Weller, Carolyn R., Ed.


ERIC Processing and Reference Facility, Bethesda, Md.

National Inst. of Education (ED), Washington, DC.

Jul 82

72p.; For related document, see ED 208 882.

Information Analyses - ERIC Information Analysis Products (071) — Reference Materials — Bibliographies (131) — Branch Around (888)

MF01/PC03 Plus Postage.

*Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; Resource Materials; *State of the Art Reviews

Educational Information; *ERIC

Document resumes of 173 substantive publications, produced by the 16 ERIC clearinghouses and appearing in Resources in Education (RIE), are alphabetically arranged by the 2-letter clearinghouse identification prefix, and, within each clearinghouse group, numerically listed by accession number. An abstract is provided for each title and a sample resume entry is given. The 12th 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; information resources; 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 type of index entry. 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. (ESR)

* Reproductions supplied by EDRS are the best that can be made from the original document.
Clearinghouse Publications

1981

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses
January-December 1981

July 1982

Carolyn R. Weller, Editor
ERIC Processing and Reference Facility
Bethesda, Maryland
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FL — Languages and Linguistics ............................................................................... 12
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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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<th>PERIOD COVERED</th>
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This bibliography covers the calendar year period from January through December 1981. It lists a total of 173 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.
<table>
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Career Education for Women.
Central Univ., Chicago, IL
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No—CU 2081-S
Pub Date May 82
Contract—NIE-C-73-0001
Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1982).
Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60609 ($3.25)
Language—English, French
EDRS Price MF01/PC06 Plus Postage
Pub Type—Dissertations/Theses (040)
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 1980 and 1990, 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 (24 percent), sales workers (24 percent), craft workers and supervisors (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)
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
CE 029 784
ED 205 777
Darkenwald, Gordon G.
Retaining Adult Students. Information Series No. 227.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-75-0102
Note—27p.
Available from—National Center Publications, The Ohio State University, 101 Kenny Rd., Columbus, OH 43210 ($3.00).
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—Academic Persistence, *Adult Dropouts, *Adult Education, Adult Students, Dropout Characteristics, Dropout Prevention, Dropout Rate, *Dropout Research, *School Holding Power, *Student Attrition, *Withdrawal (Education) This paper provides a synthesis of research and theory related directly to retention of adult students. In the first of five major sections, readers are provided with a brief discussion of the nature and significance of the dropout-retention problem. Section 1 reviews research findings relating to who drops out and why. Sociodemographic, psychological, external situational, program context, and teaching-learning factors are explored in this section. Theoretical perspectives on dropouts and retention are reviewed in the third section. Theoretical models reviewed include the congruence model, expectancy-valuation model, reinforcement of achievement model, and cost-benefit model. Section 4 outlines a general theoretical model of the dropout-retention process in adult education. The final section discusses general guidelines for promoting adult student retention. (CT)

ED 205 774
Brewer, Norma B.
Tailoring Vocational Education to Adult Needs. Information Series No. 226.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-75-0122
Note—34p.
Available from—National Center Publications, The Ohio State University, 101 Kenny Rd., Columbus, OH 43210 ($2.80).
Page 1
PS — Elementary and Early Childhood Education
Page 18
RC — Rural Education and Small Schools
Page 21
SE — Science, Mathematics, and Environmental Education
Page 22
SO — Social Studies/Social Science Education
Page 25
SP — Teacher Education
Page 27
TM — Tests, Measurement, and Evaluation
Page 29
UD — Urban Education
Page 31
Parents, Social Environment, Social Influences, Females, Food, Futures (of Society), Home Economics, Home Furnishings, *Home Management, Housing, Nutrition, Older Adults, Parent Role, Parents, Social Environment, Social Influences, Sociocultural Patterns

The purpose of the course is to make its student knowledgeable about the research and on future issues related to families, the work of future professionals and the subjective and subjective knowledge and recognition of how what people will need to know in the 1980s and beyond to be intelligent and effective. In the last year of the program, the first six major sections included the paper and the research, presentation, and discussion of the future in the various societies of families. The third section focuses on major concerns in the area of child care and development. New ways of improving alternative child care arrangements, the effectiveness of various types of early childhood development programs, the effects of different models, the role of parents vis-a-vis the experts in matters of child care. The fourth section included in the paper focus on consumer education, the role of parents in housing and home furnishing, and nutrition and food preparation. Further clothing. In the concluding section, the social context of consumer education and homemaking education is considered.

ED 205 777

CE 029 789


Contract—400-76-0112
Date—81

EDRS Price—MF01/PC02 Plus Postage.


This paper provides an overview of the research and on future issues related to families, the work of future professionals and the subjective and subjective knowledge and recognition of how what people will need to know in the 1980s and beyond to be intelligent and effective. The purpose of the course is to make its student knowledgeable about the research and on future issues related to families, the work of future professionals and the subjective and subjective knowledge and recognition of how what people will need to know in the 1980s and beyond to be intelligent and effective. In the last year of the program, the first six major sections included the paper and the research, presentation, and discussion of the future in the various societies of families. The third section focuses on major concerns in the area of child care and development. New ways of improving alternative child care arrangements, the effectiveness of various types of early childhood development programs, the effects of different models, the role of parents vis-a-vis the experts in matters of child care. The fourth section included in the paper focus on consumer education, the role of parents in housing and home furnishing, and nutrition and food preparation. Further clothing. In the concluding section, the social context of consumer education and homemaking education is considered.

ED 205 777

CE 029 789


Contract—400-76-0112
Date—81

EDRS Price—MF01/PC02 Plus Postage.


This paper provides an overview of the research and on future issues related to families, the work of future professionals and the subjective and subjective knowledge and recognition of how what people will need to know in the 1980s and beyond to be intelligent and effective. In the last year of the program, the first six major sections included the paper and the research, presentation, and discussion of the future in the various societies of families. The third section focuses on major concerns in the area of child care and development. New ways of improving alternative child care arrangements, the effectiveness of various types of early childhood development programs, the effects of different models, the role of parents vis-a-vis the experts in matters of child care. The fourth section included in the paper focus on consumer education, the role of parents in housing and home furnishing, and nutrition and food preparation. Further clothing. In the concluding section, the social context of consumer education and homemaking education is considered.

ED 205 777

CE 029 790


Contract—400-76-0112
Date—81

EDRS Price—MF01/PC02 Plus Postage.


This paper provides an overview of the research and on future issues related to families, the work of future professionals and the subjective and subjective knowledge and recognition of how what people will need to know in the 1980s and beyond to be intelligent and effective. In the last year of the program, the first six major sections included the paper and the research, presentation, and discussion of the future in the various societies of families. The third section focuses on major concerns in the area of child care and development. New ways of improving alternative child care arrangements, the effectiveness of various types of early childhood development programs, the effects of different models, the role of parents vis-a-vis the experts in matters of child care. The fourth section included in the paper focus on consumer education, the role of parents in housing and home furnishing, and nutrition and food preparation. Further clothing. In the concluding section, the social context of consumer education and homemaking education is considered.

ED 205 777

CE 029 791


Contract—400-76-0112
Date—81

EDRS Price—MF01/PC02 Plus Postage.


This paper provides an overview of the research and on future issues related to families, the work of future professionals and the subjective and subjective knowledge and recognition of how what people will need to know in the 1980s and beyond to be intelligent and effective. In the last year of the program, the first six major sections included the paper and the research, presentation, and discussion of the future in the various societies of families. The third section focuses on major concerns in the area of child care and development. New ways of improving alternative child care arrangements, the effectiveness of various types of early childhood development programs, the effects of different models, the role of parents vis-a-vis the experts in matters of child care. The fourth section included in the paper focus on consumer education, the role of parents in housing and home furnishing, and nutrition and food preparation. Further clothing. In the concluding section, the social context of consumer education and homemaking education is considered.

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EDRS Price - MF01/PC02 Plus Postage.

Descriptors -- Behavior Modification, Community Programs, Counseling Services, Counselor Client Relations, Life Style, Mental Health, Program Evaluation, Stress Management.

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

Pub Date -- 1981

Note -- 9p.

Available from -- ERI/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($3.00).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors -- Behavior Modification, Counseling Services, Community Programs, Counselor Client Relations, Life Style, Stress Management.

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

Pub Date -- 1981

Note -- 32p.

Available from -- ERI/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($3.00).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors -- Counseling Services, Community Programs, Counselor Client Relations, Life Style, Mental Health, Program Evaluation.

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

Pub Date -- 1981

Note -- 48p.

Available from -- ERI/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($3.00).

EDRS Price - MF01/PC10 Plus Postage.

Descriptors -- Counseling Services, Community Programs, Counselor Client Relations, Life Style, Mental Health, Program Evaluation.

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

Pub Date -- 1981

Note -- 128p.

Available from -- ERI/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($3.00).

EDRS Price - MF01/PC12 Plus Postage.

Descriptors -- Counseling Services, Community Programs, Counselor Client Relations, Life Style, Mental Health, Program Evaluation.

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

Pub Date -- 1981

Note -- 90p.

Available from -- ERI/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($3.00).

EDRS Price - MF01/PC02 Postage.

Descriptors -- Community Programs, Counseling Services, Community Resources, Emotionally Displaced Homemaker, Parental Support, Community Support Services.

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

Pub Date -- 1981

Note -- 36p.

Available from -- ERI/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($3.00).

EDRS Price - MF01/PC03 Postage.

Descriptors -- Community Programs, Counseling Services, Community Resources, Emotionally Displaced Homemaker, Parental Support, Community Support Services.

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Pub Date -- 1981

Note -- 90p.

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EDRS Price - MF01/PC01 Postage.

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EDRS Price - MF01/PC01 Postage.

Descriptors -- Community Programs, Counseling Services, Community Resources, Emotionally Displaced Homemaker, Parental Support, Community Support Services.

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

Pub Date -- 1981

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Pub Date -- 1981

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EDRS Price - MF01/PC12 Postage.

Descriptors -- Counseling Services, Community Programs, Community Resources, Emotionally Displaced Homemaker, Parental Support, Community Support Services.

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

Pub Date -- 1981

Note -- 90p.
ED 200 998  
Wagner, David L.  
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.  
Available from National, National Inst. of Education (ED), Washington, D.C.  
Pub Date—81  
Contract—400-78-0025  
Note—111p. Table may not reproduce well due to small type.

ED 204 722  
Spiegel, Dixie Lee  
Reading for Pleasure: Guidelines.  
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, N.J.  
Available from National, National Inst. of Education (ED), Washington, D.C.  
Note—69p.; Class Grade Chart may not be legible.  
Pub Date—81  
Note—96p.; Grade Chart may not be legible.

ERIC Information Analysis Products (071)  
ERIC Price—MF01/PC05 Plus Postage.

EDRS Price—MF01/PC06 Plus Postage.

ED 196 051  
Winklejohn, Rosemary, Ed.  
Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation.  
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.  
Available from National, National Inst. of Education (ED), Washington, D.C.  
Pub Date—Jan 81  
Contract—400-75-0029  
Note—Wrinkled.

ED 202 016  
Hodges, Richard E.  
Learning to Spell.  
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.  
Available from National, National Inst. of Education (ED), Washington, D.C.  
Pub Date—81  
Contract—400-78-0026  
Note—47p.; TRIP: Theory & Research into Practice.

ED 206 036  
Ratiff, Gerald Lee  
Beginning Readers Theatre: A Primer for Classroom Performance.  
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annapolis, Va.  
Available from National, National Inst. of Education (ED), Washington, D.C.  
Pub Date—81  
Note—30p.; Class Grade Chart may not be legible.

ERIC Information Analysis Products (071)  
ERIC Price—MF01/PC04 Plus Postage.

EDRS Price—MF01/PC02 Plus Postage.

ED 200 288  
Wagner, David L.  
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.  
Available from National, National Inst. of Education (ED), Washington, D.C.  
Report No.—0.78720-226-6  
Pub Date—81  
Note—96p.; Class Grade Chart may not be legible.  
Available from—International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, Del.; 19711 (Order No. 226, $4.00 member, $5.50 non-member).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)  
ERIC Price—MF01/PC05 Plus Postage.

EDRS Price—MF01/PC06 Plus Postage.

ED 006 160  
Spiegel, Dixie Lee  
Reading for Pleasure: Guidelines.  
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, N.J.  
Available from National, National Inst. of Education (ED), Washington, D.C.  
Note—69p.; Class Grade Chart may not be legible.  
Pub Date—81  
Note—96p.; Class Grade Chart may not be legible.
The research considered here provides the basis for a number of general observations. Evaluation itself appears to be worthwhile, both as a way of measuring principal performance and of improving it by focusing attention on how principals are doing. The best evaluators appear to be teachers. District personnel and outside observers can also make useful evaluations. Principal self-evaluations are not very objective. Quality (how effectively principals perform their own components) is a key factor in how they perform them. Evaluations should focus on competencies that make a difference in the quality of education schools provide; key competencies are not always what educators think they are. Staffing and curriculum and instruction are important areas of leadership, and implementing and evaluating are key functions. The best evaluations are made by large groups of evaluators, who should not be a part of the education staff. Moreover, principals, who are, after all, the group being evaluated, should have a say in the kind of evaluation program that they need. People who help with the process and understand how it works will perceive that, despite its problems, evaluation is an opportunity, not a threat. (Author/ER1)


ED 196 116 EA 012 997 Teacher Motivation. Research Action Brief Number 13. ERIC Clearinghouse on Educational Management, Eugene, Ore. Spans Agency—National Inst. of Education (DHEW), Washington, D.C. Pub Date—Oct 80 Contract—400-78-0007 Note—5p. Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free). Ed Type—Serials (132) Information Analysis—ERIC Information Analysis Products (071) Information Analyses (070) EDRS Price—MFOI/PC01 Plus Postage.Descriptors—Teacher Motivation, Educational Research, Educational Psychology, Teachers, Educational Evaluation, Teacher Effectiveness. It has particular value for ghetto students and delinquent male adolescents. Research indicates that gifted students also benefit from an individualized approach. In most individualized programs, students work at their own paces and pursue objectives based on their unique learning needs. Teachers employ a variety of teaching strategies geared to students' aptitudes and frequently evaluate student progress. Effective leadership from the principal, staff commitment, and local administrative support are identified as keys to success in individualization. Teachers tend to become more effective with individualization over time. Decentralized management and a centralized curriculum also contribute to a successful program. (Author/WD)

AeTDRS Price - MFOI / PCOI Plus Postage.

that educators should be paid what they are worth;


Available from--ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Pub Date--Apr 81

Note--5p.

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

ERIC Clearinghouse on Educational Management, Washington, D.C.

Pub Date--Mar 81

Note--5p.

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

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Pub Date--Jan 81

Note--5p.

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

ERIC Clearinghouse on Educational Management, Number 56.

ED 199 685

ERI 013 S09 Security

The Best of ERIC on Educational Management, Number 57.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Pub Date--Aug 81

Note--5p.

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

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Pub Date--Nov 80

Note--5p.

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

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Pub Date--Mar 81

Note--5p.

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

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Pub Date--Mar 81

Note--5p.

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

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Pub Date--Jan 81

Note--5p.

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

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Pub Date--Mar 81

Note--5p.

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

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Pub Date--Nov 80

Note--5p.
bied, fostering participation in planning by all affected, and informing themselves of the options available for making school services and facilities suitable for mainstreaming. (Author /PGD)

Spons Agency—National Inst. of Education (ED), Washington, D.C.
Contract-400-78-0007
Note—Sp.
Available from—ERIC Clearinghouse on Educational Management, Eugene, Ore, OR 97403 (free).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Failure, Elementary Secondary Education, *Grade Repetition, Maturity (Individuals), Remedial Programs, Research Methodology, *Research Problems, Student Characteristics, *Student Promotion
Research on the retention or promotion of failing students is an attempt to demonstrate the superiority of either method, concludes the author of this review. Furthermore, research shows that neither method has eliminated educational problems of low-achieving students, since both retained and promoted students continue to achieve at levels below the norm. The author's earlier review of research found that most studies were invalid because they did not control for differences in ability or achieving students. Thus, studies comparing students retained or promoted under normal school conditions are biased toward promotion policy, says the author, since the students promoted are doing better than those retained anyway.

ED 208 451 COURS, David
Commanding in the Open Organization. School Management Digest, Series 1, No. 21.
ERIC Clearinghouse on Educational Management, Eugene, Ore., OR 97403 (94 cents).
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Oct 81
Contract—400-78-0007 Note—Sp.
Available from—Foundation for Educational Administration, 1757 OldBayshore Highway, Burlingame, Calif, 94005-0475 (free).
Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Identifiers—Participative Decision Making
The increased demand on educational administrators to share power with parents, community groups, teachers, and school staff emphasizes the need for more participative decision-making and for improved school group decision making, the author writes. School groups rooted in the outside public. Participative decision-making through groups or councils requires clear, unambiguous arrangements, support from the chief administrator, and a commitment to real power-sharing. The author provides guidelines for effective decision-making committees, for meeting group members' needs for inclusion, control, and affect, and for deciding the principal's role in the group. Communication effectively with teachers and school staff requires that administrators understand the communication process, remain accessible, and develop skills in paraphrasing, describing behaviors and feelings, checking perceptions, and requesting feedback. A short selection of exercises for improving communication skills is included. For effective communication with the public, administrators need to develop public relations strategies that include personal contact, both formal and informal, and keys to communication. Advisory groups and teams are among methods for improved communication. Administrators also need good media relations to facilitate communication with many people in a short time. (Author/RW)

ED 208 452 LINDDEW, John
School-Based Management. School Management Digest, Series 1, No. 21.
ERIC Clearinghouse on Educational Management, Eugene, Ore, OR 97403 (free).
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Oct 81
Contract—400-78-0007
Note—Sp.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrator Role, Board of Education Role, Case Studies, Centralization, Community Involvement, Decision Making, Elementary Secondary Education, Governance, Institutional Autonomy, Principals, School Organization
Identifiers—Participative Decision Making, School Based Budgeting, *School Based Management
Many educators advocate school-based management, a method of decentralization wherein the school, instead of the district office, becomes the primary unit of educational decision-making. This shift is part of American education's long-term oscillation between administrative centralization and decentralization. Critics say its neglect, led to rigid, hierarchical structures and a lack of creativity, while decentralization offers greater diversity and flexibility in meeting student needs and gives parents and the community more say in their schools. Examples of school-based management are described in Florida and California and in the school districts of Lansing (Michigan), Edmondson (Alberta), Cherry Creek (Colorado), Louisville (Kentucky), and Lake City (Utah), and New York City. Under-school based management, school boards still set goals and policies and maintain control of major internal matters, the author writes. School-based management allows school committees to become facilitators, supporting and evaluating the schools, while principals gain greater authority and assume actual administrative work. Under school-based management the decisions schools control include curriculum matters, personnel selection, and budgeting (reduction in the district office). School-based management also entails increased staffing and community involvement in decision-making through faculty committees and school advisory councils. (RW)

ERIC Clearinghouse on Educational Management, Eugene, Ore.
Spons Agency—National Center for Educational Statistics (ED), Washington, D.C.
Pub Date—Aug 81
Contract—400-78-0007 Note—Sp.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers—Safe School Study
Recent research suggests that, on the whole, school discipline problems are not as widespread as the public believes. In 1975 the Bayh report depicted schools as hotbeds of violence and vandalism. Restudies of the Bayh data show the report was skewed toward large schools, and violence is unlikely. The National Institute of Education's Safe School Study and surveys of California and Indiana educators reveal that most schools have few discipline problems, and that most discipline problems do not involve violence. New information on the causes of school violence, provided by a New Jersey study and the Safe School data, help identify school community, and student characteristics that accompany school violence. School characteristics correlated with violence include large size, overcrowding, lack of resources, and particular educational levels (especially for minorities). For communities, they include urban location and low socioeconomic status; and for students, they involve race, gender, and cooperative behaviors: the role of intrinsic teacher motivation, student attitudes. (JEH)

ERIC Clearinghouse on Educational Management, Eugene, Ore.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Oct 81
Contract—400-78-0007 Note—Sp.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free).
Pub Type—Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Research on the historical and political influences affecting the relationship between local school boards and superintendents is summarized and discussed in this paper. The role of broad summary of the historical development of the superintendency in the nineteenth and twentieth centuries, the author contrasts the opposing viewpoints of Calihan and Tucker and Zeigler regarding the actual
balance of power between boards and superintendents. Callahan believes the evolution of superintendences has provided boards and superintendents with a system of checks and balances while allowing citizens a voice in the schools. Tucker and Zeigler see instead a lack of balance between the superintendent and politics, a loss of citizens' power over the school board. A paper next examines the status of superintendents today. It cites Zeigler and Jenson (055) — "Empowering American Schools," which concludes that the superintendency is a relatively dominant over the school board, and contrasts this view with the positions of Cuban and Boyd, who assert that a variety of policies and local factors influence the relative power of superintendents. The authors conclude that local boards themselves are in the best position to decide what role they want to play. (Author/EDH)

ED 209 736
Smith, Stuart C. Ed. and Others
Washington, D.C.
Pub Date - 81
Contract - 400-78-0007
Note — 193p.; Chapter 3 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680. Available from — Not available separately; see EA 014 193. Pub Type — Information Analyses -ERIC Information Analysis Products (071) — Opinion Papers (120)

ED 209 737
Mazzarella, Jo Ann
Washington, D.C.
Pub Date - 81
Contract - 400-78-0007
Note — 193p.; Chapter 1 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680. Available from — Not available separately; see EA 014 193. Pub Type — Information Analyses -ERIC Information Analysis Products (071) — Opinion Papers (120)

(120) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors — Administration, Characteristics, Administrator Education, Administrator Evaluation, Administrator Selection, Communication (Thought Transfer), Educational Administration, Elementary Secondary Education, Environmental Influences, Family Environment, Heredity, Interpersonal Relations, Leadership, Leadership Qualities, Literature Reviews, Mariners, Personnel Analysis, Principals, School Administration

Chapter 1 of a volume on school leadership, this chapter focuses on the characteristics of the effective school leader. This section suggests that successful principals and other educational supervisors possess some traits that distinguish them from those who are less successful. These characteristics are clear goals, enough security not to resist change, and ability to be "proactive" to initiate or lead rather than passively react. Practical implications of these findings for the selection of educational leaders are included. The chapter is intended to be especially helpful to those who hire school administrators or plan their training programs. (Author/EDH)

ED 209 738
Course, David Mazzarella, Jo Ann
Washington, D.C.
Pub Date - 81
Contract - 400-78-0007
Note — 20p.; Revised version of ED 102 640. Chapter 2 of "School Leadership: Handbook for Survival" (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680. Available from — Not available separately; see EA 014 193. Pub Type — Information Analyses -ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Opinion Papers (120)

Document Not Available from EDRS.


Chapter 4 of a volume on school leadership, this chapter is a revised version of the issue of "School, "School Management" entitled "School Based Management." It draws from the work of many authorities to define, explain, and make a case for school-based management as a system of educational administration in which the school is the primary unit of decision-making. The author begins by explaining the school-based management concept. He relates the use of decentralized management to the criticisms of centralization of schools. He then discusses the implementation of school-based management in Florida and California and in the school districts of Lansing (Michigan), Edmonton (Alberta), and Cherry Creek (Colorado). The key role of the true leader of the school board is discussed, along with the complementary role of the central office in supporting and evaluating the school-based management. The school board still sets goals and policies and makes final decisions. The school site's control over curriculum, personnel, and finance is also described, followed by a review of the increased roles of the staff and community in the decision-making process. The author concludes that "success is measured in the autonomy and feelings of ownership that are well worth the extra time and efforts spent on school-based management." (Author/EDH)
ED 209 741
Lindelow, John
Participative Decision-Making.
ERIC Clearhouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Available from—Not available separately; see EA 014 193.

ED 209 742
Lindelow, John
And Others
Participative Decision-Making.
ERIC Clearhouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Available from—Not available separately; see EA 014 193.

ED 209 743
Lindelow, John
Mazzarella Jo Ann
School Climate.
ERIC Clearhouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Available from—Not available separately; see EA 014 193.

ED 209 744
Course, David
Communicating.
ERIC Clearhouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Available from—Not available separately; see EA 014 193.

ED 209 745
Lindelow, John
Managing Conflict.
ERIC Clearhouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
Available from—Not available separately; see EA 014 193.

ED 209 746
Lindelow, John
Managing Time and Stress.
ERIC Clearhouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-78-0007
asked, to respond to a series of questionnaires that address
issues. According to the authors, several experts are
called upon to discuss the problem and solutions. Applications of the
technique and development of the nominal group technique, the
problem-solving technique, the nominal group technique, is
intended to bring people together toward its solution. The second problem-
components, an administrator can more easily plot the
paths of students, teachers, and volunteers in the
classroom. A final chapter offers additional comments on
tutoring. Appendixed are materials to illustrate how
tutors work for low performing children (SB)

ED 199 993
Nazzaro, Jean N., Ed.
Culturally Diverse Exceptional Children in School.
ERIC Clearinghouse on Handicapped and Gifted
Children, Reston, Va.
Spons Agency-National Inst. of Education (ED),
Washington, D.C.
Pub Date-81
Contract-400-76-0119
Note—117p.
Available from—The Council for Exceptional
Children, 1920 Association Dr., Reston, Va.
(US $1.00 for postage and handling).

Public Type—Information Analyses—ERIC Information
Analysis Products (071) — Descriptors—Reading

Note-31p.
Pub Date-Mar 81
Spons Agency—National Inst. of Child Health and
Human Development (NIH), Bethesda, Md.; Na-
tional Inst of Education (ED), Washington, D.C.

Descriptive—Bilingual Students—Blacks—Cultural
Differences—Disabilities—Elementary Secondary
Education—Ethnic Groups—Gifted—Individualized
Education Programs—Minority Groups—
Multicultural Education—Student Characteristics
Identifiers—Limited English Speaking—Obscenity
Five author contributed papers focus on helping
teachers work more effectively with culturally diver-
se handicapped or gifted children and their par-
ents. The first chapter, "Understanding Where the
Students Are Coming From," by J. Nazzaro and M.
Portuondo considers the need to develop a multicultural
understanding of education. The second chapter includes a
table for each minority group in which relevant characteristics of
culture and the possible implications. A. Ortiz con-
siders "Development and Implementation of IEP's for
Exceptional Bilingual Children" in a chapter which includes sections
on special considerations for linguistically and culturally
diverse students, parental participation, placement alternatives, and
ingredients. Chapters 3 and 4 focus on the next chapter, "Understanding the Use of Abusive Lan-
guage," by A. Sullivan defines abusive language and provides
a functional analysis of selected social behaviors. The final chapter by B. Essend-Byrd is
titled "Competencies for Educating Culturally Differ-
tioned Exceptional Children." The list of competen-
ties in the areas of values, philosophy, and
traditional and contemporary life styles, human
growth and development, assessment, and the learn-
ing environment (DB)

ED 201 167
Forrest, Steven R.
Rest Coasts in Dyslexia: Implications for Diagnosis and Remediation.
California Univ., Los Angeles; ERIC Clear-
house on Handicapped and Gifted Children, Res-
ton, Va.
Spons Agency—National Inst. of Child Health and
Human Development (NIH), Bethesda, Md.; Na-
tional Inst of Education (ED), Washington, D.C.
Pub Date—Mar 81
Contract-400-76-0119
Note—31p.
Available from—ERIC Clearinghouse on Handicapped
and Gifted Children, Reston, Va.

Public Type—Information Analyses—ERIC Information
Analysis Products (071) — Descriptors—Discipline—
Dyslexia—Elementary Secondary Education—Etio-
logic, Literature Reviews—Reading Difficulties—
Remedial教學 Methods—Special Subjects.
The report briefly reviews research on the con-
cepts of attention, memory, and linguistic deficits, as
does the notion of experimental and effect size factors;
and considers possible implications for assessment
and instruction of reading disabled/dyslexic chil-
dren. The major themes of interest are the use of
tutoring and the role of volunteers. A. Gonzales con-
siders "Development and Implementation of IEP's for
Exceptional Bilingual Children" in a chapter which includes sections
on special considerations for linguistically and culturally
diverse students, parental participation, placement alternatives, and
ingredients. The next chapter, "Understanding the Use of Abusive Lan-
guage," by A. Sullivan defines abusive language and provides
a functional analysis of selected social behaviors. The final chapter by B. Essend-Byrd is
titled "Competencies for Educating Culturally Differ-
tioned Exceptional Children." The list of competen-
ties in the areas of values, philosophy, and
traditional and contemporary life styles, human
growth and development, assessment, and the learn-
ing environment (DB)

ED 201 168
Shaw, Stan F. And Others
Stress and Burnout: A Primer for Special Education
and Special Services Personnel.
ERIC Clearinghouse on Handicapped and Gifted
Children, Reston, Va.
Spons Agency—National Inst. of Education (ED),
Washington, D.C.
Pub Date—81
Contract-400-76-0119
Note—69p.
Available from—The Council for Exceptional
Children, Publication Sales, 1920 Association Dr.,
Reston, Va. (US $1.00 for postage and handling).

Public Type—Guides—Non-Classroom (055) —
Information Analyses—ERIC Information Anal-
ysis Products (071) — Descriptors—Burnout—
Teacher Stress—Stress
The primer is designed to help mental,
physical, and emotional health in school personnel and
prevent job burnout, with particular emphasis on
interventions that special education and special
services personnel, administrators, and teachers can
implement to manage stress and prevent burnout.
Nine chapters address the following topics: the
problems of stress and burnout for educators, the
problem of burnout for special services personnel,
assessment of individual and organizational stress,
modification of stress management training pro-
cedures, inservice training, management of stress
and prevention of burnout, the admin-
istrator's role in creating a stress free environ-
ment, and strategies for preserving training. A fin-
al chapter summarizes each of the nine previous
chapters. It states that on a formal level, schools
and colleges of education in cooperation with local
school districts should encourage and support major
research on stress management and burnout prevent-
ion; and that on the local level both school
boards and teacher organizations should carry
out research aimed at investi-
gating what makes a superior teacher superior and
what prevents a poor teacher from becoming signifi-
cantly better. Appended are a paper on analyzing
school districts should encourage and support major
research on stress management and burnout prevent-
ion; and that on the local level both school
boards and teacher organizations should carry
out research aimed at investi-
gating what makes a superior teacher superior and
what prevents a poor teacher from becoming signifi-
cantly better. Appended are a paper on analyzing
school districts should encourage and support major
research on stress management and burnout prevent-
ion; and that on the local level both school
boards and teacher organizations should carry
out research aimed at investi-
gating what makes a superior teacher superior and
what prevents a poor teacher from becoming signifi-
cantly better. Appended are a paper on analyzing
school districts should encourage and support major
research on stress management and burnout prevent-
ion; and that on the local level both school
boards and teacher organizations should carry
out research aimed at investi-
gating what makes a superior teacher superior and
what prevents a poor teacher from becoming signifi-
cantly better. Appended are a paper on analyzing
school districts should encourage and support major
research on stress management and burnout prevent-
ion; and that on the local level both school
boards and teacher organizations should carry
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gating what makes a superior teacher superior and
what prevents a poor teacher from becoming signifi-
cantly better. Appended are a paper on analyzing
school districts should encourage and support major
research on stress management and burnout prevent-
ion; and that on the local level both school
boards and teacher organizations should carry
out research aimed at investi-
gating what makes a superior teacher superior and
what prevents a poor teacher from becoming signifi-
cantly better. Appended are a paper on analyzing
school districts should encourage and support major
research on stress management and burnout prevent-
ion; and that on the local level both school
boards and teacher organizations should carry
out research aimed at investi-
gating what makes a superio

ED 209 851
Smart, Lynn
Discovering Special Education Resources: A Workshop on ERIC and EDER
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va
Sponsor Agency- National Inst. of Education (ED)
Pub Date- Sep 81
Contract- 400-77-0049
Note- 30p.; ERIC Special Education Handbook
Available from-ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, Va 22091 ($1.00)
Pub Type- Information Analyses-ERIC Information Analysis Products (071) - Guides - Non-Classifiable
EDRS Price - MF01/PC02 Plus Postage
Identification Numbers- ERIC, Exclusionary Education Resources System
The workshop is intended for individual or group use and is intended to provide a listing of resources, publications, and products. The directory is intended to be of use to educational institutions, such as the family and the schools; and for the Council for Exceptional Children who should see to it that special education leads the way in comprehensive and self evaluative educational improvement projects. Participants in the program can also view the print products available from ERIC and the Council for Exceptional Children which maintain the Clearinghouse database. The workshop provides basic information to the participants on how to use the print resources. (ER)
ED 209 889
Nathan, Jean N. Ed
Computer Connections for Gifted Children and Youth
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va
Sponsor Agency- National Inst. of Education (ED)
Pub Date- 81-8
Grant- 400-76-0119
Note- 87p.
Available from-ERIC Clearinghouse on Handicapped and Gifted Children, Council for Exceptional Children, 1920 Association Drive, Reston, Va 22091 ($16.65)
Pub Type- Collected Works- General (020) - Reports- Descriptive (141) - Information Analyses-ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage
Written by computer specialists, teachers, parents, and students, the 23 articles emphasize the role of computers in the development of thinking, problem solving, and creativity in gifted and talented students. Articles have the following titles and authors: "Computer assisted instruction for the child's in-format (S. F.)"; "Reflections of a Computer Language Nut" (M. S.); "Computer assisted learning" (A. B.); "Teaching new computer concepts to established users" (S. C.); "Classroom Computers Beyond the R's (F. B.); "Reflections of a Computer Language Nut" (M. S.); "Computer assisted learning" (A. B.); "Teaching new computer concepts to established users" (S. C.). (ER)
ED 208 676
Bliederman, John A. Comp
Directory of Foreign Language Service Organizations: 2. Language in Education: Theory and Practice
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Sponsor Agency- National Inst. of Education (ED)
Pub Date- 81-55
Contract- 400-77-0049
Note- 86p.
Available from-Center for Applied Linguistics, 3520 Prospect St., NW, Washington, D.C. 20007 ($7.00)
Pub Type- Reference Materials- Directories/Catalogs (132) - Information Analyses-ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage
This directory is intended to provide foreign language educators as well as persons interested in foreign language instruction with a convenient reference guide containing information on the availability of resources and services that can help enrich classroom instruction. The directory is divided into three sections: (1) foreign language service organizations; (2) publishers and distributors of foreign language materials; and (3) several organizations involved in international student exchanges or study programs. The directory contains 72 entries. (ER)
ED 208 672
Joner, Elizabeth G.
The Older Foreign Language Learner: A Challenge for Colleges and Universities
Washington, D.C.
Sponsor Agency- National Inst. of Education (ED)
Contract- 400-77-0049
Note- 58p.
Available from-Center for Applied Linguistics, 3520 Prospect St., NW, Washington, D.C. 20007 ($3.25)
Pub Type- Reference Materials- Bibliographies (131) - Information Analyses-ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage
This is the sixty-ninth annual compilation of graduate theses and dissertations in English as a second language (ESL). This series is intended to provide researchers in ESL bilingual education, and related fields with specific information on current graduate level studies. Each of the sixty-nine entries provides the writer's name, theses or dissertation title, degree earned, university, year and language received, name of thesis adviser, department or program, and writer's address. A summary of thesis content is also included for most entries. The research categories include adult education, bilingualism, contrastive studies, culture, curriculum, grammar, methods and materials, philosophy, psychology, psycholinguistics, reading, second language learning, sociolinguistics, testing, visual aids, vocabulary, and writing. (ER)
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date—Oct 81
Pub Type—Guides - Classroom Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Classroom Communication, Communicative Competence (Language), Debate, *Discourse Analysis, Discussion, Elementary Secondary Education, French, German, Language (Languages), Postsecondary Education, Pragmatics, *Second Language Instruction, Sociolinguistics, *Teaching Roles, Task Identification, *Conversation Management, Expanded Speech, Hesitation (Speech), Speech Acts Conversation as a medium of study, and on developing speaking skills in a second language fails to provide the language student with the necessary level of conversational ability. The concept of communicative competence has resulted in a new emphasis on the nature of interaction and the rules of discourse, which has shifted study from a language structure to studies on social interaction, the meaning of utterances, and the functions of speech. This paper explores how recent advances in sociolinguistics and discourse analysis can aid one's understanding of the roles and privileges of teachers and students, how instruction and instructional and verbal behavior can be changed or acquired for greater conversational competence. Areas discussed include (1) the interaction theory of fairly and pragmatic, (2) natural discourse and first and second language acquisition, (3) classroom discourse and classroom interaction, (4) practical applications (including exercises for developing skills for participating in debates and discussions). Excerpts from English and Spanish classroom interactions and classroom discourses are cited throughout. The appendices present discussion and expansion strategies in conversation and some conversational management strategies used by French and German native speakers. (JK)
ED 208 675
ED 208 674
Ogden, John D.
Teaching Conversation Skills in ESL, Language in Education: Theory and Practice, No. 38.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-87821-159-X
Pub Date—Oct 81
Pub Type—Guides - Classroom Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
*Teaching Methods, Textbook Content Identifiers—Conversation

A major goal of ESL education is to teach students how to use language to converse spontaneously and naturally with native speakers. Discourse analysis provides an understanding of these skills, which are essential for English learners to acquire. These skills are both linguistic and communicative. One way to combine them is to prepare ESL students to converse with native English speakers in both conversational English, and introduce various conversational techniques. The focus of this report is to discuss: (1) aspects of conversational language, (2) pre-conversation activities, (3) passage from controlled to free conversation, and (4) conversation activities. Among the conversation activities included are roleplay, question-and-answer activities, class discussions, problem solving, games, and other group activities. Dialogues, suggested activities, and suggested activities are included. A discussion of conversation in the classroom points out the importance of identification of teacher and student role. (JK)
ED 208 677
ED 208 676
Royer, Raonne Gottovitch, Comp. McKim, Lester W. Comp.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN-0-87821-161-1
Pub Date—Oct 81
Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Identifiers—"Media Use"

This report offers help to teachers, teacher trainers, students, and local foreign language professional organizations in moving out of their traditional environments and into the community where they may identify natural constituencies and develop public support for foreign language programs. The first section presents an online site, a six-part interdisciplinary unit for foreign language and journalism teachers. The purpose is to prepare the promotion of Foreign Language Week. The unit also illustrates how foreign language teachers can relate their curricula to other disciplines in their schools through the promotion of their programs. The second section presents a compilation of Foreign Language Week activities. The unit is designed as a unit to be used with a public relations and a public relations project. It includes extensive examples and details on reaching various community constituencies. Section three presents a guide to promoting educational issues to the community. A format is discussed for bringing together representatives of business, government, civic organizations, and education. In the fourth section, examples of promotion and press pieces developed to promote the annual student conference as a public relations event are presented. Also included is a selected bibliography on public awareness. (Author/JK)
This section is of primary importance due to the fact that the recent refugees from Indochina are discussed. The second section of the report deals with educational problems and discusses (indirectly) educational education and education in refugee camps. Bilingual education, enrollment and placement, learning, English, bilingual education, and testing. Sample evaluation tests of reading, writing, oral, language, arithmetic, and cultural needs are included. The report was written by a director of an organization of resources and publications for serving Indochinese students.

ED 209 961
Goulden, J. K., & Associates

The new arrangements point away from a federal role and toward the future strong role of voluntary, nonprofit accreditation associations. The connotations of concepts such as "eligibility," "approval," and "accreditation" are explored, since a recurring problem in the field of accreditation is the use of widely varied terms by associations or agencies. Accreditation is examined historically according to the following five periods: (1) from 1460 to 1914, the period when the first accrediting agency in the United States was established; (2) from 1914 until 1948, when the American Association for Higher Education (AAHE) formally recognized colleges; (3) from 1914 to 1948, when a more qualitative, less quantitative approach to accreditation was implemented; (4) from 1948 until 1984, when the listing form of accreditation was discontinued; and (5) from 1975 until 1980, when the "What Works in Student Retention?" study was conducted.

ED 198 774
Herculean, Fred F.

The research literature on types of student retention, correlates of retention, and action strategies to improve retention is reviewed. Retention or student persistence can be assessed in terms of completion of a degree or certificate, a program but not a degree, or a term or course. Retention may also be persistence or the ability to earn a personal goal, e.g., a degree or a certificate. One type of retention study is designed to determine the characteristics and attitudes that are common among students who persist and among those who drop out. Research has indicated that both student and institutional correlates of retention are related to a number of factors. For example, the interaction and fit between students and their institutions is important in explaining retention and attrition. A second type of research is concerned with the practical application of retention strategies and their effectiveness in improving retention. A number of these studies have been conducted with the "What Works in Student Retention?" study (WWSR), the first comprehensive, national survey of action programs and their impact on retention. The action literature is discussed under two major topics: single-faceted retention approaches and multifaceted approaches to improving retention. Twelve kinds of single-faceted retention approa ches have been identified, including the identification of language-minority students, and their educational, sociocultural, and educational needs of their English speaking counterparts. Two different types of comparison studies are described: (1) cross-linguistic studies, which are concerned with the functional, sociocultural, and educational needs of their English speaking counterparts, and (2) cross-cultural comparisons, which are concerned with the functional, sociocultural, and educational needs of their English speaking counterparts. Two different types of comparison studies are described: (1) cross-linguistic studies, which are concerned with the functional, sociocultural, and educational needs of their English speaking counterparts, and (2) cross-cultural comparisons, which are concerned with the functional, sociocultural, and educational needs of their English speaking counterparts.

Available from—Publications Department, American Association for Higher Education, 717 15th Street, N.W., Suite 780, Washington, D.C. 20005 ($3.00 for members, $4.00, nonmembers).

Note—61p.

EDRS Price—MF01/PC63 Plus Postage.

Descriptors—Change Agents, Change Strategies, Cooperative Education, Educational History, Educational Planning, Public Policy, Social Change, Student Role, Teacher Role, Teacher Aid—France, Great Britain, India, Japan, Sweden, United States, West Germany

Universities around the world have changed dramatically in the period since World War II. Although the basic concerns of higher education (teaching, research, and service) have remained unchanged, the reality of expanded numbers and increased responsibility in a number of areas has placed immense pressure on universities. Seven goals essential to higher education reform issues are: new university structures, interdisciplinarity, accountability, administrative efficiency, relevance, social commitment and participation, and increased responsiveness to society. Post-war reform forces the demands of government for a new academic program pattern, and large amounts of student aid. The challenge has not just resulted or resulted in great modifications to the public low-tuition system, but the basic function of government will be critical to societal and essentially irreversible. Three questions need to be answered: (1) How can student aid programs be refined so that the benefits can be simplified and student, institutional, and government accountability be clarified? (2) Is it feasible to maintain the low tuition system at all universities in the United States, or is there an increasing realization that the benefits of the system are not worth the cost? (3) Can the public be persuaded to accept changes in the system?

ED 207 475

He 014 492

Richards, Michael D. Sherman, Gerald R.


Note—55p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 600, Washington, D.C. 20036 ($4.00 members, $5.50 nonmembers).

Note—55p.

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Alumni, College Administration, Cooperative Programs, Educational Finance, Educational History, Educational Policy, Educational Planning, Financial Aid, Federal Policy, Government, Higher Education, Information Dissemination, Marketing, Private Financial Support, Program Evaluation, Research, University Administration, University History, University Policy, University Program, University Support, University Teaching, University Writing

The current status of minority enrollment in higher education and specific concerns that affect students from the national enrollment at different institutional levels, and how to achieve true reform. Such measures require an internal system of data gathering to indicate early warning signs of enrollment problems; recruitment of faculty and professional staff trained in teaching or counseling poorly prepared students; efforts to discourage minority group members from applying; and development of campus services responsive to the linguistic and cultural traditions of minority students. A bibliography is appended.
ED 205 160
Johnson, Jan K., Ed.
Masters Curricula in Educational Communications and Technology: A Descriptive Directory.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Mar '81
Contract—400-77-0015
Note—382p.
Available from—Syracuse University Printing Service, 125 College Place, Syracuse, N.Y. 13210 ($12.00)
Pub Type—Reference Materials—Directories/Catalogs (132)—Information Analyses—ERIC Information Analysis Products (071)—Reports—Descriptive (141)
EDRS Price—MF01/PC16 Plus Postage.
Identifiers—Canada, Colombia, Hong Kong, Nigeria, United States

This source book provides the name, location, and breakdown of faculty, offerings and credit hours needed to complete each of the 154 university programs. Programs are provided in educational technology that related to a survey conducted in 1980 by the International Division of the Association for Educational Communications and Technology (AECT). Information is also provided on degree prerequisites, credit transfers and program duration, areas of emphasis, course offerings, and instructional evaluation techniques used in the program. A list of faculty members by institution notes their degrees and areas of expertise. Two programs are listed in Australia and one each in Canada, Colombia, Hong Kong, and Nigeria, as well as one or more in each of 41 states and the District of Columbia. A frequency table of course characteristics is provided as a summary at the end of the individual program section, and a copy of the questionnaire is attached. (MER)

ED 206 329
Ziegler, James J. and Others
Television in Community and Junior Colleges: An Overview and Guidelines.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif. EBD 196 505
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-77-0015, 400-78-0038
Note—46p.
Available from—Syracuse University Printing Services, 125 College Place, Syracuse, N.Y. 13210 (IR 51), $6.00
Pub Type—Guides—Non-Classroom (055)—Reports—Descriptive (141)—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC02 Plus Postage.
This EDRS Information Analysis Product is intended to provide current, succinct, and accurate information regarding the use of television, especially telecourses, in 2-year postsecondary institutions. To provide a comprehensive overview of the subject, the monograph is divided into three major sections: (1) current developments in telecommunications in 2-year postsecondary institutions in the United States; (2) what the research says about the use of telecommunications with adult learners; and (3) how to get started in using the new media to provide cost-effective instruction in community and junior college. Two appendices provide questions and answers to aid individuals who are asking similar questions and cannot take time to read an entire publication to find help on one specific matter. References are provided for each section as well as a list of additional readings. (Author/CHC)

ED 208 980
Cochran,imum. A., Kirkland, Monte C.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—81
Contract—400-77-0015
Note—112p.
Available from—Syracuse University Printing Services, 125 College Place, Syracuse, N.Y. 13210 (IR 53), $12.00
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC05 Plus Postage.
This comprehensive guide to the literature published between World War II and 1979 which critically evaluates the Library of Congress list of subject headings (LCSH). The bibliography has been prepared for information personnel seeking cited with subject authority files, thesaurus, or vocabulary control. A brief bibliometric analysis of the literature precedes the bibliography, which contains sections devoted to general principles for the analysis of subject headings, rationalization of the LCSH system, and criticism of LCSH..Ct response to selectivity of indexing language, consistency of syntactic structure, the formation of headings, sparseness of headings, and ease of use. Each section of the bibliography is accompanied by a descriptive summary of the items contained therein. Additionally included is an index on vocabulary control that when used in conjunction with the subject authority files is an aid to information personnel. This bibliography is a comprehensive guide to the literature which is essential for information personnel. This bibliography is a comprehensive guide to the literature which is essential for information personnel. This bibliography is a comprehensive guide to the literature which is essential for information personnel.

EDRS Price MF01/PC01 Plus Postage. Descriptors--College Role, Community Colleges, Educational Finance, Legal History, Educational Objectives, Equalization Aid, Financial Support, Nontraditional Students, State Aid, State Funding, Two Year Colleges, Two Year College Students. Response to advocates of an expanded mission for community colleges, this three-part monograph examines the conflict between aspirations for continuing mission development and financial constraints imposed by the development of six aspects of the current community college mission: transfer, vocational, developmental, continuing education, occupational, and reentry. It examines an emerging body of nontraditional students made up of unemployed youth, older adults, females, and minorities. Part III outlines the details of funding patterns to meet the needs of these students. Part II examines the history of community college financing, revealing the link between changes in mission and funding patterns; (2) current sources of financial aid programs and the failure of state funding models to target resources for nontraditional students; (3) the increased use of tuition and other forms of financial aid programs to meet the needs of nontraditional students. Part III outlines eight recommendations related to: clear articulation of mission, legislative approval of mission statements, program cost determination, program evaluation; alterations in funding and programming; alternative delivery systems, and residence (JH).


EDRS Price MF01/PC01 Plus Postage. Descriptors--Evaluation, Administrator, Community Colleges, Critical Incidents Method, Evaluation Methods, Evaluators, Interviews, Self Evaluation (Individuals), Supervisory Methods, Two Year Colleges. Identifiers--Performance Appraisal. Guidelines presented for the development of a system for the appraisal of the performance of community college administrators. The importance of such a system is stressed. Overall success is discussed first, followed by descriptions of seven common evaluation procedures: (1) unstructured interview (the administrator's accomplishments; (2) unstructured documentation by the administrator of his/hers own activities; list of such documentation; (3) structured narratives constructed around short time periods, each partly structured documentation by the administrator verified as true or false by daily logs; (3) structured narratives constructed around short time periods, each partly structured documentation by the administrator verified as true or false by (4) rating scales; (5) critical incidents, in which evaluators write down incidents that occur; and (7) appraisal through goal achievement. After enumerations of the advantages and disadvantages of this system, three evaluation pitfalls are discussed: the evaluator's subjective judgment; incompatibility of ratings among departments; and vague evaluation criteria. Prerequisite sites for successful evaluations are then detailed and a list is presented of the characteristics of competent evaluators. Finally, the structure and content of the above guidelines is illustrated by a set of procedures that should be asked during this interview are identified, and interviewing techniques are recommended for the evaluator (JP).


EDRS Price MF01/PC01 Plus Postage. Descriptors--College Planning, College School Cooperation, Community College, Computer Oriented Programs, Educational Trends, Financial Problems, Grade Inflation, Humanities, International Education, Literacy Education, Literature Reviews, Nontraditional Students, Remedial Students, School Holding Power, Statewide Planning Projects. Drawing upon recent documents in the ERIC collection, this literature review examines emerging educational trends that relate to the perception of a new direction in community college planning during the 1980s. Introductory material discusses the demographic, governmental, technological, and administrative factors that influence college planning. The review then summarizes the salient features of descriptive and/or research reports dealing with advances made by community colleges in 11 specific planning areas: (1) reorganizing programs and services to meet the needs of older, nontraditional students; (2) identifying the factors that influence student retention; (3) determining the adequacy of grade inflation; (4) furthering cooperative efforts with community agencies and industries; (5) examining the impact of societal changes on funding systems; (6) promoting literacy development; (7) programing for reentry adults; (8) enhancing international education; (9) determining the role of the humanities in the community college curriculum; (10) utilizing computers for administrative and instructional purposes; (11) coping with tax limitations. Summary conclusions are then provided, which urge colleges to expand their programs for older, nontraditional students, enhance cooperative efforts with community agencies; and improve basic skills and literacy programs. A 28-item bibliography is included. (JP).


EDRS Price MF01/PC01 Plus Postage. Descriptors--Community Colleges, Cooperative Programs, Defense Systems, Economic Climate, Educational Policy (Government) \( (\text{in/of Society})\), General Education, Humanities Instruction, Job Development, Job Training, Program Evaluation, School Business Relationship, Two Year Colleges, Vocational Education. This collection of essays examines issues that education and community colleges face in their emerging technologies, enhance cooperative efforts with community agencies; and improve basic skills and literacy programs. A 28-item bibliography is included. (JP).


EDRS Price MF01/PC01 Plus Postage. Descriptors--Women, In Community Colleges, Educational Trends, Financial Problems, Graduate School, Humanities, Literature Reviews, Nontraditional Students, Occupational Education, Single Enrollment (Individuals). This literature review examines the utilization of community needs assessment data in program planning and evaluation efforts at community colleges. The review first defines and discusses the concept of community needs assessment, noting that while such studies are purported to facilitate the planning and evaluation of credit and non-credit programs, few studies have led to substantial program changes. After discussing the importance of identifying the needs of subgroups within a community in remaining responsive to all area citizens, the review cites studies which examined the needs of special constituencies, such as women, minorities, and the business community. The application of needs assessment findings to college marketing programs designed to recruit and retain students is considered prior to a review of selected works revealing the limited use made of needs assessment data at community colleges and the need for incorporating such data in the institutional planning process. Next, the review summarizes prevalent problems in current needs assessment, pointing out the lack of clear definitions for "need" and "community," poor data collection and interpretation techniques, and reliance upon data gathering systems that are designed to meet legislatively mandated reporting requirements rather than institutional needs. A bibliography concludes the review. (JP).


EDRS Price MF01/PC01 Plus Postage. Descriptors--Community College, Community Colleges, Community Study, Community Surveys, Educational Demand, Educational Needs, Information Utilization, Institutional Research, Institutional Surveys, Needs Assessment, Program Development, Program Evaluation, Research Problems, Student Retention, Two Year Colleges. This literature review examines the utilization of community needs assessment data in program planning and evaluation efforts at community colleges. The review first defines and discusses the concept of community needs assessment, noting that while such studies are purported to facilitate the planning and evaluation of credit and non-credit programs, few studies have led to substantial program changes. After discussing the importance of identifying the needs of subgroups within a community in remaining responsive to all area citizens, the review cites studies which examined the needs of special constituencies, such as women, minorities, and the business community. The application of needs assessment findings to college marketing programs designed to recruit and retain students is considered prior to a review of selected works revealing the limited use made of needs assessment data at community colleges and the need for incorporating such data in the institutional planning process. Next, the review summarizes prevalent problems in current needs assessment, pointing out the lack of clear definitions for "need" and "community," poor data collection and interpretation techniques, and reliance upon data gathering systems that are designed to meet legislatively mandated reporting requirements rather than institutional needs. A bibliography concludes the review. (JP).
Document Resumes/ JC

Disagreement, Sex Stereotypes, Trustee, Two-Year Colleges, Two-Year College Student, Women Education, Women Studies

After introductory material by Judith S. Estes discussing the importance of leadership on the part of women in the growth and development of the community college, Mary A. Estes discusses the need for greater involvement of women on the part of community college boards of trustees. She points out that women are increasingly being elected to community college boards of trustees, and suggests that this is a trend that should continue. She also notes that women are increasingly being elected to the positions of college president, and suggests that this is a trend that should continue. She also notes that women are increasingly being elected to the positions of college president, and suggests that this is a trend that should continue.

ED 207 649

Erie, John Friedlander, Jack


ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spans Agency-National Inst of Education (ED), Washington, D.C.

Pub Date—Aug 81

Contract—400-78-0085

Note—6p.

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

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Adult Students, College Instruction, College Role, Community Colleges, Educational Responsibility, Federal Aid, Financial Support, Literacy, Secondary Education, State Aid, Student Characteristics, Teacher Characteristics, Two-Year Colleges, Statistics and Data, to provide an overview of adult basic education (ABE) programs in community colleges.

The review begins with several thematic sections, each providing a context for the review of ABE programs in community colleges. The report focuses on several key areas: the need for ABE programs in community colleges; the characteristics of ABE programs; and the challenges facing ABE programs.

ED 207 650

Mehlitz, Monika, Ed.

Improving Decision Making. ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spans Agency-National Inst of Education (ED), Washington, D.C.

Report No.-ISBN 957-859-130-00; USPS-123-1170

Pub Date—Sep 81

Contract—400-78-0085

Note—124p.


Journal Cit—New Directions for Community Colleges, v9 n3 Sep 81

Pub Type—Collected Works—General (020)

Information Analyses—ERIC Information Analyses Products (001)

EDRS Price—MF01/PC05 Plus Postage.


This collection of essays focuses on the importance of accurate and timely information for effective decision making. First, Ivan Lach considers the proliferation of statewide planning and policy formulation and discusses problems with and ways to improve statewide research. Next, Cheryl Opacinch focuses on decision making for federal postsecondary policy, discussing strategies for influencing the policy-making process by improving the use of community college research. After tracing trends in two-year college research, William Ramsey proposes plans for action to involve research in the development of a master plan. Joseph Rossmeyer places his discussion of information resource management in the context of the growing importance of computers, the role of information as a primary institutional asset, and a hierarchy of information needs. M. Kathryn Baratta examines the use of student information systems as a primary institutional asset, and a hierarchy of information needs. Finally, Donna Dziierlenga cites relevant ERIC documents.

ED 196 553

PS 011 916


ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; Memphis State Univ., Tenn.

Spans Agency-National Inst of Education (ED), Washington, D.C.

Pub Date—Dec 80

Contract—400-78-0085

Note—124p.

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, College of Education, University of Illinois, 1310 South Sixth Street, Champaign, IL 61820 (Catalog No. 190, 55.00)

Pub Type—Collected Works—General (020)

Speeches/Meeting Papers (150)

27
EDRS Price - MF01/PC03 Plus Postage.


The five papers collected in this volume present a variety of perspectives on parenthood in our changing society. In the first article the authors discuss the impact of the federal government's move towards increased centralization. Next, different role-dimensions of motherhood and teaching are clarified and discussed. The third paper focuses on classroom research aimed at identifying and examining in detail the intricacies and uniqueness of black family life, child socialization, and child development. Article four discusses how the maturation characteristics of teenagers, parents' needs, and issues for parents raising teenagers. The involvement of the federal government in terms of current family policies and the proposed Child Care Act of 1979 are discussed and described in the fifth article. The final article discusses forces competing for parents' attention and comments on conflicting reports and advice from "experts" in childrearing. A selected bibliography on parenthood and families is appended. (Author/RH)

ED 202 566

Bowermaster, Janet

Classroom Management and Learning in Elementary Schools

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.


Pub Date: 81

Contract-400-78-0008

Note: 47p.

Available from—ERIC Clearinghouse on Elements of Classroom Management and Learning in Elementary and Early Childhood Education, University of Illinois, 1310 South Sixth Street, Champaign, Ill. 61820 (Catalog No. 355 Chestnut Street, Norwood, NJ 07648). Contact publisher for price.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom Management and Learning in Elementary Schools

EDRS Price - MF01/PC02 Plus Postage.


This paper reviews recent literature on classroom management focusing specifically on teachers' techniques for organizing students, space, time and materials in order to keep a class running smoothly to the benefit of all children. Main points of classroom management research which are relevant to elementary school teachers are identified and discussed. The second paper with advance planning of classroom logistics. The second involves preparing students for their classroom role. The third concerns teacher management behaviors involved in minute-to-minute classroom interactions with students. The final area deals with the characteristics of formal lesson structures that affect management behaviors. As each area is reviewed, management methods suggested by the research are described.

(Author/MP)

ED 202 567

The Child Development Associate: Resources for CDA Trainers

Child Development Associate Resource Center, Clearinghouse for Elementary and Early Childhood Education, Urbana, Ill.


Pub Date: 81

Contract—105-79-1012; 105-79-1003; 400-78-0008

Note: 125p.

Available from—CDA Resource Center, College of Education, University of Illinois, 1310 S. Sixth St., Champaign, IL 61820 (For selected items in this volume contact publisher for price).

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

EDRS Price - MF01/PC03 Plus Postage.


Identifiers: *CDA, CDA Credential, CDA Portfolio, Child Caregivers, Guided Practice

Intended for use by trainers of candidates for the Child Development Associate (CDA) Credential, this collection consists of resource materials issued by the CDA Resource Center, University of Illinois, between winter 1978 and winter 1980. Part I, the introduction, provides background information about CDA objectives, components of the CDA program, beginning in the CDA program, CDA training, eligibility requirements for CDA, and assessment of CDA candidates. Part II consists of CDA Program Extensions to CDA Training, preparing a CDA portfolio, and teaching each of the CDA competencies. (Author/MP)

ED 206 374

Stem, Piggott

The Symbolic Play of Lower- and Middle-Class Children: Mixed Messages From the Literature

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.


Pub Date: 81

Contract—400-78-0008

Note: 42p.; To be published as a chapter in "Current Topics in Early Childhood Education."


Available from—Abex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).

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

EDRS Price - MF01/PC02 Plus Postage.


The findings of nine studies comparing the symbolic play of lower-class and middle-class children are summarized and examined in detail. Related research problems are discussed and directions for future research are indicated. Examination of the studies indicated that few general conclusions can be drawn from them about the relative quality of symbolic play among lower-class and middle-class children. More research is necessary to indicate that the content of play themes and roles is the same among middle-class and lower-class children, and that the amount of verbalization is greater among middle-class than lower-class children. More investigators report that group play is more prevalent among middle-class than lower-class children; more report that "pretend" play (often called role-differentiation and similar to what Piaget called collective symbolism) is more prevalent among middle-class than lower-class children; and more report that middle-class children are more likely to use semi- and non-representative as well as imaginary signifiers than lower-class children, while lower-class children are more likely to use representative signifiers than middle-class children. Concerning the relative cognitive maturity of the play of the two populations, no general conclusions can be drawn. Other factors which may have affected the studies' results are suggested and the need for a more holistic, integrative, and qualitative approach is indicated. (Author/RH)

ED 206 375

Benson

The Kindergarten: A Retrospective and Contemporary View

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

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

Pub Date: 81

Note: 35p.; To be published as a chapter in "Current Topics in Early Childhood Education."


Available from—Abex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).

Pub Type—Opinion Papers (060) — Opinion Papers - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.


Changes in kindergarten education in the United States from its inception to the present and reasons for these changes are explored. Benson's approach to kindergarten education is described and the introduction of kindergarten programs in the United States by various sponsors such as the Women's Temperance Union, churches, and settlement houses is depicted. Programmatic change following Piaget's theories is identified as the concepts and practices of progressive education to the prescriptive kindergarten programs of the 1920's as well as changes in the roles of children attending kindergarten are delineated. Subsequently, continuities and discontinuities in curricular development are identified and changes in developmental theories used to justify early childhood education are presented. The final two sections discuss pressures for early instruction in academic skills, the increased use of standardized tests, and the need for the present inadequate preparation of kindergarten teachers. Suggestions are made for influencing future directions of kindergarten education. (Author/RH)

ED 206 376

Stawikel-Trakos, Muriel

The Development of Bilingual and Bicultural Competence in Young Children

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

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

Pub Date: 81

Contract—400-78-0008

Note: 29p.; To be published as a chapter in "Current Topics in Early Childhood Education."


Available from—Abex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).

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

EDRS Price - MF01/PC02 Plus Postage.


Young children's natural processes of language development are reviewed. In addition, children's developmental and language acquisition, the ways they learn a second language, and the relationship of bilingualism, and the relationship of bilingual children, and that the amount of verbalization is greater among middle-class than lower-class children. More investigators report that group play is more prevalent among middle-class than lower-middle-class children; more report that "pretend" play (often called role-differentiation and similar to what Piaget called collective symbolism) is more prevalent among middle-class than lower-middle-class children; and more report that middle-class children are more likely to use semi- and non-representative as well as imaginary signifiers than lower-class children, while lower-middle-class children are more likely to use representative signifiers than middle-class children. Concerning the relative cognitive maturity of the play of the two populations, no general conclusions can be drawn. Other factors which may have affected the studies' results are suggested and the need for a more holistic, integrative, and qualitative approach is indicated. (Author/RH)

ED 206 377

Swidile-Trakos, Muriel

The Development of Bilingual and Bicultural Competence in Young Children

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

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

Pub Date: 81

Contract—400-78-0008

Note: 29p.; To be published as a chapter in "Current Topics in Early Childhood Education."


Available from—Abex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).

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

Pub Date—81

Grant—400-78-0008.


Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).

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

EDRS Price - MF01/PC02 Plus Postage.


Pub Date—81

Grant—400-78-0008.


Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).

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Grant—400-78-0008.


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Pub Date—81

Grant—400-78-0008.


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EDRS Price - MF01/PC02 Plus Postage.


Pub Date—81

Grant—400-78-0008.


Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).

Pub Type—Opinion Papers (120) — Information Analyses -ERIC Information Analysis Products (071)
ED 197 905  
Rodriguez, C. Gallegos, Robert  
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.  
Spons Agency—National Inst. of Education (ED), Washington, D.C.  
Pub Date—Feb 81  
Contract—400-78-0023  
Note—3pp.  
Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 ($6.95).
ED 198 982
Corejo, Ricardo J.; Corejo, Luz O.
Teaching and Research on Second Language Acquisition
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons. Agency—National Inst. of Education (ED)
Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0023
Note—10p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP, NMSU, Las Cruces, NM 88003 ($0.95 ea., discounts on 20 or more)
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price—MF01/PC05 Plus Postage.
Intended for students, teachers, parents, and administrators in charge of educating bilingual children, the monograph provides a summarized account of the information available regarding theories and research in second language acquisition, divided into four chapters. Chapter I is an historical overview of language acquisition theories and philosophies, and beliefs dating from Biblical times to the beginning of the 20th century. The works of Socrates, Plato, Aristotle, Verquin, Quintian, Locke, Rousseau, Herder, von Humboldt, and others are discussed. Chapter II deals with modern theories, research findings, and controversies about language acquisition. It summarizes the ideas of T. Bob, Leopold, L. Bob, Brooks, Skinner, Chomsky, and several other theorists. Chapter III is a report of recent research on first and second language acquisition. Chapter IV, which is an important text for researchers in each of the four major approaches to language learning (error analysis, contrastive analysis, performance analysis, and acquisition analysis), is discussed in some detail. Chapter IV contains brief summaries of 50 exemplary research projects, all published through the ERIC system, on language acquisition and communicative competence. The citation for each project notes author, title, publication date, ERIC data, and includes a brief summary.

ED 199 002
Corejo, Ricardo J.; Corejo, Luz O.
Meeting Educational Needs in Rural Communities—Confronting Rapid Growth
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons. Agency—National Inst. of Education (ED)
Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0023
Note—10p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Box 3AP, NMSU, Las Cruces, NM 88003 ($0.95 ea., discounts on 20 or more)
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price—MF01/PC03 Plus Postage.
Identifiers—Boontown
A strategy to assist in community development can help rural schools in rapidly growing areas meet the changing educational needs of their communities. Such a strategy should include an assessment of the information available about anticipated changes in the size and composition of the school population in order to plan for educational growth. Planning for growth should also involve the consideration of service arrangements which best serve the community's needs, especially as community members begin to respond to four major growth-related changes: superintendence, service demands in excess of service capabilities, change in socio-cultural structure, and increased people problems, such as older-newcomer conflicts. Schools can be a logical catalyst for initiating important service arrangements such as consolidation with mental health and social service agencies, or helping to form the foundation of the network's social networks which in turn support community development as a whole. As rapid growth occurs in the rural community, schools can provide vital decision-making simulations to improve the community's ability to respond to growth-related change. Rural schools can build a greater educational needs of different age groups, including adults, and address the educational needs of the entire community.

ED 200 342
Gough, Lydell
Special Funding for Small and/or Isolated Rural Schools
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; Utah State Board of Education, Salt Lake City
Spons. Agency—National Inst. of Education (ED)
Washington, D.C.
Pub Date—Jan 81
Contract—400-78-0023
Note—53p.
Available from—ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003 ($3.35)
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—Research (073)
EDRS Price—MF01/PC03 Plus Postage.
Identifiers—United States
Chief state school officers in all 50 states were surveyed to gather information regarding the various states' funding arrangements for small and/or isolated rural schools and to develop a financial planning tool for use by state legislatures and boards of education. Data were gathered from every state except Hawaii. Twenty-eight states had some arrangement for special funding for isolated rural and/or small schools. Although the plans were diverse, they usually addressed program eligibility and assistance mechanisms. Among eligibility factors, enrollment levels were a key element in the characteristics in 16 states. Six states considered number of teachers or instructional units, six focused on population density, nine looked at isolation in other schools, and two addressed the rural district's minimum financial contribution. Despite great variety, assistance mechanisms in the 28 states generally fell into three categories: (1) a lump-sum formula, (2) a basic support formula (13 states); minimum support levels (5 states); and size adjustments and special payments (6 states), completing the study is a detailed explanation of each state plan. Definum, definitions, and formulas are included to describe eligibility considerations and assistance mechanisms.

ED 196 703
Jen, L. C.; Ed.
Research Reporting Section, Annual Meeting of the National Council of Teachers of Mathematics (59th, St. Louis, Missouri, April 22-25, 1981)
ERIC Clearinghouse on Education, Science, and Mathematics, West Germany
Spons. Agency—National Inst. of Education (ED)
Washington, D.C.
Pub Date—Jan 81
Contract—400-78-0004
Note—61p.
Available from—Information Reference Center (ERIC/IRIC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.75)
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—Research (143) — Collected Works—Proceedings (021)
EDRS Price—MF01/PC03 Plus Postage.
Descriptors—Cognitive Processes, *Educational Research, Elementary Secondary Education, Higher Education, *Mathematics Education, *Mathematics Instruction, *Mathematics Instruction and other concerns. Also included are a synthesis of these national reports and a report of the International Meeting on Calculators from a meeting in January 1980. The report concludes with a list of selected references. The hope of the authors is that this document will enable readers to make judgments about the current status of calculator use for following countries: Australia, Austria, Belgium, Canada, Hong Kong, Ireland, Israel, Japan, New Zealand, Sweden, Switzerland, Thailand, United Kingdom, United States, and West Germany.

ED 190 408
Sutliff, Marcia N.
National Association for the Evaluation of Educational Achievement, Hamburg, West Germany
Spons. Agency—State Univ. of Columbus, Ohio
Informed on Hand-Held Calculators in Schools
Spons. Agency—National Inst. of Education (ED)
Washington, D.C.
Pub Date—Jan 80
Note—102p. A draft of this report was presented at the Conference on Comparative Studies in Mathematics Curricula (Osnabruck, West Germany, January 1980).
Available from—Information Reference Center (ERIC/IRIC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($3.00)
Pub Type—Information Analyses (070)
EDRS Price—MF01/PC03 Plus Postage.
This report contains a collection of the status of the use of calculators in the schools of 16 countries. Each report summarizes trends and prevailing conditions about curricular implications of calculators, research activities, instructional practices, student attitudes, in-service activities, and general background on amount and type of use, projects, and other concerns. Also included are a synthesis of these national reports and a report of the International Working Group on Calculators from a meeting in January 1980. The report concludes with a list of selected references. The hope of the authors is that this document will enable readers to make judgments about the current status of calculator use for following countries: Australia, Austria, Belgium, Canada, Hong Kong, Ireland, Israel, Japan, New Zealand, Sweden, Switzerland, Thailand, United Kingdom, United States, and West Germany.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

ED 210 107

J Gearhart, J. A.

September

Energy Conservation

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($2.00).

EDRS Price - MF01/PC00 Plus Postage.

Descriptors—Cost Effectiveness; Educational Facilities Design; $\ldots$ (ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio). Rating: A 1981 revision of a pamphlet first published by the National Council of Teachers of Mathematics (NCTM) in 1959. The primary purpose of this pamphlet is to provide a comprehensive listing of mathematics tests available that may assist educators in meeting their evaluation needs. Tests covering mathematics from primary school through the first two years of college are included. Material is subdivided into seven categories: Arithmetic; Junior High School; Numbers and Operations; Algebra; Geometry; Trigonometry; and College-related. Included in the pamphlet is a follow-up order for all materials listed. The complete list is available for a nominal charge. (DHEW)

ED 210 186

Brassel, James S. Comp. And Others

Mathematics Test Available in the United States and Canada.


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

Date of Publication; and Date of Latest Revision.

Note—43p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($7.00).

EDRS Price - MF01/PC00 Plus Postage.

Descriptors—College Mathematics; Elementary School Mathematics; Higher Education; Instructional Material; Mathematics Education; Mathematics Instruction; Quantitative Tests; Resource Materials; Secondary School Mathematics.

Presented in a 1981 revision of a pamphlet first published by the National Council of Teachers of Mathematics (NCTM) in 1959. The primary purpose of this pamphlet is to provide a comprehensive listing of mathematics tests available that may assist educators in meeting their evaluation needs. Tests covering mathematics from primary school through the first two years of college are included. Material is subdivided into seven categories: Arithmetic; Junior High School; Numbers and Operations; Algebra; Geometry; Trigonometry; and College-related. Included in the pamphlet is a follow-up order for all materials listed. The complete list is available for a nominal charge. (DHEW)

ED 196 787

SO 013 071

Resources for Using a Global Approach in Elementary Social Studies.

TeachERIC Resource Series, No. 2.


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

Note—18p.

Available from—SSEC Publications, Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 ($9.95 for the series, not sold individually).

EDRS Price - MF01/PC00 Plus Postage.

Descriptors—Annotated Bibliographies; Elementary Education; *Social Studies; Resource Materials; *Social Studies.

This annotated bibliography, one of four separate resources included in the "TeachERIC Resource Series," contains educational materials that will help elementary teachers incorporate a global approach into social studies instruction. The materials listed are drawn from the ERIC system and in journal articles. The purpose of the series is to help familiarize teachers with the ERIC system and what it can do for them. (Author/RM)
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Hayley, Frances, Ed.
Ethnic Studies Sampler. The Best of the Title IX
Project Materials.
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Ethnic Studies Sampler. The Best of the Title IX
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ED 198 065
Hayley, Frances, Ed.
Ethnic Studies Sampler. The Best of the Title IX
Project Materials.
ED 209 125
SO 013 647
Johnson, Jacquelyn Benegas, John
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0006
Note—150p.; Some handouts may not reproduce clearly from ERDS in paper copy or microfiche.
Available from Social Science Education, Boulder, Colo. (88.95).

In this method, the teacher develops activities for teaching about global issues in grades 5-8. The self-contained activities are organized into three major parts. Part 1, "Global Awareness," introduces students to the concept of global education. Students are made aware of the nature of the world around them and that they play a part in it as inhabitants of the planet. For example, the activity, "Global Connections," involves students in interacting with one another and understanding that their class is connected to the rest of the world. Using a bingo game format, students look for classmates who fit appropriate squares on their game sheets. Each square represents a certain kind of "global connection." Through the activities in Part II, "Global Interdependence," students learn that they are connected to other people and countries in countless ways and that these links exist across cultures as well as time and distance. In the "Peanut Butter Crunch" activity, students examine the effects of the drought of 1980 on the manufacturing of peanut butter. Because of the drought and the lifting of the peanut import quota, the United States began to import peanuts from China, India, and Argentina.

In other activities, students examine the relationship between the United States and oil exporting nations in the price of gasoline, and multinational corporations. Part III contains activities designed to teach cross cultural understanding. Students analyze for violations of human rights and examine the McDonald's fast food restaurant chain as a worldwide phenomenon. Related resources of the ERIC system are cited. (Author/RM)

ED 210 234
SO 013 750
Singleton, Laurel R., Ed
Data Book of Social Studies Materials and Resources
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Report No.—ISBN:0-89994-264-4
Pub Date—Feb 81
Contract—400-78-0006
Note—177p.; For a related document, see ED 196 790.
Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).
Pub Type—Information Analyses—ERIC Information Analysis Products (071) / Reference Materials—Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
This publication contains analyses of elementary and secondary social studies textbooks, supplementary classroom materials, and teacher resource materials. The purpose of the publication is to provide analyses of curriculum materials which will allow K-12 school teachers, administrators, curriculum coordinators, and college methods teachers to select materials which are appropriate to their students, schools, and community. The kind of information provided in each analysis includes purpose, intended users and uses, content, and teaching methods. Secondary social studies is also included. The analyses of curriculum materials are divided into sections by grade level. The first major section of the book describes elementary textbooks and multimedia or supplementary materials. The second major section of the book is devoted to the secondary (7-12) curriculum. Textbooks are analyzed along with other supplementary materials. The third section includes short analyses of teacher resource materials, most of which provide practical suggestions and ideas for classroom teachers. The fourth section contains abstracts of ERIC documents. There are several indexes to the publication—author/editor/developer, grade level, publisher, and subject area. The publication concludes with a list of publishers' addresses. (Author/PM)

ED 200 516
SP 017 366
Gleitman, David H
Learning How to Teach: Processes, Effects, and Criteria
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0017
Note—35p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Teaching skills can be acquired or modified through various processes including observation, concept acquisition, process, and feedback. However, evidence does not indicate that combining these processes into a single training methodology provides any advantage for teacher training. Teaching may also be influenced by providing information about teaching skills, inducing cognitive conflict, and arranging for feedback reinforcement. Although teaching skills may have been acquired or modified, their use cannot be assumed. The complexity of a skill, its associated philosophies of its utility in terms of student learning, and the supervisory support that it receives all influence the extent to which a teaching skill is adopted and used. To extend and refine the knowledge of criteria, further research will require a refining of criteria to include both qualitative standards and more complex definitions of teaching skills. (Author/ID)

ED 200 517
SP 017 369
Miles, William R., Ed
Research and Issues in Gifted and Talented Education: Implications for Teacher Education.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Contract—400-78-0017
Note—73p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
The papers presented in this monograph address a number of concerns in developing a pedagogical approach for gifted and talented children. In the first paper, it is noted that routine intelligence tests cannot be relied upon to show that a more stringent case study approach should be adopted to take into account the particular gifts and talents that students may have. In the second paper, educators are encouraged to approach an inherently complex problem of developing a curriculum adapted to the unique cognitive styles of gifted children. The third paper explores the problem of math avoidance on the part of gifted girls. Research on a counseling program to meet the particular needs of gifted children is described in the fourth paper. The fifth paper deals with building an agenda for gifted programs that is based on a recognition of the psychosocial needs and cognitive abilities of talented students. (ID)

ED 200 518
SP 017 371
Hornbostel, Brei, Yarger, Gwen P.
Teachers' Conceptions of Their Own Success. Current Issues.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Feb 81
Note—28p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
This report explores the question of what constitutes success in teaching from the perspective of the teacher. A survey of elementary and secondary teachers was conducted using both questionnaires and interviews. Responses were classified as cognitive, affective, or other. Responses were judged cognitive when pupil learning was indicated as a sign of successful teaching. An affective rating was used when responses indicated a positive attitude or feeling that occurred within the classroom. The affective category yielded the highest number of responses across all grade levels. Regardless of teaching level, most teachers defined their success in terms of their pupils' behaviors rather than themselves or other criteria. Consistent from the interviews is the view that teachers defined success in the classroom from a unique perspective that research has yet to explore. It is proposed that, by paying more attention to the needs of preservice and in-service teachers for success, teacher education programs might provide models of teacher behavior in the classroom that evoke positive student response. (ID)
ED 200 519 SP 017 372
Folder: B. Dell And Others
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date Feb 81
Contract—400-78-0017
Note—38p.
Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($3.50).
Pub Type—Reports—Descriptive (141)
EDRS Price MF08/PC02 Plus Postage.
Identifiers—University of Houston TX

The experience of the University of Houston in evaluating its teacher education program and in conducting follow-up studies on its graduates is described. A description is given of the problems encountered in planning, developing, and implementing a follow-up basic program, and the subsequent evaluation procedures used to validate the program. The gradual evolution of a methodology for conducting follow-up studies is described, and suggestions are made for follow-up studies of its graduates. (JD)

ED 200 520 SP 017 373
Goss, Sandra Schweghart, Ingeroll, Gary M.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Indiana Univ., Bloomington, School of Education; National Inst. of Education (ED), Washington, D.C.
Pub Date Feb 81
Contract—400-78-0017
Note—6p.
Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($5.00).
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price — MF01/PC03 Plus Postage.

In this collection of annotated references on the subject of classroom management, an attempt was given to primary research studies or articles about such research, and, with the exception of a few fundamental studies, for studies published in the last decade. Classroom management is defined as the maintenance of on-task behavior or the discourage of off-task behavior in the normal classroom. A brief presentation is given of the complexities that emerged in reviewing these references. The following generalities about effective classroom management are presented: (1) some transitions from one activity to another; (2) establishment of routine daily tasks; (3) adherence to fair and reasonable rules; (4) clearly stated behavioral expectations; (5) effective monitoring of student behavior; (6) timely and appropriate reaction to disruptions; (7) routines and procedures established in the first weeks of school; and (8) authoritative, firm control paired with warmth and genuine concern for the well-being and educational progress of the students. This bibliography is divided into sections on Conceptual and Organizational Issues, Research Studies, and Summaries of Research. (JD)

ED 200 521 SP 017 374
Rhea, Harold C.
Nutrition Education: Selected Resources, Bibliographies.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date Feb 81
Contract—400-78-0017
Note—56p.
Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($5.00).
Pub Type—Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.

This monograph provides a digest and brief analysis of a 700-page congressional committee print entitled "Needs of Elementary and Secondary Education in the 1980s" issued in January, 1980, by the House Committee on Education and Labor. The major ideas of the 54 articles in the committee print are condensed, with special attention given to the implications for trends in teacher education. The articles are grouped under three headings: the setting for educational decisions in the 1980s; challenges facing the education professions in the 1980s; and recommendations for action at the federal level. The format is a collection of "major articles" culled from the ERIC data base. (ED)

ED 201 597 SP 017 370
Priest, Laurette
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date Feb 81
Contract—400-78-0017
Note—87p.
Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($5.00).
Pub Type—Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.

This book is designed to aid and encourage physical education teachers to incorporate the concepts of physical fitness into the physical education curriculum. The activities are written in an outline format using the following headings: (1) concept; (2) activity and, for knowledge level; (3) location (school or home); (4) time needed; (5) materials needed; (6) definition of terms; (7) activity procedures; and (8) discussion topics. (11) authors' notes. Some activities require a lecture format, but, for the most part, exercise and discussion are combined in the lesson plan. Among the concepts treated are: basic physical fitness awareness; muscular endurance; strength; cardiovascular fitness; and body composition. *Charts, graphs, programs; student activities; progress; body areas affected, and alternate exercises for isotonic strength and muscular endurance training exercises. Appendices include a sample exercise worksheet to trace student progress, a list of physical fitness materials, and a diet guidelines for strength and muscular endurance training. An annotated bibliography provides suggested resources of general fitness. (PG)

ED 201 599 SP 017 568
Butler, Michael J. Comp.
Retrenchment in Education: Selected ERIC Clearinghouse Bibliographies.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date Feb 81
Contract—400-78-0017
Note—47p.
Available from—ERIC Clearinghouse on Teacher Education, 1 Dupont Circle, Suite 610, N.W., Washington, DC 20036 ($5.00).
The overview of the research and evaluation literature sponsored or conducted by the larger school systems in the United States and Canada provides reference to a great number of sources of concern to educators today. As an index to research and evaluation efforts, this annotated bibliography will facilitate the search of the material indexed by local school systems. The 216-item bibliography is based on a search of the material announced in Resources in Education, Current Index to Journals in Education (CIJE) from January to December 1979. The citations are arranged in numerical order by ED (RIE) and EI (CIJE) accession numbers. Each entry provides the following information: (1) ERIC access number (ED or EI plus six digits), (2) author, title, source, date of publication, and brief abstract of the material, (3) subject codes, and (4) index codes contained in the bibliography. The institutional index includes the full address of each school district and the name and telephone number of a contact person. ERIC documents, material cited by ED accession numbers, may be purchased in contact with the ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J. (Author)

In a contract grading system, the instructor defines the performance required for each grade, the student defines the performance level to which he or she will work. This paper designs a course in which an instructor is committed to awarding this predeter-

mined grade if the student attains the appropriate performance level. The paper is based on a review of the literature on contract grading. Its purpose is to provide information for instructors who are considering adopting the grade contract system and for others who wish to improve their grading procedures or conduct research using the method. The philosophical and psychological foundations of contract grading are discussed, as well as its advantages and disadvantages are reviewed. An annotated bibliography of more than 150 articles is appended. (GK)

Aguirre, Adalbero
Intelligence Testing, Education, and Chicano: An Essay in Social Inequality

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. (5.50 each)

EDRS Price — MFOI/PCO3 Plus Postage

EDRS Price - MF01/PC03 Plus Postage


Chiapan have been limited in their educational opportunities, representation in occupations and professions requiring extended education. It is proposed that intelligence testing is one part of an educational ideology that ascribes the Chicano's unequal educational experience to the group's inability to function competently within the Anglo-American institutional environment. The paper focuses on intelligence testing as an educational activity, its implicit assumptions, and the educational and social policy implications it offers for Chicano students. The hereditarian and environmentalist positions are described. The hereditarian position places greater responsibility on the person for his level of inequality, whereas, the environmentalist position stresses the aggregation of personal inequality by social group to support structured levels of social inequality. The simple placement of a Chicano on various intelligence tests scores and performance in school and work are closely associated has too often prompted intellig-

test evidence which concludes that the benefits of education and occupational success are distributed on the ba-

sis of intelligence. On the contrary, it has been demon-

strated that one's socioeconomic origin has a closer association with economic and occupational success than level of intelligence. (Author/RL)

Hattitude as Measured: A Review of Investigations of Professional, Peer, and Parent Attitudes Toward the Handicapped.


Report No.—ERIC-TM-78

Pub Date—Dec 80

Contract—400-78-0003

Note—66p.


EDRS Price — Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - PF01/PC03 Plus Postage

Description—Annotated Bibliographies, *Counseling, Guidance, *Counseling for Minority Groups, *Teacher Attitudes

An examination of attitudinal investigations which will be helpful and practical for both researchers and practitioners interested in attitudinal research dealing with handicapped students is provided. Requirements and techniques which have been used to study professional, peer, and parent attitudes are the primary focus of address with fairly brief attention given to the findings. Sections outline the following methods used in data collection: (1) attitude scales including Likert-type, equally-apportioned interval; and Guttman; (2) rank-order scales and items indicating various characteristics; (3) Q-sorts; (4) paired comparisons; (5) semantic differential technique; (6) adjective checklists; (7) sociometric techniques; (8) interview; (9) observations of behavior; (10) projective methods; and (11) some commonly used instruments including Attitude Toward Disabled Persons Scale, Attitude Toward Disabled Persons Scale, and Minnesota Teacher Attitude Inventory. Revised, Parent Attitude Research Instrument, Water-Gabel Educational Programming Scale, and Workshop Evaluation Inventory. (Author)

ED 198 163


Pub Date—Dec 79

Contract—400-78-0003

Note—27p. Each paper included in available through ERIC as follows: ED 178 616, ED 178 615, ED 178 617, and ED 178 618.


EDRS Price — Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - PF01/PC02 Plus Postage


Procedures for the implementation of minimum-competency testing (MCT) is included the following papers: (1) "Implications of Minimum-Competency Testing for Minority Students" by A. John Dow, who asserts that MCT offers more hope than any development in public school policy since 1954 for realizing the educa-
tional opportunities of minority students and parents; (2) "Do Minorities Embrace the Concept of Minimum Competency?" by Ronald H. Lewis, who an-
swers the affirmative; and (3) a system of competency-based education is needed, not merely MCT; (3) "Minimum-Competency Programs, Protected Classes, and Federal Agencies" by M. Hayes Mizell who discusses two examples of federal agencies which limit the educational opportunities of minority students.
tional interests of minority children; (4) "Minimum-Contact/Minimum Observation or Deconstruction of the Education of Black and Other Disadvantaged Americans" by Hugh J. Scott who insists that the concept of the MCMT as well as the potential negative consequences it may engender are sufficient reasons for broad opposition within the education establishment; (5) "Reflections on the issues and a Proposal for Dealing with Them" by Robert A. Feldmesser, organizer of the symposium.

ED 198 183

TM 810 203

De Lit, Richard

Intelligence, Intelligence Testing, and School Placement

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

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

Report No.—ERIC-TM-74

Pub Date—Dec 80

Contract—400-78-0003

Note—48p.


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

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Ability Grouping, "Educational Practices, Elementary Secondary Education, "Intelligence, Intelligence Quotient, Intelligence Tests, Psychological Evaluation, Scores, Test Bias, Test Format, "Testing, Test Interpretation, Test Results, Test Validity, Track System (Education)

Identifiers—"Binet Simon Intelligence Scale

A basic introduction to intelligence testing as a school practice is presented, including a discussion of what intelligence is and three psychological approaches to studying intelligence (psychometric, behavioral, and developmental). All intelligence tests derived from the psychometric approach are described and referenced. Some properties that tests do not have in common and which result in different types of intelligence tests include: (1) individually administered tests; (2) group-administered tests; (3) global versus specialized measures; and (4) measures of ability versus achievement. The distinction between aptitude and achievement is a source of controversy in the field of educational measurement that is far from being resolved. In terms of schooling practices, the ability to distinguish between the ability and achievement components of intelligence test performance is important for those who would wish to assign a "below average" score on an intelligence test may reflect a lack of opportunity for a child to learn what is required on the test, or it may mean that the child is not being educated to the best of his abilities from the environment due to learning difficulties of the child. The former problem is one of achievement while the latter is one of ability. (RL)

ED 204 418

TM 810 595

Bernal, Ernest M.

Methods of Identifying Gifted Minority Students

ERIC/CUE Urban Education, New York, N.Y.

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

Report No.—ERIC-TM-72

Pub Date—Sep 80

Contract—400-78-0003

Note—33p.


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

EDRS Price—MF01/PC02 Plus Postage.


Several definitions of giftedness have been used to identify culturally different gifted children. Traditional notions of giftedness have focused on high degree of intellectual ability, special talent, or high rate ability in a particular area. A more liberal definition would include any children identified by professionals who, because of outstanding abilities, are capable of high performance. Culture-based definitions of giftedness account for a diversity of patterns of intellectual ability and culturally unique learning styles. In this essay, the focus has been used to identify gifted students. These include group individually administered intelligence tests, aptitude achievement, interest, and achievement tests, culture-based tests of cognitive ability; tests of creativity; various types of nominations and related techniques; observational, behavioral, inventories, interviews, self-reports, and case histories; examination of a student's products; Piagetian tasks; and language proficiency tests. These approaches are discussed in terms of their inherent advantages and disadvantages and their utility for identifying minority students. (Author/GK)

ED 193 411

TM 801 119

Chun, Shfio

The Myth of Asian American Success and Its Educational Consequences

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Educatio


Pub Date—Mar 81

Contract—400-77-0071

Note—13p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 ($1.00).

Journal Cit—RCL Bulletin, v13 n1/2 Winter 1980

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

EDRS Price—MF01/PC01 Plus Postage.


It is a widely shared belief that Asian Americans have overcome the bondage of racial discrimi nation to become a successful model minority. In this essay, the empirical basis of this success contention is examined against its historical background and the ramifications of the belief are explored. First, the ascendance of the Asian American success theme in the late 1960s is traced. The portrayal of Asian Americans as a hardworking, successful group is contrasted to popular racist beliefs held about blacks. Second, recent research on Asian Americans is examined. It is argued that available evidence does not warrant the image of this group's success. It is argued that the Asian American's success has been on the promotion of full compliance with Title IX, in itself a major thrust toward equity. School districts compliance efforts are strengthened, however, if the goal becomes educational equity instead of the retention of Federal money. This paper attempts to define educational sex equity and to provide a rationale for full equity and the short- and long term costs and benefits for students and schools of both minimal and maximal equity resources. In addition, it presents some implications for action based on the goals of full equity. It is argued that failure to establish full equity as a goal is in the long run neither educational for students and schools, is costly in both financial and human terms, and creates disjuncture between the schools and society. It is thus recommended that equity responses to Title IX may appear radical now, they are essentially practical and cost effective when viewed from a long range perspective. (Author/GC)

ED 209 407

TM 801 800

Compact Guides to Information on Urban and Minority Education

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

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

Pub Date—Sep 81

Contract—400-77-0071

Note—28p.

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

EDRS Price—MF01/PC01 Plus Postage.


These compact guides examine problems and issues related to various aspects of urban education. Individual guides cover such topics as school crime and disruption and its relationship to the community, Title IX Regulations, the problem of bilingual education and other human services professionals, the characteristics of instructi onally effective schools, factors important to the success of school desegregation, and the question of reorganizing the large urban high school. Three brief bibliographies address these issues for strategies for decision making on urban education. (Reference Sources on Compactions, Urban Education, Minority Groups and school closings, and minority groups and the arts. Finally a directory in the form of an organizational guide covers refugee resettlement and integration (ICD)

ED 210 403

TM 801 902

ERIC References on Urban and Minority Education, Equal Opportunity Review

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

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

Pub Date—Aug 81

Contract—400-001-0071

Note—29p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027 (no charge).

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

EDRS Price—MF01/PC01 Plus Postage.


This annotated bibliography is a guide to the literature on urban and minority education cited in the January through December issues of "Resources in
Education. It includes references on such topics as school desegregation and urban life, bilingual and multicultural education, ethnic and racial groups, higher education, and sex equity. The bibliography is arranged by ED (ERIC Document) number. An index to the subject(s) of each document appears at the end of the bibliography, and is followed by information about where to read or obtain the cited documents. (Author/ICD)

ED 210 404
Martinez, Herminio, Ed.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spokes Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Aug 81
Contract—400-77-0071
Note—56p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
Pub Type—Collected Works—Proceedings (021)—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MP01/PC03 Plus Postage.
Descriptors—Bilingual Education, Children, Court Litigation, Cultural Influences, Culture Fair Tests, Educational Diagnosis, Elementary Secondary Education, Handicap Identification, Hispanic Americans, Learning Disabilities, Mental Health, Mental Retardation, Needs Assessment, Non-English Speaking, Program Development, Spanish Speaking, Special Education, Teacher Education
Identifiers—Bilingual Special Education, Dycia S v Board of Educ, Jose P v Ambach, Limited English Speaking, United Cerebral Palsy New York v Board of Educ

This collection of papers examines contemporary issues and problems in bilingual special education. The first paper, by Lizette A. Cantres, discusses Federal and State laws and regulations related to bilingual special education, with respect to litigation in the case of "Jose P." The problems of assessment of bilingual children under a monolingual testing system are examined in the second paper, by Rafaela E. Weller; the author presents a study of twenty Hispanic children and explores issues raised by a review of the literature. A third paper, by Eva M. Gaivian-Torres, examines the processes for diagnosing and serving Hispanic children who are believed to be mentally retarded or to have learning disorders or speech and hearing impairments. In the fourth paper, author Rosa Maria Gil examines the relationship between cultural attitudes toward mental illness and the use of mental health services among groups of Puerto Rican mothers and their elementary school children. The final paper in the collection is by Carmen D. Ortiz and discusses the masters degree program in special education at Bank Street College of Education as a model for standards in teacher training; this paper identifies a variety of special education professionals and defines their functions and required competencies. (Author/ICD)
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Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 465-3655

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

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

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

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

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

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

**ERIC Clearinghouse on Elementary and Early Childhood Education**
University of Illinois
College of Education
805 W. Pennsylvania Ave.
Urbana, Illinois 61801
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).

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Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660

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130 Huntington Hall
Syracuse, New York 13210
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University of California
Powell Library, Room 96
405 Hilgard Avenue
Los Angeles, California 90024
Telephone: (213) 825-3931

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

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ERI C Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
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Telephone: (217) 328-3870

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All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching; instructional materials, curricula, tests and measurement, preparation of reading teachers and specialists, and methodology at all levels. Role of libraries and other agencies in fostering and guiding reading. Diagnostic and remedial services in school and clinical settings.

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

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ERI C Clearinghouse on Science, Mathematics, and Environmental Education
Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
Telephone: (614) 422-6717

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<td>8 lbs to 20 lbs</td>
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