A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 229 publications produced by the 16 ERIC Clearinghouses in 1986. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1986) shows the number of publications 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 Digs, i.e., short user-oriented reference sheets formerly called Fact Sheets or Short Reports, is also provided for 1986. Also included is ERIC Ready Reference #9, which provides information on ERIC Digs, the ERIC Digs Online (ED0) database, and how to get connected to EDO and search it online, as well as a form for ordering ERIC documents from the ERIC Document Reproduction Service (EDRS). (BBM)
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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, digests, 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 seventeenth 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 1986. It lists a total of 229 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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<td>176</td>
<td>229**</td>
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*Estimates of Reviews, State-of-the-Art Report, Bibliographies, Interpretive Studies, Digests, etc., page publications) routinely included in RIE for first time in 1986.
SAMPLE RIE RESUME

ED 654 321
Smith, John D., Johnson, Jane
Career Planning for Women.
Central Univ., Chicago, IL.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No. — CU-2081-S
Pub Date — May 83
Contract — NIE-C-83-0001
Note — 129p; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).
Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).
Language—English, French
Pub Type—Speeches/Meeting Papers (150)
EDRS Price—MF01/PC06 Plus Postage.
Identifiers — Consortium of States, *National Occupational Competency Testing Institute

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 (25 percent), sales workers (22 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 letter) 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.

<table>
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<tr>
<th>CE</th>
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</tbody>
</table>

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**CE 042 374**

**Lee, Jasper S.**

_Agricultural Education: Review and Synthesis of the Research, Fourth Edition._ Information Series No. 298.

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

Pub Date—83

Contract—400-84-0004

Note=47p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN298-$4.75).

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

**EDRS Price - MF01/PC02 Plus Postage.**


This fourth edition of a review and synthesis of agricultural education research concentrates on the period from 1978 to 1984. The review covers research published in papers and bulletins, compilations of abstracts, proceedings of regional and national agricultural education research meetings, material in the ERIC database, masters' theses, and doctoral dissertations. Criteria for selection include the extent to which findings are generalizable, saliency of the research, and importance of the research question to agricultural education trends and issues. The document covers these aspects of agricultural education: (1) vocational-technical agricultural programs, encompassing curriculum and instruction, student organizations, supervised experience, summer programs, and student recruitment, retention, placement, and followup; (2) personnel preparation, including teacher education programs, methods, and organizations; (3) instructional materials and technology, focusing on microcomputer applications; (4) professionalism, discussing master teachers, morale and satisfaction, and teacher retention; (5) relationships with publics, including public perceptions and program promotion; (6) international agricultural education; and (7) extension education. A summary section highlights areas for future research and the need for a national research agenda. An extensive bibliography of the cited studies concludes the document. (SK)

**ED 260 301**

_Oliver, William F._

_Videodiscs in Voc Ed. Information Series No. 299._

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

Pub Date—85

Contract—400-84-0004

Note=40p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN299-$4.75).

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

**EDRS Price - MF01/PC02 Plus Postage.**


This paper provides teachers and trainers with the concepts and procedures involved in using interactive videodisc technology for instruction. Described first are types of individualized instruction that have influenced videodisc development: programmed and computer-aided instruction, as well as computer graphics. Then the author explains how video technology operates, stating the advantages of the optical videodisc. Next, he illustrates different configurations for learner interaction with video. Advantages and disadvantages of such delivery systems as optical reflective disc players and direct-read-after-write disc recorders are described. Examples of the use of interactive videodisc in on-the-job training and instruction are provided. Because few such programs are available, the next three sections elaborate a systematic process for designing, producing, and implementing video training materials. The design section follows the five steps of the Instructional Systems Development process (analysis, design, development, implementation, and evaluation). The topic of production centers around the use of the storyboard as a guideline for all production elements. Film and video production are compared. Next, major considerations in production are discussed: site preparation, facility requirements, teacher training, management involvement, and evaluation. The last section describes the author's production of a videodisc on machine lathe operations, a case study encompassing the stages of development, site preparation, field trials, and evaluation. (SK)

**ED 260 302**

_Patton, Michael H._

_Part-Time Occupational Faculty: A Contribution to Excellence._ Information Series No. 300.

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

Pub Date—85

Contract—400-84-0004

Note=50p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN300-$5.50).

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

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Accreditation (Institutions), Collective Bargaining, Compensation (Remuneration), Contracts, *Equal Protection, Faculty College Relationship, Faculty Development, Faculty Evaluation, Faculty Handbooks, Faculty Recruitment, Institutional Role, *Part Time Faculty Postsecondary Education, Services, Teacher Effectiveness, *Teacher Orientation, Tenure, Vocational Education Identifiers—**Excellence in Education

Part-time faculty are essential to the accomplishment of the mission of postsecondary educational institutions. A commitment to excellence requires a comprehensive, systematic design for part-time faculty recruitment, development, assessment, and integration into the institution's delivery system. Careful attention to recruitment recognizes that the part-time teacher often personifies the institution for the student. Once recruited, part-time personnel must be integrated into the educational environment, made aware of its requirements, and provided with necessary support. A comprehensive orientation process for new faculty might include an intake interview, reinforced by group orientation. Use of a checklist guarantees that all important issues are discussed. Institutions must develop an equitable remuneration system. The legal issues surrounding part-timers' property rights to the teaching position and tenure can be clarified with a statement specifying institutional policies. Faculty rights to equal protection, their place in collective bargaining, and the position of accrediting agencies are discussed. Use of a part-time faculty handbook and provision of adequate support services are important elements of the integration pro-
Speaking, On the Job Training, Second Language Instruction, Training, English (Second Language), Work Attitudes, Work Experience Programs

The four chapters of the compendium highlight the issues and strategies used to prepare limited English proficient (LEP) adults for employment. In the first chapter, Jean K. Lucas provides an overview of the development of English as a Second Language (ESL) teaching, including general ESL, English for specific purposes (ESP), and English as a Second Vocational Language (ESVL). Describing various delivery models, the author proposes that the ideal method for meeting the language needs of ESL providers is ESL, which is used concurrently with skill training. Strategies for developing ESL learners are outlined. Nancy Lee Lucas, in the second chapter, examines the why and how cultural values of different ethnic groups are reflected in language, education, and work behavior. The chapter demonstrates the importance of understanding the values and cultural influences of immigrants, particularly in the workplace, involves cross-cultural training: a comparative approach that explores the potential of vocabulary three.

The third chapter, Nick Kremer, focuses on approaches for meeting the diverse training needs of LEP adults, in-class and on-the-job models, and the adaptation of industrial programs. "The four cases illustrate that training is delivered in a variety of settings and that there is no one best way to train LEP adults." In the fourth chapter, Nancy Lee Lucas, in the second chapter, examines the why and how cultural values of different ethnic groups are reflected in language, education, and work behavior. The chapter demonstrates the importance of understanding the values and cultural influences of immigrants, particularly in the workplace, involves cross-cultural training: a comparative approach that explores the potential of vocabulary three.

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churches, and federally funded adult basic education. Haley has identified five elements common to all literacy programs: purpose, scope, organization, control, professionalism, and finance. No single combination of these variables is appropriate for every setting; instead, programs should be tailored to the needs of the group or community to be served. Likewise, selecting an appropriate admission and selection approach is critical. Consider the following volume in this series, Essentials: Organizational Maturity, Second Edition - Organizational Maturity, Second Edition. \[\text{(7)}\]

ED 268 302
Harrison, Cheryl
Bilingual Vocational Education for Immigrants. Overview. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[86]
Contract—400-84-0011
Note—3p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Programs, Bilingual, Classroom Techniques, Cultural Differences, Educational Needs, Employment, Language, Learning, Literacy, Vocational Education.

ED 268 303
Harrison, Cheryl
Education and Employment. Overview. ERIC Digest No. 50.1
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[86]
Contract—400-84-0011
Note—3p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

ED 268 304
Korah, Clinton
Interactive Video in Vocational Education. Overview. ERIC Digest No. 51.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[86]
Contract—400-84-0011
Note—3p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

ED 268 305
Miller, Juliet V.
The Family-Career Connection. Overview. ERIC Digest No. 52.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[86]
Contract—400-84-0011
Note—3p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

ED 268 306
LeRoy, Barbara C.
Unemployed Youth Counseling Issues. In Brief An Information Digest From ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spokes Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—2p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

ED 268 307
White, Barbara C.
Recent changes in adult literacy structure and in the work setting are forcing many families to reassess and redefine the family-career relationship. Until recently, most research on career and family patterns has focused on traditional sex roles. Although competition between career and family roles has caused pain in many families, research addressing the nontraditional roles of men and women indicates that most women do derive a sense of personal accomplishment from work and that most fathers who are more actively involved in parenting report that they have a better relationship with their children because of this involvement. Persons in dual-career families need to recognize that planning for career roles and planning for family roles are closely related tasks. Career development programs are needed to help individuals develop career and family goals that are personally satisfying and mutually supportive of other family members. Such programs should focus on increasing awareness of current and future trends affecting the family-career connection, identifying and coping with family and career development stages that carry heavy role demands, and removing barriers to implementing family and career plans, and identifying potential benefits of combining family and career roles. (MN)

ED 268 308
EDR 302
Harrison, Cheryl
Bilingual Vocational Education for Immigrants. Overview. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[86]
Contract—400-84-0011
Note—3p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

ED 268 309
Korah, Clinton
Interactive Video in Vocational Education. Overview. ERIC Digest No. 51.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[86]
Contract—400-84-0011
Note—3p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

ED 268 310
Miller, Juliet V.
The Family-Career Connection. Overview. ERIC Digest No. 52.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[86]
Contract—400-84-0011
Note—3p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

ED 268 311
White, Barbara C.
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This is a Searchlight Plus document, an informational analysis of a computer search of the ERIC database from 1966 through November 1983 on pertinent outside resources. This paper reviews and interprets the literature on the topic of substance abuse prevention in schools and points out the implications of the information for both counselors and educators. The problems of alcohol and drug abuse among young people are discussed. It is noted that, while drug abuse by youth is decreasing, and driving is the leading cause of death in the United States for young people, the rationale of substance abuse prevention programs is well worth considering in light of the literature.

ED 265 423
Aubrey, Roger F.
Counseling and Preventing Obstacles, Opportunities, and Options
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Sponsoring Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date: 85
Contract: 400-83-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, Ml 48109-1259 ($5.00).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MP01/PC02 Plus Postage
Identifiers—*Substance Abuse

ED 265 455
Price, Gaye E., Greggs, Shirley A.
Counseling Students through Their Individual Learning Styles
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Sponsor Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date: 85
Contract: 400-83-0014
Note—10p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, Ml 48109-1259 ($10.00).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Guides—Non-Classroom (055)
EDRS Price—MP01/PC00 Plus Postage

This monograph discusses the learning style model for counseling college students. The targeted audience includes college counselors and counselor educators. Six objectives are noted: (1) to increase counselor effectiveness through individual learning style identification and programming; (2) to provide counselors with a model for matching counseling techniques with learning style preferences of students; (3) to provide college educators with a model for looking at individual differences from a learning style perspective; (4) to identify counseling strategies related to specific learning style elements; (5) to summarize research related to learning styles; and (6) to enable counselors to be consultants with teachers and administrators in providing a more effective learning environment. The document includes sections on increasing counselor effectiveness through learning style identification, using learning styles in counseling, counseling interventions based on learning styles, and research on counseling learning styles. An extensive bibliography is included. (ABL)

ED 265 464
Peters, Lori J.
Suicide: Theory, Identification, and Counseling Strategies
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Sponsor Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date: 85
Contract: 400-83-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, Ml 48109-1259.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MP01/PC00 Plus Postage
Language arose the Curriculum In the Elementury

...offers recommendations for future re-
ter instruction, revision, and f... The final chapter discusses the comparability of results of treat-
ments across these of processes studies, and offers recommendations for future re-
search. (HTF)

ED 266 467  CS 209 556

Thrust, Christophor
Language across the Curriculum in the Elementary

Grades

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

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

Pub Date—86

Contract—400-83-0025

Note—75p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 25735, $6.00 member, $7.80 non-
member).

ERIC Digest—The seven strongest points of the language arts curriculum, the role of the computer in the language arts curriculum, types of computer software to use, and methods for integrating computer use into the curriculum, the expectations for student use, ways teachers have misconceived computer tools, and introducing young children to the computer keyboard and computer programs. (EL)

ED 265 552  CS 209 529

Hillback, George, Jr.

Research on Written Composition: New Directions for Teaching.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.

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

Report No.—ISBN 0-8141-4075-0

Pub Date—86

Contract—400-83-0025

Note—380p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 40750, $19.00 member, $24.75 non-
member).

Types—Books (010) — Reports—Research (143) — Information Analyses (070)

ERIC Digest—Computers and Writing: New Directions for Teaching.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

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

Pub Date—86

Contract—400-83-0025

Note—3p.

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

ERIC Digest—Computers and Writing: New Directions for Teaching.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

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

Pub Date—86

Contract—400-83-0025

Note—75p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Pub Date—86

Contract—400-83-0025

Note—75p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Pub Date—86

Contract—400-83-0025

Note—75p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Pub Date—86

Contract—400-83-0025

Note—75p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
ED 268 548  

Tomkins, E. I., Yoder, D. B., Jr.  

Answering Students' Questions about Words.  
ERIC Clearinghouse on Educational Resources and Improvement (ED), Washington, DC.  

Note—3p.; TRIP: Theory & Research into Practice.  

Available from—National Council of Teachers of English, Urbana, III.; National Council of Teachers of English, Urbana, III.  

Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC.  

Date—86  
Contract—400-83-0025  

Note—3p.; Printed on colored paper.  

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


Identifiers—ERIC Digests, * ´High School Literature Programs, English.  

ED 269 809  
Holbrook, Hilary Taylor  

Humanities in the English Classroom.  
ERIC Digest  
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.  

Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC.  

Date—86  
Contract—400-83-0025  

Note—3p.  

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


ED 271 801  
Rüger, David M., Fraseigh, Douglas  

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

Spokes Agency—Office of Educational Research and Improvement (ED), Washington, DC.  

Date—86  
Contract—400-83-0025  

Note—3p.  

Available from—Speech Communication Association, 1105 Backlick Rd., Building E, Annandale, VA 22030 (100 copies, $4.50; 49 copies, 20% discount for 50 or more copies).  

Type—Guides - Classroom Learner (031) — Information Analysis Products (071)  
ERIC Price - MF01/PC05 Plus Postage.  


ED 260 489  
Fielding, David, Schuick, H. Del  

Presenting the Professional Development of Teachers and Administrators.  
ERIC Clearinghouse on Educational Management, Eugene, Ore.; Oregon State University Center for Educational Policy and Management.  

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

Date—85  
Contract—400-83-O031  

Note—3p.  

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($5.95 prepaid; quantity discounts: $0.20 added for shipping and handling; no invoice ordering).  

Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom Learner (031)  
ERIC Price - MF01/PC04 Plus Postage.  


Identifiers—Center for Educational Policy and Management (D0H).  

This monograph highlights important findings and guidelines that have emerged in a decade of research at the University of Oregon's Center for Educational Policy and Management (CEPM) concerning the combined professional development of school personnel. After a brief introduction, the booklet is divided into three sections. The first, "Foundations," introduces a framework for thinking about continued professional development. The framework identifies key factors in analyzing and designing a professional development program and introduces basic concepts. This is followed by a brief review of prevailing staff development strategies. The second section, "Research and Development," consists of three chapters that describe CEPN-affiliated projects aimed at increasing the effectiveness, respectively, of teachers, programs, and the organization as a whole. Section 3, "Action," presents guidelines for district administrators designing professional development programs and for principals in implementing them at the school level. The booklet closes with a discussion of a challenge that lie ahead for professional development. A bibliography is included. (TE)
Chapter 3 presents a Student-Computer Integrated Learning Environment. The focus comes from opportunities for students being passive recipients to their use of computers as a medium for learning. This model makes extensive use of student-computer simulations. Ways to reorganize schools consistent with SCIL that would personify an individual's educational experience are described in Chapter 5. A 4-year training program, using the "coaching" model, is proposed for educators and administrators. The last chapter describes the need for a sophisticated instructional, management system-educator-computer integrated system to keep track of the progress of each student. Three pages of references complete the booklet. (MLF)

**ED 267 510**
**AEO 018 310**
**ED 268 665**
**AEO 018 408**

**Preventing Dropouts. The Best of ERIC on Educational Management, Number 83.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 86
Contract—400-86-0003

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

**ED 268 666**
**AEO 018 409**

**Preventing Dropouts. Dropout Prevention Programs, Dropout Research, Dropout, Elementary Secondary Education, Interpersonal Communication, School Effectiveness, Socioeconomic Status.**

Preventing dropouts is the main topic of the 12 publications reviewed in this annotated bibliography. A statistical analysis of dropouts in Portland, Oregon illustrates that the correlation by school was far greater than by residential area. In another study, approximately 155 dropouts were identified and most believed that the dropout system had given up on them. Responses from 44 administrators of drop-out prevention programs gave the highest rating for dropout prevention to students' self-concept development. Mahood summarizes the dropout literature, particularly regarding socioclassic determinants, dropout programs and highlights 10 characteristics of effective programs, emphasizing such points as identifying potential dropouts earlier, and encouraging, rather than coercing, students to participate in special programs. Webber presents a set of guidelines for the marginal student. Mahood summarizes the cost to society of dropouts and recommends in-service education for dropouts. The research on dropout programs is reprinted in the final chapter. (MLF)

**ED 271 846**
**AEO 018 618**

**Intrinsic Motivation and the Learning of Schools.**
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Pub Date—1973
Abs No—SEP-86-6

Available from—Publication Sales, Stanford Education Policy Institute, CERAS Building 402S, Stanford University, Stanford, CA 94305 ($3.00).

**ED 269 772**
**AEO 018 576**

**Computer Integrated Management (ECIM) to keep track of the progress of each student.**

Three pages of references complete the booklet. (MLF)

**ED 268 665**
**AEO 018 407**

**The Assistant Principal. The Best of ERIC on Educational Management, Number 82.**
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 86
Contract—400-86-0003

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

**ED 268 666**
**AEO 018 409**

**Preventing Dropouts. Dropout Prevention Programs, Dropout Research, Dropout, Elementary Secondary Education, Interpersonal Communication, School Effectiveness, Socioeconomic Status.**

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The digest explores aspects of serving the learning disabled (LD) student in vocational education classrooms. It is noted that LD students may face difficulty following directions and understanding lectures and may forget more often than other students. A list of seven accommodations that can be made for LD students in vocational classrooms includes providing extra time for planning, finding alternative ways to acquire written information, supplementing a list of new terms to be studied before class, speaking slowly and clearly in well-organized lectures, permitting the use of calculators or other concrete aids, and helping them organize their thoughts by thinking aloud. The digest asserts that many LD students can successfully complete vocational education classes. A listing of resources and references on the topic concludes the digest. (CL)

ED 262 502
Smith, Barbara J.; Strain, Phillip S.
The Argument for Early Intervention. 1984 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA.
Sponsoring Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF/01/PC01 Plus Postage.
Descriptors—Cost Effectiveness, Disabilities, Intervention, Program Effectiveness, Young Children
Identifiers—ERIC Digest

The digest presents the background and reasons for early intervention for children at risk for handicaps. Early intervention is defined, and three primary reasons for intervention are cited: (1) to enhance the child's development, (2) to provide support and assistance to the family, and (3) to maximize the child's and family's potential for optimal functioning. Research on the effectiveness of intervention is briefly reviewed, and it is stated that despite research problems, qualitative and quantitative data show that early intervention increases the developmental/educational gains for the child, improves the family's functioning, and provides long-term benefits to society. Long-term cost savings are noted from three research studies. Three factors important in effective intervention are noted: intervention as early as possible; involvement of parents; and programs featuring a high degree of structure, intensive services, and in-service training. The digest concludes that the Digest of references and resources concludes the digest. (CL)

ED 262 503
Nassaro, John N.
Using Your Microcomputer to Acquire Special Education Information. 1984 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA.
Sponsoring Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF/01/PC01 Plus Postage.
Descriptors—Disabilities, Microcomputers, Professional Development
Identifiers—ERIC Digest

The digest answers basic questions about using microcomputers for professional development in special education. Use of the microcomputer as a self-contained unit is described and the types of information available on the microcomputer. The Digest of resources and references on the topic concludes the digest. (CL)

ED 262 499
Evens, Robert J.
ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Date—84
Sponsoring Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—44
Contract—400-81-0031; 400-84-0010
Note—5p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type—Guides—Non-Classroom (055)—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF/01/PC01 Plus Postage.
Descriptors—Attitude Change, Basic Skills, Cooperative Interactions, Interpersonal Competence, Mainstreaming, Peer Acceptance, Peer Relationships, Student Attitudes, Teacher Role
Identifiers—ERIC Digest

The digest addresses, in question-and-answer format, ways to position peer interaction of handicapped students. Topics covered include the effects of first impressions on nonhandicapped students and the impact of physical proximity, and the nature of interdependence among students' learning goals and rewards as structured by the teacher. A comparison of the dynamics of a cooperative learning situation with a competitive or individualistic one highlights the ways in which a cooperative situation fosters student-friendship and helps increase the value of classroom participation. Regular class teachers are urged to teach social skills by carefully planned modeling and feedback. Individualized instruction for handicapped students reduces fears and prejudices. The importance of teaching handicapped students such skills as asking questions, following instructions, and resisting peer pressure is stressed. The digest concludes with a note on the importance of using ERIC Information Analysis Products to provide information for the teacher. A list of references and resources concludes the digest. (CL)

ED 262 501
Brodie-Henze, Susan; Gillet, Pamela
Serving the LD Student in a Vocational Education Classroom. 1984 Digest, Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA.
Sponsoring Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Guides—Non-Classroom (055)
EDRS Price—MF/01/PC01 Plus Postage.
Descriptors—Learning Disabilities, Vocational streamlining, Secondary School Characteristics, Teaching Methods, Vocational Education
Identifiers—ERIC Digest

The digest explores aspects of serving the learning disabled (LD) student in vocational education classrooms. It is noted that LD students may face difficulty following directions and understanding lectures and may forget more often than other students. A list of seven accommodations that can be made for LD students in vocational classrooms includes providing extra time for planning, finding alternative ways to acquire written information, supplying a list of new terms to be studied before class, speaking slowly and clearly in well-organized lectures, permitting the use of calculators or other concrete aids, and helping them organize their thoughts by thinking aloud. The digest asserts that many LD students can successfully complete vocational education classes. A listing of resources and references on the topic concludes the digest. (CL)
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dude infant stimulation and curriculum organized
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are prevalence rates. Ways in which Down Syn-
drome are notedinclumentreW-
derwriters with Dr. John Langdon Down who first
drome.e history of the term is traced to its asso-

DescriptorsChild

ED 262 504
The Digest for Educational Reform: Publications
for Special Education. 1984 Digest, ERIC Clearinghouse on Handicapped and Gifted
Children, Dr. Reston, VA 22091 (one free copy).

By—Guides - Non-Classroom (055) — In-
formation Analyses - ERIC Information Analysis
Products (071)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Disabilities, Discipline, *Educational
Change, Educational Trends, Elementary
Education

Identifiers—ERIC Digests, Excellence in Educa-
tion.

The digest excerpts major points of the report of
the Council for Exceptional Children's Ad Hoc
Committee on Inclusion to the 1983 Rep-
port of the National Commission on Excellence in
Education. The committee also examined the re-
port of the Education Commission of the States,
The Twentieth Century Fund, and the Carnegie
Council. General concerns cited included the re-
presentation of support of individualized educational
services in exceptional education and the need to evaluate
excellence in terms of the learner's individuality. The
discussion of uniform standards for assessing achievement in
exceptional students are considered, and the
committee asserts that a system of pro-
curricular standards for curricula and assessment to determine
capability, graduation, or program evaluation is
impossible as well as poor educational practice. The
committee further suggests caution in interpreting the
reports calls for firm discipline. The importance of
the individual professional educator's role in
achieving excellence in education is stressed. The
digest concludes with a list of ways in which the
federal government should support greater excellence in
exceptional child education. (CL)

ED 262 505
Ferrara, Dianne
What Is Down Syndrome? 1984 Digest, ERIC Clearinghouse on Handicapped and Gifted
Children, Dr. Reston, VA 22091 (one free copy).

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

By—Guides - Non-Classroom (055) — In-
formation Analyses - ERIC Information Analysis
Products (071)

EDRS Price - MP01/PC01 Plus Postage.


Identifiers—ERIC Digests

The digest presents an overview of Down Syn-
drome. The history of the term is traced to its asso-
ciation with Dr. John Langdon Down who first
described the condition in 1866. Characteristics of
Down Syndrome are noted, including mental retard-
ated, short stature, epicardiac folds, reduced muscle
tone, joint hyperextensibility, and premature aging. Causes
are genetic and etiologies are reviewed. (CL)

ED 262 506
McGregor, Ann M.
Creativity and the Creative Process. 1985 Digest, ERIC Clearinghouse on Handicapped and Gifted
Children, Dr. Reston, VA 22091 (one free copy).

By—Guides - Non-Classroom (055) — In-
formation Analyses - ERIC Information Analysis
Products (071)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Creativity, Elementary Secondary
Education

Identifiers—ERIC Digests

The digest explores the nature of the creative pro-
cess. It begins with background information which
notes the importance of seeing the familiar in a new
light and the possibility on non-acceptance of the creation. Four basic basic of cre-
ativity and problem solving are identified: (1) flu-
ency, (2) flexibility, (3) elaboration, and (4)
originality. Guidelines are offered parents and
teachers regarding ways to foster creativity, includ-
ing allowing flexibility in scheduling, listening to
and encouraging ideas, and providing a vari-
ety of materials with which to experiment. Four basic
influences on individual creative thinking, combine
to create many ideas for any given situation (both in number and in kind), solicit free thinking, and combine ideas. A list of resources on the topic concludes the
digest. (CL)

ED 262 509
Whitmore, Joanne Rand
Developing Individualized Education Programs (IEPs) for the Gifted and Talented. 1985 Digest, Revised,
ERIC Clearinghouse on Handicapped and Gifted
Children, Dr. Reston, VA 22091 (one free copy).

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

By—Guides - Non-Classroom (055) — In-
formation Analyses - ERIC Information Analysis
Products (071)

EDRS Price - MP01/PC01 Plus Postage.


Identifiers—ERIC Digests

The digest extends the concept of Individualized Education Programs (IEP) to gifted and talented students. IEPs are defined as written documents, developed and revised annually with input from parents, teachers, and where appropriate, the students themselves. IEP content includes a realistic assess-
ment of current performance, achievement, and potential for future growth. A list of resources on the topic concludes the
digest. (CL)

ED 262 510
Collaet, Carolyn
Evaluation of Programs for the Gifted and Tal-
ented. 1985 Digest, Revised, ERIC Clearinghouse on Handicapped and Gifted
Children, Dr. Reston, VA 22091 (one free copy).

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

By—Guides - Non-Classroom (055) — In-
formation Analyses - ERIC Information Analysis
Products (071)

EDRS Price - MP01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Gifted

Identifiers—ERIC Digests

The digest presents an overview of the evaluation of
programs for the gifted and talented. It begins with a
definition of what constitutes giftedness, followed by a
review of the research on giftedness and talent, and con-
cluding with a discussion of the role of the classroom
teacher in the identification and education of gifted and
talented students. A list of resources on the topic conclud-
es the digest. (CL)
ED 262 513

Baskin, Barbara Harris, Karen H.
Reading for the Gifted, 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spon Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—000-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).

ED 262 514

McClellan, Elizabeth
Technology for the Gifted and Talented, 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spon Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—000-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).

ED 262 515

Smith-Dark Judy
Characteristics of Intellectually Gifted Children, 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spon Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—000-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
EDRS Price: MF01/PC01 Plus Postage.


Identification—ERIC Digests

The digest examines the range of traits that may be exhibited by intellectually gifted children. The characteristics and behaviors exhibited to be indicative of a particular child might warrant closer observation and special consideration. Characteristics listed under three headings: general behavior (easily reading, ability to detect and interpret nonverbal cues), symptom of closure or attention to peers, and eclecticism as well as focused interests; learning (keen powers of observation, independent reading); and readiness (incorporation of predictable and ready grasp of underlying principles); and creativity (fluency, flexibility and originality in thinking and sensitivity to beauty). (CL)

ED 262 518

Ploowen, Paul D.

Curricula for the Gifted and Talented, 1985 Digest. ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

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

Pub Date—85

Contract—400-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).

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

EDRS Price: MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

The digest examines issues related to curricula for gifted and talented students. Schools should be prepared to meet the special needs of this population in a variety of ways, including identifying their learning strengths and weaknesses, providing additional resources available, providing for flexibility progression through learning experiences, and grades, and monitoring the extent to which curricular goals and objectives are accomplished and the needs of pupils met. Curriculum should meet a variety of needs, including association with intellectual peers; access ideas, persons, and environments that lead to creative and productive thought; and experiences of support from guidance personnel. Curriculum modifications may include special learner objectives and classroom organization designed for the intellectually gifted students. Modifications in specific academic categories may be accomplished with subject matter specialists-a school consultants for intellectually gifted students. Modifications in specific academic categories may include: accelerated reading instruction; study of advanced mathematics; advanced writing; and study of advanced social studies. These students should be encouraged to participate in extra-curricular programs. This digest includes an extended discussion of the research literature on the topic and on the formation of advocacy groups. (CL)

ED 262 521

Renzulk, Joseph S.


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

Pub Date—85

Contract—400-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).

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

EDRS Price: MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

The need for providing special education programs to these students is emphasized. Possible implications of the student's development of intelligence or talent are considered. Identification criteria include educators, parents, and others. Identification procedures include: the need for identification practices; the use of criteria and inadequacy of identification systems; the need for evaluation and identification procedures; the role of a newsletter. Services to these students can be promoted by establishing groups. (CL)

ED 262 522

Renzulk, Joseph S.

The gifted address ways in which gifted and talented students are identified. Commonly used identification systems include: matrix systems, the Talent Search Identification Model, and the Revising Identification Model. Major questions about identification practices include: intrinsic accuracy of identification practices; the use of certain instruments and the inadequacy of existing measures to identify certain subpopulations; and the relation of identification procedures to criteria. Guidelines for identification procedures and criteria include: the use of specific measures; criteria, and the specific relation to the identification, reasonable cutoffs, and an examination for an approach that considers the kinds of reliable and valid performance indicators. The most frequently used sources of information include: test scores, academic records, student performance, peer and self ratings. This digest is a brief list of references. (CL)

ED 262 524

Shrum, Judith L.


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

Pub Date—85

Contract—400-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).

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

EDRS Price: MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

The digest examines aspects of serving gifted and talented handicapped students in the schools. This topic is considered includes persons of outstanding ability or potential who are capable of high performance despite handicaps such as visual, hearing or orthopedic impairment. Identification procedures include: the need for special education programs to these students is emphasized. Possible implications of the student's development of intelligence or talent are considered. Identification criteria include educators, parents, and others. Identification procedures include: the need for identification practices; the use of criteria and inadequacy of identification systems; the need for evaluation and identification procedures; the role of a newsletter. Services to these students can be promoted by establishing groups. (CL)

ED 262 523

Renzulk, Joseph S.


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

Pub Date—85

Contract—400-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).

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

EDRS Price: MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

The need for providing special education programs to these students is emphasized. Possible implications of the student's development of intelligence or talent are considered. Identification criteria include educators, parents, and others. Identification procedures include: the need for identification practices; the use of criteria and inadequacy of identification systems; the need for evaluation and identification procedures; the role of a newsletter. Services to these students can be promoted by establishing groups. (CL)
Gifted underachievers have been identified in great number. Some of the causes of underachievement include lack of motivation, values conflicts, lack of environmental nurturance of intellectual potential, developmental delays or chronic poor health, specific disabilities, and specific or general academic skill deficits. Educational programs for underachievers address the following: (1) an understanding of the nature and problems of being gifted; (2) development of constructive ways to cope with conflict and frustration caused by the critical areas between cognitive ability and performance level; and (3) development of a healthier, more realistic self-concept. To be effective, programming should feature challenging and meaningful aspirations, individualized instruction, social interaction, opportunity for inquiry and creativity, a compatible peer group, and support services. (CL)

ED 262 527

Blum, Marlene W. Parent Information Dissemination. 1985 Digest (and A Multi-bibliography on Readings for Parents and Teachers of Gifted Children.)


EDRIS Price—MP01/PC01 Plus Postage. Note—5p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).

Pub Type—Guides—Non-Classroom (035)—Information Analyses—ERIC Information Analysis Products (071)


ED 262 526

Whitmore, Joanne Rand Helping Gifted Students. 1985 Digest.


Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).

Pub Type—Guides—Non-Classroom (035)—Information Analyses—ERIC Information Analysis Products (071)

Descriptors—Educational Trends, Gifted, Student Characteristics, Student Involvement, Talent Identification, Teacher Education.

Gifted students display three behavior patterns in the school setting—non-communication and withdrawal, passive compliance, and aggressive/disruptive behavior. Gifted underachievers have been identified in great number. Some of the causes of underachievement include lack of motivation, values conflicts, lack of environmental nurturance of intellectual potential, developmental delays, or chronic poor health, specific disabilities, and specific or general academic skill deficits. Educational programs for underachievers address the following: (1) understanding of the nature and problems of being gifted; (2) development of constructive ways to cope with conflict and frustration caused by the critical areas between cognitive ability and performance level; and (3) development of a healthier, more realistic self-concept. To be effective, programming should feature challenging and meaningful aspirations, individualized instruction, social interaction, opportunity for inquiry and creativity, a compatible peer group, and support services. (CL)

ED 262 525

Jenkins-Friedman, Rene And Others Professional Neglect in The Authors of the Gifted and Talented. 1984 Digest.

ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).

Pub Date—40-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).

Pub Type—Guides—Non-Classroom (035)—Information Analyses—ERIC Information Analysis Products (071)


ED 263 720

Winter, Jill An Examination of Individualized Instruction. 1984 Digest (and A Multi-bibliography on Readings on the Relationships Between Individualized Instruction and Gifted Education.)

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. Spous Agency—Special Education Programs (ED/OSERS), Washington, DC. Pub Date—40-84-0010

Note—3p.; A part of the Special Project on Interagency Cooperation in the Identification of Gifted Students.

EDRIS Price—MP01/PC03 Plus Postage.


The paper presents a research review on individualization of instruction in special education. An initial section reviews educational definitions of the term, noting similarities with such terms as adaptive instruction, differentiated instruction, and prescriptive teaching. Related concepts of independent study and self-directed learning are considered. Conditions seen to promote individual learning are reviewed in terms of grouping practices and recognition of individual differences. Specific implications of individualized instruction in special education are noted, and methods of individualizing instruction are reviewed. The history of individualization of instruction in special education is traced, including administrative provisions and early systems of individualized instruction. Individualized instruction is pointed out. Services to a special population of gifted students is presented, along with an account of the growing emphasis on individualization of a general education strategy. The implications of individualized education programs as mandated in P.L. 94-142, the Education for All Handicapped Children Act are described in the concluding section. A seven-page reference list is appended. (CL)

ED 266 606


Pub Date—91-84-0010

Contract—40-84-0010


Pub Type—Books (010)—Collected Works—Proceedings (021)—Information Analyses—ERIC Information Analysis Products (071)


The authors contributed papers from a 1984 conference examine the future of special education. The following titles and authors are represented: "The Institute for Research on Exceptional Children at the University of Illinois" (S. Kirk and W. Spalding); "The Family with a Child Who Is Handicapped: Research Findings for the 80's" (L. Calhoun); "Families with Mentally Retarded Members: An Agenda for Research 1985-2000" (R. Farber); "Technology Directions in Education for Exceptional Children" (M. Karnes); "The Future of Early Childhood Special Education: A Perspective on Prevention" (K. Scott and B. Gordon); "Technology and Special Education Futures: Paradigm Shift" (S. Ashcraft); "Technology: A Look at the Future for Special Education" (L. Stulrow); "The Center for Studies in Education and Human Development: A Proposal to Research in the Areas of Disability" (D. Moors); "Leadership Training Models for the Future" (C. Howe); "A Proposed American Academy of Scholars in Education of the Handicapped" (L. Dunn); "The Future of Legislative Advocacy for Exceptional Children" (G. Bong).
orientation, and (3) student characteristics. The second chapter considers three aspects of instructional planning: assessment of individual instructional needs, development of instructional programs, and student behavior management. Research is reviewed in chapter 3 on elements that affect student achievement. The chapters on teachers in terms of interaction with students, structure of lessons, and learning time. Chapter 4 briefly discusses instructional strategies, such as analysis and communication with other teachers. Chapter 5 concludes the book by offering 10 recommendations for practice, including conducting systematic assessments, assessing motivation, and planning instruction carefully. A reference list is provided. (CL)

ED 265 913
Miller, Lynn Sharon And Others
Life Centered Career Education: Activity Book One.

ED 266 715
Sinha-Llena, Linda

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS AGENCY: National Inst. of Education (EID), Washington, D.C.


Pub Date ---

Note ---139p.

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

EDRS Price - MPRI/PC04 Plus Postage.


ED 271 940
Bruder, Mary N. Henderson, Robert
Beginning Reading In English as a Second Language.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS AGENCY: Office of Educational Research and Improvement (ED), Washington, D.C.


Pub Date ---

Note ---77p.

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

EDRS Price - MP01/PC04 Plus Postage.


The design of an effective reading course in English for academic purposes must be based on an understanding of the reading process (reading comprehension, perceptual skills and cognitive processing), an understanding of problems in mastering the English reading system (inflection, decoding handwriting, and confusion between typefaces), and an awareness of the deficiencies the particular learner group represents. Assessment of learners' reading skills, by a variety of techniques, in the context of their language backgrounds can then lead to development of materials and methods for effective reading instruction. English as a second language (ESL) programs have adopted a number of approaches to these issues; both theories and procedures are in the process of being refined. Instructor familiarity with foreign languages, especially those with a different writing system, is also helpful. Reading instruction. Examples of a number of teaching and testing exercises are included. A six-page bibliography concludes the document. (MSE)
Academicleadership has evolved over time as institutions have adapted to changing environments. This evolution has been driven by a variety of factors, including external pressures such as funding cuts, increased accountability, and changing societal expectations. Leaders have had to navigate these changes while maintaining a focus on the academic mission and the well-being of students.

In recent years, there has been a growing emphasis on the importance of leadership in higher education. This has led to increased funding for leadership development programs and a greater focus on the role of leaders in shaping institutional culture and outcomes.

Leadership in higher education is a complex and multifaceted role. Leaders must be able to manage a range of responsibilities, from strategic planning to day-to-day operations. They must also be able to balance the needs of various stakeholders, including students, faculty, staff, and the board of trustees.

The role of leadership in higher education is critical in ensuring that institutions are able to adapt to changing environments and continue to meet the needs of society. As such, it is important for institutions to invest in leadership development and support the growth of their leaders.

In conclusion, the role of leadership in higher education is critical in ensuring the success of institutions and the well-being of students. Leaders must be able to navigate a range of challenges and opportunities in order to achieve institutional goals and maintain a focus on the academic mission.

This text is a brief overview of the role of leadership in higher education. For more information on this topic, please consult the sources listed below.

References:

Sources:
ED 266 806
McLaughlin, Pamela, Comp.
Information Resources on End-Users and Online Searching: A Bibliography.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spous Agency—National Inst. of Education (ED), Washington, DC
Pub Date—Mar 85
Note—Ir.
Available from—ERIC Clearinghouse on Information Resources, O30 Huntington Hall, Syracuse University, Syracuse, NY 13244-2346 (free while supply lasts).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Reference Materials—Bibliographies (131)
EDRS Price—MP01/PC01 Plus Postage.
Identifiers—End-Users
The 13 articles on end-users and online searching that are annotated in this bibliography were published during 1984 and 1985. Each article is cited in Current Index to Journals in Education (CIJE) and Resources in Education (RIE). The documents and articles cover a wide range of topics and issues including: an implementation of end-user online search services in academic libraries; alternatives to the Boolean system that enables users of online bibliographic databases to obtain their required level of performance at lowest cost; the changing role of the librarian in online searching; the impact of end-user searching on library staff and users; barriers to the use of current online retrieval systems by novices; a discussion of traditional online interviews with preschool counseling sessions for client searchers; microcomputer-based search systems and doing online searching; results of a study evaluating 20 university-based first-time users of BRS/After Dark; and structural and functional aspects of using a computer-based information service for end-user searchers of MEDLINE. (THC)

ED 267 827
McLaughlin, Pamela, Comp.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spous Agency—National Inst. of Education (ED), Washington, DC
Pub Date—Nov 85
Note—Ir.
Available from—ERIC Clearinghouse on Information Resources, O30 Huntington Hall, Syracuse University, Syracuse, NY 13244-2346 (free while supply lasts).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Reference Materials—Bibliographies (131)
EDRS Price—MP01/PC01 Plus Postage.
Identifiers—End-Users
The 13 articles on online searching in secondary schools that are annotated in this bibliography were published between 1981 and 1985 and cited in Current Index to Journals in Education (CIJE) and Resources in Education (RIE). Each article is cited in Current Index to Journals in Education (CIJE) and Resources in Education (RIE). The documents and articles cover a variety of topics and issues including: an introduction to online bibliographic searching in high school students; comparing online searching to high school students; the use of online bibliographic retrieval systems in Montgomery County, Maryland; a review of research on the direct use of online bibliographic information systems by trained end-users; a study of integrating online instruction into the high school library curriculum; considerations in offering bibliographic database access to students; rationale, process, and impact of database searching; and innovative approaches to teaching online bibliographic searching and student use of information retrieval systems. (THC)
ERIC for Practitioners. ERIC Digest. ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

**Date:** May 86
**Pub Date:** Dec 85
**Contract:** 400-85-0001

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

**Note:** 3p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, N.Y. 13244-2340 (free while supply lasts).

**Pub Type:** Information Analyses (071) — Information Resources (074) — Information Analyses—ERIC Information Analysis Products (071)

**Descriptors:** Description, Educational Testing, Educational Planning, Elementary Secondary Education, ERIC Digest, Information Resources, Syracuse, N.Y.

**ED 270 104** IR 012 224

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

**Date:** May 86
**Contract:** 400-85-0001

**Note:** 3p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, N.Y. 13244-2340 (free while supply lasts).

**Pub Type:** Information Analyses (070) — Information Resources (074) — Information Analyses—ERIC Information Analysis Products (071)

**Descriptors:** Distance Education, Educational, ERIC Digest, Information Analysis Resources (071)

**EDRIS Price:** MP/01/PC01 Plus Postage.
ERIC aearinghotne for Junior Colleges, Los An-

Coannaally College_ Focultir ant the Transfer
planned degree attainment. (LAL)

fer students should collect other data besides
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who hid completed 45 to 59 uni* were aftnding
tudes end behaviors were concentrated among thoth
transfer; and (4) students with high transfer atti-
porMccof

A brced range of ed-rtAtt*l_trips-M are M-
Clearing Muses; !Educatioo Educational__Re-

Center, Washington, DC.

Washington, DC.

Note—6p; For the full study report, see ED 255

Pup Type— Reports - Research (143) — Information
Analyses - ERIC Information Analysis Prod-

Note—6p; For the full study report, see ED 255

ERIC Clearinghouse for Junior Colleges, Los An-
gales, Calif.

ED 261 758

J C 850 549

Assessing Student Degree Aspirations. ERIC Di-

ERIC Clearinghouse for Junior Colleges, Los An-
gales, Calif.

ED 261 758

J C 850 551

Strengthening Transfer Opportunities in the Com-

munity College. ERIC Digest

ERIC Clearinghouse for Junior Colleges, Los An-
gales, Calif.

ED 261 758

J C 850 553

Current Status of the Associate Degree. ERIC Di-

ERIC Clearinghouse for Junior Colleges, Los An-
gales, Calif.

PD 261 758

J C 850 555

Identifiers—Reverse Transfer Students

A review is provided of statewide and institutional
data reflecting the magnitude and causes of the re-
verse transfer phenomenon. First, data from Cali-
ifornia, North Carolina, Illinois, Missouri, and
Minnesota are presented, contrasting the numbers of
students who transfer from two- to four-year col-
ges to the sometimes greater number of students
transferring from four- to two-year colleges. Next,
the digest reviews three research efforts undertaken
by individual colleges to identify the characteristics
and behaviors of reverse transfer students. Al-
bout 1986, one of the most academically able segments
of the community college student body; (2) those with-
out a baccalaureate come to the community college
for various of reasons, only one of which is a ca-
ademic difficulty at the senior institution; and (3)
while reverse transfers constitute only a minority of
the community college population, their presence is
further evidence of the growing complexity of the
community college environment. (EJV)

ED 261 757

J C 850 552

Counting the Reverse Transfer Students. ERIC Di-

ERIC Clearinghouse for Junior Colleges, Los An-
gales, Calif.

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

Pup Date— Aug 85

Contract—400-83-0030

Note—6p; For the full study report, see ED 255

Pup Type— Reports - Research (143) — Information
Analyses - ERIC Information Analysis Prod-

Note—6p; For the full study report, see ED 255

ERIC Price MFOI /PC01 Phis Postage.

Contract-4XF83-0330

Spans Agency—National Inst. of Education (ED),
ERIC Caringhouse kir Junior Colleges, Un M-

Assessing Stsdeat Degree Aspirstlam. ERIC Di-

ERIC Price MFOI /PC01 Phis Postage.

Contract-4XF83-0330

Spans Agency—National Inst. of Education (ED),
ERIC Caringhouse kir Junior Colleges, Un M-

Assessing Stsdeat Degree Aspirstlam. ERIC Di-

ERIC Price MFOI /PC01 Phis Postage.

Contract-4XF83-0330

Spans Agency—National Inst. of Education (ED),
their extrapublics. One fundamental and natural community colleges and their communities is in the local economy. This connection should be used as a major vehicle for positioning community college students in the public's minds as a respected and integral part of society. A positioning strategy related to economic development would involve the following three steps: goals, targets, and strategies. It is believed that in gaining acceptance for the marketing mission; (2) a strategic action plan must be developed with strong, solid and extended partners. A college must get involved with its community's economic development and change in public sector activities. Community col­leges are increasingly influenced by state-level policies and dependent upon state financial support, making it a matter of necessity for community colleges to develop positive initiatives with state officials, community college leaders face a complex array of four interrelated problems: (1) limited preparation in the area of inter-intra, inter-level relations in education and professional development; (2) limited information about trends outside their state; (3) a paucity of information about the forces that mold state-level decisions and policy formulation; and (4) lack of knowledge about the theory and practice of effecting change in public policy direction. These handbooks must be over­come: Professional college leaders are to persuade sta­tion-level policy makers to favor greater institutional autonomy or businesses, health care, and governmental policies and are formulated to serve the colleges' best interests. (RO)

ED 269 116  
Alfred Richard L.  
Measuring Student Outcomes through the Am­ed System. ERIC Digest.  
ERIC Clearinghouse for Junior Colleges, Los An­geles, Calif.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Pub Date—Aug 86.  
Contract—400-63-0039  
Note—6p.  
Pub Type—Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.  

A large number of students enrolling in commu­nity colleges today are seeking to complete the associate degree, yet, instead, they attend community colleges for a multitude of “reasons,” including job training or retraining, preparation for transfer, and avocational pursuits. Given the preponderant pattern of part-time attendance and diversity of student objec­tives, it is to many that questions would arise as to the relevance of the associate degree as a student outcome measure. These questions differ depending upon the perspective from which student outcomes are viewed. For community college ad­ministrators, a college is “effective” when student outcomes are at a level sufficient to bal­ance the costs of instruction. For educational policy­makers, college effectiveness may be measured in terms of the amount of money related to economic development and public service programs. Teachers may have yet another view of community college effectiveness. As a broader context of social and educational change, additional questions arise about the utility of the associate degree as an out­come measure; e.g., in a labor market marked by increased emphasis on service and technological jobs, is the degree appropriate for some jobs and over­education for others? Do constraints on faculty technological skill and knowledge undermine the perceived value of an associate degree? As societal conditions change, the associate degree may diminish in importance, and non-degree, short-term community college programs may become more popular. The concept of “as need” basis may represent a better strategy for achieving socially desirable student outcomes. (RO)

ED 269 117  
Martovna, S.  
Community Colleges: How to Develop a Positive Liaison with State Laxmakers. ERIC Digest.  
ERIC Clearinghouse for Junior Colleges, Los An­geles, Calif.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Pub Date—Jul 86.  
Contract—400-63-0039  
Note—6p.  
Pub Type—Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.  

Community colleges are increasingly influenced by state-level policies and dependent upon state financial support, making it a matter of necessity for community colleges to develop positive initiatives with state officials, community college leaders face a complex array of four interrelated problems: (1) limited preparation in the area of inter-intra, inter-level relations in education and professional development; (2) limited information about trends outside their state; (3) a paucity of information about the forces that mold state-level decisions and policy formulation; and (4) lack of knowledge about the theory and practice of effecting change in public policy direction. These handbooks must be overcome: Professional college leaders are to persuade sta­tion-level policy makers to favor greater institutional autonomy or businesses, health care, and governmental policies and are formulated to serve the colleges' best interests. (RO)

ED 270 138  
Dengel, William L.  
When should a Center for the Delivery of Contract Training Programs? ERIC Digest.  
ERIC Clearinghouse for Junior Colleges, Los An­geles, Calif.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Pub Date—Mar 86.  
Contract—400-63-0039  
Note—6p.  
Pub Type—Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.  

Community colleges have been at the forefront in providing contract training programs for clients such as businesses, health care, and governmental agencies. Many state governments are beginning to provide resources for these programs as an incentive to attract or retain businesses and in­dustry. One of the consequences of the demand for and growth of contract training programs has been the heightened emphasis on local centers to market and deliver these programs. The advantages of creating separate centers include the enhanced sales and marketing activities of having spe­cialized organizational units; their income-generating potential; and the provision of new opportunities for faculty to survey and serve the community. Unfortunately, the rapid growth of contract training centers may also lead to some significant problems (e.g., lack of instructors qualified to competently and profession­ally represent the college, inability of the college to provide materials and facilities that meet corporate expectations, and staffing problems). To maximize benefits and minimize problems, institutions inter­ested in establishing such centers should consider the following issues: (1) center staff must carefully analyze the role and goals of a center for contract training, (2) there is a need to develop separate ad­ministrative and training strategies; (3) many companies and businesses (and the center’s) center staff should have a strong business background; and (4) the college need develop policies for governing center operations and retained earnings. (RO)

ED 270 180  
JCC 860 521

Approaches to Staff Development for Part-Time Faculty. ERIC Digest.  
ERIC Clearinghouse for Junior Colleges, Los An­geles, Calif.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Pub Date—Jul 86.  
Contract—400-63-0039  
Note—10p.  
Pub Type—Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.  

The increased use of part-time faculty in commu­nity colleges has led to an increase in demand on the colleges posed by heavy reliance on part-time faculty and on the need to address these problems effectively. Many approaches have been used by community colleges to deal with the staff development needs of their part-time faculty. The first approach, based on a curriculum development model, which is characterized as a set of in-service workshops and courses designed to complement the part-timers' subject matter expertise with activities to strengthen pedagogical skills and provide information about the community college. The second approach involves the forma­tion of peer support networks through which part-timers share experiences and help each other with problems encountered on the job. The third is a personnel management approach, whereby the college's recruitment, hiring, and evaluation policies are developed with improved instructional methodology. The fourth approach draws upon theories of adult education to involve part-timers in identifying and solving the problems they face on the job. This approach stresses the development of part-timers' awareness of work process and their potential contribution to staff development interventions. All of the approaches seek to instruct part-timers in pedagogical techniques and aim to integrate part-time faculty into the college community. (RO)

ED 271 162  
Palmieri, Jim  
Assessing the Employment Experiences of Com­munity College Vocational Program Graduates. ERIC Clearinghouse for Junior Colleges, Los An­geles, Calif.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Pub Date—Jul 86.  
Contract—400-63-0039  
Note—6p.  
Pub Type—Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.  

A review of 48 follow-up surveys of two-year college graduates conducted at the institutional and state levels reveals some common findings regarding the graduates' employment outcomes. Among these weaknesses are the fact that most studies were conducted on a "one-shot" basis; many surveys obtained low response rates; and longitudinal follow-up was conducted on a "one-shot" basis. Findings from these follow-up surveys are presented, and the importance of understanding the employment outcomes to graduates is discussed. (RO)

ED 271 169  
JCC 860 383

Document Resumes / JC

ERIC Clearinghouse for Junior Colleges: How to develop a positive relationship with state lawmakers. ERIC Digest.  
ERIC Clearinghouse for Junior Colleges, Los An­geles, Calif.  
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Pub Date—Jul 86.  
Contract—400-63-0039  
Note—6p.  
Pub Type—Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.  

Community colleges are increasingly influenced by state-level policies and dependent upon state financial support, making it a matter of necessity for community colleges to develop positive initiatives with state officials, community college leaders face a complex array of four interrelated problems: (1) limited preparation in the area of inter-intra, inter-level relations in education and professional development; (2) limited information about trends outside their state; (3) a paucity of information about the forces that mold state-level decisions and policy formulation; and (4) lack of knowledge about the theory and practice of effecting change in public policy direction. These handbooks must be overcome: Professional college leaders are to persuade sta­tion-level policy makers to favor greater institutional autonomy or businesses, health care, and governmental policies and are formulated to serve the colleges' best interests. (RO)
PS

ED 264 032
Concu, Artin
Toward an Interactional Model of Developmental Change in Preschool Experience: A Research Synthesis
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

ED 130 558
Strengthening Combat Boredom and Burnout: Meech of America's Active Service, and People._ The systems & processes in endeavors, engagement with novel ideas, community professional activity, research/publication, artistic endeavors, engagement with novel ideas, community service, with the idea that all these activities will do much to strengthen teaching and combat boredom and burnout. Although examples of scholar-teachers exist on every campus, there is a need for the formal encouragement, support, and institutional role of the scholar-teacher, and in doing so, revitalize the teaching role. (EV)

ED 272 248
Omanum, Mark
The Community College Professor: Teacher and Scholar
ERIC Clearinghouse for Junior Colleges, Los Angeles, Ca.
Note—5p.

ED 264 963
Waddsworth, M. E. J.
Effects of Parenting Style and Preschool Experience on Children's Attainment: Results of a British Longitudinal Study
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

ED 150 514
PS

ED 264 032
Concu, Artin
Toward an Interactional Model of Developmental Change in Preschool Experience: A Research Synthesis
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

ED 272 248
Omanum, Mark
The Community College Professor: Teacher and Scholar
ERIC Clearinghouse for Junior Colleges, Los Angeles, Ca.
Note—5p.
painful feelings of isolation, and become vulnerable to influence by delinquent peers. Factors contributing to delinquency and maladjustment include an unacceptable social behavior, "differences" from other children, family problems, and a rejection as a social outsider. Social relationship problems can be helped through social skills training, interventions focused on related problems, provision of social opportunities, and cooperative classroom projects. Adults are urged to give children evident opportunities to share peer-relevant roles, meet their unique social needs, and create social options for children without creating pressures. (RH)

ED 265 939
Katz, Amiel J.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spans Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date--85
Contract--400-83-0021
Pub Type--Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Identifiers--ERIC Digests

Guidelines for teaching early childhood teachers and other adults about computers and their use are offered. The second section presents how attitudes toward the adult learner can impede learning, how the trainer can encourage teachers and other school personnel to learn, and the value of a common "agenda" of educational goals that supplement the program of formal instruction. Trainers are advised to use concrete examples of real classroom situations to avoid jargon while introducing basic concepts; encourage the development of useful computer skills by learners; recognize that, for adults beginning to learn about computers, memorization of routines is not as effective a strategy as understanding the program; provide expert modes for understanding concepts; and suggest strategies for continued learning. (RH)

ED 265 936
Baskin, Linda
Understanding Early Childhood Educators and Other Adults How to Use Computers.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spans Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date--85
Contract--400-83-0021
Note--3p.
Pub Type--Information Analyses - ERIC Information Analysis Products (071) -- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Identifiers--Computer Uses in Education, *ERIC Discuss

Guidelines for teaching early childhood teachers and other adults about computers and their use are offered. The second section presents how attitudes toward the adult learner can impede learning, how the trainer can encourage teachers and other school personnel to learn, and the value of a common "agenda" of educational goals that supplement the program of formal instruction. Trainers are advised to use concrete examples of real classroom situations to avoid jargon while introducing basic concepts; encourage the development of useful computer skills by learners; recognize that, for adults beginning to learn about computers, memorization of routines is not as effective a strategy as understanding the program; provide expert modes for understanding concepts; and suggest strategies for continued learning. (RH)

ED 265 939
Katz, Amiel J.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spans Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date--85
Contract--400-83-0021
Pub Type--Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Identifiers--ERIC Digests

Guidelines for teaching early childhood teachers and other adults about computers and their use are offered. The second section presents how attitudes toward the adult learner can impede learning, how the trainer can encourage teachers and other school personnel to learn, and the value of a common "agenda" of educational goals that supplement the program of formal instruction. Trainers are advised to use concrete examples of real classroom situations to avoid jargon while introducing basic concepts; encourage the development of useful computer skills by learners; recognize that, for adults beginning to learn about computers, memorization of routines is not as effective a strategy as understanding the program; provide expert modes for understanding concepts; and suggest strategies for continued learning. (RH)
opportunities for creative responses, such as ilmulatepropanis, andzta programs, iuch-

ED 269 197

Becker, Al. and Schools.

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

Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Note—5p. —Published:—Opinion Papers (120) —Information Analyses —ERIC Information Analysis Products (071)

EDRIS Price - MPO1/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Guidelines, Parent Participation, School Reforms...

Procedure—Implementation, Teacher Attitudes

Identifiers—ERIC Digests

This Digest reviews the historical background on grade retention and promotion and examines research, search, criteria, and policies concerning these options. The historical overview points out changes in attitudes toward mandatory retention and promotion, and encourages development of a policy that might involve a qualitative shift in how and where knowledge is sought and in how they think about themselves, their work, and the children they teach. (RH)

ED 267 914

Steele, R. and School

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

Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Note—6p. —Published:—Research Reports (13p) —Guides—Non-Clanonn (055) —In-

Documents—Guides—Non-Clanonn (055) —Information Analyses —ERIC Information Analysis Products (071)

EDRIS Price—MPO1/PC01 Plus Postage.

Descriptors—Commutative Diseases, Day Care, Disease Control, Disease Incidence, Early Childhood education, Guidelines, Immunization Programs

Identifiers—Acquired Immune Deficiency Syndrome, Infectious Disease Epidemiology, Respiratory Diseases, Skin Infections

Discussed in this publication are infectious illnesses of children which may appear to be at special risk. Also covered are the common cold, some infectious disease problems developing in premeditators or in young children but not serious diseases such as head lice, pinworms, and contagious skin conditions. Causes, characteristics, symptoms, treatment, prophylaxis, and seriousness of diseases, as well as public attitudes toward them, are discussed. Focusing on respiratory diseases, chapter I describes acute upper respiratory illnesses (common cold), streptococcus sore throat, otitis media with effusion (OAE), hemophilia in influenza type B disease (HIB), varicella (chickenpox) and chickenpox infection, and tuberculosis. Chapter II concerns gastrointestinal infectious diseases, including hepatitis A, giardiasis, and rotavirus infection. Infections of the skin are described in chapter III. These include impetigo, fungus infections, ringworm of the scalp and body, scabies, and cold sores (herpes labialis). Other illnesses of special significance in day care settings are described in chapter IV: cytomegalovirus (CMV) infection, chicken pox, head lice, pinworms, and Acquired Immune Deficiency Syndrome (AIDS). Chapter V discusses immunization for diphtheria/whooping cough/tetanus, the safety of immunization, and vaccination for measles (rubella), mumps, and rubella (rubella). Chapter VI suggests guidelines for dealing with communicable diseases. (RH)

ED 276 222

Zimbel, Herbert

Forthcoming:—Research Review New Issues and

Lingering Doubts on ERA of Expanding Preschool Education.

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

Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Note—5p. —Published:—Annual Meeting of the Annual Meeting of the American Educational Research Association (99th, Chi-

Documents—Guides—Non-Clanonn (055) —Information Analyses —ERIC Information Analysis Products (071)

EDRIS Price—MP01/PC02 Plus Postage.

Descriptors—Early Childhood Education, Development, Educational Development, Educational Qualitative, Fam-

ily Characteristics, Individual Characteristics, "Opinion Papers, Program Evaluation, Research Methodology

changing ideas about the role of early education increasingly point toward universal preschool edu-

Documents—Guides—Non-Clanonn (055) —Information Analyses —ERIC Information Analysis Products (071)

EDRIS Price—MP01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Guidelines, Parent Participation, Parent School

Race, Ethnicity, Institutional Characteristics, Parent Participation and Intervention, Mexican American

Identifiers—Acquired Immune Deficiency Syndrome, Infectious Disease Epidemiology, Respiratory Diseases, Skin Infections

Discussed in this publication are infectious illnesses of children which may appear to be at special risk. Also covered are the common cold, some infectious disease problems developing in predentalist or in young children but not serious diseases such as head lice, pinworms, and contagious skin conditions. Causes, characteristics, symptoms, treatment, prophylaxis, and seriousness of diseases, as well as public attitudes toward them, are discussed. Focusing on respiratory diseases, chapter I describes acute upper respiratory illnesses (common cold), streptococcus sore throat, otitis media with effusion (OAE), hemophilia in influenza type B disease (HIB), varicella (chickenpox) and chickenpox infection, and tuberculosis. Chapter II concerns gastrointestinal infectious diseases, including hepatitis A, giardiasis, and rotavirus infection. Infections of the skin are described in chapter III. These include impetigo, fungus infections, ringworm of the scalp and body, scabies, and cold sores (herpes labialis). Other illnesses of special significance in day care settings are described in chapter IV: cytomegalovirus (CMV) infection, chicken pox, head lice, pinworms, and Acquired Immune Deficiency Syndrome (AIDS). Chapter V discusses immunization for diphtheria/whooping cough/tetanus, the safety of immunization, and vaccination for measles (rubella), mumps, and rubella (rubella). Chapter VI suggests guidelines for dealing with communicable diseases. (RH)

ED 260 853

Kendall, Laura L.

Preparing Mexican Americans for Mathematics and Science-Based Fields: A Guide for Develop-

Documents—Guides—Non-Clanonn (055) —Information Analyses —ERIC Information Analysis Products (071)

EDRIS Price—MP01/PC03 Plus Postage.

Descriptors—Commutative Diseases, Day Care, Disease Control, Disease Incidence, Early Childhood education, Guidelines, Immunization Programs

Identifiers—Acquired Immune Deficiency Syndrome, Infectious Disease Epidemiology, Respiratory Diseases, Skin Infections

Discussed in this publication are infectious illnesses of children which may appear to be at special risk. Also covered are the common cold, some infectious disease problems developing in predentalist or in young children but not serious diseases such as head lice, pinworms, and contagious skin conditions. Causes, characteristics, symptoms, treatment, prophylaxis, and seriousness of diseases, as well as public attitudes toward them, are discussed. Focusing on respiratory diseases, chapter I describes acute upper respiratory illnesses (common cold), streptococcus sore throat, otitis media with effusion (OAE), hemophilia in influenza type B disease (HIB), varicella (chickenpox) and chickenpox infection, and tuberculosis. Chapter II concerns gastrointestinal infectious diseases, including hepatitis A, giardiasis, and rotavirus infection. Infections of the skin are described in chapter III. These include impetigo, fungus infections, ringworm of the scalp and body, scabies, and cold sores (herpes labialis). Other illnesses of special significance in day care settings are described in chapter IV: cytomegalovirus (CMV) infection, chicken pox, head lice, pinworms, and Acquired Immune Deficiency Syndrome (AIDS). Chapter V discusses immunization for diphtheria/whooping cough/tetanus, the safety of immunization, and vaccination for measles (rubella), mumps, and rubella (rubella). Chapter VI suggests guidelines for dealing with communicable diseases. (RH)
ED 260 669  RC 015 412  Tippecanoe, John W., III
Public School Administration on Indian Reser-
EERIC Clearinghouse on Rural Education and Small
Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Sep 84
Contract—400-83-0023
Note—4p.
Pub Type—Guides - Non-Classroom (055) —.
Information Analyses—ERIC Information Analysis
Products (071)
EDRS Price—MP01/PC01 Plus Postage.
Descriptors—Public Schools, Rural Areas,
Urban Areas, Indian Reservations,
Training and Staff Development.
Identifiers—ERIC Digests, Source: Digests of
Evaluative and Informational Studies.

ED 260 871  RC 015 414  Gardner, Clark Quintana-Aragon, Manuela L
Undocumented Children: An Ongoing Issue for the
Federally funded Schools.
ERIC Clearinghouse on Rural Education and Small
Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Cars Date—Aug 84
Contrat—400-83-0023
Note—4p.
Pub Type—Guides - Non-Classroom (055) —.
Information Analyses—ERIC Information Analysis
Products (071)
EDRS Price—MP01/PC01 Plus Postage.
Descriptors—Access to Education, Economic
Efficacy, Educational Legislation, Educational
Policy, Employment, Enrollment, Enrollment
Procedures, Program Costs, Program Development,
Public Schools, School Districts, State Legislation,
State Characteristics, Undocumented Immigrants.
Identifiers—ERIC Digests, Source: Digests of
Evaluative and Informational Studies.

ED 260 873  RC 015 420  Lorr, Connie L
Out-of-School Education Activities for Elementary
School Students.
ERIC Clearinghouse on Rural Education and Small
Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Mar 85
Contract—400-83-0023
Note—4p.
Pub Type—Guides - Classroom - Teacher (052) —.
Information Analyses—ERIC Information Analysis
Products (071)
EDRS Price—MP01/PC01 Plus Postage.
Descriptors—Art Activities, Discovery Learning,
Educational Philosophy, Elementary Education,
Elementary School Counseling, Elementary School
Education, Experimental Learning, Health Educa-
tion, Interdisciplinary Approach, Language Arts,
Learning Activities, Mathematics, Music Activities,
Outdoor Activities, Out-of-School Activities.
Identifiers—ERIC Digests, Source: Digests of
Evaluative and Informational Studies.

ED 260 877  RC 015 417  Binder, Eugene
Alternative Funding Sources for Migrant Educa-
tion.
ERIC Clearinghouse on Rural Education and Small
Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Sep 84
Contact—400-83-0023
Note—4p.
Pub Type—Guides - Non-Classroom (055) —.
Information Analyses—ERIC Information Analysis
Products (071)
EDRS Price—MP01/PC01 Plus Postage.
Descriptors—Commodity Resources, Educational
Finance, Elementary Secondary Education, Fed-
eral Aid, Federal Financial Support, Funding,
Migrant Education, Migrant Programs, Private Financial Support, Resource Allocation.
Identifiers—Elementary Secondary Education
Act Title I, ERC Digests.
ED 260 883
RC 015 443
Little, Mickey, Peterson, Lin
Planning for an Outdoor Trip: EDRG Digests
Outdoor Education:
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Sponsor Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Apr 83
Contract—400-83-0023
Note—4p.
Type—Guides—Classroom—Teacher (055) — Information Analyses — EDRG Information Analysis Projects (071)
EDRS Price—MP01/PC01 Plus Postage.
A well-planned class camping trip is a learning adventure. Each student, parent, and staff must know what is expected of them and what to expect during the trip. This digest offers a guide to help teachers offer this unique learning opportunity to their students. Separate sections present prerequisites for the trip (group goals/objectives); basic considerations (group age, skills, available time, travel modes/distance, weather); activities to provide specific learning expectations; assessment of sites and facilities; and options for groups. A list of adult roles is provided to help ensure a successful trip.

ED 261 811
RC 015 421
Laposky, Edith
Outdoor Education for Behavior Disordered Students:
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Sponsor Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 84
Contract—400-83-0023
Note—4p.
Type—Guides—Non-Classroom (055) — Information Analyses — EDRG Information Analysis Projects (071)
EDRS Price—MP01/PC01 Plus Postage.
Outdoor education programs ranging from simple, near-school activities to lengthy wilderness camping experiences can benefit behavior disordered students. Studies of outdoor education programs for these students have shown positive effects in reducing inappropriate behavior, social adjustment, academic achievement, and group cohesion. Many types of programs now exist that use the outdoors in treating behavior disordered students. They include long-term residential camps, summer programs, day camps, and public school classes that integrate outdoor experiences into the curricula of special education programs. With skilled instruction, behavior disordered students can benefit as any number of challenging outdoor activities, e.g., rock climbing, backpacking, canoeing, orienteering, or cycling. Field trips and short-term environmental education can also be effective outdoor learning experiences for behavior disordered students. The digest includes lists of available resources and provides further information (curriculum guides, program descriptions, etc.).

ED 261 817
RC 015 450
Yagi, A. D., Lenaette, Small School Pracitcals and Effective School-Community Relations: EDRG Digest:
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Sponsor Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 84
Contract—400-83-0023
Note—10p.
Type—Guides—Non-Classroom (055) — Information Analyses — EDRG Information Analysis Projects (071)
EDRS Price—MP01/PC01 Plus Postage.
In rural schools, the responsibility for good school-community relations rests with the principal. This Digest clarifies the responsibilities of small rural school personnel and the importance of effective school-community relations. It offers guidelines that could be adapted to any rural school. The threats encountered in rural areas are quite different from those confronting urban school personnel. Rural problems are often complex and require the intervention of several individuals to solve. This Digest should be helpful to rural superintendents, central office administrators, and school personnel who work closely with school communities in order to establish an effective educational program.

ED 262 884
RC 015 444
Swift, Don
Facilitating Certification and Professional Development for Small Schools. EDRG Digest:
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Sponsor Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 85
Contract—400-83-0023
Note—6p.
Type—Guides—Non-Classroom (055) — Information Analyses — EDRG Information Analysis Projects (071)
EDRS Price—MP01/PC01 Plus Postage.
Addressing the problems of recruiting and retaining qualified teachers for small and rural schools, this Digest outlines improved programs that could be made by teacher education programs, state education agencies, and teachers themselves. Suggested guidelines for teacher education programs stress nontraditional approaches that would appeal to multiple teachers, and endorsements usually needed in small school districts. Suggested delivery systems include the use of alternative routes, weekend courses, correspondence courses, on-campus or evening courses, and travel centers for preservice and inservice teachers. Changes should be made in the requirements and recognition of the demands of teaching and living in small communities. A list of 27 references is included.

ED 263 888
RC 015 449
Buhler, Ruth
Summer Educational Programs: EDRG Digest: Summer is ideal for providing educational programs for children. Summer education programs can enhance learning and provide opportunities for personal growth. This digest identifies programs available in the summer, and describes different types of programs. It also provides resources for follow-up activities in the classroom. Learning experiences, cleaning and returning equipment, writing thank-you notes, and preparing written student and adult evaluations are discussed. A final section includes sources for finding information on camping skills, trip planning, adventure activities, recreation programs, touring, program administration, etc. (NEC)

ED 265 883
RC 015 444
Swift, Don
Facilitating Certification and Professional Development for Small Schools. EDRG Digest:
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Sponsor Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 85
Contract—400-83-0023
Note—6p.
Type—Guides—Non-Classroom (055) — Information Analyses — EDRG Information Analysis Projects (071)
EDRS Price—MP01/PC01 Plus Postage.
Addressing the problems of recruiting and retaining qualified teachers for small and rural schools, this Digest outlines improved programs that could be made by teacher education programs, state education agencies, and teachers themselves. Suggested guidelines for teacher education programs stress nontraditional approaches that would appeal to multiple teachers, and endorsements usually needed in small school districts. Suggested delivery systems include the use of alternative routes, weekend courses, correspondence courses, on-campus or evening courses, and travel centers for preservice and inservice teachers. Changes should be made in the requirements and recognition of the demands of teaching and living in small communities. A list of 27 references is included.

ED 266 888
RC 015 449
Buhler, Ruth
Summer Educational Programs: EDRG Digest: Summer is ideal for providing educational programs for children. Summer education programs can enhance learning and provide opportunities for personal growth. This digest identifies programs available in the summer, and describes different types of programs. It also provides resources for follow-up activities in the classroom. Learning experiences, cleaning and returning equipment, writing thank-you notes, and preparing written student and adult evaluations are discussed. A final section includes sources for finding information on camping skills, trip planning, adventure activities, recreation programs, touring, program administration, etc. (NEC)
equipment and artistic functions, teaching readers how to create and maintain a safe and productive learning environment. The introductory sections define outdoor education and provide rationale for outdoor science teaching, highlighting the opportunities it provides for creativity, inquiry, and problem solving. The bulk of the guide focuses on practical activities for outdoor education. Each activity is adaptable for use in several grades and follows a basic lesson plan format, including objectives for learners, materials, and procedures. The first set of three activities illustrates ways to introduce students to the natural environment by observing, collecting, and identifying natural objects, and leaves, soil, and litter. The remaining six activities cover concepts of observation, classification, logical thinking, and scientific inquiry and community. Activity titles include: "Observing The Basics of Science," "A School Yard Alphabet Hike," "The Differences Between and Within," and "The Web of Life." An appendix lists 17 organizations providing information about outdoor education.

ED 264 059
Paine, Milton R.
"Using the Outdoors to Enliven the Teaching of Math"
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spans Agency = National Inst. of Education (ED)
Washington, DC.
Pub Date = 1980
Note = 116p.
Type = Information Analyses (070) - Information Analysis - ERIC Information Analysis Products (071)
EDRS Price = ME00/PC03 Plus Postage
Descriptors = Educational Change, Mathematical Thinking, Math Teacher Training, Microcomputers, Outdoor Education
Identifiers = Richard Martin Collection of Excellence in Education, National at Risk (A) The National Congress on Excellence in Education, a leading educator's conference across the nation to drastically change the course of education during the 1980s. While rural ed. must share the desire to provide an excellent education, the Commission and the United States Department of Education must recognize the unique characteristics of rural schools and provide appropriate strategies to enable rural schools to meet the new goals. Rural educators urge national policy makers to recognize diverse rural subcultures, support innovative teacher training programs, develop career ladder and merit pay programs, support more comprehensive service training programs, support intermediate educational units, and provide special educational services support. Problems for rural schools include insufficient funding and inadequate specialists to provide for higher level education, foreign languages, and advanced placement classes recommended as graduation requirements by the Commission. Rural schools offer limited opportunity for appropriate career development to a limited number of students. In the future, rural education may be best served by small schools and local educational service districts.

ED 265 025
Paine, Milton R.
Spans Agency = National Inst. of Education (ED)
Washington, DC.
Pub Date = 1980
Note = 34p; For related document, see RC 015 540
Available from-ERIC, CRESS, Department 12, Box 3AD, New Mexico State University, Las Cruces, N. Mex. 88003
Price = 0.50
Pub Type = Guides - Classroom - Teacher (052) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price = ME00/PC03 Plus Postage
Descriptors = Educational Change, Educational Principles, Educational Research, Educational Issues, Elementary Secondary Education, Rural Schools, Size of Schools, Small Schools
Identifiers = Effective Research, ERIC Digests Small schools (with enrollments of 300 or less) are being rediscovered as models for effective schools. Currently 26.5% of America's school systems enroll over 5,000 students; 28.4% of all public schools are staffed by 50,000 teachers. Small schools have pioneered many educational "innovations": non-traditional class sizes, cross-age groupings, peer tutoring, and emphasis on the basics. Current efforts to reduce student/teacher ratios and class sizes result in "mainstream" mildly handicapped pupils also have their roots in the small schools of the past. Small schools are able to meet the needs of personal relationships, student morale, teacher-student interaction, administration, and curriculum. And, most important, research suggests that class size is related to pupil achievement, smaller classes are more conducive to improved pupil performance and provide more opportunities to meet individual needs, pupils in small classes have more interest in learning, more teacher involvement, and faster learning. Strengths inherent in small schools that support characteristics/practices associated with findings from research teachers in small schools include: small classes, teacher quality, peer interaction, smaller classes, and more opportunity for personal relationships. Small schools are no longer "mainstream." They are becoming a reality with many benefits. Special Thanks to those who contributed information and available materials are provided.
education, tourism, environmental education, and resource management. These fields have a variety of overlapping definitions, but generally they encompass the use of outdoor experiences to enhance knowledge and skills in several domains. These include science, cultural studies, and self-awareness and personal development. Outdoor education also emphasizes the concept of environmental stewardship, teaching students about the importance of conservation and sustainability. This approach is reinforced through practical activities such as field trips, camping, and nature walks. These experiences are intended to foster an understanding of the interconnectedness of the natural environment and human societies. In summary, outdoor education is a dynamic and evolving field that contributes to the holistic development of individuals and communities. It aims to provide a platform for students to engage with nature, learn about the environment, and develop critical thinking and problem-solving skills.
Sponsor Agency-National Inst. of Education (ED), Achievement in Mathematics Education.ERIC/SMEAC Mathematics Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC. Pub Date—84
Contract—400-78-0004
Note—p.

Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).

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

ED 265 913
Note—p.: For the conference paper on which this is based, see ED 257 915

Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).

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

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Black Achievement, Black Students, Educational Psychology, Educational Research, Mathematics, Mathematics Education Research, Minority Groups, Models, Social Differences, Sex Differences, Socioeconomic Influences, Student Attitudes, Teacher Attitudes

This information bulletin reviews the research literature on blacks and mathematics. The amount of research that focuses specifically on race differences in mathematics is an attempt to explain and lessen those differences is small. Research of the past ten years indicates that black students, when compared to white students, take fewer mathematics courses and achieve at a significantly lower level. Further, the differences are growing smaller. Some factors which may explain why these differences exist are presented with the focus on race, gender, and social class. A model relating these factors is presented and described. The review of the literature concerns socialization, curriculum, science, mathematics, and social psychology, social psychology, social psychology, and social psychology, social psychology, social psychology, and social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social psychology, social 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The first science education digest for 1985 focused on data obtained by use of meta-analysis techniques. Instruction seldom takes place without instructional materials, so this second digest is a companion one containing a variety of science education studies on instructional materials. Data are shown which support the idea that the science curriculum should be restructured with project materials developed since 1953 were successful in promoting student achievement in the use of science process skills, in creativity, and in developing skills at both the junior high and secondary school levels. Research, however, has focused more on programs than on textbooks. Because the Digests attempt to use the dominant method of instruction in many science classes, research is needed on such areas as how students learn to use project materials to become independent learners and how to write them to promote efficient learning. (IN)

ED 265 050  
Weaver, John F.  
Title: Mathematics. ERIC/SMEAC Mathematics Education Digest. Number 1.  
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.  
Sponsoring agency—National Inst. of Education (ED), Washington, DC.  
Pub Date: 5/85  
Note:—p. 40.  
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.  
Pub Type: Information Analysis - ERIC Information Analysis Products (071)  
Descriptors: Mathematics Education, Mathematics Instruction, Research Reports, Research Utilization, Science Education, Science Education Instructional Products (071)  
EDRS Price: MF01/PC01 Plus Postage.  
Identifiers: ERIC Digests, Piagetian Theory  
The principal focus of this brief report is on findings from recent research on the learning of mathematics. The distinction between learning and the concepts of curriculum and instruction is first reviewed. Then Piaget's theory of intellectual development is discussed, with the conclusion that it does not provide a basis for determining readiness for mathematics instruction. The contribution of information processing theory is then noted. Four additional observations from recent research concern the following: the focus on individuals (versus groups), behavioral objectives, invention or construction of knowledge by children, and metacognition. A list of references is included. (MNS)

ED 265 075  
Dunster, John F.  
Title: Teaching about Hazardous Materials. ERIC/SMEAC Science Education Digest. Number 2.  
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH.  
Sponsoring agency—National Inst. of Education (ED), Washington, DC.  
Pub Date: 5/85  
Note:—p. 41.  
Available from—ERIC/SMEAC, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).  
Pub Type: Information Analysis - ERIC Information Analysis Products (071)  
EDRS Price: MF01/PC01 Plus Postage.  
Identifiers: Environmental Law, *Environmental Management, Environmental Problems, ERIC Digests  
Problems related to the handling of hazardous substances and waste disposal have created an environmental dilemma a national concern. This digest provides an update of key legislative and management efforts associated with hazardous substances and toxic wastes and reviews current instructional materials in the area. Major topics addressed include: (1) waste disposal laws (summarizing major legislative attempts); (2) superfund (describing its intent and parameters); (3) regulations (assessing current procedures and techniques); (4) teaching materials (providing a representative sample of materials and (5) additional resources identifying programs and resources that could assist in the development of instructional materials. (ML)

ED 265 076  
Dunster, John F., Blonder, Patricia E.  
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.  
Sponsoring agency—National Inst. of Education (ED), Washington, DC.  
Pub Date: 5/85  
Note:—p. 44.  
Available from—ERIC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).  
Pub Type: Information Analysis - ERIC Information Analysis Products (071)  
EDRS Price: MF01/PC01 Plus Postage.  
The Imperative for Educational Reform); (3) findings from science education research studies; (4) there is an impetus for change in science education; (5) information from Canadian science educators, considering steps involved in "deliberative inquiry," seven important emphases in science, and issues related to incorporating a science and technology focus into science courses; and (6) who decides curriculum questions? Another question offered is what persons interested in improving science education have some positive findings from the meta-analysis research database which build in terms of instructional strategies that lead to increased student learning and other positive outcomes. In addition, science education should not be neglected since science instruction should be geared toward both the citizen and the future scientist. Thirty-five references were also included. (IN)

ED 269 220  
Lawson, Anton E.  
Title: A Summary of Research in Science Education. 1984.  
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, OH; National Association for Research in Science Teaching.  
Sponsoring agency—National Inst. of Education (ED), Washington, DC.  
Pub Date: 5/85  
Note:—p. 161.  
Pub Type: Information Analysis - ERIC Information Analysis Products (071)  
EDRS Price: MF01/PC01 Plus Postage.  
The reviewers covers a total of 700 studies, including journal articles, dissertations, and papers presented at conferences. The studies are organized under major headings, such as scientific reasoning; junior high school science (student achievement; student attitudes); senior high school science (student achievement; student attitudes); career/specializations, teaching methods, and

ED 266 931  
Blonder, Patricia E.  
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.  
Sponsoring agency—National Inst. of Education (ED), Washington, DC.  
Pub Date: 5/85  
Note:—p. 44.  
Available from—ERIC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).  
Pub Type: Information Analysis - ERIC Information Analysis Products (071)  
EDRS Price: MF01/PC01 Plus Postage.  
The Imperative for Educational Reform); (3) findings from science education research studies; (4) there is an impetus for change in science education; (5) information from Canadian science educators, considering steps involved in "deliberative inquiry," seven important emphases in science, and issues related to incorporating a science and technology focus into science courses; and (6) who decides curriculum questions? Another question offered is what persons interested in improving science education have some positive findings from the meta-analysis research database which build in terms of instructional strategies that lead to increased student learning and other positive outcomes. In addition, science education should not be neglected since science instruction should be geared toward both the citizen and the future scientist. Thirty-five references were also included. (IN)
ED 271 293

Hurd, Paul DeHart


ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 85


Available from—SMEAC, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Price $1.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (07 I) — Speeches/Meetings Papers (150)

EDRS Price—MF01/PC01 Plus Postage.


This information bulletin examines research and practice issues considered critical in resolving the current science education analyses. Analyses are presented of (1) the influence of movement in science education, (2) the changing culture of science, (3) science education research, (4) the rate of the cognitive sciences in search science and research areas, and (5) the issues of science education research. Hurd suggests that a new vision of science education must be developed, and validated in ways that will be in harmony with the current status of society. A listing of the major issues in science education and comparisons of their impact are also included. (ML)

ED 264 161

Cook, Kay R.

Latin American Studies. ERIC Digest No. 19.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

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

Pub Date—Oct 84

Contract—400-83-0012


Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Columbia, SC, 1111 University Blvd. (Price $1.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (07 I) — Speeches/Meetings Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cross Cultural Studies, Cultural Awareness, Teacher Education, Elementary Secondary Education, Foreign Countries, Latin American Culture, Resource Materials, Social Studies, Teaching Methods, Teacher Education.

Identifiers—ERIC Digests, Fact Sheets, Latin America.

This ERIC Digest considers the present state of teaching about Latin America in elementary and secondary schools in the United States, the need and rationale for Latin American studies, effective approaches to teaching Latin American studies, and resources to supplement textbooks that treat Latin America. References include (1) a section describing the incomplete or biased portrait of Latin America frequently presented in social studies textbooks; (2) a consideration of four considerable topics for including more about Latin America in the curriculum, and for considering Latin America as an area of anti-Americanism; (3) foreign policy—international controversy over the influence of other governments in the politics of Latin America need analysis and examination; (4) political proximity—Latin American countries are virtually next-door neighbors, with close political, commercial, and cultural interests; and (5) Latin America expanding over many years, (3) the American heritage—Latin American culture of the Spanish language is part of the American heritage, (4) the early and continuing influence on the southwestern region of the United States, and (5) negative stereotyping—it is well documented that Latin Americans in general suffer from explicit negative stereotyping. The world history course is recommended as an especially significant place where Latin American studies can be introduced into a study of world events. Classroom strategies and suggestions for a separate Latin America learning activity follow, aggregate analysis. (LH)

ED 264 162

SO 016 945


ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

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

Pub Date—Nov 85


Pub Type—Information Analyses - ERIC Information Analysis Products (07 I) — Speeches/Meetings Papers (150)

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—Cooperative Learning, ERIC Digests, Fact Sheets.

This ERIC Digest describes research findings, mainly in elementary social studies classrooms, on the effects of cooperative learning, multiculturalism, and cross-ethnic friendships, interreligious relationships, and prosocial behavior. Research findings in the classroom are summarized as follows: compared with other methods, cooperative learning produces greater academic learning, better intergroup relations among black, white, and Hispanic students, enhanced self-esteem, and improved relationships between mainstreamed academically handicapped students and other students. Brief sections describing the positive effects of cooperative learning are followed by descriptions of three widely used approaches to cooperative learning: (1) student teams-achievement (STAD)—a method in which students are divided into teams, and work on assigned problems in different ways; (2) the "jigsaw" method—students are divided into teams of four, and each member of the team is assigned to study a different aspect of the team topic; and (3) the Group Investigation Model, which attempts to eliminate competition entirely by involving cooperative group inquiry emphasizing data gathering by pupils, interpretation of data, and synthesis of individual contributions into a group project. A list of references concludes the document. (LH)

ED 264 163

SO 016 946

Zola, John J.

Peace and Nuclear War. ERIC Digest No. 21.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

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

Pub Date—Nov 85

Contract—400-83-0012

Note—4p.: Excerpted from "The National Council for Geographic Education and the Association of American Geographers, Short- and long-term tasks to promote geography education include the development of grade-by-grade curriculum guidelines and appropriate content for developing capable, thinking, competent young adults; peace and nuclear war education need to work diligently, patiently, and cooperatively in bringing about the change they want. A list of 15 related resources concludes the digest. (LH)

ED 264 164

Meredith, Sydney J.

Geography in Education Geography. ERIC Digest No. 22.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

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

Pub Date—Nov 85

Contract—400-83-0012

Note—4p.: Excerpted from "The National Council for Geographic Education and the Association of American Geographers, Short- and long-term tasks to promote geography education include the development of grade-by-grade curriculum guidelines and appropriate content for developing capable, thinking, competent young adults; peace and nuclear war education need to work diligently, patiently, and cooperatively in bringing about the change they want. A list of 15 related resources concludes the digest. (LH)
The development of model resources for developing a global relations course, and (4) the strengthening of preserve and in-service programs by focusing on teacher education and teacher preparation, the Office of Education has two projects resulting from these recommendations is followed by a list of nine related resources. (LH)

ED 264 165
Henderson, Linda
Library Censorship. ERIC Digest No. 23.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Sponsoring Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Dec 85
Contract—400-83-0012
Note—4p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF/PC/PO Plia Postage.
Identifiers—ERIC Digest: Fact Sheets
This ERIC Digest explores current attitudes on library censorship in the public schools, as reflected in state statutes and federal court cases. Separate sections describe the rise of censorship, recent court cases and incidents related to library censorship, who the censors are, what is being censored, a framework for academic freedom in schools, and a discussion between selection and censorship. Following a discussion of the recent rise of censorship in the nation's classrooms and school libraries, a comparison of views of proponents of academic freedom and the views of proponents of censorship is provided. Recent court cases and incidents related to library censorship are offered as examples of the recent challenges coming from the conservative side of the political spectrum. Key leaders such as Allan Schlafly, Jerry Falwell, and Mel and Norma Gabler. Examples of the most frequent targets of protests are those who speak up for liberal arts and other decision makers may use to maintain the right of academic freedom. This framework holds that educators may use methods, symbols, or materials (1) relevant to the subject matter being taught, (2) not in violation of valid laws, (3) compatible with current standards of decency, (4) reasonable for students level of maturity, (5) intended for a legitimate educational purpose, and (6) unlikely to result in substantial disruption of school activities. A distinction between selection and censorship is made and the importance of maintaining a commitment to the concept of academic freedom is emphasized. (LH)

ED 264 166
Kemp, Richard C., Way, Robert H.
Strengthening High School World Studies Courses. ERIC Digest No. 24.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Sponsoring Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Nov 85
Contract—400-83-0012
Note—4p.
Pub Type—Related document, see ED 256 64.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF/PC/PO Plia Postage.
Descriptors—Educational Improvement, Education Standards, Educational Objectives, Approach, High Schools, Social Studies, *World History
Identifiers—ERIC Digest: Fact Sheets
This ERIC Digest reports on the findings of a 1984 wrecked conference on Strengthening High School World Studies Courses. The digest considers key challenges that the course poses for educators, the goals of the conference, long-term effort that has been initiated, activities recommended by conference participants that would provide practical help to local schools, and current efforts to develop national standards. Challenges facing educational leaders as they attempt to strengthen their world studies courses include the fact that there is no universal approach for teaching "world studies," that there is no comprehensive database for identifying and assessing successful practices, and that there is a critical need to help teachers and administrators enhance their capacity to teach. Conference goals are then outlined, followed by four activities recommended as a way of providing practical help to local schools: (1) develop a handbook outlining and analyzing alternative conceptual approaches to teaching the "world studies," that there is no mechanism for identifying and assessing successful practices, and that there is a critical need to help teachers and administrators enhance their capacity to teach is followed by a list of nine related resources. (LH)

ED 264 167
Poul, Lynne
Computer Database: Applications for the Social Studies. ERIC Digest No. 25.
ERIC Clearinghouse for Social Studies/Social Science Education, Boston, Colo.
Sponsoring Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Nov 85
Contract—400-83-0012
Note—4p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF/PC/PO Plia Postage.
Identifiers—ERIC Digest: Fact Sheets
This ERIC Digest examines the uses of databases in the social sciences. A database is and how to use it, types of databases available for social studies classroom use, and the role the educational tool can play in organizing and objectives of the social studies. A distinction between print and computerized database files and a simplified example of the use of Boolean logic in searching computer databases is provided. Two types of databases currently available in the social studies classroom, on-line databases and data software, are then examined. Listed are some of the on-line databases relevant as student research tools in the social studies, Inventories of Reference Information Services: America History and Life; Historical Abstracts; Facts on File; Educational Resources Information Center (ERIC); and Magazine Index. Uses of database software are discussed and examples of commercially available database software programs are also listed. Development and maintenance are fast becoming essential skills for effective citizenship education is offered as a compelling rationale for incorporating this tool into social studies instruction. By creating and using databases, students may test research and organizational skills. By searching databases, they learn to identify information needs, make problem statements, retrieve and sort information, and design strategies for organizing data. (LH)

ED 268 022
Williams, Ann M., Ed.
Data Book of Social Studies Materials and Resources. ERIC Digest No. 26.
Sponsoring Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Nov 85
Publication Date—11/85
Pub Type—-Guides—Classroom—Teacher (052)
Note—4p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF/PC/PO Plia Postage.
Identifies—ERIC educators interested in providing peace and nuclear war education in the public schools, this publication examines the nature of peace and nuclear war education, rationales for its inclusion in the public school program, and ways to deal with the controversial nature of the topics. The first of eight chapters presents a four-fold rationale. Peace and nuclear war education are considered appropriate content for (1) developing reflective and cognitively mature students, (2) increasing the relevancy of peace- and nuclear-war-related content in today's world, (3) addressing psychological concerns, and (4) providing material for civic involvement. Chapter 2 defines peace and nuclear war education and addresses key criteria for teaching controversial issues. Chapter 4 examines biased and unbiased instructional materials, nuclear beliefs, teaching methods, infusion of peace and nuclear war education into the middle school, junior high, and elementary school curriculum, and some helpful teaching hints. Materials and instructions for a curriculum materials analysis system are provided in Chapter 5. Chapter 6 gives suggestions for handling school and local district level resistance to the political and controversial nature of peace and nuclear war topics. Appendix A offers a comparative analysis of criteria for teaching controversial issues used in Chapter 7 followed by five concluding challenges in Chapter 8. A list of over 50 annotated reference materials is provided. (LH)

ED 268 063
Meredith, Sydney J.
Leadership. ERIC Digest No. 27.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Sponsoring Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Dec 85
Contract—400-83-0012
Note—4p.
Pub Type—Guides—Classroom—Teacher (052)
Note—4p.
Pub Type—Related document, see ED 268 065.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Sponsoring Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Dec 85
Contract—400-83-0012
Note—4p.
Pub Type—Guides—Classroom—Teacher (052)
Note—4p.
Pub Type—Related document, see ED 268 065.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Sponsoring Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Dec 85
Contract—400-83-0012
Note—4p.
Pub Type—Guides—Classroom—Teacher (052)
Note—4p.
Pub Type—Related document, see ED 268 065.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Sponsoring Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Dec 85
Contract—400-83-0012
Note—4p.
Pub Type—Guides—Classroom—Teacher (052)
Note—4p.
Pub Type—Related document, see ED 268 065.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Sponsoring Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Dec 85
Contract—400-83-0012
Note—4p.
Pub Type—Guides—Classroom—Teacher (052)
Note—4p.
Eric Clearinghouse for Social Studies/Social Sciences

ERIC Digests


Identifiers:—ERIC Digests, *United States Constitution

A brief summary of social studies research from 1976 to 1983 is divided into five parts: "Critical Thinking and Problem Solving Research" presents a definition of critical thinking, recommendations for cognitive process instruction, and results of cognitive research concerning the relationship between learning style and developmental level. "Early Childhood/Elementary Social Studies Research" discusses recent research indicating the connection between the development of the young child's sense of self, school performance, and social relationships. "Teacher's Role in the Social-Moral Domain" considers research on values clarification, community involvement and social action, and educational research. "Ethnographic Research: Focus on the effects of significant social change, informal educational practices, and personnel. The role of ethnographic research in sensitizing social educators to the complex interactive nature of instruction is also discussed. "Research on the Foundations of Social Education" outlines debates regarding the purposes of social education and secondary education as a whole, the controversial past to the present. A list of references concludes the paper. (LP)

ED 268 065

So 017 084

Hendrickson, Leslie

Commonalities in Social Studies, Social Science Education, Boulder, Co.

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

Pub Date—Dec 83

Contract—400-83-0012

Note.—p.; .

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 200, 2605 East Tenth Street, Bloomington, Indiana 47405.

Pub Type—Information Analyses—ERIC Information Analyses Products

EDRS Price—MF01/PC01 Plus Postage

Descriptors—Ethnographic Research, Social Education, Social Studies, Social Studies Education, Teachers, Teaching Methods

Identifiers—Social Studies, Social Studies Education, Social Studies Teachers, Social Studies Teaching Methods

A brief summary of social studies research from 1976 to 1983 is divided into five parts: "Critical Thinking and Problem Solving Research" presents a definition of critical thinking, recommendations for cognitive process instruction, and results of cognitive research concerning the relationship between learning style and developmental level. "Early Childhood/Elementary Social Studies Research" discusses recent research indicating the connection between the development of the young child's sense of self, school performance, and social relationships. "Teacher's Role in the Social-Moral Domain" considers research on values clarification, community involvement and social action, and educational research. "Ethnographic Research: Focus on the effects of significant social change, informal educational practices, and personnel. The role of ethnographic research in sensitizing social educators to the complex interactive nature of instruction is also discussed. "Research on the Foundations of Social Education" outlines debates regarding the purposes of social education and secondary education as a whole, the controversial past to the present. A list of references concludes the paper. (LP)

ED 272 431

So 017 377

Paris, Lynne

Comparing the Bicentennial of the U.S. Constitution, ERIC Digest No. 31.

Wisconsin Univ., Madison. Applied Population

Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jun 86

Contract—400-86-0020

Note.—p.; .

Available from—Guides-Non-Classroom (055)—Information Analyses—ERIC Information Analysis Products

EDRS Price—MF01/PC01 Plus Postage


Identifiers—Comparing, Constitutional History, Constitutional History Education, Bicentennial, Bicentennial Education

This overview of nationwide bicentennial efforts with particular reference for elementary and secondary schools is divided with three sections of the overview. First discussed is the programming that national organizations, such as the Commission on the Bicentennial of the U.S. Constitution, Project '87, The American Bar Association (ABA), and the National Council for the Social Studies, are undertaking to commemorate the event. Next described are several national participatory school-based programs, including the "Young Scholars Bicentennial Project," sponsored by the National Endowment for the Humanities (NEH); "The We, the People," a state initiative given by the ABA; and a national writing competition for high school students on "The Constitution: How Does the Constitution Make It Work?" a national "History Day" on "Rights and Responsibilities in History," and "The Jefferson Meeting on the Constitution: The Constitution in the Classroom." Lastly, examples are given of how schools can adapt for other educational projects to commemorate the bicentennial: "The Americanrozian Fellowship Program and a National Bicentennial Competition." A list of important resources and addresses concludes the overview. (CC)

ED 272 432

So 017 378

Paris, Lynne

Comparing the Bicentennial of the U.S. Constitution, ERIC Digest No. 30.

Wisconsin Univ., Madison. Applied Population

Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jun 86

Contract—400-86-0020

Note.—p.; .

Available from—Guides—Information Analyses—ERIC Information Analysis Products

EDRS Price—MF01/PC01 Plus Postage


Identifiers—Comparing, Constitutional History, Constitutional History Education, Bicentennial, Bicentennial Education

This overview of nationwide bicentennial efforts with particular reference for elementary and secondary schools is divided with three sections of the overview. First discussed is the programming that national organizations, such as the Commission on the Bicentennial of the U.S. Constitution, Project '87, The American Bar Association (ABA), and the National Council for the Social Studies, are undertaking to commemorate the event. Next described are several national participatory school-based programs, including the "Young Scholars Bicentennial Project," sponsored by the National Endowment for the Humanities (NEH); "The We, the People," a state initiative given by the ABA; and a national writing competition for high school students on "The Constitution: How Does the Constitution Make It Work?" a national "History Day" on "Rights and Responsibilities in History," and "The Jefferson Meeting on the Constitution: The Constitution in the Classroom." Lastly, examples are given of how schools can adapt for other educational projects to commemorate the bicentennial: "The Americanrozian Fellowship Program and a National Bicentennial Competition." A list of important resources and addresses concludes the overview. (CC)
Follow-up steps are mentioned in the literature on teacher education evaluation systems, and describes issues at OSU that can be generalized to other institutions. The monograph provides the student and program evaluation system that has emerged at OSU, including its conceptual base, the components of the system, and its implementation process. The instrumentation used in the program is presented, as well as analyses of data produced from the system. Discussions are included on the implications drawn from the findings of the system, the proposed next step in the system's development, and the significance to the improved effectiveness of the teacher education enterprise. It is believed that this system is replicable in whole or in part in many educational settings, and special care is taken to explain the rationale, to provide many examples of forms and materials used, and to document the implementation process at each step of the way. Appendices present a hypothetical individual profile, the Freshman Early Experience Program (FEEP) exploration program, 1982-83; an analysis of teacher candidate profile ratings, 1982-83; a summary of findings from a follow-up questionnaire, 1982-83; and elements, activities, and strategies for implementing an evaluation system.

ED 266 137
SP 027 271
Alternative Certification for Teachers. ERIC Digest 1, 1986.
ERIC Clearinghouse on Teacher Education, Washington, D.C.

The authors in this volume propose expanding the topic of motivation in the preservice teacher education program by including contemporary research. Margaret W. Cohen reviews a body of research and theory concerned with the effects of extrinsic reinforcement on motivation. She notes that contemporary research in the area of intrinsic motivation has consistently demonstrated that extrinsic rewards, if used deterministically rather than facilitate performance on and interest in activities that are intrinsically motivating. Carol A. E. M. addresses the impact of teacher education theory for the teacher preparation curriculum. She believes it is important for teacher educators to help preservice teachers understand the positive and negative effects of types of classroom structure and evaluation on motivation. N. J. Schunk suggests that social comparison is an intrinsic factor in an individual classroom and can have positive or negative motivation effects. M. Kay Alderman's work on preservice teacher motivation should provide the preservice teacher with a repertoire of motivation-linked strategies, such as goal-setting, in order to facilitate learning and to educate students with high-performance patterns of thought and action. Drawing from research on teacher education and decision making, Mary Rohrer Kemper argues that if preservice teachers are to be adequately prepared, they need concrete skills that will enable them to observe motivation, diagnose the need for motivational strategies, and assess the effectiveness of strategy implementation. Bibliographies accompany each of the articles.

ED 264 192
SP 026 734
A Documentation and Assessment System for Student and Program Development. ERIC Teacher Education Monograph No. 3.
ERIC Clearinghouse on Teacher Education, Washington, D.C.

This monograph grew out of an effort to develop a new and comprehensive system for evaluating teacher education programs at Ohio State University. The evaluation system became apparent as it was noted that follow-up studies revealed that many graduates of the College of Education took their first jobs un-equipped with many skills the curriculum was supposed to provide. The system had a feedback loop which would return the College to identify and correct student and program deficiencies. The monograph reviews the literature on teacher education evaluation systems, and describes issues at OSU that can be generalized to other institutions. The monograph provides the student and program evaluation system that has emerged at OSU, including its conceptual base, the components of the system, and its implementation process. The instrumentation used in the program is presented, as well as analyses of data produced from the system. Discussions are included on the implications drawn from the findings of the system, the proposed next step in the system's development, and the significance to the improved effectiveness of the teacher education enterprise. It is believed that this system is replicable in whole or in part in many educational settings, and special care is taken to explain the rationale, to provide many examples of forms and materials used, and to document the implementation process at each step of the way. Appendices present a hypothetical individual profile, the Freshman Early Experience Program (FEEP) exploration program, 1982-83; an analysis of teacher candidate profile ratings, 1982-83; a summary of findings from a follow-up questionnaire, 1982-83; and elements, activities, and strategies for implementing an evaluation system.
in Appendix 1 and 11. Appendix III contains a list of state departments of education, with the names and telephone numbers of the individuals responsible for teacher education and certification in that state. The information is correct effective November, 1985, and the directory will be updated periodically. (JD) 

ED 269 406 Curriculum Components in Teacher Induction Programs. ERIC Digest No. 5.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—86
Contract—400-83-0022
Note—Sp.
Pub Type—Reports—Descriptive (141) —Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MP01/PC01 Plus Postage.
Descriptors—Beginning Teachers, Inservice Teacher Education, Needs Assessment, Program Development, Program Effectiveness, Socialization, Teacher Orientation
Identifiers—Beginning Teacher Induction

This digest focuses on the evolution of beginning teacher induction programs over the past two decades, and discusses the reasons why such programs are essential to the professional development of teachers. An overview is presented of existing induction programs and the outcomes of these programs are briefly discussed. In considering what needs to be done in the future, it is pointed out that this is not the time to change or research on common program concerns, such as assessment, evaluation, specification of induction contents, and the definition of induction objectives. A bibliography is included. (JD)

ED 269 407 Components of Teacher Induction Programs. ERIC Digest No. 4.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—86
Contract—400-83-0022
Note—Sp.
Pub Type—Reports—Descriptive (141) —Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MP01/PC01 Plus Postage.
Descriptors—Beginning Teachers, Improvement Programs, Inservice Education, Internship Programs, Mentors, Program Content, Program Design, Teacher Orientation
Identifiers—Beginning Teacher Induction, ERIC Digest

This monograph focuses upon how teacher induction programs affect the professional maturation of the beginning teacher. In a discussion on the elements that make a good induction program, a checklist of 10 characteristics is presented. Four of these show the influence of other professions, and the remaining four apply uniquely to the needs of beginning teachers. The areas induction programs should cover are discussed. In considering how induction programs work, brief descriptions are presented of some of the most prevalent induction program components, e.g., internships, mentors, induction committees, and orientation seminars. A bibliography is included. (JD)

ED 269 408 Data Needs on Teacher Supply and Demand. ERIC Digest No. 6.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—86
Contract—400-83-0022
Note—Sp.
Pub Type—Information Analyses—ERIC Information Analysis Products (071) —Reports—Descriptive (141)
EDRS Price—MP01/PC01 Plus Postage.
Descriptors—Employment Patterns, Enrollment Projections, Supply Needs, Teacher Certification, Teacher Recruitment, Teacher Shortage, Teacher Supply and Demand
Identifiers—National Commission for Excellence in Teacher Education

The themes of teacher autonomy, practical experience, and program rigor are manifest explicitness and implicitly throughout these papers prepared for the National Commission for Excellence in Teacher Education. Both the problems and resolution approaches presented are timely suggestions for what can and must occur in teacher education to enhance the professional status of teachers. The commission papers in this volume of ERIC Digest are: "The School's Role in Preserving Education: Expectations and Reasonable Solutions" (Gene E. Hall, Walter Doyle, James V. Hoffman); (2) "Recruitment, Selection, Retention and Graduation of Teacher Education Students" (Daniel Schwartz); (3) "An All-University Responsibility" (Linda B. Jones); (4) "Restructuring Teacher Education: The University of Michigan's Perspective" (Daniel C. Andrew); (5) "The University of Kansas Extended Teacher Education Program" (Dale Scanlon); (6) "Teacher Effectiveness in Tennessee" (Robert T. Saunders); (7) "The Florida Beginning Teacher Program" (David C. Smith, Geraldine L. Harkness); (8) "Crossing the Chasm: The First Years of Teaching" (Gary A. Griffin); (9) "The Next Generation of Teacher Preparation Programs" (Richard R. Hoewy); and (10) "Identifiers for Teaching and Teacher Education" (Hendrik D. Gideon). (JD)

ED 271 477 Teacher Monitoring, ERIC Digest 17.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—86
Contract—400-83-0022
Note—Sp.
Pub Type—Reports—Descriptive (141) —Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MP01/PC01 Plus Postage.
Descriptors—Beginning Teachers, Executive Secretary, Program Effectiveness, Role Models, Staff Development, Teacher Orientation
Identifiers—Beginning Teacher Induction, ERIC Digest

This digest describes teacher monitoring and its different approaches to the characteristics and activities inherent in any mentor-mentor relationship is provided. A discussion is presented on the way that monitoring brings to the education system, the major benefits to both the mentor and protégé are briefly discussed, and the direct and indirect benefits to the student are pointed out. While these benefits are tangible and observable in successful monitoring programs, it is noted that there are some potential obstacles to the implementation of this indiscriminate matching of mentors and protégés. Descriptions are offered of two exemplary mentoring programs—Carlifornia Mentor Teacher Program, and the proposed Model School System of Louisville, Kentucky. A brief bibliography is included. (JD)

ED 272 512 Lulley, Thomas J., Ed.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—86
Contract—400-83-0022
Note—197p.; For a related document, see SP 028 026
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MP01/PC01 Plus Postage.
Descriptors—Beginning Teachers, Educational Trends, Program Effectiveness, Role Models, Staff Development, Teacher Certification, Teacher Education Curriculum, Teacher Evaluation
Identifiers—National Commission for Excellence in Teacher Education

This digest describes beginning teacher mentor development, and the proposed Model School System of Louisville, Kentucky. A brief bibliography is included. (JD)

ED 272 514 Lulley, Thomas J., Ed.
Excelleacy in Teacher Education. Options for a Next Generation of Richer Preparation Programs. ERIC Digest 11.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—86
Contract—400-83-0022
Note—197p.; For a related document, see SP 028 026
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MP01/PC01 Plus Postage.
Descriptors—Beginning Teachers, Educational Trends, Program Effectiveness, Role Models, Staff Development, Teacher Certification, Teacher Education Curriculum, Teacher Evaluation
Identifiers—National Commission for Excellence in Teacher Education

This digest describes beginning teacher mentor development, and the proposed Model School System of Louisville, Kentucky. A brief bibliography is included. (JD)
ED 272 582

TM 860 528

Brandenburg, Dale C. Smith, Martin E.

Evaluation of Corporate Training Programs.ERIC

Sponsor Agency—Office of Educational Research
and Improvement. Washington, DC.

Report No. — ERIC-TME-R-91

Pub Date—May 86

Note—15p.

Available from—ERIC Clearinghouse on Tests,
Measurement, and Evaluation. Washington, DC.

EDRS Price— MF01/PC01 Plus Postage.

Descriptors—Corporate Education, Curriculum
Development, Training, Training Objectives.

UD

ED 265 260

Arch, Carol

Preparing and Parenting Black Teenagers: Some Educational Preventives.ERIC Clearinghouse on Urban Education, New York, N.Y.

Pub Date—Apr 85

Note—11p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($0.00 prepaid).

EDRS Price— MF01/PC01 Plus Postage.


UD

ED 267 150

Arch, Carol


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

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UD

This review of research brings together a variety of data on pregnant and parenting teenagers and on the range and effectiveness of school-based programs. The report is divided into two main sections, the first of which describes the population at risk; motivations, choices, and consequences of teenage pregnancy and motherhood; adolescent fathers; and pregnant and parenting teenagers' expressed needs for services. Section 2 presents what is being done for pregnant and parenting adolescents. In general, it is said, the existing programs address only a portion of the problems of pregnant teenagers identified in the research. First, because the attraction of parenting is inversely proportionate to the possibility of other options, dropout rates must be lowered and jobs should be created for out-of-school youth. Second, counseling services in parenting and family life education must resolve the ambivalences between autonomy and childhood dependency. This has dramatic effects on what having a child will imply, they must be helped to understand the responsibilities involved. Fourth, expectations usually play a more important role in teenage pregnancy resolution decisions, programs must be created to draw in the mothers and fathers of pregnant teenagers.
ers. Finally, programs need to involve the teenage father directly and to help enhance his capacity for immediate and long-term caring. (KH)
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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 announced during 1986. Most of the 1986 Digests have ED accession numbers and appear in the body of this bibliography, but a few 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. (See ERIC Ready Reference #9).

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**SP**

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**TM**

Minimum Competency Testing

**UD**

Creating Racial Integration in a Desegregated Magnet School.
Improving Schooling to Reduce Teenage Pregnancy.
Increasing Minority Participation in the Teaching Profession.

**TITLE**

**DIGEST**

**DESIGNATION**

**ED NUMBER**

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**TM**

Minimum Competency Testing

**UD**

Creating Racial Integration in a Desegregated Magnet School

**Digest**

**Designation**

**ED Number (if any)**

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ERIC Digests

ERIC Digests are:
- short reports (1000-1500 words on one or two pages) on topics of prime current interest in education
- targeted specifically for teachers, administrators, policymakers, and other practitioners, but generally useful to the broad educational community
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- produced by the 18 subject-specialized ERIC Clearinghouses, and reviewed by experts and content specialists in the field
- funded by the Office of Educational Research and Improvement (OERI), of the U.S. Department of Education
- available in original printed form directly from the producing Clearinghouses (ask to be placed on their mailing lists — ERIC Ready Reference #6 lists the Clearinghouses, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover)

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- accessed on THE SOURCE by entering "EDLINE ERIC," or, alternatively, ED-LINE's main menu
- search: able either by general topical categories (menu items) or key words (ERIC Descriptors)
- an online bulletin board (via a "user notespaces"), allowing users to comment on the Digests or to read others' comments
- updated monthly, with at least 10 new Digests added each month
- approximately 190 Digests in size as of June 1987

How to Get Connected to EDO:
- Hardware/Software Needed
  - a terminal used to communicate with online services
  OR
  - a microcomputer, telephone line, modem, and communications software (directions on how to use specific hardware/software for online access can be found in the manufacturers' manuals)
- Subscription to ED-LINE
  For information on subscribing to ED-LINE, including membership in THE SOURCE, contact ED-LINE at the address or telephone listed on the verso. An ED-LINE subscription includes The Source Manual and a unique ID number and password to THE SOURCE. THE SOURCE gives ED-LINE subscribers a reduced hourly connect charge.
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- Sign on to THE SOURCE (see "Sign On" in The Source Manual)
- THE SOURCE menu appears
- At first prompt (:), type "Q"
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  a. Type "EDLINE" which takes you to ED-LINE's main menu; Select EDO from the menu
  OR
  b. Type "EDLINE ERIC" and go directly to EDO

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  1. Using EDO Digests Online (EDO)
  2. Searching Digests by Menu Categories
  3. Searching Digests by Key Words
  4. New EDO Digests
  5. User Notespace
  6. EDO Information

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For information on how to subscribe to ED-LINE, contact:

ED-LINE
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Telephone: (703) 528-5840

For more information about EDO, including a current list of titles, contact:

ERIC DIGESTS ONLINE (EDO)
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University of Illinois
805 West Pennsylvania Avenue
Urbana, IL 61801-4897
Telephone: (217) 333-1386
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 43210-1090
Telephone: (614) 486-3555; (800) 848-4015

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. Vocations 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 48109-1255
Telephone: (313) 764-9432

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 with respect to pupil, student, and adult characteristics; personnel workers and their relation to career counseling, family counseling, and student orientation activities.

**ERIC Clearinghouse on Educational Management (EA)**
University of Oregon
187 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 686-5045

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

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

**ERIC Clearinghouse on Elementary and Early Childhood Education (PS)**
University of Illinois
College of Education
805 W. Pennsylvania Avenue
Urbana, Illinois 61801-4897
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 this educational level; educational programs and community services for children and theoretical and philosophical issues pertaining to children's growth and education.

**ERIC Clearinghouse on Handicapped and Gifted Children (EC)**
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1859
Telephone: (703) 620-3660

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**ERIC Clearinghouse on Higher Education (HE)**
George Washington University
1401 Dupont Circle, N.W., Suite 630
Washington, DC 20036-1183
Telephone: (202) 296-2597

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**ERIC Clearinghouse on Information Resources (IR)**
Syracuse University
School of Education
Huntington Hall, Room 030
150 Marshall Street
Syracuse, New York 13244-2340
Telephone: (315) 423-1640

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**ERIC Clearinghouse for Junior Colleges (JC)**
University of California at Los Angeles (UCLA)
Mathematical Sciences Building, Room 8108
309 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (213) 825-3931

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