A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 176 publications produced by the 16 ERIC Clearinghouses in 1985. An introduction explains the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1985) shows the number of documents included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes for subject, author, and institution are provided. A listing of ERIC Digests, i.e., short user-oriented reference sheets formerly called Fact Sheets or Short Reports, is also provided for 1985. (THC)
ERIC® Clearinghouse Publications
1985

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses January-December 1985

May 1986

Carolyn R. Weller
Ted Brandhorst
Editors

ERIC Processing and Reference Facility
Bethesda, Maryland
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Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a nationwide information system sponsored and supported by the U.S. Department of Education. 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. (For a complete list of ERIC components, see the back of this publication.)

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 1,200 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 1,400 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 provided by the ERIC Document Reproduction Service (EDRS).
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 sixteenth bibliography in the series. All items in the series to date are listed below:

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This bibliography covers the calendar year period from January through December 1985. It lists a total of 176 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal Resources in Education (RIE).

Organization of This Bibliography

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

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

Availability of ERIC Clearinghouse Publications

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

For instructions on how to order materials see the back of this publication.
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Women's opportunities for employment will be directly related to their level of skill and experience and 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 (26 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 that are available to them. (SB)
Document Resumes

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

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ED 252 693
Miller, Julia V. and Others
Overview on Vocational Education for High Technology Jobs. Overview.

This set of five digests provides an overview of the issues of attaining excellence in vocational education. The first digest deals with effective schools research, characteristics of effective schools, implications of effective schools research for high school vocational education, and strategies for improving school effectiveness. Covered in the second digest are the following aspects of the effects of career education on student achievement: excellence and career education goals, career education models, and the effects of career education on school achievement, school retention, and career and educational planning skills. The next digest, which examines time on task in vocational education, discusses the nature, importance, and use of time on task in secondary and postsecondary vocational education as well as factors related to efficient use of time and strategies teachers can use to improve time spent on task. Included in the digest on employers' expectations of vocational education are discussions of the following: how employers grade vocational education, why they hire vocational education graduates, what vocational programs should emphasize, what are some barriers to cooperating with vocational education, and how these barriers can be overcome. The final digest addresses the nature and importance of the new basic acceptable basic skills attainment levels for vocational students, and strategies, resources, and models available for use in teaching the new basics through vocational education. Each digest includes a bibliography of resources, most of which are available from the Educational Resources Information Center (ERIC) system.

ED 259 206
Hassan, Salah Salem
Private Sector Involvement in Vocational Education. Overview.

The purpose of the Job Training Partnership Act (JTPA) is to establish job training and employment assistance programs for economically disadvantaged youth and hard-to-hire, unskilled adults. Like the Comprehensive Employment and Training Act (CETA), JTPA works through a locally based program delivery system. Unlike CETA, JTPA calls for equal responsibility between the private and public sectors for making fundamental decisions about local program operations. Under JTPA vocational education will have a vital role in training and retraining programs for the unemployed and economically disadvantaged. JTPA administration is the responsibility of each state's governor who divides the state into service delivery areas (SDAs). Each SDA appoints a Private Industry Council. Therefore, vocational education can be represented potentially on several levels and have a more active role in determining how training funds will be spent. Through its state advisory councils vocational education can work closely with other local public agencies, for example, the JTPA in working with private business. Some cooperative arrangements between the public and private sectors have focused on meeting demands of the changing workplace. Steps needed to build successful partnerships include conducting needs assessments, identifying resources, choosing partners, and establishing working relationships.

ED 259 207
Hassan, Salah Salem
Education for High-Technology Jobs. Overview.

ERIC Digest No. 37.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

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array of support services, includes computer-telecourse and instructional programs. Wisconsin in 1919, basic education, regular postsecondary education.

education in the Soviet Union focuses on improving education systems and promoting technology education. The National Inst. of Education (ED), public school students to those offered by educational agencies in conjunction with employment and training programs. Apprenticeship training programs for dropouts in adult settings are programs sponsored by technical schools, outreach programs, and continuing education high school programs. In general, successful programs for young adults. Ensuring the employment system is sensitive to the needs of young adults. By working to coordinate and avoid unnecessary duplications in their services, vocational and special educators and vocational rehabilitation practitioners can achieve substantial cost savings, reduce gaps in service, maintain continuity in services to clients, share state-of-the-art information and approaches, and develop joint political action campaigns. To improve coordination among the three primary providers of transitional services to disabled youth, practitioners and policymakers must work to resolve common Federal legislation, address problems relating to duplications of services, obtain increased cooperation of state and local educational agencies. Federal legislation, addressing problems relating to duplications of services, obtain increased cooperation of state and local educational agencies.

ED 250 647

CG 017 887


ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spousc Agency—National Inst. of Education (ED), Washinglon, DC.

Pub Date—84

Note—3p.

Pub Type

EDRS Price—MP11/P101 Plus Postage.


ED 259 214

Naylor, Michele

Distance Education. Overview. ERIC Digest No. 44.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spousc Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0004

Note—3p.

Pub Type

EDRS Price—MP11/P101 Plus Postage.


ED 260 213

Naylor, Michele

Jobs of the Future. Overview. ERIC Digest No. 44.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spousc Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0004

Note—3p.

Pub Type

EDRS Price—MP11/P101 Plus Postage.


ED 259 215

CE 041 957

Third, Edward J.

Review Programs for Dropouts in Adult Settings. Overview. ERIC Digest No. 45.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spousc Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0004

Note—3p.

Pub Type

EDRS Price—MP11/P101 Plus Postage.


Besides having to cope with the usual pressures associated with the transition to adulthood, dropouts must deal with the stigma attached to the fact that they are school dropouts. Research reveals that, for a variety of socioeconomic and psychological reasons, many dropouts are relatively less likely to plan, less willing to work hard, and less skilled in writing. Programs available for out-of-school youths range from those offered by public schools to those offered by educational agencies in conjunction with employment and training programs. The two primary types of programs are the following: (1) programs sponsored by technical schools, outreach programs, and continuing education high school programs.

ED 259 216

CE 041 958

Jobs of the Future. Overview. ERIC Digest No. 44.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spousc Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0004

Note—3p.

Pub Type

EDRS Price—MP11/P101 Plus Postage.


Although 6 of the 20 fastest growing occupations are associated with high technology, only about 7 percent of the workforce is expected to be in high-tech jobs by the year 2000. While the demand for high technology workers is expected to grow, the supply of qualified workers is expected to lag behind demand. Therefore, vocational educators should concentrate on providing students with training in the basic and transferable skills, encouraging student participation in a system of recurrent or lifelong education, and developing a program of technological literacy education that would begin in the elementary grades and extend through the postsecondary grades. Most planners and educators agree that key elements in the program for vocational educators should emphasize development of transferable skills and should, for the most part, leave job-specific training to those industries hiring vocational graduates. (MN)
issues, such as alcoholism, divorce, problems of dual career couples, chronic illness and death, and family violence are discussed. Emerging trends and future directions in marriage and family counseling are discussed. A computer search is provided identifying bibliographic citations and abstracts. (JAC)

ED 250 648 C0 017 12
Myers, Janet E.
Computing Older Persons. Searchlight Plus Relevant Resources in High Interest Areas. 84.ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spence Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—94
Contract—400-83-0014
Note—213p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type—Reference Materials—Bibliographies (131)
ERIC Price—MF/PC5 Plus Postage.
This information analysis paper is based on a computer search of the ERIC database from November 1983 through December 1993. It is based on and pertinent outside resources related to computing older persons. Selected documents are profiled, and a computer search is conducted. Major issues in gerontological counseling are addressed. The review identifies counseling needs, attitudes, experiences, and implications. "Older Adults" is highlighted. Future trends in gerontological counseling are delineated and implications for counseling older persons are provided. A computer search is provided, including bibliographic citations and abstracts. (MCP)

ED 250 649 C0 017 913
Leong, Priscilla T. L.
Computing High School Students. Relevant Resources in High Interest Areas. 84.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spence Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—94
Contract—400-83-0014
Note—213p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type—Reference Materials—Bibliographies (131)
ERIC Price—MF/PC5 Plus Postage.
This information analysis paper is based on a computer search of the ERIC database from November 1983 through December 1993, and on pertinent outside resources. The paper focuses on the specific concerns of computing high school students. The major issues include health problems, educational and vocational problems (e.g., language difficulties, lack of motivation, poor performance); and personal adjustment problems. Counseling and psychotherapy interventions and guidelines are discussed as they relate to the counseling of computing high school students. A computer search is conducted, and a reference list, a list of suggested additional resources, and a reference search are included. (MCP)

ED 251 788 C0 017 934
Herr, Edwin L. And Others.
Teaching Counseling in Achieving Educational Excellence.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spence Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—94
Contract—400-83-0014
Note—34p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type—Opinion Papers (120)
ERIC Price—MF/PC5 Plus Postage.
Descriptors—Counselor Attitudes, Counselor Certification, "Counselor Role, "Counseling Training, Professional Associations, "Public Opinion, "School Counselors Identifiers—Counseling, "Counselors
This paper presents a discussion on counseling and excellence between Gary R. Wall (director of the ERIC Clearinghouse on Counseling and Personnel Services and former president of the American Association for Counseling and Development—AACD), Edwin L. Herr (past president of AACD), and Jean A. Thompson (president of AACD). Topics covered in the informal discussion include counselors' contributions to educational excellence, counselors' negative images, counselor evaluation, and the role of counselor education and professional associations in promoting educational excellence. Specific recommendations for counselors in the area of educational excellence conclude the paper. (JAC)

ED 251 786 C0 017 968
Wall, Gary R., Ed. Blomen, Jann, Ed.
The CI Experience: Counseling, Computers, and Counseling Education.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spence Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—94
Contract—400-83-0014
Note—109p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type—Collected Works—General (020)
ERIC Price—MF/PC5 Plus Postage.
This document contains six major presentations from the 1984 summer workshop, "The CI Experience: Counseling, Computers, and Counseling Education," sponsored by the ERIC Clearinghouse on Counseling and Personnel Services. The first presentation, "Experiential Counseling Computers as a Model" by Joan Anne Hovis-Broseley, reviews the role that computing and educational technology play in expanding the present limits on counseling. The second presentation, "New Directions and Directions in NIB and DIF" by LaVerne Hinchlin, presents a perspective on developments within the National Institute of Education and the Dissimilation and Improvement of Practice Program (DIP), including potential implications for counselors and human services. The third presentation, "Synergizing Counseling and Human Services" by Chyten Lafferty, pinpoints the need for close links among human services, counselors, and human services. "From a Little Bit to a Big Byte: Motivating Your Staff," by Carl Berger, reviews how computers are used in education and the learning process. The fifth presentation, "Creative Enhancement: Enhancing Our Capacity to Recruit Counselors" by Gary Wall and Libby Benjamin, addresses the subject of creativity, with comments and ideas for conference participants. The final presentation, "Wanted: A World of Tomorrow" by Libby Benjamin, describes a variety of alternative human service employment trends and the impact of technology on counselors and workers and on education and the helping professions. (JAC)

ED 252 008 C0 018 044
Rege, L. Russell. Comp. And Other Microcomputer Software for Counseling and Stu- dent Development.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spence Agency—National Inst. of Education (ED), Washington, DC.
Pub Type—Reference Materials—Bibliographies (131)
ERIC Price—MF/PC5 Plus Postage.
This catalog provides information on software for counselors and student services personnel, arranged according to counseling and student development topics. The areas covered by the catalog include administrative aids, athletic career development, counseling, financial aid, computer programs, and computer software. There are also sections on databases, electronic mail, software available by the public domain, public and user directories, software programs, and system requirements (hardware, operating system, price, publisher. The catalog also contains a Software Review Form (for listed programs) and a Software Submission Form (for suggested additions). (JAC)

ED 252 009 C0 018 054
Smith, Robert L. Week. Garry R. Week. Counseling and Student Development.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spence Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—94
Contract—400-83-0014
Note—145p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type—Reference Materials—Bibliographies (131)
ERIC Price—MF/PC5 Plus Postage.
This catalog provides information on software for counselors and student services personnel, arranged according to counseling and student development topics. The areas covered by the catalog include administrative aids, athletic career development, counseling, financial aid, computer programs, and computer software. There are also sections on databases, electronic mail, software available by the public domain, public and user directories, software programs, and system requirements (hardware, operating system, price, publisher. The catalog also contains a Software Review Form (for listed programs) and a Software Submission Form (for suggested additions). (JAC)
ED 249 504 CS 208 596
Intended for teachers, this digest presents research findings related to the area of language arts. The digest discusses various aspects of reading and language arts, including reading comprehension, teaching methods, and evaluation. It provides research-based evidence and practical guidance for educators and practitioners in the field of language arts.

ED 250 689 CS 208 645
Min. Margaret Class Size Writing Instruction. ERIC Digest. ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill. Sponsoring Agency—National Inst. of Education (ED), Washington, DC. Pub Date—84 Contract—400-83-0025 Note—12p.; Provided in both typewritten version and one-page typeset version. Pub Type EDRS Price—MF/01/PC01 Plus Postage.
Description—Academic Achievement, Classroom Environment, Class Size, Elementary Secondary Education, Teacher Effectiveness, Teaching Conditions, Teaching Loads, Writing Instruction, Writing Research. Identifiers—ERIC Digests, Theory Practice Relationship.
Intended for primary and secondary teachers, this digest provides guidance on the role of class size in writing instruction. It discusses the evidence and implications of research on class size and its impact on student achievement. The digest includes recommendations for class size management and strategies for improving writing instruction.

ED 250 690 CS 208 646
Lehr, Fran Reading of the English Language Arts Profession to "A Nation at Risk." ERIC Digest. ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill. Sponsoring Agency—National Inst. of Education (ED), Washington, DC. Pub Date—84 Contract—400-83-0025 Note—11p.; Provided in both typewritten version and one-page typeset version. Pub Type EDRS Price—MF/01/PC01 Plus Postage.
Intended for educators and policy makers as well as teachers, this digest presents a critical perspective on the profession of reading. It examines the challenges and opportunities facing reading educators and advocates for a profession that is responsive to the needs of students. The digest includes recommendations for improving reading instruction and promoting professional development.

ED 250 691 CS 208 647
Intended for administrators and policymakers as well as teachers, this digest explores approaches to large-scale writing assessment. It discusses the challenges of assessing student writing and provides recommendations for developing effective assessment strategies. The digest also examines the role of writing in English education and the implications for teaching and learning.

ED 250 692 CS 208 648
Intended for administrators and policy makers as well as teachers, this digest identifies resources for prospective purchasers of educational computer software. It provides guidance on selecting appropriate software for language arts instruction and offers tips for integrating technology into classroom practices. The digest also evaluates the role of computer software in supporting student learning.

ED 250 693 CS 208 649
Intended for administrators and policy makers as well as teachers, this digest explores the importance of thinking skills in language arts instruction. It discusses the role of thinking skills in student learning and provides recommendations for integrating thinking skills into language arts curricula. The digest also examines the impact of thinking skills on student success in English and other subjects.
Identifiers—"The Research Instruments Project."

This volume is a set of measurement instruments in the English language arts area the second one produced by the Science Projects (TRIP), which was designed to describe and evaluate research instruments in the language arts, language, and language development areas. TRIP, therefore, is an overview of selected enrichment programs, as well as discussion on program effectiveness, communication within each subcategory of each of the 14 titles, the date of construction, and a physical description of the instrument (often including sample items and administration, scoring, and scoring durata, and so forth). The lack of reliability and validity for instruments is indicated when the information was unavailable. In the cases of tables of difficulty, index, and so on, the data contained are summarized and the complete data are made available with the text or references cited. (HOD)

ED 285 968

Gove, Euthemia M.

Workshops on Family Communication.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill. Speech Communication Association, Annandale, Va.

Sponsoring Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—1985

Contract—400-83-0025

Note—49p.: TRIP: Theory & Research into Practice Series.

Available from—Speech Communication Association, 3105 Backlick Rd., Building E, Annandale, VA 22003 ($0.25, 10% discount for members). (EDRS Price — MF01/PC02 Plus Postage, Descriptors—Communication (Thought Transfer), Effective Family Communication, Interpersonal Communication, Marital Satisfaction, Marriage Counseling, Nontraditional Education, Workshops, Identifiers—Family Communication, Marriage Education, Marriage Enrichment, Marriage Enrichment Programs.

Intended to help speech communication professionals become involved in developing, implementing, and evaluating marital or family enrichment programs, this booklet discusses the theory and practice of marital or family enrichment programs to increase family harmony. The first section contains a ten-step model of marital enrichment programs, as well as discussion on program effectiveness, communication-related skills, and program leadership. The final section focuses on planning services, gaining exposure, creating instructional designs, planning for evaluation, feedback, and the mechanics of administration, including instructional exercises, and sample workshop schedules. The booklet concludes by focusing on the unique opportunities available for speech communication professionals through directing marriage and family enrichment programs. (EL)

ED 285 310

CS 504 968

Cooper, Pamela J. Ed.

Activities for Teaching Speaking and Listening.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Annandale, Va.

Sponsoring Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—1984

Contract—400-83-0025

Note—155p.: TRIP: Theory & Research into Practice Series.


The goal of the studio-workshop approach proposed in this booklet for speech communication instructors is to revitalize the ancient study of rhetoric by incorporating modern principles of behavioral science, interpersonal communication, and mass media into the oral communication curriculum. The first section discusses communication theories and broadened communication as a formal instructional communication. The second half presents exercises to help sharpen communication skills and get students acquainted with a variety of TV priorities. For a television news approach to the oral communication studio-workshop is then presented, followed by the seven units of the course, which cover the advertisement, the news story, the editorial, the interview, the feature report, the critical review, and the network news telecast. (EL)

ED 248 571

CS 016 980

Lindell, Joan

Microcomputers in the School Office: Primer for Administrators and School Management Digest Series Number 30.

ERIC Clearinghouse on Educational Management, Washington, DC.

Sponsoring Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—1984

Contract—400-83-0013

Note—48p.: TRIP: Theory & Research into Practice Series.


Microcomputers are now affordable tools for managing schools and school districts—and fast becoming essential. This digest, designed to help school administrators begin computerizing their offices, depicts tomorrow's computerized office, introduces computer applications in management, and outlines procedures for computerizing an office. A fictional principal in the first chapter uses his desktop computer-linked with others in a "local area network" to communicate, to coordinate his staff, and to analyze information. Such networks can be developed with present technology. Accordingly, the second chapter explores the following computer applications: (1) database management systems related to store and analyze a wide variety of records; (2) electronic spreadsheets, used to make budget projections and analyze expenditures; (3) word processing; (4) communications and networking, particularly local area networks; and (5) others, including registration and class scheduling, word processing, energy management, and nonadministrative but related tasks. The final chapter describes and recommends a process for putting these technologies into a school model after professional systems development practices. The discussion includes independent school-based computerization, consulting services, systems analysis (evaluating needs and planning to meet them), system development (creating detailed specifications and selecting technology), and system implementation. (MCQ)
thinking skills, and suggests five steps educators can take in middle and high school. Other entries include a list of 11 criteria that must be met to establish a classroom environment conducive to the development of higher-level thinking. The discussion of short- and long-term strategies for strengthening the teaching of critical thinking. Research contributions include a study of 218 teachers concerning their opinions and practices regarding the teaching of problem-solving skills, and a finding that brain-storming-like strategies can enrich students' ability to inquire into scientific problems. Accounts of programs include an analysis of the kinds of critical thinking skills that are taught, and a description of a program to teach thinking skills that identifies the major outcomes of cooperative learning. Tech- niquesthat generate a variety of problems for students to solve as a means of developing higher-level thinking skills. (MFL)

ED 252 964
EA 017 475
ELLIS, Thomas F.
ClassSizes.
ERIC Clearinghouse on Educational Management, Eugene, Ore.; National Association of Elementary School Principals, Reston, VA.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Apr 85
Contact—400-83-0013
Note—Sp.
Available from—Publications Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type—Reference Materials—Bibliographies
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Annotated Bibliographies, Elementary Secondary Education, Co-operative Learning, Higher Education, Scientific Learning, Teacher Supervision, Teacher Leadership
Identifiers—Class Size, Correlation, Cost Effectiveness, Crowding, Elementary Schools, Junior High Schools, Secondary Schools, Self-Concept, Social Learning, Student—Teacher Relationship
ED 253 971
EA 017 558
Substitute Teachers. The Best of ERIC on Educational Management, Number 79. ERIC Clearinghouse on Educational Management, Eugene, Ore.

ED 254 895
EA 017 517
Pride, Philip K.
Local Area Networks in Education: Overview, Applications, and Current Limitations. ERIC Clearinghouse on Educational Management, Eugene, Ore.

ED 255 009
EA 017 615
Gull, Meredith D., Rencher, Ronald S.
Effective Staff Development for Teachers: A Research-Based Model. ERIC Clearinghouse on Educational Management, Eugene, Ore.

ED 252 972
EA 017 559
Conditions for Effective Teaching. The Best of ERIC on Educational Management, Number 86. ERIC Clearinghouse on Educational Management, Eugene, Ore.

ED 254 977
EA 017 591
Preparation of Principals. The Best of ERIC on Educational Management, Number 89. ERIC Clearinghouse on Educational Management, Eugene, Ore.

ED 254 988
EA 017 558
Pride, Philip K.
Local Area Networks in Education: Overview, Applications, and Current Limitations. ERIC Clearinghouse on Educational Management, Eugene, Ore.

Note Sp.

Student Agency—National Inst. of Education (ED), Washington, DC.

Type—Reference Materials - Bibliographies (131)

EDRS Price—MPQ/P1C1 Plus Postage.

Descriptors—Academic Achievement; *Administrator Role; Educational Environment; Educational Research; High Schools; Inservice Teacher Education; *Instructional Improvement; Inter-school Communication; Leadership; *Literature Reviews; Principals; *Self Control; Stress Management; *Teacher Responsibility; *Teacher Effectiveness; *Teaching Conditions; Time on Task.

Abstract: Approximately 12 publications dealing with substitute teaching, including an article by the last five ways principals can avoid problems with substitute teachers, a checklist to evaluate a substitute teacher program, and a description and analysis of a college sociology professor's experiences teaching. Other articles give advice for devising strategies to make substitute teachers an effective part of the school's mission; report the results of a comprehensive survey of substitute programs; and describe examples of innovative programs that have proved to be successful in improving the quality of substitute teaching. Describe a Houston program for training effective substitute teachers; two articles on Mauiun the effectiveness of secondary schools; an article on how to develop a business-communication systems that connect multivendor devices at high speed. As microcomputers become more common in schools, user interest in sharing information, software, and peripherals will increase. A basic understanding of the operation of all LAN's can be gained by knowing four elements: media, topology, method of channel access, and bandwidth. LAN's used for instruction provide advantages not available from a single computer. Cost savings result from students sharing public domain and network-licensed instructional software as well as peripheral devices that are not used to monitor student progress while programs make the assessments of student progress easier. Communications devices turn the microcomputer into a library. Administrative applications of LAN's include recordkeeping, word processing, budgeting, scheduling, and inventory control. The use of any microcomputer LAN available today is limited by (1) the need for network management, (2) the shortage of technical support, and (3) the shortage of technical user support. LANs. School administrators should begin a process of hands-on LAN familiarity and training, site visits of other communications networks, and an assessment before purchasing a LAN. Twenty-eight references are included. (MLF)

ED 254 927
EA 017 591
Preparation of Principals. The Best of ERIC on Educational Management, Number 89. ERIC Clearinghouse on Educational Management, Eugene, Ore.

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

Pub Date—Apr 85
Contract—400-83-0013
Note—Sp.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, 1787 Agate Street, Eugene, OR 97403 (free).

Project—Opinion Papers (120) — Guides — Non-Classroom (055)

EDRS Price—MPQ/P1C1 Plus Postage.

Descriptors—Computer Assisted Instruction; *Computer Oriented Programs; *Computer Software; Definitions; Elementary Secondary Education; *Information Networks, Legal Problems; Merchandising Information; *Microcomputers, Office Management, Purchasing, Technological Advancement; *Telecommunication, Two Year Colleges

Identifiers—Electronic Mail, Local Area Networks

Local area networks (LAN) are privately owned communication systems that connect multivendor devices at high speed. As microcomputers become more common in schools, user interest in sharing information, software, and peripherals will increase. A basic understanding of the operation of all LAN's can be gained by knowing four elements: media, topology, method of channel access, and bandwidth. LAN's used for instruction provide advantages not available from a single computer. Cost savings result from students sharing public domain and network-licensed instructional software as well as peripheral devices that are not used to monitor student progress while programs make the assessments of student progress easier. Communications devices turn the microcomputer into a library. Administrative applications of LAN's include recordkeeping, word processing, budgeting, scheduling, and inventory control. The use of any microcomputer LAN available today is limited by (1) the need for network management, (2) the shortage of technical support, and (3) the shortage of technical user support. LANs. School administrators should begin a process of hands-on LAN familiarity and training, site visits of other communications networks, and an assessment before purchasing a LAN. Twenty-eight references are included. (MLF)

ED 255 009
EA 017 615
Gull, Meredith D., Rencher, Ronald S.
Effective Staff Development for Teachers: A Research-Based Model. ERIC Clearinghouse on Educational Management, Eugene, Ore.

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

Pub Date—85
Contract—400-83-0013
Note—Sp.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, 1787 Agate Street, Eugene, OR 97403 (44.75 prepaid; quantity discounts; on purchase orders, $50.00 will be added for postage and handling).

Type—Guides — Non-Classroom (055)

EDRS Price—MPQ/P1C1 Plus Postage.


To provide administrators and teachers with a set of essential elements and principles to consider in using inservice programs for school improvement, this document presents a model comprised of 27 dimensions identified as important elements of effective inservice programs. These dimensions were identified through a review of the research literature on inservice, skills, and the elementary school level. (Appendix A briefly reviews the sources providing this research.) A second literature review identified four inservice experiments that used these dimensions to improve students' basic skills achievement. (Appendix B briefly describes these experiments.) Following a discussion, a table summarizes the findings concerning these dimensions—lasing each element, the effective practice associated with each element, and the research validating the effectiveness of these practices. The four types of research used include basic skills experiments, implementation research, inservice research, and survey research. The bulk of the document expands on these aspects of each dimension, with the dimensions divided into the following six categories: teacher objectives, student objectives, delivery systems, organizational settings, outcomes, and selection and evaluation. To illustrate how theory is transferred into practice, case studies of three successful school district staff development programs are provided. A bibliography lists 56 references. (DCS)

ED 259 448
EA 017 908
Ellis, Thomas I.
Developing Incompetent Teachers. ERIC Clearinghouse on Educational Management, Eugene, Ore.

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

Pub Date—84
Contract—400-83-0013
Note—Sp.

Available from—Publication Sales, ERIC Clearing-
Microcomputers can vastly improve the efficiency of data management, decision making, professional recognition, rewards, and promotion. Microcomputers can improve the quality of instruction, school administrators can upgrade the competency of their teaching staff. No simple formula exists for measuring teacher productivity; however, one can no longer be guaranteed to improve the quality of instruction. Nevertheless, through a combination of clinical supervision, teacher development, incentives programs, and instructional leadership, administrators can upgrade the competency of their staff and increase the likelihood of attracting and retaining competent and devoted professionals in their classrooms. (TE)

ED 259 453
EA 017 913
Ellis, Thomas I
Merit Pay for Teachers, ERIC Clearinghouse on Educational Management: ERIC Digest, Number Twelve
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

Microcomputers in the School Office. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Eight

The success of a merit pay program depends primarily on careful, cooperative planning involving all constituencies who will be affected, so that the resulting plan is affordable, acceptable to teachers, and adapted to the needs of the district. Criteria for awards should reflect the goals of the program, and should be applied fairly and consistently by trained evaluators. Failure of merit pay programs normally results from ambiguous or inconsistent standards, unreliable or authoritarian planning, or arbitrary award determinations (all of which engender teacher opposition), or from unforeseen administrative complexities and budget limitations. (TE)

ED 259 454
EA 017 914
Ellis, Thomas I
Class Size, ERIC Clearinghouse on Educational Management: ERIC Digest, Number Eleven
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

ED 259 455
EA 017 915
Guthrie, Matt
Student Discipline Policies, ERIC Clearinghouse on Educational Management: ERIC Digest, Number Twelve
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

EDRS Price - M92/PC01 Plus Postage,
Descriptors—Corporal Punishment, Court Litigation, Discipline, Discipline Problems, Elementary Secondary Education, Expulsion, Legal Problems, Policy Formation, School Law, School Policy, Student Behavior, Student Rights, Student School Relationship, Suspension Identifiers—ERIC Digests

Educational policy makers and administrators must choose from a bewildering variety of discipline models and techniques. Legislation and contraindicatory research findings further complicate the matter. There is, therefore, no cut-and-dried solution to student behavior problems. Rather, discipline policies must be based on community values, and on administrators' best judgment of students' welfare. Policy recommendations from the literature include (1) the need for accurate data on student behavior prior to setting policy; (2) involvement in policy making by all groups affected by it (i.e. students, teachers, parents, and community members); (3) clear definition of undesirable student behavior; (4) flexible discipline policies for different situations; (5) clear communication via a readable and well-designed student handbook; and (6) consistent enforcement. (TE)

Document: ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

Pub Type
EDRS Price - M92/PC01 Plus Postage,
Descriptors—Compensation (Remuneration), Cooperative Planning, Differentiated Staffs, Elementary Secondary Education, Master Teachers, Merit Pay, Pay Schedule Program Development, Recognition (Achievement), Teacher Administrator Relationship, Teacher Salaries Identifiers—ERIC Digests...
The document contains the following studies:

1. The Role of the School Psychologist (G. Scholl)
2. "Process of Assessment" (P. Elbow)
3. "Non-Test-Based Approaches to Assessment" (E. O'Neal and G. Scholl)
4. "The Gifted and Talented" (A. Swan)
5. "Mental Retardation" (J. Ardizzone and G. Scholl)
6. "Learning Disabilities" (E. Mollen and J. Brown)
7. "Physical and Multiple Handicaps" (S. Tindall and G. Scholl)
8. "Hearing Impairments" (J. Harrington)
9. "Communication Disorders" (G. Scholl and Y. Louis)

The text also mentions the inclusion of twelve papers on issues related to attitudes towards handicapped persons.

Additional sections cover the following topics:

- The School Psychologist and the Exceptional Child: A Review of the Literature and Methodology
- Interaction, Mainstreaming, Peer Acceptance, Giftedness
- The Role and Function of the School Psychologist
- The Process of Assessment
- Non-Test-Based Approaches to Assessment
- The Gifted and Talented
- Mental Retardation
- Learning Disabilities
- Physical and Multiple Handicaps
- Hearing Impairments
- Communication Disorders

The document concludes with a final section that provides three papers on additional information useful to classroom teachers in promoting the positive integration of students both in the classroom and the community.
and participation in governance, compensation and fringe benefits, the evaluation and development of part-time faculty at two-year colleges are also addressed. (SW)


Journal CH—AAHE Bulletin; 31-10 December 1984


Note—95p.


Report No.—ISBN-0-913137-14-4

Note—95p.


The issues surrounding faculty academic freedom and institutional accountability are considered. After a review of current academic freedom literature, attention is directed to issues prompting greater accountability by institutions and individuals, and the reactions of faculty on the conflicts arising from the emerging requirements. Recommendations are offered to avoid unnecessary problems between faculty and administrators while preserving the concepts of academic freedom and tenure. Colleges have faced increasing requirements to account for funds they receive and to respond to inquiries about efficiency and effectiveness. As a result, colleges have had to enact and enforce limitations on faculty that address permissible levels of conduct. Faculty are consulted, consulting for business/industry and conflicts of interest, ownership of patents and copyrights, and proper conduct with students. Violations of new rules become valid cause for faculty discipline or dismissal. Although increased regulation of faculty conduct may not be inconsistent with academic freedom, it does seriously affect faculty morale and job satisfaction. One mechanism to offset the negative effects on faculty is to involve faculty in studying and implementing regulations for professional conduct. (SW)


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


Note—51p.

Available from—Publications Department, Association for the Study of Higher Education, One Dupont Circle, Suite 780, Washington, DC 10036 (37.50 nonmembers; $6.00 members).


Identifiers—*Civil Rights Act 1964 Title VII, Equal Pay Act 1963, Executive Order 11246, Fourteenth Amendment, Title IX Education Amendment.

The obligations of colleges and universities under existing laws prohibiting sex discrimination are discussed. The evaluation and development of sex discrimination against employees and against students in colleges and universities, and practical and cost-efficient strategies for complying with the law are discussed. The pertinent laws on sex discrimination against employees, job applicants, and students are discussed. The employee-related laws address hiring and firing, and fringe benefits, sexual harassment, and affirmative action practices for government contracts. The judicial determination of facially constitutional, rights, financial aid, sexual harassment, student organizations, student services, housing and parietal rules, and a set of strategies for compliance are: (1) carefully selecting and training key aca-
demic and administrative personnel, including faculty who serve on review and search committees; (2) implementing a management control system; and (3) securing indemnification against losses suffered as a result of unintentional discrimination. (SW)


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


Note—129p.

Available from—Association for the Study of Higher Education, Department PR-5, One Dupont Circle, Suite 630, Washington, D.C. 20036 (57.50, nonmembers: $60.00, members).


Cooperative arrangements between academic institutions and industry are examined, with attention to linkages in high, under developed, and fringe benefits, and job security. The evaluation and practical and cost-efficient strategies for government contracts. The judicial determination of facially constitutional, collective bargaining, student organizations, student services, housing and parietal rules, and a set of strategies for compliance are: (1) carefully selecting and training key academic and administrative personnel, including faculty who serve on review and search committees; (2) implementing a management control system; and (3) securing indemnification against losses suffered as a result of unintentional discrimination. (SW)
This digest is primarily concerned with microcomputer
based messaging systems but it distinguishes this
type of network from the other two. The digest
concentrates on accessibility problems in library
networks; commercial information systems;
computer-based systems; user requirements;
getting started; availability; troubleshooting;
and resources. (THC)

ED 254 209
Klausmeier, Jane A.
Accounting with Your Microcomputer, ERIC Digest.
ERIC Clearinghouse on Information Resources,
Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Aug 83
Contract—400-77-0015
Note—3p.
Available from—ERIC Clearinghouse on Information
Resources, 030 Huntington Hall, Syracuse
University, Syracuse, NY 13210 (free).

Pub Type—Journal Articles
Descriptors—*Accounting, *Microcomputers,
*Computers, *Databases, *Financial Information,
Components, *Terminals
Identifiers—ERIC Digests

ED 254 211
McLaughlin, Pamela
Managing Computer Software Collections. ERIC Digest.
ERIC Clearinghouse on Information Resources,
Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Dec 83
Contract—400-77-0015
Note—3p.
Available from—ERIC Clearinghouse on Information
Resources, 030 Huntington Hall, Syracuse
University, Syracuse, NY 13210 (free).

Pub Type—Journal Articles
Descriptors—*Computer Software, *Computer
Systems, *Computer Uses in Education
Identifiers—ERIC Digests

ED 254 212
Wilkinson, Greg
Excellence Through Educational Technology:
Spreadsheets in a Microcomputer Environment.
ERIC Clearinghouse on Information Resources,
Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Sep 84
Contract—400-77-0015
Note—3p.
Available from—ERIC Clearinghouse on Information
Resources, 030 Huntington Hall, Syracuse
University, Syracuse, NY 13210 (free).

Pub Type—Journal Articles
Descriptors—*Computer Software, *Computer
Uses in Education
Identifiers—ERIC Digests

ED 254 213
McLaughlin, Pamela
Managing Computer Software Collections. ERIC Digest.
ERIC Clearinghouse on Information Resources,
Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Dec 83
Contract—400-77-0015
Note—3p.
Available from—ERIC Clearinghouse on Information
Resources, 030 Huntington Hall, Syracuse
University, Syracuse, NY 13210 (free).

Pub Type—Journal Articles
Descriptors—*Computer Software, *Computer
Systems, *Computer Uses in Education
Identifiers—ERIC Digests

ED 254 214
Klesunwkr, Dias A.
Accessing ERIC with Your Microcomputer. ERIC Digest.
ERIC Clearinghouse on Information Resources,
Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Oct 84
Contract—400-77-0015
Note—3p.
Available from—ERIC Clearinghouse on Information
Resources, 030 Huntington Hall, Syracuse
University, Syracuse, NY 13210 (free).

Pub Type—Journal Articles
Descriptors—*Computer Software, *Computer
Systems, *Computer Uses in Education
Identifiers—ERIC Digests
ED 254 216
IR 011 531
ERIC Clearinghouse on Information Resources, Syracuse, N.Y. 
Spons Agency—National Inst. of Education (ED), Washington, DC. 
Pub Date—Feb 84 
Contract—400-77-0015 
Note—3p. 
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free). 
Pub Type—Reference Materials—Bibliographies (131) 
EDRS Price—MP01/PC01 Plus Postage. 
Identifiers—Microcomputers. 
Publication Type—Reference Materials—Bibliographies (131) 
EDS Price—MP01/PC01 Plus Postage. 
Identifiers—Microcomputers. 
Publication Type—Reference Materials—Bibliographies (131) 
EDS Price—MP01/PC01 Plus Postage. 
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Identifiers—Microcomputers. 
Publication Type—Reference Materials—Bibliographies (131) 
EDS Price—MP01/PC01 Plus Postage. 
Identifiers—Microcomputers. 
Publication Type—Reference Materials—Bibliographies (131)
ED 255 276

J C 850 147

Dorothy, William L. Ed. Gollinatcek, James F. Ed.

Essential Effective Governance. New Directions for Community Colleges, Number 49.ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.


Washington, DC.

Report No.—ISBN-0-87517-744-1

Pub Date—Oct 84

Contract—400-83-0030

Note—$10.00


Journal Cit—New Directions for Community Colleges, Volume 13, Number 49.

Pub Type—Opinion Papers (120) — Collected Works - Serials (022) — ERDS Price - MF/PC/PO Postage.

Descriptors—Collective Bargaining, "College Administration, Governance, Governing Boards, School District Autonomy, State School District Relationship, Student Role, Teacher Role, Trustees, Two Year Colleges"

This collection of articles addresses major issues of community college governance and highlights some of the changes that have taken place in governance over the past decade. The issues contain: (1) "State of Play in the New Era: Threats to Local Authority," by Dale Tillery and James L. Wulff; (2) "Business and Industry: Faculty and Student Access in Governance," by Richard L. Alford; (3) "Governance and the Shifting Role of the Board: An Interview with James L. Glaazer, Jr.; (4) "Collective Bargaining: The Conflicting Model as Norm?" by Richard J. Ernst; (5) "Governance in the Multinational Academic Setting: Change," by Benjamin R. Wygat; (6) "Toward a New Paradigm: Governance in a Broader Framework," by William L. Deegan; (7) "Reaffirming and Maintaining Governance," by James F. Gollatetchek; and (8) "Sources and Information: Community College Governance," a bibliographic review of ERIC literature by Jim Palmer. (HB)
ED 250 100
Ketz, Lillian G., Ed. and Others
Current Topics in Early Childhood Education. Volume IV.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—82
Note—37p.; For earlier volumes, see ED 140 988, ED 150 966, and ED 156 375; for individual chapters, see ED 156 257, ED 182 758, and ED 207 652.
Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Cloth, $29.50; Paper, $16.95).
Pub Type—Reports—Research (143) — Collected Works—General (02D)
Descriptors—Art, Biculturalism, Child Caregivers, Classroom Techniques, Cognitive Development, Family, Grouping (Instructional Purposes), Kindergarten, Literature Reviews, Motor Development, Preschool Education, Racial Attitudes, Racial Identification, Second Language Learning, Social Development, Socioeconomic Status, Teacher Education, Young Children
Identifiers—Intrinsic Motivation, Silver Test of Cognitive, Creative Skills, Symbolic Play
ED 254 473
Ketz, Lillian G., Ed. and Others
Developing Homework Policies. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Note—3p.; Document printed on colored paper.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (no charge).
Pub Type—ERIC Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digest, *Only Children
Small families in general (including the one-child option) are becoming more popular. This ERIC Digest focuses on changing trends in family size, reasons for choosing to have only one child, differences between only children and those with siblings, and the advantages of being an only child. Changing family patterns, economic concerns, and new roles for women are cited among the reasons for choosing to have only one child. Investigation results are briefly discussed regarding the only child and the following variables: intelligence, achievement, peer relations, and sibling rivalry. The report is concluded that parents who choose to have only one child gain reduced conflict in dividing time and resources among children, increased family flexibility, and a more closely knit family unit. (RH)
ED 259 845
Burton, Christine B.
Problems in Children's Peer Relations: A Developing Perspective.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Type—(15)
Contract—400-83-0021
Pub Type—Opinion Papers (120)
Identifiers—*Social Rejection
Examined are recent advances in knowledge and understanding of problems among children. Two specific developments are described: (1) an emerging recognition of the different social competence problems that between socially rejected and neglected children; and (2) a growing appreciation for children's own perspective on their social situations. The discussion is divided into four parts. The first section focuses on sociometric methods for identifying...
low-status children who may be experiencing difficulties in peer relations. The second section describes findings in ERIC digests on the behavioral correlates of children's peer status. In both the first and second sections, evidence is presented to support the notion that neglected and neglected children. The third section of the paper surveys new information on the link between peer status and children's subjective sense of well-being. This information documents the importance of looking beyond observable aspects of children's social behavior to consider the perceptions and feelings of the children themselves. The paper then describes the processes of technology that have been found to be effective for helping children overcome problems in their peer relations. It is concluded that even though the focus of the paper is on problem-solving techniques, it is quite feasible. Parents and teachers should increase efforts to identify and help children who might be experiencing serious peer relationship problems. (RH)

RC

ED 259 863


Sponsoring Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 85

Contract—040-83-0023

Note—4p.

Available from—ERIC/CRESS. BOX 3AP, Las Cruces, NM 88003 ($4.50).

Pub Type—Reports—Proceedings (021) Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—Outdoor Recreation

Empirically based, this conservation conference report contains the following information submitted by conference presenters: (1) summaries of methods used; (2) conclusions and statements pertinent to their subjects; (3) activities; (4) favorite quotations; and (5) resources and references useful for organizing individuals in outdoor education. The 56 presentations cover a wide range of topics in outdoor education and conservation including leadership, legal liability, curriculum development, program rationales, and the establishment of outdoor education centers. Specific learning activities are also covered, e.g., rappelling, primitive fire making, basic archery, canoe trip planning, orienteering, fly fishing, shooting sports, and field trips. Ranging from 1 to 13 pages, the presentation summaries vary from general to detailed with some including specific suggestions for teaching, e.g., methods to discuss the distinction between protected and exploited animals, environmental themes, and a presentation on causes and consequences of species extinction provides a 6-8 list of resources. (HJZ)

ED 259 871

Benally, Elaine Rebaheen American Indian Children's Literature: An Update. ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Sponsoring Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 84

Contract—040-803-0023

Note—4p.

Pub Type—Reference Materials—Bibliographies (131) Guides—Classroom - Teacher (052)

EDRS Price—MF01/PC01 Plus Postage.


An annotated, selective list of reading materials for children and instructional aids for parents, teachers, and librarians is presented in this digest. The 24 entries, many written by American Indians, are drawn from a variety of sources and deal with tribes from several regions. Many of the materials are intended to help American Indian children and parents gain a positive concept of themselves and their heritage and to promote among non-American Indian children and educators a greater understanding and appreciation for the American Indian people and their culture. Each entry includes author, title, date, number of pages, source, and a brief annotation. Most entries are available in ERIC collections. (HJZ)

ED 259 872

Rogers, Betty Ann D. Migrant Education: A Quick Look at ERIC. ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Sponsoring Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 84

Contract—040-83-0023

Note—4p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC, *ERIC Clearinghouse on Rural Education and Small Schools

Written for potential users of ERIC, this digest provides basic facts about the information storage and retrieval system, the migrant education materials available, and the role of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS). The entry headings, questions are answered: (1) what is ERIC and how does it work; (2) what retrieval tools should be used to find migrant education materials; (3) what types of publications will be found and what audiences will be addressed in ERIC documents about migrant education; (4) where do migrant workers come from; and (5) how can ERIC/CRESS assist the person seeking information? Practical suggestions are made for successful searches of these indexes, including the search for specific years, specific authors, certain kinds of literature, or geographic regions of interest. (HJZ)

ED 259 873


Sponsoring Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 85

Contract—040-83-0023

Note—4p.

Pub Type—Reports—Descriptive (141)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests, Portable Functional Education (PFE) Index AZ

Program rationales, goals, and strategies are outlined in this description of Arizona-based centers that trained migrant workers in the use of microcomputers for business and clerical applications. Topics include how to create new jobs for displaced farm workers, the assets farm workers bring to the business world, the training-related problems encountered, and how to encourage migrant workers placed in new jobs. Included is a brief history of the training agency, Portable Practical Educational Preparation-Training for Employment Center (PPE-TEC), and a list of six related references. (HJZ)

ED 259 874

Hankuk Sarah Shared Services for Rural and Small Schools. ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Sponsoring Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—83

Contract—040-83-0023

Note—4p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

As school populations decline and costs rise due to inflation, rural and small school districts are turning to shared services in order to keep community schools open, meet federal mandates, and improve educational opportunities. Sharing services can be for limited purposes, such as sharing a physics teacher or having a joint drama production, or for more permanent programs such as joint enrollment and media center. Guidelines for successful service sharing programs include joint planning by participating districts, clear and consistent voluntary participation, and equitable cost sharing. At the regional level, financing and staff recruitment are typical problems for service sharing agencies. Among school districts, problems are related to issues such as school calendars, scheduling, transportation, teacher benefits, and local pride. Shared ventures can expand curriculum offerings, maintain a balanced staff, and decrease expenditure through joint purchase of supplies, equipment, and staff salaries. A list of eight references available from the ERIC Document Reproduction Service is appended. (HJZ)

ED 259 875


Sponsoring Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 84

Contract—NIE-400-83-0023

Note—4p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

Recruiting and retaining qualified, competent teachers is an ongoing problem for small school administrators. The reasons for high turnover are numerous and complex, e.g., preparatory preparation is presently more for large, metropolitan schools than for small, rural schools; career orientations fail to recognize that experience in small schools advances future plans and goals; and there may be a mismatch of personal value systems and rural lifestyles. Incentives for teachers to accept employment and remain in small schools are needed and frequently innovative. Some are of no low cost and are within existing resources; others require financial funds which may be obtainable only through legislative action, voter participation, or local largesse. Superintendents, school boards, and communities must exercise creativity in recruiting and retaining good teachers and must work cooperatively to secure the additional funding required to meet these conditions and stable teaching staff. This digest defines the small school and discuses the following: reasons for high teacher turnover, old and new recruitment strategies, the housing problem, intrinsic advantages of small schools, salary and related incentives, retention activities, payments for incentive, and continual support among small school districts. (NQA)
five mechanics problems (J. H. Larkin and F. Reif); (4) formal reasoning patterns of Italian high school students (M. L. Aiello-Nicosia, et al); (5) the extent to which instructional and aptitude variable correlate with constructivist classroom efficacy (J. P. Kegan and V. M. Worth); (6) the development of correlational reasoning (A. Lawson et al.); (7) science learning when preclcurrent classmate percent science learning environment variables and the characteristics of male and female science teachers (K. L. Harrist-McMurry); (8) the effects of small group instructional strategies on student abilities to recognize some of the limitations of their own (M. J. Pedilla and L. Ollila); and (11) the use of a time series design to examine concept development (V. Mayer and H. J. Kozlows). (JN)

ED 285 428
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; Ohio State Univ., Columbus. Center for Science and Mathematics Education. Pub Date—Dec '84 Note—77p.
Available from—ERIC Information Resource Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.04 $2.75 single copy).
ERIC Clearinghouse for Science, Mathematics, and Environmental Education (NAESE). They are: (1) "The Challenges of K-12 Environmental Education" (Harold H. hungr and V. Mark), (2) "Nonformal Education, Politics, Program Implementation, Technology, "Urban Environment," and "Water Control," (3) "Nonformal Environmental Education: An Overview," (4) "A Framework for Evaluation" (McCas crn & Glenn Weaver). The second section contains selected papers from the 1983 NAESE annual meeting. They are: "An Inceptive Approach to riparian: Lands Conservation: A Case of Study" (John Baldwin, Nancy Duhm and Paul Canuel), "Forts asked for Children: Environmental Social Studies: Towards a Definition" (Royl Harde); and "Nonformal Environmental Education: An Overview" (J. H. Hungr and V. Mark).

ED 285 428
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ERIC Clearinghouse for Science, Mathematics, and Environmental Education (NAESE). They are: (1) "The Challenges of K-12 Environmental Education" (Harold Hungr and V. Mark), (2) "Nonformal Education, Politics, Program Implementation, Technology, "Urban Environment," and "Water Control," (3) "Nonformal Environmental Education: An Overview," (4) "A Framework for Evaluation" (McCas crn & Glenn Weaver). The second section contains selected papers from the 1983 NAESE annual meeting. They are: "An Inceptive Approach to riparian: Lands Conservation: A Case of Study" (John Baldwin, Nancy Duhm and Paul Canuel), "Forts asked for Children: Environmental Social Studies: Towards a Definition" (Royl Harde); and "Nonformal Environmental Education: An Overview" (J. H. Hungr and V. Mark).

ED 285 428
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; Ohio State Univ., Columbus. Center for Science and Mathematics Education. Pub Date—Dec '84 Note—77p.
Available from—ERIC Information Resource Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $8.04 $2.75 single copy).
ERIC Clearinghouse for Science, Mathematics, and Environmental Education (NAESE). They are: (1) "The Challenges of K-12 Environmental Education" (Harold Hungr and V. Mark), (2) "Nonformal Education, Politics, Program Implementation, Technology, "Urban Environment," and "Water Control," (3) "Nonformal Environmental Education: An Overview," (4) "A Framework for Evaluation" (McCas crn & Glenn Weaver). The second section contains selected papers from the 1983 NAESE annual meeting. They are: "An Inceptive Approach to riparian: Lands Conservation: A Case of Study" (John Baldwin, Nancy Duhm and Paul Canuel), "Forts asked for Children: Environmental Social Studies: Towards a Definition" (Royl Harde); and "Nonformal Environmental Education: An Overview" (J. H. Hungr and V. Mark).
ERIC Clearinghouse for Science, Mathematics, and Environmental Education. Columbus, Ohio.; National Association for Research in Science Teaching.

Available from—National Inst. of Education (ED), Washington, DC.

ED 255 365 

SE 045 483

Blasier, Patricia E. Ed. Holgen, Stanley L. Ed Investigations in Science Education. Volume 11, No. 1 1985

Note—74p.

Available from—SMEAC Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Flr., Columbus, OH 43212 (subscription $8.00, $2.75 single copy).

Journal Cit—Investigations in Science Education; v11 n1 1985

Pub Type—Collected Works—Serials (022) — Reports—Research (143)

EDRS Price - MP01/PC03 Plus Postage

Descriptors—Science Instruction, Science Education, Higher Education, Microcomputers, Preparing Teachers

Identifiers—Science Education Research

This review covers 422 studies of the following types: reports prepared for scientific organizations, dissertations, journal articles, research papers, and papers presented at conferences. The studies have been organized into one of seven clusters for analysis and discussion. They are: (1) learning and instruction (summarizing studies related to models and explanations of how students learn, aptitudes, and individual differences in achievement and learning; (2) curriculum development and evaluation (including studies related to policies, models, textbooks, and curriculum materials); (3) cognitive development (reviewing studies on cognitive growth and development, reasoning, achievement, concepts, and processes); (4) computer applications in science education (summarizing studies on using computers to enhance the teaching and learning of science, and science education research; (5) preservice teacher education (summarizing studies related to attitudinal, process skills and logical thinking, science process skills, and science process skills); (6) research on instructional and interactive teacher education (summarizing studies related to questioning and wait time, methods courses, and teacher behavior); (6) research conducted in foreign countries contributing research focusing on learning, classrooms, curriculum development/evaluation, science and technology majors, and teacher education); and (7) special categories (including studies focusing on race and/or sex). A bibliography (by author) and subject index are included.

ED 257 625 

SE 045 461


ERIC Clearinghouse for Science, Mathematics, and Environmental Education. Columbus, Ohio.; National Association for Research in Science Teaching.

Available from—National Inst. of Education (ED), Washington, DC.

Pub Date—1 Day 64 Cost—$6.00

Note—227p.; Document contains small, light type.

Available from—SMEAC Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Flr., Columbus, OH 43212 (subscription $8.00, $2.75 single copy).

Journal Cit—Investigations in Science Education; v11 n1 1985

Pub Type—Collected Works—Serials (022) — Reports—Research (143)

EDRS Price - MP01/PC04 Plus Postage

Descriptors—Academic Achievement, Cognitive Processes, Concept Formation, Curriculum Development, Secondary School Science

Identifiers—Science Education Research

This review of 228 studies of the following types: reports prepared for scientific organizations, dissertations, journal articles, research papers, and papers presented at conferences. The studies have been organized into one of seven clusters for analysis and discussion. They are: (1) learning and instruction (summarizing studies related to models and explanations of how students learn, aptitudes, and individual differences in achievement and learning; (2) curriculum development and evaluation (including studies related to policies, models, textbooks, and curriculum materials); (3) cognitive development (reviewing studies on cognitive growth and development, reasoning, achievement, concepts, and processes); (4) computer applications in science education (summarizing studies on using computers to enhance the teaching and learning of science, and science education research; (5) preservice teacher education (summarizing studies related to attitudinal, process skills and logical thinking, science process skills, and science process skills); (6) research on instructional and interactive teacher education (summarizing studies related to questioning and wait time, methods courses, and teacher behavior); (6) research conducted in foreign countries contributing research focusing on learning, classrooms, curriculum development/evaluation, science and technology majors, and teacher education); and (7) special categories (including studies focusing on race and/or sex). A bibliography (by author) and subject index are included.

ED 259 773 

SE 045 458


ERIC Clearinghouse for Science, Mathematics, and Environmental Education. Columbus, Ohio.; National Association for Research in Science Teaching.

Available from—National Inst. of Education (ED), Washington, DC.

Pub Date—1 Day 64 Cost—$6.00

Note—227p.; Document contains small, light type.

Available from—SMEAC Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Flr., Columbus, OH 43212 (subscription $8.00, $2.75 single copy).

Journal Cit—Investigations in Science Education; v11 n1 1985

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effects of an instructional systems approach on the concept attainment of sixth-grade Anglo and Hispanic students; use of manipulatives and games in elementary school classrooms; mathematical attitudinal data on eighth-grade Japanese students; measured by a semantic differential; performance using drawn, verbal, and telescopic story problem format for the form of scale; attitude test (SAT) performance; variations in state SAT performance; effectiveness of a crisis-action technique; (4) nature of students; solving textbook problems; the impact of cooperative learning and individualized instruction on student achievement, attitudes, and behaviors; and inducing cooperative thinking in concrete operational college students. (IN)

ED 259 879 SE 045 290
Journal at Investigations in Science Education; ED 259 903

Take responsible environmental action; and (7) "Science Education Research Related to the Affective Domain" (by Thomas Marcinkowski), which includes 39 studies on students. (JN)

ED 259 928 SE 045 908

Field Instruction in School Settings. ERIC/ SMEC Digest Number 1, ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio. Spona Agency—National Inst. of Education (ED), Washington, DC.

Note—39p.; For volume 1 of this document, see EDRS Price—MFOI /PC03 Plus Postage.

Pub Date—84 Contract—400-78-0004

Pub Type—Digests (014) — Collec—Ed Works — General (020) ERIC Digests — Postage.

Accession Numbers—Elementary School Science, *Teacher Education, Values

Identifiers—Environmental Education Research, *Science Education Research. Summaries of environmental education (ED) research studies conducted during the 12-year period 1971-1983 are presented in this seven-chapter publication. These chapters are: (1) "Environmental Education Research, 1971-1983—Overview" (by Linda F. Jahn, Science Education Research Related to Ecological Foundations" (by Thomas Marcinkowski), which includes 39 studies on students. (JN)

ED 259 938 SE 045 911


Pub Date—84 Contract—400-78-0004

Note—3p.; For: "Science Within Reach," see ED Genre-Research within Reach: Science Education.

Accession Numbers—Elementary School Science, *Teacher Education, Values

Identifiers—ERIC Digests, *Excellence in Education

A number of documents were written in 1993 by groups seeking to improve American education. This digest was developed to review and examine some of the common themes (as they pertain to science education) from these documents. They are: (1) "A Nation at Risk: Educating Our Citizens: The Search for Excellence"; (3) "Action for Excellence"; (4) "Educating Americans for the 21st Century"; and (5) "Images of Science." The digest includes: (1) a discussion of implications related to standards, time for instruction, and curriculum (noting that the documents urge increased rigor in education); (2) lists of desired science instruction outcomes for grades K-6, for grades 7 and 8, for biology, for chemistry, and for physics; and (3) a discussion of implications for teacher education. (IN)

ED 259 938 SE 045 911


Pub Date—84 Contract—400-78-0004

Note—3p.; For: "Science Within Reach," see ED Genre-Research within Reach: Science Education.

Accession Numbers—Elementary School Science, *Teacher Education, Values

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ED 259 938 SE 045 911


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Note—3p.; For: "Science Within Reach," see ED Genre-Research within Reach: Science Education.

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ED 259 938 SE 045 911


Pub Date—84 Contract—400-78-0004

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als that are relevant to the subject matter being taught, not in violation of valid laws, compatible with the nation's standards for student's level of maturity, intended for legitimate educational purposes, and not likely to result in a substantial intruision on the privacy of students. The requirement for student's level of maturity is found in the Constitution's First Amendment, which protects the freedom of speech and religion. The requirement for the nation's standards for student's level of maturity is found in the Constitution's Fourteenth Amendment, which protects the equality of all persons under the law. The requirement for educational purposes is found in the Constitution's Education Clause, which provides for the general welfare and the promotion of education. The requirement for privacy of students is found in the Constitution's Fourth Amendment, which protects the privacy of individuals from unreasonable searches and seizures.

The Constitution also contains a number of protections for student's privacy. These protections are found in the Constitution's Fourth, Fifth, and Sixth Amendments. The Fourth Amendment protects students from unreasonable searches and seizures, which could include searches of their personal belongings, such as their textbooks and notes. The Fifth Amendment protects students from being compelled to testify against themselves, which could include testifying about controversial issues. The Sixth Amendment protects students from being deprived of their property without due process of law, which could include the loss of their textbooks and notes.

The Constitution also contains a number of protections for student's speech. These protections are found in the Constitution's First Amendment, which provides for the freedom of speech and religion. The First Amendment protects students from being compelled to speak or be silent, which could include being required to participate in class discussions or to write about controversial issues. The First Amendment also protects students from being punished for their speech, which could include being punished for writing about controversial issues.

The Constitution also contains a number of protections for student's religion. These protections are found in the Constitution's First Amendment, which provides for the free exercise of religion. The First Amendment protects students from being compelled to participate in religious activities, which could include participating in religious exercises or recitations. The First Amendment also protects students from being punished for their religious beliefs, which could include being punished for refusing to participate in religious activities.

The Constitution also contains a number of protections for student's association. These protections are found in the Constitution's Fifteenth Amendment, which prohibits discrimination on the basis of race, color, or national origin. The Fifteenth Amendment protects students from being denied the right to associate with others, which could include being denied the right to form study groups or to participate in extracurricular activities. The Fifteenth Amendment also protects students from being punished for their association, which could include being punished for forming study groups or participating in extracurricular activities.

The Constitution also contains a number of protections for student's due process. These protections are found in the Constitution's Fourteenth Amendment, which provides for the equal protection of the laws. The Fourteenth Amendment protects students from being denied the right to a fair hearing, which could include being denied the right to a fair hearing on a disciplinary matter. The Fourteenth Amendment also protects students from being punished for their actions, which could include being punished for disciplinary offenses.

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framework for social studies education, as well as
ew teacher education standards. Many felt the report
glared important research related to the task of
school. Research findings need to be applied to teacher education. Repon-
ners indicated a need for leadership in the field. (RM)

ED 253 465  SO 016 163
Cook, Kay K.
Contraversial Issues: Concerns for Policy Makers.
ERIC Digest No. 17
ERIC Clearinghouse for Social Studies/Science
Education, Boulder, Colo.
Spons Agency-National Inst. of Education (ED),
Washington, DC.
Pub Date—Sep 85
Contract—400-83-0012
Note—4p.; From related document, see ED 253 468.
Available from—ERIC/ChESS, 855 Broadway,
Boulder, CO 80302.
Pub Type—Guides - Classroom - <Teacher (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Controversial Issues (Course Content),
Court Decisions, Controversial, Social Science, Study Skills,
Supervision, Teaching Strategies.

ED 253 466  SO 016 164
Parad, Lynn
Sex Equity in Computer Education: Concerns for
Social Studies. ERIC Digest No. 18
ERIC Clearinghouse for Social Studies/Science
Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Aug 84
Contract—400-83-0012
Note—4p.; From related document, see ED 253 468.
Available from—ERIC/ChESS, 855 Broadway,
Boulder, CO 80302.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accessible Guidelines, Computer
Education, Educational Resources, Sexual Orientation,
Technology, Teaching Strategies.

ED 253 467  SO 016 165
Patrick, John J., Rems, Richard C.
Science Education: Controversial Issues for the
Social Studies. ERIC Digest No. 16
ERIC Clearinghouse for Social Studies/Science
Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Sep 84
Contract—400-83-0012
Note—4p.; From related document, see ED 253 468.
Available from—ERIC/ChESS, 855 Broadway,
Boulder, CO 80302.
Pub Type—Guides - Classroom - <Teacher (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Controversial Issues (Course Content),
Decision Making, Educational Research, Elementary
Secondary Education, Information Sources, Information Searches,
Learning, Literature, Problem Solving, Science.

ED 253 468  SO 016 166
Henderson, Leslie
Active Learning. ERIC Digest No. 17
ERIC Clearinghouse for Social Studies/Science
Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Sep 85
Contract—400-83-0012
Note—4p.; From related document, see ED 253 467.
Available from—ERIC/ChESS, 855 Broadway,
Boulder, CO 80302.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Discovery
Learning, Educational Research, Elementary
Secondary Education, Experiential Learning, Higher
Education, Information Sources, Learning Activities, Social
Studies, Study Skills.

ED 253 469  SO 016 167
Henderson, Leslie
A Model for Teaching Social Studies. ERIC Digest No. 18
ERIC Clearinghouse for Social Studies/Science
Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Sep 85
Contract—400-83-0012
Note—4p.; From related document, see ED 253 468.
Available from—ERIC/ChESS, 855 Broadway,
Boulder, CO 80302.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Information
Sources, Learning Activities, Social Studies, Study Skills.

ED 253 469  SO 016 167
Henderson, Leslie
A Model for Teaching Social Studies. ERIC Digest No. 18
ERIC Clearinghouse for Social Studies/Science
Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Sep 85
Contract—400-83-0012
Note—4p.; From related document, see ED 253 468.
Available from—ERIC/ChESS, 855 Broadway,
Boulder, CO 80302.
Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Information
Sources, Learning Activities, Social Studies, Study Skills.
approaches relevant to research in social education. The second chapter, by Catherine Cornbleth, is a review of critical thinking and cognitive processes in research. Special attention is given to "myth" that central research practices. In the third chapter, Richard K. Jantzi and Kenneth Klutter review early childhood and elementary education research in social education. In Chapter 4, James S. Leming analyzes the research on a wider range of approaches to socio-moral or values education. In Chapter 5, Jane White discusses ethnographic research and the paradoxes and problems it raises for social education. Chapter 6, by William B. Stanley, is a discussion of recent research and development in the field of social education. The chapter focuses on the wide variety of research developed, critical approaches refined by mainstream social educators since 1976. In the final chapter, Jack L. Nelson and James P. Shaver discuss the status of and limitations inherent in social education, each author taking a different position regarding the future of research in social education. Throughout the book, implications for policy and further investigation are addressed. (LH)
on Excellence in Teacher Education

The National Commission on Excellence in Teacher Education was appointed in 1983 to de-
scribe the present state of teacher education, identify
problem issues, and make recommendations for
the improvement of teacher education. The final
report, the President's Commission: Call for Change in
Teacher Education," was based on information
gathered during the Commission's regional hearings
held 1984. An annotated bibliography: "presented
of 19 commissioned papers from these hear-
ing sessions. The first section describes various
teaching practices that appear to be effective in
improving the instructional program utilized new
and tested strategies to promote positive change.
The test results were part of the catalyst for change.
The district has shown improvement in providing
a quality education for all students through a
higher test scores. (DWH)

ED 257 823
Spero, Leslie A., Smith, C 
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Note-6p.; For related document, see ED 242 831.
Type—Report—Descriptive

ED 257 366
UD 204 023
Achkar, Carol
The 1983 Educational Reform Reports. ERIC/CUE Digest Number 23.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—April 84
Contract—400-82-0012
Note-4p.; For document on which this digest is based, see ED 242 831.
Type—EDRS Price—MF01/PC01 Plus Postage.
Identifiers—*Educational Reform Reports, *Excellence in Education

TM 282
ED 252 858
UD 204 022
Schroer, Don
Southeast Asian Refugees: Learning in a Non-Destructive Environment. ERIC/CUE Di-
rectional Series, Number 89.
Counter Univ., New York, N.Y., Teachers College; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Jan 85
Contract—400-82-0012
Note—132p.
Type—Reports—Descriptive

ED 252 857
UD 204 024
Achkar, Carol
Helping Hispanic Students to Complete High School and Enter College. ERIC/CUE Digest Number 28.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—March 84
Contract—400-82-0012
Note-4p.; For related document, see ED 230 665.
Type—EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *College Bound Students, *College Preparation, Equal Edu-

Demographically, mainland Hispanic Americans constitute a population that is economically and ed-
ucationally diverse. Nonetheless, a cluster of related findings indicates that Hispanic students are more poorly prepared for college than non-Hispanic White students. More Hispanic American than White non-Hispanic are enrolled in vocational or general programs than academic programs, and fewer than one in five of Hispanic students are prepared for or interested in applying to college. Studies have shown that teachers have lower expectations for the lesser tendency of Hispanic students to be adequately prepared for or interested in applying to college. Study-
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This monograph is written to help school administrators and policy makers, in addressing the ques-
tion of race, ubs to answer analytically what is "school" and what is "society" in order to better
understand the real span of the school's control. The central question is: what are the characteristics of safe and effective school systems and how do school can schools do to become safer and to be perceived as safe? A conceptual model of the public school is provided which examines (1) the school as a mandatory service provider; (2) school crime and the public's perception of school crime; (3) school crime and the school itself—its physical and social structures, its social functions, and its learning climate. A typology of school effectiveness is outlined, offering profiles of problem schools, opportunistic schools, maverick schools, and ritualistic schools. Within a framework provided by effective schools research and delinquency prevention research, current disciplinary practices are analyzed in terms of (1) system level programs; (2) individual students; (3) strategies that change the students by changing the organization's school-based practices; and (4) what works in juvenile justice. A strategy for organizational change, based on the practices discussed, is then offered. Finally, a detailed administrative observation instrument is provided for use in evaluating the instructional effectiveness of a school or rehabilitative program. (RDN)

ED 253 612 UD 024 054
Tang, Sue-Lin; Ling, Linda C.
Beyond Angel Island: The Education of Asian Americans, ERIC/EJ Urban Diversity Series.
Washington, D.C.
Pub Date—Oct 84
Contract—400-82-0012
Note—5p.
Pub Type—Reports—Research (143)
EDRS Prices—MF/PC38 Plus Postage.
Descriptors—Academic Achievement; Asian American Education; Asian American Students; Attitude toward School; Cultural Values; Educational Amendments; Ethnic Groups; Family Income Level; Family Life; Gentlemen's Clubs; Indexes; Intellectual Disciplines; Mathematics Achievement; Minority Group Children; Postsecondary Education; Postsecondary Students; Rural Education.

ED 253 622 UD 024 070
Acheson, Carol
Washington, D.C.
Pub Date—Feb 85
Contract—400-82-0012
Note—4p.
Pub Type—Reports—Research (143)
EDRS Prices—MF/PC101 Plus Postage.
Descriptors—Academic Achievement; Black Students; Disadvantaged Youth; Elementary Secondary Education; Health Science; Health Science Education; Postsecondary Education; Postsecondary Students; Science Achievement; Science Careers; Science Education; Sex Differences; Socioeconomic Status.

ED 254 587 UD 024 099
Roby, Patrick Helker
Washington, D.C.
Pub Date—Dec 84
Contract—400-82-0012

Note—4p.
Pub Type—Reports—Research (143)
EDRS Prices—MF/PC101 Plus Postage.
Descriptors—Academic Achievement; Educational Quality, Elementary Secondary Education; Education Trends; Equal Educational Opportunity; Groups Characteristics; Highway Traffic; Magnet Schools; School Desegregation; School Effectiveness; Selective Admission, Urban Schools.

ED 254 842 UD 024 213
Acheson
Washington, D.C.
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IDENTIFIERS—ERIC Digests, Teacher Experiences. Schools are more and more called upon to accommodate students' differences in background and experiences; this picture of diversity includes the presence of at least one-parent families. Therefore, educators need to be cautious against expecting trouble from the child from a one-parent family. The diversity among research findings suggests that while, as a group, single-parent children tend to have more behavioral problems in school and are at greater risk in terms of truancy and dropout rate, the likelihood of any particular child having cognitive or behavioral problems varies widely.
Recent findings on the academic achievement of Hispanic students are digested in this paper. These findings are derived from the study, "Make Something Happen," which was conducted by the National Commission on Secondary Education for Hispanics, and presents comprehensive findings on Hispanic education drawn from a special analysis of the Hispanic cohort of the "High School and Beyond" national longitudinal study, findings from commissioned topic papers, site visits to inner-city schools across the country, and a variety of previously existing research. Findings are organized under the following headings: background; language instruction; the work-school linkage; and social supports and school-community ties. The digest concludes with a list of recommendations for improving high school education for Hispanics, including the following: (1) the provision of a strong academic core for all students; (2) English language instruction for all Hispanic high school students (but Spanish core curriculum courses for non-English speakers); (3) Spanish language courses to make Spanish speakers literate in Spanish; (4) count the high number of Hispanic dropouts by increasing the schools' involvement in their students' needs and desires to work; and (5) increasing the amount of guidance counseling offered to Hispanic students, the number of Hispanic teachers and administrators, and schools' communication with Hispanic parents.
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**ERIC Digests**  
(Prepared in 1985)

The ERIC Clearinghouses produce short (usually 2-page), user-oriented reference sheets called "ERIC Digests" (formerly "Fact Sheets" or "Short Reports"), on topics of high current interest. A standard format has been developed for "ERIC Digests."

ERIC Digests were not initially regarded as major ERIC Clearinghouse products and therefore were not regularly entered into the ERIC database or announced in the monthly abstract journal *Resources in Education*. Beginning in mid-1985, however, a policy was established of entering all ERIC Digests in the ERIC database.

Listed below, under the name of the Clearinghouse responsible for their development, are the ERIC Digests published during 1985. Most of the 1985 Digests have ED accession numbers and appear in the body of this bibliography, but some do not. Single copies of ERIC Digests are generally available from the responsible Clearinghouse as long as the printed supply lasts.

An online file containing the full text of selected ERIC Digests is offered via The Source. Details are available immediately following this list.

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ERIC DIGESTS ONLINE (EDO):  
A NEW FULL TEXT DATABASE

ERIC DIGESTS ONLINE (EDO), a full text database of short topical reports on education (called "Digests") from the 16 ERIC Clearinghouses, is now available on ED-LINE (an online information service for educators) via the online network known as The Source.

Users of EDO are able to access ERIC Digests through either menus or key words. A special feature permits users to comment on (or to read others' comments on) Digests in a field called "User Notespace."

Examples of titles in the new file are: "Full Day or Half Day Kindergarten?", "Qualities of Effective Writing Programs," "Dismissing Incompetent Tenured Teachers," and "Part-Time Faculty: Higher Education at a Crossroads." New Digests will be added to the EDO file on a monthly basis.

EDO is coordinated by project staff at the ERIC Clearinghouse on Elementary and Early Childhood Education, with the cooperation of the 15 other ERIC Clearinghouses.

Funding for EDO is provided by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. Additional information and sample Digests may be obtained by writing to EDO Project, ERIC Clearinghouse on Elementary and Early Childhood Education, 805 W. Pennsylvania, Urbana, IL 61801 (217-333-1386).

For information on subscribing to The Source and ED-LINE, call ED-LINE at (703) 528-5840.
ERIC Clearinghouses (and Other Network Components)

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

**ERIC Clearinghouse on Adult, Career, and Vocational Education (CE)**
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 485-3655; (800) 848-4815

All levels and settings of adult and continuing, career, and vocational/technical education. Adult education, from basic literacy training through professional skill upgrading, career education, including career awareness, career decision making, career development, career change, and experience-based education. Vocational and technical education, including new subprofessional fields, industrial arts, corrections education, employment and training programs, youth employment, work experience programs, education/business partnerships, entrepreneurship, adult retraining, and vocational rehabilitation for the handicapped.

**ERIC Clearinghouse on Counseling and Personnel Services (CG)**
University of Michigan
School of Education, Room 2108
610 East University Street
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; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant 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 (EA)**
University of Oregon
1787 Agate Street
Eugene, Oregon 97403
Telephone: (503) 686-5043

The leadership, management, and structure of public and private educational organizations; practice and theory of administration; personnel and in-service preparation of administrators; tasks and processes of administration; methods and varieties of organization and organizational change; and the social context of educational organizations.

**ERIC Clearinghouse on Elementary and Early Childhood Education (PS)**
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801
Telephone: (217) 333-1386

The physical, cognitive, social, educational, and cultural development of children from birth through early adolescence; prenatal factors; parental behavior factors; learning theory research and practice related to the development of young children, including the preparation of teachers for educational level; educational programs and community services for infant and preschool and philosophical issues pertaining to children's development and education.

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

All aspects of the education and development of the handicapped and gifted, including prevention, identification and assessment, intervention, and enrichment, both in special settings and within the mainstream.

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

Topics relating to college and university conditions, problems, programs, and students. Curriculum and instructional programs, and institutional research at the college or university level. Federal programs, professional education (medicine, law, etc.), professional continuing education, colleagues computer-assisted learning and management, graduate education, university extension programs, teaching-learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, management of institutions of higher education, and business or industry educational programs leading to a degree.

**ERIC Clearinghouse on Information Resources (IR)**
Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, New York 13210
Telephone: (315) 423-3640

Educational technology and library and information science at all levels. Instructional design, development, and evaluation are the emphases within educational technology, along with the media of educational communications: computer and microcomputer, telecommunications (cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials, as they pertain to teaching and learning. Within library and information science the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within the scope.

**ERIC Clearinghouse for Junior Colleges (JC)**
University of California at Los Angeles (UCLA)
Mathematical Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024
Telephone: (213) 825-3931

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.
Languages and language sciences; theoretical and applied linguistics; all areas of foreign language, second language, and linguistics instruction, pedagogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages and second languages; commonly and uncommonly taught languages, including English as a second language; related curriculum developments and problems.

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

Reading, English, and communication skills (verbal and nonverbal), preschool through college; educational research and instruction development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensic), mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on psychology, sociology, and teaching methods; reading curricula, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; diagnostics and remedial reading services in schools and clinical settings. Preparation of reading teachers and specialists.

ERIC Clearinghouse on Rural Education and Small Schools (RC)
New Mexico State University
Computer Center (Room 218), Stewart Street
Box 3AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

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

ERIC Clearinghouse for Science, Mathematics, and Environmental Education (SE)
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212
Telephone: (614) 422-6717

Science, mathematics, and environmental education at all levels, and within these three broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory/outcomes (including the impact of parameters such as interest, level, intelligence, values, and concept development upon learning in these fields); educational programs; research and evaluative studies; media applications; computer applications.

ERIC Clearinghouse for Social Studies/Social Science Education (SO)
Indiana University
Social Studies Development Center
200 East 10th Street
Bloomington, Indiana 47405
Telephone: (812) 335-3838

All levels of social studies and social science education; content of the social science disciplines; applications of theory and research to social science education; contributions of social science disciplines (anthropology, economics, geography, history, sociology, social psychology, science); education as a social science; comparative education; content and curriculum materials on "social" topics such as law, education, ethnic studies, bias and discrimination, aging, adoption, women's equity, and sex education.
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