the "Equal Opportunity Review" is devoted to an annotated bibliography that can be used as a guide to research literature on urban and minority education accessible through the ERIC system. The following topics are addressed in the bibliography: (1) integration (2) bilingual, or dual language (17 citations); (3) racial and ethnic (24 citations); (4) special education (36 citations); and (5) sex equity (31 citations). Information on document availability is included. (MK)

ED 193 408
UD 202 103

Harrington, Charles

Bilingual Education in the United States: A View Forward, 1980. ERIC/CUE Urban Diversity Series, Number 68, August 1980,

ERIC Clearinghouse on Urban Education, New York, N.Y.

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

Pub Date—Aug 80

Note—25p.

Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 ($3.00).

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

EDRS Price—MP11/PC01 Plan Postage.


This paper focuses on the distinctive characteristics of urban environments, the ways these environmental features affect city children, and the roles that schools can play in modifying these effects. Brofenbrenner's multilevel framework for studying the ecology of human development is described. Recognizing the central role that families play in the lives of children, neighborhoods are examined as important environments for both families and their children. Unique characteristics of urban neighborhoods and the special ways in which they interact with interacting systems pose new constraints and opportunities for child development are then discussed.

New York, N.Y. 10027

UD 021 105

Dorbrita James Mentz Margaret C

ED 193 410

Urban Environments: A View Forward, 1980. ED 193 408

ERIC Clearinghouse on Urban Education, New York, N.Y.

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

Pub Date—Aug 80

Note—25p.

Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 ($3.00).

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

EDRS Price—MP11/PC03 Plan Postage.


Identifiers—Brofenbrenner (Uri)
weaknesses in families and neighborhoods, and influence public policy related to children. (Author/GC)

ED 194 682 UD 021 116
Jenkins, Carolyn, Comp.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Sponsoring Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Aug 80
Contract—400-77-0071
Note—102p.
Pub Type—Information Analyses (070)
Descriptors—Instructional, Research, Elementary Secondary Education, Literature Review, Minority Group Children, Program Effectiveness, Teacher Effectiveness, Teaching Methods, Urban Education

Nearly forty monographs, papers, and journal articles are abstracted in this review of recent literature on instructionally effective schooling. The work most of them published since the mid-1970s, focus on various aspects of urban, minority, and compensatory education, as well as on more general issues in elementary and secondary educational theory and practice. Each abstract contains a summary of the work's basic premises, as well as detailed descriptions of the research and findings discussed. (Author/GC)

ED 194 683 UD 021 138
Chap, Ronald K. H.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Sponsoring Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Aug 80
Contract—400-77-0071
Note—102p.
Pub Type—Information Analyses (070)
Descriptors—Comparative, Education, Educational Research, Elementary Secondary Education, Literature Review, Minority Group Children, Program Effectiveness, Teacher Effectiveness, Teaching Methods, Urban Education

A number of policy studies on school segregation are reviewed in this article, intended for school district administrators and policy-makers who must assess the segregative effects of their own school systems' policies and practices. Two types of studies are considered, the first concerning the racial/ethnic mix of pupils, and the second concerning resource allocation among schools. The section on analyzing the racial/ethnic mix of pupils begins with a description of the kind of data needed and presents analytical methods for describing racial/ethnic distribution for biracial and triracial/ethnic districts. The problems of defining a segregated school are then identified and discussed. These problems include setting realistic standards, designating a definition that fits the multicultural/ethnic character of many large urban systems, establishing desegregation priorities, and evaluating progress toward desegregation. The section on analyzing resource allocation begins with a description of data sources and stresses the importance of understanding the allocation mechanism. Several allocation criteria are reviewed, including legal principles, regal allocation, and equity considerations. Expenditure per pupil, the allocation of teachers, and the distribution of teacher experience and training are then examined as ways of analyzing allocation outcomes. The review concludes with a discussion of problems encountered in removing resource disparities. (Author/GC)
Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

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The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 18 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

**ERIC Clearinghouse on Adult, Career, and Vocational Education**
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

All levels of adult, career, and vocational and technical education. Adult education, including basic literacy training through professional skill upgrading; career education, including career awareness, instructional materials, teacher training, parent/community/business/industry involvement, experience-based education; and vocational and technical education, including new subprofessional fields, industrial arts, and vocational rehabilitation for the handicapped.

**ERIC Clearinghouse on Counseling and Personnel Services**
University of Michigan
School of Education Building, Room 2108
Ann Arbor, Michigan 48109
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance, use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information, group work and case work; nature of pupil, student, and adult characteristics, personnel workers and their relation to career planning, family consultations, and student orientation activities.

**ERIC Clearinghouse on Educational Management**
University of Oregon
Eugene, Oregon 97403
Telephone: (503) 686-5043

Leadership, management, and structure of public and private educational organizations; practice and theory of administration; preserve and inservice preparation of administrators; tasks and processes of administration; methods and varieties of organization, organizational change, and social context of the organization.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

**ERIC Clearinghouse on Elementary and Early Childhood Education**
University of Illinois
College of Education
1310 South Sixth Street
Champaign, Illinois 61820
Telephone: (217) 333-1386

Prenatal factors, parental behavior: the physical, psychological, social, educational, and cultural development of children from birth through the primary grades; education and learning theory, research and practice related to the development of young children, includes teacher preparation, educational programs, and curriculum-related community services, as well as administration, instruction, and physical settings: includes both the early years and childhood (ages 0-7), the "middle years" (ages 8-12), and early adolescence (ages 10-14).

**ERIC Clearinghouse on Handicapped and Gifted Children**
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660

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**ERIC Clearinghouse on Higher Education**
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One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036
Telephone: (202) 296-2597

Various subjects relating to college and university students, college and university conditions and problems, college and university programs. Curricular and institutional problems and programs, faculty, institutional research, Federal programs, professional education (medicine, law, etc.), graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, and management of institutions of higher education.

**ERIC Clearinghouse on Information Resources**
Syracuse University
School of Education
130 Huntington Hall
Syracuse, New York 13210
Telephone: (315) 423-3640

Management, operation, and use of libraries, the technology to improve their operation and the education, training, and professional activities of librarians and information specialists. Educational techniques involved in microteaching, systems analysis; and programmed instruction employing audiovisual teaching aids and technology, such as television, radio, computers, and cable television, communication satellites, microforms, and public television.
ERIC Clearinghouse for Junior Colleges
University of California
Powell Library, Room 96
405 Hilgard Avenue
Los Angeles, California 90024
Telephone: (213) 825-3931

Development, administration, and evaluation of two-year public and private community and junior colleges. Junior college students, staff, curricula, programs, libraries, and community services.

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007
Telephone: (202) 298-9292

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language and linguistics; instruction, pedagogy, and methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages; commonly and uncommonly taught languages including English as a second language; related curriculum developments and problems.

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

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ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
Box 3AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

Economic, cultural, social, or other factors related to educational programs for American Indians, Mexican Americans, migrants, and rural residents; outdoor education; educational programs in all small schools.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education
Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
Telephone: (614) 688-2601

All levels of science, mathematics, and environmental education. Within these fields, development of curriculum and instructional materials; media applications; impact of interest, intelligence, values, and concept development upon learning; preservice and inservice teacher education and supervision.

ERIC Clearinghouse for Social Studies/Social Science Education
855 Broadway
Boulder, Colorado 80302
Telephone: (303) 492-8434

All levels of social studies and social science; content of disciplines; applications of learning theory, curriculum theory, child development theory, and instructional theory; research and development programs; special needs of student groups; education as a social science; history of education; comparative education; social studies/social science and the community; humanities education.

ERIC Clearinghouse on Teacher Education
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036
Telephone: (202) 293-2450

School personnel at all levels; all issues from selection through preservice and inservice preparation and training to retirement; curricula; educational theory and philosophy; educational personnel development not specifically covered by other clearinghouses. Selected aspects of physical education.

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08541
Telephone: (609) 734-5180

Tests and other measurement devices; methodology of measurement and evaluation; application of tests; measurement; or evaluation in educational projects or programs; research design and methodology; human development; and learning theory in general.

ERIC Clearinghouse on Urban Education
Teachers College, Columbia University
Box 40
525 W. 120th Street
New York, New York 10027
Telephone: (212) 678-3437

Programs and practices in urban schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings; the theory and practice of educational equity; urban and minority experiences, and urban and minority social institutions and services.

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