A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 239 publications produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1987. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1987) 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 by subject, author, and institution are provided. The 533 ERIC Digests produced by the clearinghouses through 1987 are also listed. Formerly called Fact Sheets or Short Reports, these short user-oriented reference sheets are arranged by clearinghouse. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouse scope areas is also provided, as well as a form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service. (CGD)
ERIC® Clearinghouse Publications
1987

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses January-December 1987

April 1988

Carolyn R. Weller
Ted Brandhorst
Editors
ERIC Processing and Reference Facility
Bethesda, Maryland
# Table of Contents

## INTRODUCTION

- The ERIC System ......................................................... i
- Clearinghouse Publications ........................................... i
- Bibliographies of ERIC Clearinghouse Publications ............ ii
- Organization of This Bibliography ................................. ii
- Availability of ERIC Clearinghouse Publications .............. ii

## ERIC Clearinghouse Publications

- Statistical Summary — By Clearinghouse by Year (1968–1987) .... iii

## ERIC SAMPLE RESUME .................................................. iv

## DOCUMENT RESUMES (ARRANGED BY PRODUCING CLEARINGHOUSE) ..... 1

<table>
<thead>
<tr>
<th>Category</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE</td>
<td>Adult, Career, and Vocational Education</td>
</tr>
<tr>
<td>CG</td>
<td>Counseling and Personnel Services</td>
</tr>
<tr>
<td>CS</td>
<td>Reading and Communication Skills</td>
</tr>
<tr>
<td>EA</td>
<td>Educational Management</td>
</tr>
<tr>
<td>EC</td>
<td>Handicapped and Gifted Children</td>
</tr>
<tr>
<td>FL</td>
<td>Languages and Linguistics</td>
</tr>
<tr>
<td>HE</td>
<td>Higher Education</td>
</tr>
<tr>
<td>IR</td>
<td>Information Resources</td>
</tr>
<tr>
<td>JC</td>
<td>Junior Colleges</td>
</tr>
<tr>
<td>PS</td>
<td>Elementary and Early Childhood Education</td>
</tr>
<tr>
<td>RC</td>
<td>Rural Education and Small Schools</td>
</tr>
<tr>
<td>SE</td>
<td>Science, Mathematics, and Environmental Education</td>
</tr>
<tr>
<td>SO</td>
<td>Social Studies/Social Science Education</td>
</tr>
<tr>
<td>SP</td>
<td>Teacher Education</td>
</tr>
<tr>
<td>TM</td>
<td>Tests, Measurement, and Evaluation</td>
</tr>
<tr>
<td>UD</td>
<td>Urban Education</td>
</tr>
</tbody>
</table>

## INDEXES

- Subject Index .................................................................. 43
- Author Index ................................................................... 62
- Institution Index ....................................................... 67

## ERIC DIGESTS (through 1987)

- An alphabetical list by title, within each Clearinghouse ........ 75
- ERIC Ready Reference #9 ................................................ 81
- ERIC Clearinghouses (and other Network Components) .............. 83
- ERIC Document Reproduction Service (EDRS) — Order Form .......... 85
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 eighteenth bibliography in the series. All items in the series to date are listed below:

<table>
<thead>
<tr>
<th>ACCESSION NUMBER</th>
<th>PAGES</th>
<th>PERIOD COVERED</th>
<th>ITEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-029 161</td>
<td>24 p.</td>
<td>FY 1968</td>
<td>149</td>
</tr>
<tr>
<td>ED-034 089</td>
<td>34 p.</td>
<td>FY 1969</td>
<td>240</td>
</tr>
<tr>
<td>ED-041 598</td>
<td>47 p.</td>
<td>FY 1970</td>
<td>366</td>
</tr>
<tr>
<td>ED-054 827</td>
<td>54 p.</td>
<td>FY 1971</td>
<td>416</td>
</tr>
<tr>
<td>ED-077 512</td>
<td>55 p.</td>
<td>FY 1972</td>
<td>415</td>
</tr>
<tr>
<td>ED-087 411</td>
<td>74 p.</td>
<td>FY 1973</td>
<td>396</td>
</tr>
<tr>
<td>ED-126 856</td>
<td>144 p.</td>
<td>FY 1974-1975</td>
<td>534</td>
</tr>
<tr>
<td>ED-180 499</td>
<td>74 p.</td>
<td>Jan-Dec 1978</td>
<td>211</td>
</tr>
<tr>
<td>ED-191 502</td>
<td>58 p.</td>
<td>Jan-Dec 1979</td>
<td>159</td>
</tr>
<tr>
<td>ED-208 882</td>
<td>64 p.</td>
<td>Jan-Dec 1980</td>
<td>176</td>
</tr>
<tr>
<td>ED-224 505</td>
<td>72 p.</td>
<td>Jan-Dec 1981</td>
<td>173</td>
</tr>
<tr>
<td>ED-246 919</td>
<td>52 p.</td>
<td>Jan-Dec 1983</td>
<td>117</td>
</tr>
<tr>
<td>ED-261 711</td>
<td>61 p.</td>
<td>Jan-Dec 1984</td>
<td>142</td>
</tr>
<tr>
<td>ED-283 535</td>
<td>89 p.</td>
<td>Jan-Dec 1986</td>
<td>229</td>
</tr>
<tr>
<td>ED-</td>
<td></td>
<td>Jan-Dec 1987</td>
<td>239</td>
</tr>
</tbody>
</table>

TOTAL (1968–1987) 4919

This bibliography covers the calendar year period from January through December 1986. It lists a total of 239 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.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>Adult Education</td>
<td>24</td>
<td>16</td>
<td>20</td>
<td>28</td>
<td>20</td>
<td>20</td>
<td>16</td>
<td>12</td>
<td>12</td>
<td>20</td>
<td>20</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>124</td>
</tr>
<tr>
<td>AL</td>
<td>Linguistics</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td>11</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>CE</td>
<td>Adult, Career, &amp; Vocational Education</td>
<td>6</td>
<td>36</td>
<td>9</td>
<td>12</td>
<td>11</td>
<td>11</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>14</td>
<td>12</td>
<td>20</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>CG</td>
<td>Counseling and Personnel Services</td>
<td>5</td>
<td>8</td>
<td>10</td>
<td>22</td>
<td>16</td>
<td>15</td>
<td>13</td>
<td>22</td>
<td>16</td>
<td>12</td>
<td>5</td>
<td>8</td>
<td>10</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>CS</td>
<td>Reading and Communication Skills</td>
<td>60</td>
<td>39</td>
<td>48</td>
<td>22</td>
<td>16</td>
<td>10</td>
<td>8</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>227</td>
<td></td>
</tr>
<tr>
<td>EA</td>
<td>Educational Management</td>
<td>6</td>
<td>8</td>
<td>14</td>
<td>36</td>
<td>18</td>
<td>43</td>
<td>62</td>
<td>78</td>
<td>19</td>
<td>14</td>
<td>12</td>
<td>31</td>
<td>25</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>EC</td>
<td>Handicapped and Gifted Children</td>
<td>14</td>
<td>11</td>
<td>53</td>
<td>68</td>
<td>106</td>
<td>57</td>
<td>57</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>14</td>
<td>12</td>
<td>6</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>EF</td>
<td>Educational Facilities</td>
<td>1</td>
<td>19</td>
<td>16</td>
<td>8</td>
<td>14</td>
<td>16</td>
<td>5</td>
<td>10</td>
<td>6</td>
<td>2</td>
<td>12</td>
<td>11</td>
<td>9</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>EM</td>
<td>Educational Media and Technology</td>
<td>7</td>
<td>8</td>
<td>11</td>
<td>8</td>
<td>14</td>
<td>16</td>
<td>11</td>
<td>9</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>15</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>FL</td>
<td>Languages and Linguistics</td>
<td>7</td>
<td>27</td>
<td>29</td>
<td>16</td>
<td>16</td>
<td>12</td>
<td>27</td>
<td>26</td>
<td>16</td>
<td>10</td>
<td>10</td>
<td>11</td>
<td>9</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>HE</td>
<td>Higher Education</td>
<td>1</td>
<td>6</td>
<td>18</td>
<td>18</td>
<td>17</td>
<td>35</td>
<td>45</td>
<td>16</td>
<td>17</td>
<td>16</td>
<td>7</td>
<td>17</td>
<td>16</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>IR</td>
<td>Information Resources</td>
<td>30</td>
<td>47</td>
<td>8</td>
<td>12</td>
<td>6</td>
<td>4</td>
<td>14</td>
<td>5</td>
<td>9</td>
<td>20</td>
<td>11</td>
<td>14</td>
<td>361</td>
<td>361</td>
<td>262</td>
</tr>
<tr>
<td>JC</td>
<td>Junior Colleges</td>
<td>16</td>
<td>19</td>
<td>15</td>
<td>9</td>
<td>5</td>
<td>9</td>
<td>30</td>
<td>23</td>
<td>13</td>
<td>8</td>
<td>11</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>LI</td>
<td>Library and Information Sciences</td>
<td>7</td>
<td>9</td>
<td>14</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>23</td>
<td>9</td>
<td>231</td>
<td>231</td>
<td>231</td>
<td></td>
</tr>
<tr>
<td>PS</td>
<td>Elementary and Early Childhood Education</td>
<td>11</td>
<td>12</td>
<td>7</td>
<td>15</td>
<td>21</td>
<td>26</td>
<td>41</td>
<td>40</td>
<td>15</td>
<td>6</td>
<td>18</td>
<td>12</td>
<td>6</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>RC</td>
<td>Rural Education and Small Schools</td>
<td>10</td>
<td>18</td>
<td>13</td>
<td>23</td>
<td>9</td>
<td>30</td>
<td>23</td>
<td>13</td>
<td>8</td>
<td>11</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>RE</td>
<td>Reading</td>
<td>16</td>
<td>19</td>
<td>15</td>
<td>9</td>
<td>5</td>
<td>9</td>
<td>30</td>
<td>23</td>
<td>13</td>
<td>8</td>
<td>11</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>SE</td>
<td>Science, Mathematics, and Environmental Education</td>
<td>11</td>
<td>17</td>
<td>22</td>
<td>28</td>
<td>13</td>
<td>30</td>
<td>53</td>
<td>46</td>
<td>20</td>
<td>10</td>
<td>12</td>
<td>18</td>
<td>20</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>SO</td>
<td>Social Studies/Social Science Education</td>
<td>6</td>
<td>10</td>
<td>6</td>
<td>17</td>
<td>24</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>18</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>SP</td>
<td>Teacher Education</td>
<td>7</td>
<td>28</td>
<td>19</td>
<td>19</td>
<td>31</td>
<td>31</td>
<td>9</td>
<td>7</td>
<td>14</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>14</td>
<td>13</td>
<td>211</td>
</tr>
<tr>
<td>TE</td>
<td>Teaching of English</td>
<td>3</td>
<td>7</td>
<td>32</td>
<td>24</td>
<td>26</td>
<td>12</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>125</td>
</tr>
<tr>
<td>TM</td>
<td>Tests, Measurement, and Evaluation</td>
<td>6</td>
<td>14</td>
<td>10</td>
<td>10</td>
<td>14</td>
<td>18</td>
<td>37</td>
<td>16</td>
<td>12</td>
<td>8</td>
<td>5</td>
<td>24</td>
<td>15</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>UD</td>
<td>Urban Education</td>
<td>11</td>
<td>16</td>
<td>30</td>
<td>39</td>
<td>42</td>
<td>18</td>
<td>9</td>
<td>30</td>
<td>23</td>
<td>13</td>
<td>8</td>
<td>30</td>
<td>27</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>VT</td>
<td>Vocational and Technical Education</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>149</td>
<td>240</td>
<td>366</td>
<td>416</td>
<td>415</td>
<td>396</td>
<td>534</td>
<td>600</td>
<td>211</td>
<td>150</td>
<td>176</td>
<td>173</td>
<td>181</td>
<td>117</td>
<td>142</td>
</tr>
</tbody>
</table>
Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)
Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses: Adult, Career, and Vocational Education; Counseling and Personnel Services; Reading and Communication Skills; Educational Management; Handicapped and Gifted Children; Languages and Linguistics; Higher Education; Information Resources; Junior Colleges; and Adult Career, and Vocational Education.

| CE | Adult, Career, and Vocational Education | 1 | PS | Elementary and Early |
| CS | Counseling and Personnel Services | 5 | CH | Childhood Education |
| CS | Reading and Communication Skills | 6 | RC | Rural Education and Small Schools |
| EA | Educational Management | 9 | SE | Science, Mathematics, and Environmental Education |
| EC | Handicapped and Gifted Children | 12 | SO | Social Studies/Social Science Education |
| FL | Languages and Linguistics | 13 | SP | Teacher Education |
| HE | Higher Education | 17 | TM | Tests, Measurement, and Evaluation |
| IR | Information Resources | 23 | UD | Urban Education |
| JC | Junior Colleges | 25 | |

Managing Disruptive Student Behavior in Adult Basic Education. Overview, ERIC Digest No. 54. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub Date—85 Contract—400-84-0011 Note—3p. Pub Type—Information Analyses - ERIC Information Analysis Products (071) EDRS Price—MF01/P01 Plus Postage. Descriptors—Adult Education, Adult Students, Age Differences, Behavior Problems, Classroom Techniques, Developmental Stages, Discipline, Student Behavior, Student Characteristics, Student Needs, Young Adults. Identifiers—Disruptive Behavior, ERIC Digests. Disruptive behavior, which can range from tardiness to violence against classmates or staff members, is a growing problem in adult basic education (ABE). Many feel that this is because ABE programs have begun serving young adults below the age of 18 who are quite different from their more mature classmates both psychologically and emotionally. Five basic techniques that ABE instructors can use to minimize classroom disruption in a positive manner are: (1) communicating that the teacher is aware of everything occurring within the room; (2) demonstrating smoothness, both within a lesson and in transitions between lessons; (3) altering groupings frequently and holding groups accountable for their own learning; (4) surrounding challenges; and (5) providing seat work variety and challenge. The instructionally effective program is not only academically successful, but safe as well. The key to an instructionally effective school is a committed, active leader. ABE programs can change in a way that limits disruptive student behavior. The commitment to change must be headed by a strong academic and disciplinary leader, and staff cooperation is vital. Even if a significant student body is not deemed necessary, educators must still be sensitive to the different stages of adulthood and must learn how to address the distinctive concerns of each age group of adults served by a particular program. (MN)
ED 272 769

Stollings, Patricia L.

Transition, Special Needs, and Vocational Education. Information Series No. 309.

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

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

Pub Date—1986

Contract—400-84-0011

Note—148p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN309, $6.00).

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

EDRS Price—MF01/PC02 Plus Postage.


This paper defines professional certification as a voluntary process implemented by a professional group to enhance competencies possessed by its practitioners. A hierarchy of motives for certification is illustrated, and the importance for the fields of adult education and human resource development (HRD) is emphasized. The evolution of the concept of professionalism in education from four perspectives: philosophical, nontraditional, characteristic, and developmental. Adult educators and HRD's standards as professions are examined, and the attempts of these fields to develop a fully accepted body of knowledge, a set of practitioner competencies, and a program of professional certification are described. The paper addresses such certification issues as the role of the certifier in the identification and validation of competencies, evaluation criteria, grandfathering, recertification, and review. The paper concludes with specific implications for the certification process.

ED 272 770

Kadomus, James A. Dougall, William R.

Career Education: Perspectives on Programs for Adult Offenders. Information Series No. 310.

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

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

Pub Date—1986

Contract—400-84-0011

Note—75p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN310, $7.00).

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

EDRS Price—MF01/PC02 Plus Postage.


The chapters of this monograph review some of the major concerns in correctional education. In "Observations on Correctional Education," John H. Woolford sketches some of the problems hampering correctional education, "the correctional school district model" and the various programs of serving the large illiterate and functionally illiterate populations. "The Correctional School of the Future" by John P. Littlefield investigates the relatively new development of postsecondary programs for incarcerated populations. An eight-page list of references concludes the document.

ED 272 771

CE 044 952

Kadomus, James A. Douget, William R.

Career Education: Perspectives on Programs for Adult Offenders. Secondary Level, Information Series No. 311.

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

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

Pub Date—1986

Contract—400-84-0011

Note—75p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN311, $6.00).

Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—Description (141)

EDRS Price—MF01/PC02 Plus Postage.

ED 272 772
Groff, Warren H.

EDRS Price—MF01/PC02 Plus Postage.

ED 275 887
Gray, Michael
Granting Accredited Credit for Vocational Education: An Overview. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. (Contract-400-84-0011) Note—3p.; Small print may affect legibility of document.

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Academic Education, Articulation (Education), Associate Degrees, Basic Skills, Cooperative Planning, Co-operative Programs, Credits, Focused Curriculum, Graduation Requirements, Postsecondary Education, Secondary Education, Secondary Education Programs, Student Certification, Two-Year Colleges, Vocational Education. (MN)

ED 275 889
Kerla, Sandra
Determinants to Participation in Adult Education. In S. Kerlin (Ed.), Holistic Approach, Labor Turnover, Long Range Planning, Outcomes of Education, Social Indicators, Teacher Education, Teacher Employment, Teacher Supply and Demand, Technological Advancement, Vocational Education. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. (Contract-400-84-0011) Note—3p.; Small print may affect legibility of document. (Note—24p.; small print may affect legibility of document.)

EDRS Price—Reports—Research (43)—Information Analysis—ERIC Information Analysis Products (071). (Note—24p.; small print may affect legibility of document.)

ED 277 773
Redlich, Sheldon S. And Others

EDRS Price—MF01/PC01 Plus Postage.

ED 277 888
CE 045 498
Insel, Susan W.
Correctional Education: Selected Aspects. Overviews:ERIC Digests. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. (Contract-400-84-0011) Note—3p.; Small print may affect legibility of document. (Note—24p.; small print may affect legibility of document.)

EDRS Price—Reports—Research (43)—Information Analysis—ERIC Information Analysis Products (071). (Note—24p.; small print may affect legibility of document.)

ED 275 885
CE 045 497
Geometry, Michelle
Granting Accredited Credit for Vocational Education: An Overview. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. (Contract-400-84-0011) Note—3p.; Small print may affect legibility of document.

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Academic Education, Articulation (Education), Associate Degrees, *Basic Skills, Cooperative Planning, Co-operative Programs, *Credits, Focused Curriculum, Graduation Requirements, Postsecondary Education, Secondary Education, Secondary Education Programs, Student Certification, Two-Year Colleges, Vocational Education. (DC)

Identities—ERIC Digests. Great Oaks Joint Vocational School District (OH), New York, Virginia. As more states increase the number of credits required for high school graduation, progressively less time is being left for vocational preparation. To address this problem, many school districts and states are beginning to formulate policies for granting academic credit for vocational training provided in occupational classrooms. As of 1985, 11 states had a policy of allowing vocational credit to be counted in lieu of social studies credits. Eight states gave local school districts jurisdiction over course credit approval. Only three states had policies prohibiting credit allowance for occupational/technical subjects as a substitute for math, science, or other required subjects. Under the New York State Regents Action Plan, state-developed vocational syllabi may be used for credit courses in occupationally related math and science. Virginia's 20-credit hour diploma provides an option whereby completion of a 300-hour instructional sequence in most vocational specialties counts as fulfillment of the state's requirement for graduation. The Great Oaks Joint Vocational District in Cincinnati, Ohio, offers five postsecondary programs which allow academic subject matter specialists coordinate basic skills and vocational instruction in 3-hour instructional blocks. The 2 + 4 extended diploma program provides for a closely coordinated course of technical study during the last two years of high school and first two years of college. (MN)

ED 275 889
CE 045 499
Insel, Susan W.
Correctional Education: Selected Aspects. Overviews:ERIC Digests. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. (Contract-400-84-0011) Note—3p.; Small print may affect legibility of document. (Note—24p.; small print may affect legibility of document.)

EDRS Price—Reports—Research (43)—Information Analysis—ERIC Information Analysis Products (071). (Note—24p.; small print may affect legibility of document.)

ED 275 886
CE 045 498
Insel, Susan W.
Correctional Education: Selected Aspects. Overviews:ERIC Digests. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. (Contract-400-84-0011) Note—3p.; Small print may affect legibility of document. (Note—24p.; small print may affect legibility of document.)

EDRS Price—Reports—Research (43)—Information Analysis—ERIC Information Analysis Products (071). (Note—24p.; small print may affect legibility of document.)

ED 275 885
CE 045 497
Geometry, Michelle
Granting Accredited Credit for Vocational Education: An Overview. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. (Contract-400-84-0011) Note—3p.; Small print may affect legibility of document.

EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Academic Education, Articulation (Education), Associate Degrees, *Basic Skills, Cooperative Planning, Co-operative Programs, *Credits, Focused Curriculum, Graduation Requirements, Postsecondary Education, Secondary Education, Secondary Education Programs, Student Certification, Two-Year Colleges, Vocational Education. (DC)

Identities—ERIC Digests. Great Oaks Joint Vocational School District (OH), New York, Virginia. As more states increase the number of credits required for high school graduation, progressively less time is being left for vocational preparation. To address this problem, many school districts and states are beginning to formulate policies for granting academic credit for vocational training provided in occupational classrooms. As of 1985, 11 states had a policy of allowing vocational credit to be counted in lieu of social studies credits. Eight states gave local school districts jurisdiction over course credit approval. Only three states had policies prohibiting credit allowance for occupational/technical subjects as a substitute for math, science, or other required subjects. Under the New York State Regents Action Plan, state-developed vocational syllabi may be used for credit courses in occupationally related math and science. Virginia's 20-credit hour diploma provides an option whereby completion of a 300-hour instructional sequence in most vocational specialties counts as fulfillment of the state's requirement for graduation. The Great Oaks Joint Vocational District in Cincinnati, Ohio, offers five postsecondary programs which allow academic subject matter specialists coordinate basic skills and vocational instruction in 3-hour instructional blocks. The 2 + 4 extended diploma program provides for a closely coordinated course of technical study during the last two years of high school and first two years of college. (MN)
ED 282 085
Howard, Walter R.
Industry-Specific Training Programs. An Overview. ERIC Digest No. 314.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date--7-40
Note--4p.
Available from--National Center Publications, Box F, NCBE, Clearinghouse for Research in Vocational Education 1960 Kenny Road, Columbus, OH 43210-1090 (IN31-54,75).
Pub Type--Information Analyses - ERIC Information Analysis Products (071) - Reports - General (740). n
EDRS Price--MF01/PC02 Plus Postage.
For those individuals wishing to know more about the development process, this publication provides an introduction to industry-specific training. The need for industry-specific training programs (ISTPs) is addressed. The emphasis is on how to develop ISTPs needed in state and local organizations to design and implement industry-specific programs. A section on marketing outlines some factors that training providers should consider in developing a marketing plan. The next section relates the elements of program design to ISTPs. It enumerates the characteristics of good programs and focuses on tailoring program design elements to ISTPs. Barriers to ISTP development are also identified. A discussion of trends in industry-specific training concludes the paper. An annotated list of resources describes sources of further information about ISTPs. (YLB)
ED 282 091
Ament, Rebecca R.
Cooperation in Adult Education. Overview. ERIC Digest No. 60.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date--10-87
Note--4p.
Pub Type--Information Analyses - ERIC Information Analysis Products (071).
EDRS Price--MF01/PC01 Plus Postage.
Abstract--Current issues of cost and funding is difficult to obtain as adult education providers try to meet the needs of the community, business, and industry; therefore, collaboration can be very advantageous. Information, ideas, and resources can be pooled, and duplication and competition can be avoided. Four factors that are important for successful relationships are reciprocity in giving and receiving resources, trust and commitment, and flexible structures. Administrators who can identify bargaining power in their resources and are able to use some of these resources contributed by outsiders, who are willing to serve on outside committees, who have skills in human relations, and who are attentive to the details of planning and organization collaborate to contribute to collaborative relationships. Several authors have suggested the following strategies for developing collaborative relationships: (1) identify and clearly state specific purposes for desiring a collaborative relationship; (2) develop objective criteria for selecting partners; (3) locate possible partners; (4) negotiate specific written agreements; (5) consider all ideas so that all can be used; (6) determine communication mechanisms and use them frequently; (7) establish monitoring and evaluation procedures; (8) familiarize the staff of the participating organizations with the decision-making process; (9) establish mutually acceptable collaborative arrangements in adult education are with business and industry, professional groups, and community economic development programs. (KC)
ED 282 092
Naylor, Michelle
Effective and Ethical Recruitment of Vocational Education Students. Overview. ERIC Digest No. 61.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date--8-88
Contract--400-84-0011
Note--4p.
Pub Type--Information Analyses - ERIC Information Analysis Products (071) - Reports - General (740).
EDRS Price--MF01/PC01 Plus Postage.
Identifiers--ERIC Digests
Vocational education has suffered enrollment problems throughout its history. Because there are fewer students today than a few years ago. Other factors that have hurt vocational enrollments include recent efforts to increase graduation requirements, recent efforts to substitute academic credits required for graduation, and in the case of area vocational-technical schools, negative attitudes toward vocational education. Columbus, Ohio. Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date--8-88
Contract--400-84-0011
Note--4p.
Pub Type--Information Analyses - ERIC Information Analysis Products (071).
EDRS Price--MF01/PC01 Plus Postage.
Students drop out of school because of a variety of family, economic, and racial factors that can be categorized as either alienation, lack of motivation, or disadvantage. The key to reducing the dropout rate is helping youth to overcome their sense of disconnection. Students with low motivation to attend school have shown improvement in school attendance and retention after participating in career education. However, casual vocational exploration is not enough; major concentration in a vocational program is more helpful in student retention. The various factors that contribute to reducing the dropout rate include the following: (1) more systematic and intensive efforts to identify and motivate potential dropouts; (2) students' personal, vocational, and educational goals; (3) vocational education provides students with the opportunity to get out of school; (4) vocational education offers students the opportunity to explore job-specific skill training courses; (5) linking work-study programs to students' overall school planning and goals; (6) student role in transition; and (7) self-esteem identifications. (YLB)
programs and other school experiences. Examples of successful programs are given. (KC)

ED 282 095
Naylor, Michele
Articulation between Secondary or Postsecondary Vocational Education Programs and Proprietary Schools. Overview. ERIC/Digest No. 64.ERIC Clearinghouse on Counseling, and Vocational Education, Columbus, Ohio. Sponsor Agency—Office of Educational Research and Improvement (5D), Washington, DC. Pub Date—87
Contract—400-84-0011
Note—40p.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC05 Plus Postage.
Descriptors—Counseling.
Title—ERIC Clearinghouse on Counseling and Personnel Services, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type—Guides—Non-Classroom (055)—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—Adolescents, Youth.
CE 047 363
Walz, Garry R.
Counseling Abused Children.
ERIC Clearinghouse on Counseling and Personnel Services, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Date—89
Contract—400-86-0014
Note—40p.
Pub Type—Information Analyses—ERIC Information Analysis Products (101)—Consulted Works—ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
EDRS Price—MF01/PC02 Plus Postage.
This monograph provides an overview of successful programs and research and offers three major perspectives on the impact of computers on the future of counseling: computers as content, as process, and as method. "Computer Use or Abuse: Ethics in the Use of Computers" (James P. Sampson, Jr.) explores the misuse of computer applications, overdependence on computer technology, and the restriction of the counseling process to the cognitive component alone. "Counselors vs. Computers: A Cost/Benefit Analysis" (Marilyn E. Maze) discusses making a cost analysis of the use of computers in counseling. "The Impact of Computers on the Future of Counseling" (Edwin L. Herr) examines the effect of technology upon society and whether counseling can and will function effectively in the near future. (NB)

ED 279 917
Benjamin, Libby
Counseling Students and Faculty for Stress Management.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Pub Date—87
Contract—400-86-0014
Note—40p.
Pub Type—Information Analyses—ERIC Information Analysis Products (101)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors—Burnout, College Faculty, College Students, Counseling, Faculty College Relationship, Higher Education, Job Satisfaction, Stress Variables, Student Adjustment, Student Needs, Teacher Student Relationship, Welfare.
This monograph was written to enhance the college or university faculty member's understanding of stress and to guide faculty members on both the personal and professional aspects of stress. It is a comprehensive approach to helping faculty members cope with the stresses of their own lives and to involve students and faculty in developing careers and in helping students cope with the stressors in their own lives and work with students to reduce stress. It offers stress-related career-oriented programs for students and faculty. (NB)

ED 279 989
Fack, Nancy
Dropout Prevention: What We Have Learned.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Pub Date—87
Contract—400-86-0014
Note—40p.
Pub Type—Information Analyses—ERIC Information Analysis Products (101)
EDRS Price—MF01/PC02 Plus Postage.
This monograph was written to provide information on programs which students drop out of school and work to examine success rates of dropouts and individual reasons for dropping-out. Research is reviewed which has identified characteristics of dropouts, and their reasons for dropping-out, and school officials are cited who are measuring the success rates of programs. Research is reviewed which has identified characteristics of dropouts, and their reasons for dropping-out, and school officials are cited who are measuring the success rates of programs. Research is reviewed which has identified characteristics of dropouts, and their reasons for dropping-out, and school officials are cited who are measuring the success rates of programs. The following are described how students are successfully prevented from dropping out of school. Other studies are cited which explore the procedures of effective dropout prevention programs in schools, and individual programs are presented. Examples of programs are given which are described and elements of the most successful programs are summarized. It is concluded that: (1) programs should be student-centered; (2) programs should be started as early as possible and should
ED 279 990
GynISK, Norman C. 
Career Development Today: An Overview. 
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich. 
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C. 
Pub Date—86 
Contract—400-86-0014 
Note—32p. 
Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, Mich. 48109-1259 (free). 
Pub Type—Information Analyses—ERIC Information Analysis Products (071) 
EDRS Price—MF01/PC01 Plus Postage. 
Identifiers—ERIC Digests. 
This monograph on career development begins with an examination of the United States day career initiatives. The evolution of the concepts of career and career development are reviewed and the multiplicity of variables comprising an individual's identity. Thirteen documents are listed. (NB) 
ED 279 992 
Buckeye, Nancy 
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich. 
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C. 
Pub Date—86 
Contract—400-86-0014 
Note—3p. 
Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, Mich. 48109-1259 (free). 
Pub Type—Information Analyses—ERIC Information Analysis Products (071) 
EDRS Price—MF01/PC01 Plus Postage. 
Identifiers—ERIC Digests. 
This fact sheet examines age differences in children's reactions to marital divorce, in-school roles and family relationships, and the role school in helping these children cope. The school counselor's role is examined in working with the family, classroom teachers, parents and children. Individual and group counseling with children are discussed. Ten suggestions are given for schools to help children with divorce. Ten resource documents are listed. (NB) 
ED 279 993 
Libert, Anne Blanford 
Elderly Parents and Adult Children as Caregivers. Highlights: An ERI/CAPS Digest. 
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich. 
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C. 
Pub Date—87 
Contract—400-86-0014 
Note—3p. 
Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, Mich. 48109-1259 (free). 
Pub Type—Information Analyses—ERIC Information Analysis Products (071) 
EDRS Price—MF01/PC01 Plus Postage. 
Descriptors—Aging (Individuals), Divorce, Employed Women, Family Role, Helping Relationship, Older Adults, Parent-Counselor Relationship, Stress Variables. 
Identifiers—Adult Children, Caregivers, ERC Digests. 
This digest presents a contemporary description of the American elderly and adult children's caregiving to their primary caregivers, which is profiled in a study of the American elderly; a description of caregiving tasks performed by their adult children; and the impact of longer life expectancy, divorce rates, and employed daughters on caregiving. Caregiver strain and relief are discussed. A population chart and nine references are provided. (NB) 
ED 279 994 
Wilson, Thomas C. Counseling Roles and AIDS. Highlights: An ERI/CAPS Digest. 
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich. 
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C. 
Pub Date—87 
Contract—400-86-0014 
Note—3p. 
Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, Mich. 48109-1259 (free). 
Pub Type—Information Analyses—ERIC Information Analysis Products (071) 
EDRS Price—MF01/PC01 Plus Postage. 
Identifiers—Acquired Immune Deficiency Syndrome, ERC Digests. 
This fact sheet considers the counselor's role in dealing with Acquired Immune Deficiency Syndrome (AIDS). Three counselor roles are examined: (1) direct counseling for those affected by AIDS; (2) coordination of support systems for victims of AIDS; and (3) education. Seven recommendations for health professionals dealing with AIDS patients and families are listed. Two organizations are listed. (NB) 
ED 279 995 
Bolton-Brownlee, Ann 
Issues in Multicultural Counseling. Highlights: An ERI/CAPS Digest. 
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich. 
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C. 
Pub Date—87 
Contract—400-86-0014 
Note—3p. 
Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, Mich. 48109-1259 (free). 
Pub Type—Information Analyses—ERIC Information Analysis Products (071) 
EDRS Price—MF01/PC01 Plus Postage. 
Identifiers—ERIC Digests, Multicultural Counseling. 
This fact sheet examines the impact of cultural diversity in the United States on multicultural counseling. Three major difficulties for multicultural counseling created by this diversity are considered: (1) the counselor's own culture, attitudes and theoretical perspective; (2) the client's culture; and (3) the multiplicity of variables comprising an individual's identity. Thirteen documents are cited. (NB)
Teacher Attitudes, Teaching Methods

Identifiers—ERIC Digests, *Invented Spelling

Intended for administrators and policymakers as well as teachers, the digest explores the state of research into invented spelling instruction and its implications. It discusses the developmental stages of invented spelling and the characteristics to remember when selecting a spelling program. (HTH)
Verging disciplines and argues that literature study preeminently encompasses the mental traits that comprise critical thinking. Following an introduction to the critical thinking movement, the digest assesses the impact of critical-thinking-inflected viewpoints on composition instruction.

The digest notes the increasing attention paid in composition textbooks and rhetorical theories to metacognition and emotional dispositions that foster or impede critical thinking and to the application of metacognitive strategies of critical thinking (such as the progression from egocentricity to reciprocity and from conventional to autonomous thinking) to teaching. The digest argues that research in these areas is needed. It relies on the capacities of critical thought, dialogue, perception of multiple viewpoints, synthesis and reflection, and metacognition.

Dialogue journals are recommended in this digest for teachers who want to involve every student in a literacy practice that unites reading and writing and encourages thinking and reflection. The digest first explains that dialogue journals are useful because they use writing as a genuine means of communication between teacher and student. Dialogue journals are then defined as bound composition books in which each student carries on a private conversation with the teacher. Dialogue journals are recommended for use by teachers who encourage students to engage in reflective and thoughtful writing.

Dialogue journals are recommended for use by teachers who encourage students to engage in reflective and thoughtful writing.
10 Document Resumes/EA

wholehearted commitment to professional development. included are 18 references and information on obtaining the implementation manual. (MLH)


An annotated bibliography of 11 publications on teacher tenure and teacher dismissal focuses on the responsibilities of school policymakers and administrators to establish clear employment policies and to maintain teacher evaluation records. Citing numerous court decisions, the annotated bibliography discusses tenure, employment qualifications, contractual obligations, and discipline. Edwin Bridges discusses the use of the grievance procedure and provides an 8-part organizational approach to managing incompetent teachers. Ernest Brown reviews research relating to the feeling of guilt against tenure and advises legislators to consider the consequences if it is abolished. Nelda Cambron-McCabe advises school officials to familiarize teachers with due process procedures and to apply them in rendering adverse employment decisions. Christine Citron concludes that if the teacher is disciplined in her essay has been considered in the policy-making process, reform that aims to improve teacher quality will not be impeded. James Gross and Thomas Knight report on the tenure decision process in New York State. Examinations and appeals of "good cause" for teacher dismissal are offered by David Larson. Bruce McDaniel outlines the important actions that school administrators need to take in the event of a hearing on a teacher's incompetence. Two articles by Robert Phay deal with nonappointment decisions: one on "validity," the other with "immature" teachers. The bibliography concludes with an overview of the law concerning reduction in force. (MLH)


Included in this summary analysis of three journal articles and two documents on teacher evaluation are reports that touch on difficulties facing school officials in developing a viable teacher evaluation system and suggestions for assessing the strengths and weaknesses of teachers. The first article, by Susan S. Sodotiky, challenges evaluation methods that rely on classroom observation alone and emphasizes the importance of the entire instructional context. The second, a document written by Rand Corporation researchers, concludes from a study of four exemplary school districts that the teacher evaluation process is inseparable from the school district's larger organizational context. The three remaining articles consider specific aspects of implementing a teacher evaluation system. In his guide, Thomas L. McGreal identifies nine "comportments" of effective systems that support the conviction that evaluation should help, rather than judge, teachers. Taking the position that some form of summative evaluation is nonetheless needed for making personnel decisions, James Raths and Hallie Fresskill offer recommendations to guide administrators through the task of teacher staffing. Because of the potential legal implications brought with any personnel decisions the final selection by Donovan Peterson is noted for ensuring that a teacher evaluation system will withstand judicial scrutiny. (CHJ)


Journal Cit--Research Roundup; v2 n2 Apr 1986 Type--Information Analyses - ERIC Information Analysis Products (071) - Collected Works (072) - Referent Materials - Bibliographies (131)


A one-page introduction is followed by summaries of articles on teacher competency testing. George F. Madaus argues that, although tests serve some useful functions, testing as a major mechanism for reforming education is questionable. Peter A. Garcia examines the negative impact of testing on minority teachers and minorities attempting to enter educational training programs in Texas. Gregory R. Arrig notes that tests have a legitimate even though limited function and urges policymakers to ensure their proper use. In reviewing legal issues, Joseph C. Beckham focuses on competency testing. John M. Cross notes that competency testing procedures used to validate the National Teacher Examinations as accurate measures of competency are discussed by Lawrence H. Dunn. Judy And Others


Included in this annotated bibliography of 11 publications on training and selecting principals are three articles and two documents on teacher selection, Mary Chikah Jensen argues that final selection decisions should be based on multiple information sources, since teaching requires proficiency in many interrelated skills. Superintendent Richard J. Caliendo observes that the selection process and procedures be implemented in Elmont, New York, rather varied information about the school's success and industry have long recognized the importance of matching the appropriate candidate with the job. Beverly A. Browne and Richard J. Rankin note that academic criteria have become a secondary consideration in many selection systems. Schools determine which candidate should emphasize intellectual ability and candidates' readiness to be held accountable. A study by Philip Yourk and Karen W. Melvin indicates that a school's success in attracting good candidates is influenced by selection officials and procedures. Interviewing process and procedures and determining whether a teacher will accept a position or turn the school down. (CHJ)


Contract--OEIR-R-86-0003 Note--6p. Available from--Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00 prepaid; quantity discounts; Virginia residents add 4 percent sales tax). Journal Cit--Research Roundup; v3 n3 Apr 1987 Type--Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131)


A one-page introduction is followed by three pages containing summaries of three journal articles and two documents on teacher selection. Mary Chikah Jensen argues that final selection decisions should be based on multiple information sources, since teaching requires proficiency in many interrelated skills. Superintendent Richard J. Caliendo observes that the selection process and procedures be implemented in Elmont, New York, rather varied information about the school's success and industry have long recognized the importance of matching the appropriate candidate with the job. Beverly A. Browne and Richard J. Rankin note that academic criteria have become a secondary consideration in many selection systems. Schools determine which candidate should emphasize intellectual ability and candidates' readiness to be held accountable. A study by Philip Yourk and Karen W. Melvin indicates that a school's success in attracting good candidates is influenced by selection officials and procedures. Interviewing process and procedures and determining whether a teacher will accept a position or turn the school down.
field-based preparation should close the gap between students and employment. An article describes an internship program developed by a South Carolina district and the University of South Carolina. The program aims at improving selection and training and provide opportunities for effective assessment. A conclusion suggests that such a program needs a clear ongoing scheme.

ED 279 056
Jensen, Mary C.
How to Recruit, Select, Induct, & Retain the Very Best: School Management Digest, Number 32.
ERIC Clearinghouse on Educational Management, Eugene, Ore.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—R-86-0003
Note—4p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (S.50 prepaid; quantity discounts; on billed orders, postage and handling will be added: $2.00 domestic, $5.00 foreign).

Pub Type—Reports—Descriptive (141) —Guides—Nonclassroom (055) —Information Analyses (ERIC) —ERIC Information Analysis Products (071)

EDRS Price—MF01/PC03 Plus Postage.

The recruitment, selection, induction, and retention of capable teachers are interrelated processes involving school personnel, policies, and the school. This report explores issues surrounding these processes and discusses method to improve districts' programs. Part 1, "Recruiting Teachers," describes the competition for capable teachers, argues for vigorous recruitment efforts, and offers recommendations for improving recruitment. "Selecting Teachers," part 2, considers the most capable candidates who are the first hired. The section investigates this phenomenon and presents guidelines for districts to reverse this trend. Decisions should replace selection with more meaningful measures, because teaching requires proficiency in interrelated fields. Support for beginning teachers is advocated in part 3, "Beginning Teachers: Support for Induction." Part 4, "Selection Criteria, Evaluation Methods," examines factors that influence selection. The section concludes with the report's emphasis on the need for a comprehensive teacher evaluation system and the importance of involving teachers in decisionmaking. The final entry presents a review of legal issues relating to teacher evaluation. Document and article ordering procedures are included. (WTH)

ED 282 364
Nelson, Erik
School Consolidation. ERIC Digest, Number Thirty-Two.
ERIC Clearinghouse on Educational Management, Eugene, Ore.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—R-86-0003
Note—4p.

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

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

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Credentialed; Educational Legislation; Elementary Education; Interviews; Employment; Empowerment; Evaluation; Selection Criteria; Evaluation Methods; Literature Reviews; Rural Schools; Search Committees; Personnel; Teacher Employment; Teacher Evaluation; Teacher Recruitment; Teacher Persistence; Teacher Qualifications.

Recommendations are offered for districts determining to retain capable teachers. A conclusion and a two-page bibliography complete the report. (CHI)

ED 279 056
Jensen, Mary C.
How to Recruit, Select, Induct, & Retain the Very Best: School Management Digest, Number 32.
ERIC Clearinghouse on Educational Management, Eugene, Ore.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-83-0013
Note—4p.

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

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

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Credentialed; Educational Legislation; Elementary Education; Interviews; Employment; Empowerment; Evaluation; Selection Criteria; Evaluation Methods; Literature Reviews; Rural Schools; Search Committees; Personnel; Teacher Employment; Teacher Evaluation; Teacher Recruitment; Teacher Persistence; Teacher Qualifications.

Recommendations are offered for districts determining to retain capable teachers. A conclusion and a two-page bibliography complete the report. (CHI)
as those provided to those who are not handicapped. Further, administrators can be sued both for excluding infected children from the classroom and for neglecting to inform parents. Certain provisions should be followed when dealing with afflicted students. The tentative guidelines include a decision by health personnel, school personnel, and parents regarding the issue of whether the student should remain in school, and, if not, the child should receive an alternate education program from school personnel. In this way, sanitary measures should be taken to prevent the spread of communicable diseases in the classroom. (RG)

ED 282 350
Scott, James
Choice in the Public Schools, ERIC Digest, Number Eighteen, 1986.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—OERI-R-86-0003
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Board Administrator Relationship, Declining Enrollment, Elementary Secondary Education, Nontenured Faculty, Probationary Period, Reduction in Force, Teacher Administrator Relationship, Teacher Employment Benefits, Teacher Rights, Tenure, Teacher Identifiers—ERIC Digests
Teachers with tenure possess certain privileges. For instance, they are permitted a hearing before the school board when they are threatened with dismissal. The failure of tenured teachers to maintain standards may be proved by administrative action. In the case of probationary teachers, the school board has almost unlimited power to renew or not to renew contracts; it is a matter of financial cutbacks, school boards have more freedom. For example, tenured teachers may be let go if a plentiful supply of instructors, teach the same subject, while probationary teachers may be retained; if there are few instructors teaching their subject. To maintain an effective tenure policy, administrators and school boards should establish definite standards for probationary teachers; administrators should present a tenured teacher to the school board; and, finally, the school board, teachers, and administrators need to deal fairly with reductions in force. (RG)

ED 284 372
EA 019 611
Lois E. Dementi
Collaborative Bargaining in Education, ERIC Digest Series, Number 20.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—OERI-R-86-0003
Note—4p.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type—Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Adversarial collective bargaining often leads to lingering resentments. Collaborative bargaining, conversely, is a problem-solving approach to contract negotiations based on common interests and mutual respect. It is estimated that at least 500 school districts incorporate the major elements of the collaborative approach in their collective bargaining. Elements that help to foster cooperation are associated with collective bargaining for school districts to incorporate collaborative bargaining in their negotiations, they should obtain information and reach agreements using this approach have done; attend courses or workshops; and establish joint committees to work on school problems. (TE)

ED 276 178
EC 190 944
Krrono, Morgie K.; Ed. Chnn, Philip C.; Ed.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—EC00-86-0010
Note—78p; A collection of papers based on presentations given at a symposium (Anahiem, Calif. April 12-13, 1985)
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, Va. 22091 ($7.00, $5.55 members; Publication No. 8620).
Pub Type—Reports—Research (143) — Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Intended as a means of sharing information with educators and the general public, the monograph includes six papers growing out of a symposium held at the University of Oregon. (EC)
"Student Placement. Teacher Characteristics. Identifying and Teaching Handicapped Students". A product of a statewide (California) survey of 104 school districts and 9 county educational agencies. The purpose was to develop a system for finding and placing small numbers of handicapped children of limited English proficiency (LEP). In Phase One, seven categories of placing practices or program attributes were identified: (1) first and second language development, (2) cultural considerations, (3) teacher completion, (4) administrative interface and collaboration, (5) nonbiased assessment, (6) educational placement and programming, and (7) parent involvement. The placement practice most frequently identified by survey participants was nonbiased assessment. Major findings of the study were that current educational practices included the proportional representation of LEP students in special education, frequent consideration of the language proficiency of LEP students, and a Spanish emphasis. The third phase involved compiling an annotated bibliography on the professional literature dealing with special education services for the culturally and/or linguistically different handicapped student. The107 citations make up the bulk of this publication. The citations are grouped according to the seven categories of placing practices. Each final phase is a brief summary and summary of findings for each of the seven categories. The need for the field to focus more on qualitative research is emphasized. It is proposed that research and educational delivery as well as on ways to more meaningfully involve parents is stressed. Appendices include a list of the components of each of the promising practices categories, and (2) a set of forms describing promising practices of various types. (Each of these pages are also available. (DB)

ED 276 245 EC 191 717 Prehm, Herbert J., Ed. The Future of Special Education, Proceedings of the 19th Annual Child Welfare Symposium (Lake Geneva, Wisconsin, May 1986), Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. Sponsors Agency-Office of Educational Research and Improvement (ED), Washington, D.C. Note-155 p.; A product of the Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. Sponsors Agency-Office of Educational Research and Improvement (ED), Washington, D.C. Report No.-ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. Note-392 p. Available from-Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-3189 (Stock No. 16600; CEC members 15.70; others 16.00). EDRS Price MF/01/PC01 Plus Postage. Descriptors—Administrative Responsibility, *Administrative Support, *Leadership, Policy, Special Education, Students, Administrators, respectively; as well as the impact of the development of special education resources and programs on the development of the special education field. The next chapter considers the concept of shared responsibility, with focus on pretest and test as shared responsibilities. The third chapter discusses personal role changes in the context of role changes and preparation needs for special education teachers, parents, and administrators, respectively, as well as the impact of the effective schools movement. Each chapter ends with a brief summary of the concept of local special education administrators. Administrators also need to seek models through which productive collaboration can be achieved by school districts in their own materials adaptation efforts. The report describes the procedures and products of several materials adaptation projects sponsored by the National Office of Special Education Programs in the U.S. Department of Education and discusses ideas and techniques that can be adapted by school districts in their own materials adaptation efforts. Project requirements prescribed that adaptations should be (1) easily understood and capable of being modified independently by students, would be adaptable to a variety of disabilities, would be accompanied by supplements (such as manipulatives and games), would have different entry levels, and would provide for evaluation of student progress. The project is organized according to the eight steps of curriculum adaptation used by the projects to develop their adapted materials: (1) develop a learner characteristics profile; (2) determine teachers' instructional needs; (3) analyze textbooks and compare with needs of learners and teachers to determine areas requiring adaptation; (4) develop materials that can be adapted; (5) develop goals and objectives for the adaptations; (6) implement ongoing formative adaptation; (7) select testing materials; (8) produce prototype, evaluate, and revise to develop final materials. Appendices provide descriptions of the seven funded projects and their products and a bibliography. (DB)

ED 282 380 EC 192 724 Jordan, June B., Ed. Ramirez, Bruce A., Ed. Special Education Yearbook, 1986 Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. Sponsors Agency-Office of Educational Research and Improvement (ED), Washington, D.C. Note-145 p.; A product of the Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. Sponsors Agency-Office of Educational Research and Improvement (ED), Washington, D.C. Report No.-ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va. Note-392 p. Available from-Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-3189 (Stock No. 16600; CEC members 15.70; others 16.00). EDRS Price MF/01/PC01 Plus Postage. Descriptors—Administrative Responsibility, *Administrative Support, *Leadership, Policy, Special Education, Students, Administrators, respectively; as well as the impact of the development of special education resources and programs on the development of the special education field. The next chapter considers the concept of shared responsibility, with focus on pretest and test as shared responsibilities. The third chapter discusses personal role changes in the context of role changes and preparation needs for special education teachers, parents, and administrators, respectively, as well as the impact of the effective schools movement. Each chapter ends with a brief summary of the concept of local special education administrators. Administrators also need to seek models through which productive collaboration can be achieved by school districts in their own materials adaptation efforts. Project requirements prescribed that adaptations should be (1) easily understood and capable of being modified independently by students, would be adaptable to a variety of disabilities, would be accompanied by supplements (such as manipulatives and games), would have different entry levels, and would provide for evaluation of student progress. The project is organized according to the eight steps of curriculum adaptation used by the projects to develop their adapted materials: (1) develop a learner characteristics profile; (2) determine teachers' instructional needs; (3) analyze textbooks and compare with needs of learners and teachers to determine areas requiring adaptation; (4) develop materials that can be adapted; (5) develop goals and objectives for the adaptations; (6) implement ongoing formative adaptation; (7) select testing materials; (8) produce prototype, evaluate, and revise to develop final materials. Appendices provide descriptions of the seven funded projects and their products and a bibliography. (DB)

ED 276 296 FL 016 277 Melvin, Christine F. Adjustment Problems of Foreign Students in U.S. Public Schools, National Center for Educational Evaluation and Regional Assistance, Washington, DC. Note-23 p.; A product of the ERIC/SEP Special Project on Intercultural Information Dissemination. (DB)


EDRS Price MF01/PC01 Plus Postage. Descriptors—*Disabilities, Elementary Secondary Education, *Instructional Materials, Mainstreaming, *Material Development, *Media Adaptation, Special Education. The document discusses the procedures and products of several materials adaptation projects sponsored by the National Office of Special Education Programs in the U.S. Department of Education and discusses ideas and techniques that can be adapted by school districts in their own materials adaptation efforts. Project requirements prescribed that adaptations should be (1) easily understood and capable of being modified independently by students, would be adaptable to a variety of disabilities, would be accompanied by supplements (such as manipulatives and games), would have different entry levels, and would provide for evaluation of student progress. The project is organized according to the eight steps of curriculum adaptation used by the projects to develop their adapted materials: (1) develop a learner characteristics profile; (2) determine teachers' instructional needs; (3) analyze textbooks and compare with needs of learners and teachers to determine areas requiring adaptation; (4) develop materials that can be adapted; (5) develop goals and objectives for the adaptations; (6) implement ongoing formative adaptation; (7) select testing materials; (8) produce prototype, evaluate, and revise to develop final materials. Appendices provide descriptions of the seven funded projects and their products and a bibliography. (DB)
The Role of Culture in Foreign Language Education

Academic Achievement, *Acculturation*, *College Role, College Students, Counseling, Culture Conflict, Extra-Curricular Activities, Higher Education, Interpersonal Relations, Intercultural Awareness, Language, Marital Status, School Orientation, Second Language Instruction, Sex Differences, Sociocultural Patterns, Stress Variables, *Student Adjustment: Student Characteristics

The number of foreign students attending United States and Canadian universities and the numbers that can play a major role in facilitating the students' adjustment to life in a new culture. The foreign students experience most common problems include homelessness, finances, housing and food, English language proficiency, understanding lectures and participating in class discussions, preparing written and oral reports, understanding American social customs, making friends, forming relationships with the opposite sex, and understanding the social groups. The major variables affecting student adjustment are national origin, undergraduate versus graduate school, sex, marital status, and major field of study. Institutions can ease the adjustment process by making available English language instruction, orientation to American customs, housing, homestay programs, and programs linking foreign students with American student study partners. (MSE)

ED 276 297
Pub Date—Sep 85
Contract—400-86-0019
Note—6p.

Microcomputers and Second Language Teaching: The Second Wave. Q.A.A.

ED 276 299
Pub Date—Nov 86
Contract—400-86-0019
Note—6p.

Microcomputers and Second Language Teaching: The Second Wave. Q.A.A.

ED 276 299
Pub Date—Nov 86
Contract—400-86-0019
Note—6p.

Microcomputers and Second Language Teaching: The Second Wave. Q.A.A.

ED 276 299
Pub Date—Nov 86
Contract—400-86-0019
Note—6p.

Microcomputers and Second Language Teaching: The Second Wave. Q.A.A.

ED 276 299
Pub Date—Nov 86
Contract—400-86-0019
Note—6p.

Microcomputers and Second Language Teaching: The Second Wave. Q.A.A.
The Need for Foreign Language Competence

In the higher program accreditation standards. A ten deficiencies through short-term research alone. This cannot compensate for subject matter (language) other subject areas in that a foreign language teacher language differs in one fundamental way from most education areas, but competency to teach a foreign characteristics and problems with other teacher ed-

ification include increased undergraduate language that would be beneficial for foreign language in teaching, the need to identify competencies neces

in the United States is inadequate. Foreign language education is deficient in both quality and quantity, and although there are indications of improvement in both areas, it will be many years before the effects of improvements are clear. The consequences of generalized language incompetence include an international trade gap that threatens both short- and long-term national stability, inadequate intelligence and international communication that threaten national security, and a cultural isolation. Foreign languages should begin to appear, as possible in children's education to be maximally effective. A greater commitment of foreign language exposure. The first step toward becoming a language-competent society is a commitment to language study at all levels of the school system, using the institutionalization of language and culture study to improve language and cultural attitudes. (MSE)

ERIC Clearinghouse on Languages and Linguistics.


Involvement, High Schools. High School Students. Limited English Speaking. Parent Influences. Limited English Proficient (LEP) students, and their parents need a network of support to familiarize themselves with school routines, so they may understand and comply with school rules and regulations. Such support can help encourage LEP students and their parents to participate in school and related organizations. Involvement is often a new concept to LEP parents, sometimes interpreted as interference, and may be limited by language proficiency. However, parent-school collaboration at home can be encouraged, and bilingual community liaisons may help bridge cultural and language differences between the home and school. Such a program was conducted by the Trinity Arlington Teacher and Parent Training for School Success Project, using home sessions based on the Minnesota Bilingual Curriculum (VOBC). Research in both English-proficient and LEP populations shows that parent involvement at home can be highly successful in improving parent knowledge to assist children in improving their attendance and behavior, as well as achievement levels. Development of parent involvement programs should begin with the training of school personnel in establishing school-home collaboration, but teachers should also include a member of the parents' language community who can serve as the bilingual community liaison. (MSEE)

ED 279 206
Date- Terry Connolly
Limited-English-Proficient Students in the Second Language: Helping the Newcomer. ERIC Digest. ED 281 366

Parents Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Note--4p.

Pub Date--Dec 86

Contract--400-86-0019

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

EDRS Price - MF01/PC01 Plus Postage.


Identifiers--ERIC Digests

Spons Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Note--6p.

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

EDRS Price - MF01/PC01 Plus Postage.

Descriptors--Role, Parent Involvement, Academic Success, Parent-Teacher Communication, Parental Involvement, Parent Participation.

Identifiers--ERIC Digests

Spons Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Note--4p.

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

EDRS Price - MF01/PC01 Plus Postage.

Descriptors--Communication, Cultural Competence (Languages), Course Content, Course Descriptions.

Identifiers--ERIC Digests

Spons Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Note--6p.

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

EDRS Price - MF01/PC01 Plus Postage.


Identifiers--ERIC Digests

Spons Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Note--6p.

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

EDRS Price - MF01/PC01 Plus Postage.

search on structure and organization, curricular reform, quality control, and innovation is synthesized. Associations for the study of higher education, ERIC Clearinghouse on Higher Education, Washington, D.C.


Note-108p.

ED 280 323

He 020 303

Hendrickson, Robert M., Gibb, Annmarie


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

Note-138p.

ED 282 488

He 020 313

Kaplowitz, Richard A.


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

Note-108p.

ED 277 318

He 019 940

Student Financial Aid and Women: Equity Dis-

ED 276 367

He 019 866

Ficke, Jonathan D., Barnett, Lynn


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

Note-125p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors: College Administration, College Curriculum, College Faculty, College Instruction, College Role, College Student Life, Educational Attainments, Enrollment Projections, Enrollment Trends, Higher Education, School Demography, Student Characteristics

Trends and projections for higher education are identified. Increased public concern about the purposes and standards of higher education has followed the publication of four major publications about higher education in the United States. Changes in demographics are presented for 1983-84, including fewer 18-22-year-olds, a decrease in full-time and increased part-time enrollments, and a decrease in the instructional staff. It is suggested that colleges will react to public concern and changing demographics in the following ways: evaluation of the mission of higher education, increased competition for students, an emphasis on student community values, and an awareness of competing education systems. These general trends will affect students, administrators, and faculty. Student trends concern minority access, student debt, foreign students, and part-time students are addressed, along with management trends concerning planning, marketing, student relations, and institutional leadership. Teacher and curriculum trends concern minority and women employment, child care, employment tenure and the changing professorate, migrant faculty, faculty workload, occupational versus liberal arts/general education, education in the arts, high technology, and response to corporate training/degree programs. (SW)

ED 277 318

He 019 940

Student Financial Aid and Women: Equity Dis-

ED 276 367

He 019 866

Ficke, Jonathan D., Barnett, Lynn


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

Note-125p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors: College Administration, College Curriculum, College Faculty, College Instruction, College Role, College Student Life, Educational Attainments, Enrollment Projections, Enrollment Trends, Higher Education, School Demography, Student Characteristics

Trends and projections for higher education are identified. Increased public concern about the purposes and standards of higher education has followed the publication of four major publications about higher education in the United States. Changes in demographics are presented for 1983-84, including fewer 18-22-year-olds, a decrease in full-time and increased part-time enrollments, and a decrease in the instructional staff. It is suggested that colleges will react to public concern and changing demographics in the following ways: evaluation of the mission of higher education, increased competition for students, an emphasis on student community values, and an awareness of competing education systems. These general trends will affect students, administrators, and faculty. Student trends concern minority access, student debt, foreign students, and part-time students are addressed, along with management trends concerning planning, marketing, student relations, and institutional leadership. Teacher and curriculum trends concern minority and women employment, child care, employment tenure and the changing professorate, migrant faculty, faculty workload, occupational versus liberal arts/general education, education in the arts, high technology, and response to corporate training/degree programs. (SW)

ED 277 318

He 019 940

Student Financial Aid and Women: Equity Dis-

ED 276 367

He 019 866

Ficke, Jonathan D., Barnett, Lynn


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

Note-125p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors: College Administration, College Curriculum, College Faculty, College Instruction, College Role, College Student Life, Educational Attainments, Enrollment Projections, Enrollment Trends, Higher Education, School Demography, Student Characteristics

Trends and projections for higher education are identified. Increased public concern about the purposes and standards of higher education has followed the publication of four major publications about higher education in the United States. Changes in demographics are presented for 1983-84, including fewer 18-22-year-olds, a decrease in full-time and increased part-time enrollments, and a decrease in the instructional staff. It is suggested that colleges will react to public concern and changing demographics in the following ways: evaluation of the mission of higher education, increased competition for students, an emphasis on student community values, and an awareness of competing education systems. These general trends will affect students, administrators, and faculty. Student trends concern minority access, student debt, foreign students, and part-time students are addressed, along with management trends concerning planning, marketing, student relations, and institutional leadership. Teacher and curriculum trends concern minority and women employment, child care, employment tenure and the changing professorate, migrant faculty, faculty workload, occupational versus liberal arts/general education, education in the arts, high technology, and response to corporate training/degree programs. (SW)
The Decision-Making Structure and the Dean.

Johnson, Betty M., George, Shirley A.

ED 284 509

Taylor, Barbara E.

Working Effectively with Trustees: Balancing Cooperative and Competitive Leadership.


Association for the Study of Higher Education.; ASHE-ERIC Clearinghouse on Higher Education, Washington, D.C.

Contract-400-82-0011

Note-5p.

ED 284 511

Bromert, Jane Doyle

College Search Committees. ERIC Digest 84-2.


Contract-400-82-0011

Note-5p:

a board's choice to limit its involvement in college affairs, and conditions under which boards may assume responsibilities previously not assigned to them that senior administrators can influence a board's work include communicating with trustees, controlling agendas and the timing of board meetings and influencing the selection and development of trustees. Sources of faculty influence on the board are also discussed. (SW)

ED 284 510

Marcus, Lawrence R. & Others

Self-Study in Higher Education: The Path to Excellence.

Quality Assurance in Higher Education. (ED 167 802).

Pub Type - Information Analysts - ERIC Information Analysis Products (071) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors - Administrators Qualifications, *Ad

ministrator Selection, *Board Administrator Relation

ship, *College Administrator, *Government Relation

ship, *Governmental Administration, *Leader

ship Responsibility, *Teacher Administrator Rel

ationship, *Trustees

Characteristics and practices of governing boards of colleges or systems and ways that administrators and faculty can work more closely with trustees are considered. Attention is directed to the history and evolution of lay trusteeship; the composition of the board; board structure and functions; and sharing authority with trustees. Responsibilities of the board are emphasized. The board's mission, the delegate au

thority; raise and steward funds; approve the bud

det; develop and preserve physical facilities; oversee academic affairs; support the president; arbitrate internal disputes; and establish goals and evaluate progress. A board's activity in policy-making and administration is considered, along with constraints on trustees' ability to govern,
20 Document Resumes/HE

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.

Contract—400-82-0011

Note—4p.; This digest is a summary of "Raising Academic Standards. A Guide to Learning Improvement" (ED 233 669).

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

EDRS Price—MF01/PC01 Plus Postage


Identifiers—ERIC Digests

Successful college instruction programs have two features that are associated with increased grade point averages and retention: (1) they are comprehensive and meet student needs, and (2) they are better institutionalized into the academic mainstream of the college or university. Several program characteristics are crucial to learning improvement, including: goals and rationale, instructional methods, supporting services, staff role, program evaluation, attitudes toward nontraditional students, retention of nontraditional students, and systematic advising. Interaction and shared problem-solving among academic and developmental educators is the frequent factor in successful learning improvement programs. Faculty and administrators can produce greater control of learning outcomes by considering all options, identifying the best methods, and forgetting long-term planning, and interdiscip- linary committees.

ED 284 513 HE 020 643

Gappo, Judith M.


Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.

Pub Date—85

Contract—400-82-0011

Note—3p.; This digest is a summary of EDR 252 569.

Pub. Type—Information Analyses—ERIC Information Analysis Products (071) Reports—Description (141)

EDRS Price—MF01/PC01 Plus Postage


Identifiers—ERIC Digests

The increasingly complex environment in which colleges and universities now operate has spawned a set of requirements for faculty, which institutions and therefore faculty must comply. Although academic freedom and tenure provide important protections for faculty, they are not unlimited. At the same time, institutions face a myriad of new pressures and responsibilities, such as the need to account for a variety of sources, and to deal with appropriate levels of outside faculty consulting and faculty internal workloads. There are potential conflicts of interest, public policy in teaching, research, and service. This digest will address the area of new pressures and responsibilities.

ED 284 516 HE 020 646

Lindgren, J. Ralph

Sex Discrimination in Higher Education: The Lessons of the Past Decade. ERIC Digest 85-3.

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.

Pub Date—85

Contract—400-82-0011

Note—3p.; This digest is a summary of ED 252 169.

Pub. Type—Information Analyses—ERIC Information Analysis Products (071) Reports—Description (141)

EDRS Price—MF01/PC01 Plus Postage


Identifiers—ERIC Digests

The obligation to reduce sex and universities under existing laws prohibiting sex discrimination against employees and students. Principal federal sources of legal obligation regarding sex and universities are the equal protection clause of the Fourteenth Amendment, Title VII of the Civil Rights Act of 1964, the Equal Pay Act of 1963, and Executive Order No. 11246. For students, the principal sources of legal protection are Title IX and Title 15 of the Education Amendments of 1972. Strategies for compliance include the following: (1) carefully select and train key academic and administrative personnel, including faculty on review and search committees; (2) design and disseminate a policy of sexual equity, assign responsibility for its implementation, and train personnel, monitor residual sexual bias, and design and implement remedial programs to ensure compliance with Title IX; (3) complete the steps with indemnification of losses suffered as a result of intentional discrimination.

ED 284 517 HE 020 647

Lee, Barbara A.

Equity: Interactions and Conflicts. ERIC Digest 85-4.

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.

Pub Date—85

Contract—400-82-0011

Note—3p.; This digest is a summary of ED 252 170.

Pub. Type—Information Analyses—ERIC Information Analysis Products (071) Reports—Description (141)

EDRS Price—MF01/PC01 Plus Postage


Identifiers—ERIC Digests

Successful college instruction programs have two features that are associated with increased grade point averages and retention: (1) they are comprehensive and meet student needs, and (2) they are better institutionalized into the academic mainstream of the college or university. Several program characteristics are crucial to learning improvement, including: goals and rationale, instructional methods, supporting services, staff role, program evaluation, attitudes toward nontraditional students, retention of nontraditional students, and systematic advising. Interaction and shared problem-solving among academic and developmental educators is the frequent factor in successful learning improvement programs. Faculty and administrators can produce greater control of learning outcomes by considering all options, identifying the best methods, and forgetting long-term planning, and interdisciplinary committees.

ED 284 518 HE 020 648

Richardson, Richard C., Jr.

Students in Urban Settings: Achieving the Baccalaureate Degree. ERIC Digest.

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons. Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Report No.—EDO-HE-86-1

Pub Date—86

Contract—400-86-0017

Note—3p.; This digest is a summary of ED 265 798.

Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 650, Washington, DC 20036 (free with stamp, self-addressed envelope)

Pub. Type—Information Analyses—ERIC Information Analysis Products (071) Reports—Description (141)

EDRS Price—MF01/PC01 Plus Postage


Identifiers—ERIC Digests

The obligation to reduce sex and universities under existing laws prohibiting sex discrimination against employees and students. Principal federal sources of legal obligation regarding sex and universities are the equal protection clause of the Fourteenth Amendment, Title VII of the Civil Rights Act of 1964, the Equal Pay Act of 1963, and Executive Order No. 11246. For students, the principal sources of legal protection are Title IX and Title 15 of the Education Amendments of 1972. Strategies for compliance include the following: (1) carefully select and train key academic and administrative personnel, including faculty on review and search committees; (2) design and disseminate a policy of sexual equity, assign responsibility for its implementation, and train personnel, monitor residual sexual bias, and design and implement remedial programs to ensure compliance with Title IX; (3) complete the steps with indemnification of losses suffered as a result of intentional discrimination.

Factors that affect the attainment of a bachelor's degree in the urban college are the increasing diversity of the student population, the growing concern about the quality of urban education, the increasing economic pressures on urban colleges, the increasing problems of social transition and intercultural relations between low income and education achievement, low income students who do not achieve, persist, or complete the requirements of their degree program, the middle or upper income students. The public urban universities and community colleges must deal with the situation and have placed considerable emphasis.
on establishing a supportive environment for minority students. Policies and activities that can enhance transfer of community college students into four-year institutions programs include: (1) university scholarships for transfer students; (2) reserved dormitory space for mid-year transfers; (3) coordination of college and university policies on selection and evaluation as well. Irrelevance in budgeting and retrenchment has been limited. Administrators can focus energy on strengthening collegial foundations of decision making; shoring the consultative framework; increasing the availability of information and fact-based deliberations. Coordinated efforts of administrators and faculty are necessary to increase the existing rewards for constructive institutional participation. (LB)

Most academic program reviews draw on one or more of the several formal evaluation models: goal-based, responsive, decision-making, or connoisseurship models. The underlying objective of quality is defined by adopting an evaluative view of the institutional view, the resources view, the outcomes view, and the value-added view. Most institutions assess quality in adopting an evaluative view. By continued existence and growth of program review processes suggest that the efforts are supported and that the resultant data are useful. An exploratory study of their effects is needed. (LB)


ED 284 521 HE 020 651 Boyer. Carol M. Lewis. Darrell R. Faculty Consulting and Supplemental Income. (ED) 262 743

ED 284 520 HE 020 650 Floyd. Carol E. Faculty Participation in Decision Making.ERIC Digest (ED) 267 678

Available from—ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Report No.—EDO-HE-86-6

Pub Date—86

Contract—400-86-0017

Note—3p.; This digest is a summary of "Serving More Than Students: A Critical Need for College Student Personnel Services." (ED 267 678).


Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Change Strategies, College Administration, College Faculty, College Governing Councils, Faculty, College Planning, Higher Education, *Faculty Consulting, Professional Development, Staff Role. *Student Development, College Student Personnel Services, Student Personnel Workers.

Identifiers—ERIC Digests

Note—3p.; This digest is a summary of "Serving More Than Students: A Critical Need for College Student Personnel Services." (ED 267 678).


Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

Note—3p.; This digest is a summary of "Serving More Than Students: A Critical Need for College Student Personnel Services." (ED 267 678).


Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

Note—3p.; This digest is a summary of "Serving More Than Students: A Critical Need for College Student Personnel Services." (ED 267 678).


Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

Note—3p.; This digest is a summary of "Serving More Than Students: A Critical Need for College Student Personnel Services." (ED 267 678).


Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

Note—3p.; This digest is a summary of "Serving More Than Students: A Critical Need for College Student Personnel Services." (ED 267 678).


Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests, In Loco Parents.
Manning, Ric
ED 278 380
Hicks, Ellen Cochran
Museums and Schools as Partners. ERIC Digest. ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 86
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).

Public Type—Information Analyses—ERIC Information Analysis Products (017)—Opinion Papers (120)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Cooperative Planning, "Curriculum Flexibility and Individualization; and link faculty and administrators agree about specifics: emphasize field trips and in-school and link faculty development and rewards and post-tenure evaluation. (SW)

ED 278 381
Hicks, Ellen Cochran
Museums and Schools as Partners. ERIC Digest. ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 86
Note—400-85-0001 Plus Postage.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).

Public Type—Information Analyses—ERIC Information Analysis Products (017)—Opinion Papers (120)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Cooperative Planning, "Curriculum Flexibility and Individualization; and link faculty development and rewards and post-tenure evaluation. (SW)

ED 278 417
McLaughlin, Pamela, Comp.
Information Resources on Intellectual Freedom in the Schools. A Selected ERIC Bibliography. ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 86
Contract—400-85-0001
Note—4p.
Available from—Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).

Public Type—Information Analyses—ERIC Information Analysis Products (017)—Reference Materials—Bibliographies (131)
EDRS Price—MF01/PC01 Plus Postage.

Public Type—Information Analyses—ERIC Information Analysis Products (017)—Journal Articles (080)—Opinion Papers (120)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests

This digest presents a reprint of an article which examines management principles that should be considered when implementing library end user searching programs. A list of eight specific implementation issues is given, including needs assessment, hardware, software, training, budgeting, what systems and models are to be used, policies and procedures, and evaluation. It is concluded that end user searching represents an important step in allowing patrons to be self-sufficient in meeting their information needs and that libraries need to participate in this phase of the information-gathering process as far as possible to control that role in the future. References are provided. (KM)

ED 278 417
Tucker, Susan
Electronic Networking: ERIC Digest. ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 86
Contract—400-85-0001
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).

Public Type—Information Analyses—ERIC Information Analysis Products (017)—Journal Articles (080)—Opinion Papers (120)
EDRS Price—MF01/PC01 Plus Postage.
Identifiers—ERIC Digests

This digest presents a reprint of an article which examines management principles that should be considered when implementing library end user searching programs. A list of eight specific implementation issues is given, including needs assessment, hardware, software, training, budgeting, what systems and models are to be used, policies and procedures, and evaluation. It is concluded that end user searching represents an important step in allowing patrons to be self-sufficient in meeting their information needs and that libraries need to participate in this phase of the information-gathering process as far as possible to control that role in the future. References are provided. (KM)

ED 279 299
Barnett, Lynn
Indexing and Retrieval in ERIC: The 20th Year. ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Note—400-86-0017
Public Type—Guides—General (050)—Information Analysis—ERIC Information Analysis Products (071)—Reports—Descriptive (141)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Databases, *Information Retrieval, Search Strategies, *Subject Index Terms, Thesaurus
Identifiers—Analytic Graphic Databases, Current Index to Journals in Education, *ERIC, Resources in Education

This brief review of the Educational Resources Information Center (ERIC) system is intended to make the reader more aware of the structure of the database (1) the process of indexing educational literature for the database, and (2) the role of the Thesaurus of ERIC Descriptors in the overall indexing and retrieval dissemination process. An overview of the ERIC system is provided, and a discussion of ERIC networking, including network functions, implementation, and applications in education. Electronic networking is defined as including the four basic types of electronic network—E-mail, electronic bulletin boards, teleconferencing, and online databases, and an overview of these four functions includes discussions of specific E-mail network providers, databases, and database vendors. Information designed to provide guidance in choosing an appropriate system is also given. A list of electronic networking features and a discussion of hardware and software considerations. In addition, listings and descriptions are provided for educational networks, user groups and bulletin board updating, networking collaborations, and networking periodicals and books. Ten references are included. (KM)
vocabulary maintenance includes descriptions of the 1977 Vocabulary Improvement Project (VIP) and the Vocabulary Review Group. In addition, information retrieval methods and tools for manual and computer searching are considered; and a discussion of the many different types of research abstracts as well as detailed discussions of educational and age level descriptors, identifiers, and publications. Also included in the text are a listing of ERIC's Clearinghouse. An itemized bibliography of current "cutting edge" topics; (7) covers extent of services, recommended materials, training, support groups; (3) "Personnel Management," where the Guidance of the ERIC Clearinghouses." (BBM)

ED 280 510
IR 052 069
Administrative Procedures and Guidelines for
ERIC Clearinghouse Operations. 030 Huntington Hall, Syracuse University, Syracuse, NY

Note—83p.; "Compiled by Central ERIC Staff for
ERIC Processing and Reference Facility, Bethesda.

Note—4p. For an earlier bibliography (1984), see
ED 254 215.

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

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

ERIC Clearinghouse Management.

EDRS Price
MF01/PC01 Plt Postage,
Descriptors—Annotated Bibliographies, Education
Aids

Title: See previous entry for bibliographic listing.

Note—7p; March 1987, Beginning of new series of
ERIC Digests.

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

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

Note—83p.; "Compiled by Central ERIC Staff for
ERIC Processing and Reference Facility, Bethesda.

Note—4p. For an earlier bibliography (1984), see
ED 254 215.

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

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

Note—83p.; "Compiled by Central ERIC Staff for
ERIC Processing and Reference Facility, Bethesda.

Note—4p. For an earlier bibliography (1984), see
ED 254 215.

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

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

Note—83p.; "Compiled by Central ERIC Staff for
ERIC Processing and Reference Facility, Bethesda.

Note—4p. For an earlier bibliography (1984), see
ED 254 215.

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

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

Note—83p.; "Compiled by Central ERIC Staff for
ERIC Processing and Reference Facility, Bethesda.
Trends In School Library Media Research as Information for Ordering ERIC Documents. (BBM)

The traditional role of the school librarian encompassed collection development, reading guidance and resource promotion, and reference. Over time these functions have expanded and particular areas of carrying out functions has become more active. For instance, the teaching role of the library media specialist is a dramatic and far-reaching extension of the traditional function of reference and information. The 250 documents selected from the more than 500 that were entered in the ERIC files over the period between June 1981 and December 1985. Reports and papers on library media programs are arranged in the following three broad categories: (1) Library Media Programs (the current status of programs, the impact of media programs on learning, the role of the media specialist, the impact on library instruction, user of library media centers, the use of technology, and school/public library cooperation); (2) School media staff; and (3) Personnel (the role of the school media specialist; competencies and certification requirements; school media staff; and school media staff). It is concluded that the role of the library media program in the educational process has emerged as a major concern in several areas, including the impact of media programs on learning, library instruction, and use of libraries. A 101-item bibliography is provided. (KM)

ED 284 542
McLaughlin, Pamela
ERIC Clearinghouse on Information Resources, Syracuse, N.Y. 13244-2340 (IR-69, $10.00 plus shipping and handling).

ED 273 337
EDC 349 494
Labeling Courses and Students. EDIT. Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

ED 274 386
Vogel, George H. Ed.
Advances In Instructional Technology. New Directions For Community College Education.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

ED 524 595
Norr, Barbara B.
Trends In School Library Media Research as

Document Resumes/ERIC Digests

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDR-28-557-11-2
Published Date—86
Contract—400-85-0001
Note—50p.

Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, N.Y. 13244-2340 (IR-70, $6.00 plus postage and handling).

Type of Document—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price—MF01/PC04 Postage.


A selected series of selected ERIC bibliographies on computer-based education began in 1973. Computer-Based Education: The Best of ERIC, 1981-1985 provides citations and abstracts for over 250 documents selected from the more than 500 that were entered in the ERIC files over the three-year period. The emphasis in selection was on documents that focus broadly on the topic of computer-based education and provide information to aid in the decision-making process. Because of the size of the database, documents pertaining specifically to computer-based education in universities and public education are included. Materials appearing in this bibliography are presented under four broad headings: (1) Computer-Assisted Instruction; (2) Information retrieval, reference proceedings, and papers on developing computer-based instruction; (3) Special Applications, including computer literacy, evaluation; guidance, management/planning, research, and study skills; (4) Special Populations, including adult education, basic skills, bilingual education and English as a second language, business education, fine arts, foreign language, higher education, industrial education, science, social studies, and vocational education; and (4) Special Populations, i.e., adult or distance computer education. ERIC, a biweekly digest for libraries. An author index is provided as well as information for ordering ERIC documents. (BBM)

ED 284 595
Ir 052 154
Minor, Barbara B.
Trends In School Library Media Research as

ED 273 346
JC 860 507
Southarland, Arthur R.
Adolescent Literacy in the Community College.
Hortense Issels Monograph Series.
American Association of Community and Junior Colleges, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Published Date—Aug 86
Contract—400-83-0030
Note—59p.

Available from—American Association of Community and Junior Colleges, Publications Sales, 80 South East St, Alexandria, VA 22334 ($10.00). Public Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price—MF01/PC04 Postage.


The essays in this collection focus on recent advances in institutional and support programs. This monograph argues that access and selectivity in the community college can complement and temper each other. Chapter I offers a brief historical overview of the relationship between access and selectivity in American higher education, focusing upon the community college. Definitions of community college, equity, and equality are presented. In chapter II. Chapter III explores indicators of access and selectivity, focusing on institutional statements of philosophy, mission, and objectives; geography; delivery systems; curricular; student services; faculty; costs; and students. The report for the changing dominance of access and selectivity is discussed in chapter IV. Along with views concerning access needed for revitalizing the community college. Finally, chapter V summarizes with a summary. A 10-page list of references concludes the document. (LAL)

ED 274 386
JC 860 510
Vogel, George H., Ed.
Advances in Instructional Technology. New Directions for Community College Education.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Published Date—86
Contract—400-83-0030
Note—11p.


Public Type—Reports (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price—MF01/PC04 Postage.

Descriptors—Communications Satellites, Communication Media, Computer-Assisted Instruction, Elementary Education, Distance Education, Educational Change, Educational Technology, Instructional Systems, Learning Resources, Media Research, Two Year Colleges.

The essays in this collection focus on recent advances in instructional technology and their use in community colleges. The collection includes: (1) "Technology in Education to the Distant Learners," by Leslie N. Purdy; (2) "Satellites Stop Beepig and Start Teaching," by Peter Vander Haeghen; (3) "Distance Education: The NLRM Model," by Jack A. Weiss and Ralph G. Steinke; (4) "Access with Excellence," by John E. Roussou, George A. Montague, and Roush (5) "Copyright Revisited," by George H. Voegel; (6) "Educational Technology in Multicampus Community Colleges: A Decade of Change," by
promoted through articulation agreements with four-year colleges specifying the transferability of competencies as well as credits and formal and informal academic experiences designed to promote degree completion among faculty members. Other manifestations of the movement to improve transfer rates are the development of stair steplike systems of education which provide ongoing feedback on student progress toward graduation and transfer; and special support programs designed to promote the educational mobility of minority and disadvantaged students at urban community colleges. Efforts to improve the flow of tenable information into the systems that serve both college personnel and students. These efforts to strengthen the transfer function represent a commitment on the part of community colleges to provide more clear and integrated support services in the educational and social transition activities, such as mandatory testing and placement, orientation programs, peer instruction, and integrated support services, have also been identified as notable obstacles to academic persistence include external factors such as insufficient financial demand, social demands, family obligations, housing or transportation problems; and internal problems such as procrastination, fear of failure, inability to ask for help, loneliness, self-doubt, value conflicts, and career indecision. To deal with these factors, college retention efforts should focus on areas such as academic stimulation and assistance, personal future building, and out-of-class faculty interaction. Additional retention strategies, such as mandatory testing and placement, orientation programs, peer instruction, and integrated support services, have also been identified as notable obstacles. Research and experience have indicated that intervention strategies that focus on specific needs of targeted groups of risk students, including low-income, the academically underprepared, students with unclear academic and career goals, special needs, and students, increased retention. Current research indicates that such retention programs, comprising assessment and placement, orientation, counseling, academic advising, developmental education, and ancillary support services, can and do enhance students' chances of success. (LAL)

ED 276 492
Palmer, Jim, and Clark, Barbara Community College Transfer Function, 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-No.-400-83-0039 Note-6p.
Type-Reports-Descriptive (141)-Information Analyses -ERIC Information Analysis Products (071)
EDRS Price-MF01/PC01 Plus Postage.
Descriptors-Academic Education, Access to Education. Annotated Bibliographies, *College Administration, *College Faculty. *College Instruction, College Planning, *Community Colleges, Community Services, Continuing Education, *Curriculum Improvement, *Government, Remedial Instruction, Student Personnel Services, Two Year Colleges, *Two Year College Students, *Vocational Education. This bibliographic guide to the literature that has contributed to the two-year college field over the past 20 years provides annotations for over 650 books, articles, and research reports. The guide is organized into the following chapters: (1) The Development of Community College Literature; (2) General Resources on Two-year Colleges; (3) Students; (4) Faculty; (5) Administration, and Planning; (6) Financing and Budgeting; (7) Instruction, Instructional Support, and Student Services; (8) Occupational and Developmental Education; (9) Continuing Education and Community Services; (10) The Collegiate Function; (11) Educational Opportunity and Social Mobility; and (12) Additional Sources of Information such as Periodicals and Newsletters. Annotations indicate the type of information provided in the work, summarize the author's main point(s), and suggest how and for whom the work is useful. outstanding or groundbreaking, as well as annotations that enhance the author's main point(s), and suggest how and for whom the work is useful. Outstanding or groundbreaking, as well as annotations that enhance the author's main point(s), and suggest how and for whom the work is useful. Outstanding or groundbreaking, as well as annotations that enhance the author's main point(s), and suggest how and for whom the work is useful. Outstanding or groundbreaking, as well as annotations that enhance the author's main point(s), and suggest how and for whom the work is useful.

ED 276 519
Ahrendt, Kenneth M. Ed. Teaching the Developmental Education Student. New Directions for Community Colleges, Number 57.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif. Spons Agency-Office of Educational Research and Improvement (ED), Washington, DC. Pub Date-Oct 87
Contract-No.-400-83-0030
Note-12p.
Type-Reports-Descriptive (141)-Information Analyses -ERIC Information Analysis Products (071)-Collected Works -Serials (022)
EDRS Price-MF01/PC01 Plus Postage.

ED 275 402
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Eric Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill. (ED 280 595)

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

Contact—400-86-0023

Note—3p.

Pub Type—Information Analyses—ERIC Information Analysis Products

EDRS Price—MPOI/PC01 Plus Postage

Descriptors—Administrator Attitudes; Accountability; Adult-Child Relationship; Affection, Parent-Adult; Agricultural Education, Vocational; Adolescents; Adolescent Accidents; Adolescent Alcohol Abuse; Adolescent Drug Abuse; Adolescents; Age; Age-Related Differences; Age-Specific Needs; Aggression; Aggressive Behavior; Agronomy Education; After-School Care; After-School Programs; After-Workcare; After-School Programs; Alternative Education; Alumni; American Indians; American Indians; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; American Indian Education; America
self-awareness, activities providing job and role information, decision-making/gold-leaf training activities. Through written information, interviews, and job site involvement, work preparation is described as providing practical experience and job option awareness. Several programs which provide basic skills to youth who have left school prior to graduation (e.g., Adult Basic Education, and General Equivalency Diploma) are reviewed. Grades at which the different elements should be included and how and why career education counseling is different for migrant youth are described. Discussions involving counselor responsibility, the incorporation of counseling elements into different curricula and existing programs, and a list of five existing migrant education career counseling programs conclude the discussion. (PM)

ED 273 423
Rec. Roye Rose. D. Comp.
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Mar 86
Contract—400-05-0003
Note—1p.

ED 273 424
Rec. Betty Ann Rodeheffer
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Jan 71
Contract—400-05-0003

ED 273 423
Rec. Roye Rose. D. Comp.
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Mar 86
Contract—400-05-0003
Note—1p.

ED 273 424
Rec. Betty Ann Rodeheffer
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Jan 71
Contract—400-05-0003

ED 273 424
Rec. Betty Ann Rodeheffer
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Jan 71
Contract—400-05-0003

ED 273 423
Rec. Roye Rose. D. Comp.
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Mar 86
Contract—400-05-0003
Note—1p.

ED 273 424
Rec. Betty Ann Rodeheffer
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Jan 71
Contract—400-05-0003

ED 273 423
Rec. Roye Rose. D. Comp.
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Mar 86
Contract—400-05-0003
Note—1p.

ED 273 424
Rec. Betty Ann Rodeheffer
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Jan 71
Contract—400-05-0003

ED 273 423
Rec. Roye Rose. D. Comp.
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Mar 86
Contract—400-05-0003
Note—1p.

ED 273 424
Rec. Betty Ann Rodeheffer
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Jan 71
Contract—400-05-0003

ED 273 423
Rec. Roye Rose. D. Comp.
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Mar 86
Contract—400-05-0003
Note—1p.

ED 273 424
Rec. Betty Ann Rodeheffer
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Jan 71
Contract—400-05-0003

ED 273 423
Rec. Roye Rose. D. Comp.
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Mar 86
Contract—400-05-0003
Note—1p.

ED 273 424
Rec. Betty Ann Rodeheffer
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Jan 71
Contract—400-05-0003

ED 273 423
Rec. Roye Rose. D. Comp.
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Mar 86
Contract—400-05-0003
Note—1p.

ED 273 424
Rec. Betty Ann Rodeheffer
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Jan 71
Contract—400-05-0003

ED 273 423
Rec. Roye Rose. D. Comp.
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Mar 86
Contract—400-05-0003
Note—1p.

ED 273 424
Rec. Betty Ann Rodeheffer
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Jan 71
Contract—400-05-0003

ED 273 423
Rec. Roye Rose. D. Comp.
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Mar 86
Contract—400-05-0003
Note—1p.

ED 273 424
Rec. Betty Ann Rodeheffer
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Jan 71
Contract—400-05-0003

ED 273 423
Rec. Roye Rose. D. Comp.
A Directory of Organizations and Programs in Rural Education
ERIC Clearinghouse on Rural Education and Small Schools, N. Mex. Rural Education Association, Fort Collins, CO.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pubs Date—Mar 86
Contract—400-05-0003
Note—1p.
out the activity, including simple construction plans for some homemade apparatus; (4) how-to-do-it sequences for self-generating, and actually implementing the activities with youngsters; (5) ideas for further challenges that could be follow-up activities; and (6) references used. (TW)

ED 277 547
Duniego, John F.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—400.86-0016
Pub Date—86
Note—7p.
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/PC01 Plus Postage
An emerging focus on pre-college education in the 1980s is the interaction of science and technology in terms of the combined educational relationships with society. The characteristics of the science/technology/society (S/T/S) theme, as advanced by science educators, sociologists, educators, and environmental educators, exhibits similarities. It is the purpose of this paper to highlight the interactions of the S/T/S perspectives of the three fields and, in particular, to note contributions that environmental educators might make to the implementation of the various S/T/S goals of general education. This involves the description of the S/T/S framework, comparisons of the work of individuals and of organizations working toward similar goals, and an examination of the question, to what extent should attempts to implement S/T/S goals include and emphasize environmental education components? Goal statements relating to the S/T/S threat from all three fields are listed/referenced, as well as those proposed by some associated global education and citizenship education efforts. References are listed of research that are alien to environmental education components, including environmental education components in S/T/S oriented materials are described. (TW)

ED 277 565
Howe, Robert W.
Pub Date—30 Dec 86
Note—57p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212. Pub Type—Information Analyses—ERIC Information Analysis Products (071) EDRS Price—MF01/PC01 Plus Postage
Several projects were undertaken in 1986 for the purpose of marketing and improving the ERIC system. The report focuses on the results of the projects that involved two surveys of users of the ERIC system and a follow-up study of a stratified sample of 500 ERIC Standing Order Customers (SOC). These sites subscribe to the ERIC microfiche collection. Comments are received from the heaviest users of ERIC. The respondents represented all types of SOCs and included 70 percent of the state departments of education. Several user characteristics that subscribe to the ERIC microfiche. Survey II was a sample of 200 administrators and teachers selected from a list of 2,800 schools surveyed periodically since 1969 by the SMEAC Information Reference Center at The Ohio State University. In addition, a sample of 50 administrators and teachers were sampled from Ohio. Each report is described in terms of its: (1) sample population; (2) data collection procedures; and (3) data results and analysis. A summary is provided as well as a list of specific user recommendations. Appendices contain survey letters and questionnaires. (ML)

ED 278 536
Suydam, Marilyn N.
Educational Objectives, *Science Education Research
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Note—2p.
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/PC01 Plus Postage
Problem Solving, *Testing Identifiers—*Mathematical Sciences Education Board
This bulletin focuses on three developments related to evaluation. First, the plans and initial work of the National Assessment of Educational Progress Board, formed in 1985, are described. The Board's goals, its view of the major challenges in mathematics education facing the nation's schools, and its plans are discussed. The development of a design for studying the impact of testing on mathematics education is then described. The second section of the bulletin provides an overview of a revised publication on evaluation in the "Mathematics Classroom," published first in 1974. What is included in the publication is noted, with several illustrative examples. A second publication with similar goals (Mathematics Assessment for the Classroom Teacher) developed by the Virginia Council of Teachers of Mathematics is also described. In the third section of the bulletin, the need to develop a mathematics problem solving test effectively is considered. Procedures that can be used in addition to paper-and-pencil measures are listed. Finally, several tests that assess the mathematical problem solving processes are cited, with examples. Fifteen references are listed. (MNS)

ED 278 551
Gold, Helen J.
Pub Date—Dec 86
Note—19p.; This document will be published in the special "Science Education Research" section.
Available from—John Wiley and Sons, Inc., 605 Third Ave., New York, NY 10016 (Contact publisher for price).
Pub Type—Reports—Descriptive (14)—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage
Identifiers—Science Education Research
This review of research in science education consists of 432 reports published in 1985. Data sources include science education journals that regularly appear in the "Current Index to Journals in Educa-


Identifiers - Environmental Education Research. A project of the ERIC Clearinghouse for Science, Mathematics, and Environmental Education (ERIC/SMEAC) has focused on the synthesis of information dealing with its specific areas of concern. Recent developments in the science and social studies educational communities have led to an increasing emphasis on the educational implications of the interactions among science, technology, and society, with particular emphasis in their interdisciplinary nature. This report identifies some of the overlapping concerns and those of the environmental education community. It is a result of a national conference held by ERIC/SMEAC in 1986 designed to identify and characterize the overlaps of science, technology, society, and environment within the K-12 school programs at both the state and local levels. Included in this volume are the responses to a questionnaire sent to representatives of all state agencies, along with an overall summary which attempts to provide a national synthesis. The information presented from 41 states and the District of Columbia are included, as well as copies of the survey form and cover letter.


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

SO


ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
The ERIC digest examines the paradox posed to social studies educators by the new wave of immigrants and increasing ethnic diversity: namely, how do educators depict accurately and fairly the rich ethnic diversity of the United States and also teach core values of a common American heritage? With the understanding of the interac tion of both unity and diversity, the digest discusses the four aspects of the problem: (1) the meaning of education about ethnic diversity. which includes enhancing students' self-concepts; (2) the meaning of diversity in the curriculum, which should permeate all levels; and (3) procedures for teaching about ethnic diversity in the United States; and (4) select learning activities to help students apply and extend the major concepts. The digest contains practical suggestions for developing each dimension, and identifying guidelines for effective planning and implementation are provided, and helpful hints and materials or strategies; and (6) local sharing programs. Those planning successful inservice programs must consider participant needs, workshop content, specific goals, available resources, recruiting participants, and evaluation procedures. (TRS)

ED 274 611 
Rötger, C. Frederick, Ed.  
How To Plan And Implement Successful Social Studies Inservice Teachers, D5 No. 34.  
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.  
Spons Agency: Office of Educational Research and Improvement (ED), Washington, DC.  
Pub Date: Oct 86  
Contract-400-86-0020 
Note-4p.  
Pub Type-Information Analyses - ERIC Information Analysis Products (071) - Guides - Classroom - Teacher (052)  
EDRS Price- MF01/PC01 Plus Postage.  
Identifiers-ERIC Digests  
The workshop is the most convenient and frequent means of inservice education. The purposes and types of inservice workshops that are examined, guidelines for effective planning and implementation are provided, and helpful hints and areas of critical need are listed in constructing successful workshops are suggested. Six typical formats of social studies workshops are noted: (1) curriculum development, revision, and improvement; (2) awareness and/or dissemination of social studies materials and strategies; (3) evaluation of curriculum or instructional impacts; (4) evaluation of student progress; (5) implementation of specific materials or strategies; and (6) local sharing programs. Those planning successful inservice programs must consider participant needs, workshop content, specific goals, available resources, recruitment and public relations, necessary logistical tasks, evaluation format, and follow-up activities. Hints and cautions about designed goals are presented, participant involvement, demonstrations and peer teaching, "ice breaker" activities, administrative support, the inclusion of alternative delivery methods, and appropriate evaluation procedures. (TRS)

ED 274 612  
Gies, James R., Ed.  
A Humanities Approach to Early National U.S. History: Activities and Resources for the Junior High School Teacher.  
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, CO.  
Spons Agency: Office of Educational Research and Improvement (ED), Washington, DC.  
Pub Date: May 86  
Contract-400-86-0020 
Note-4p.  
Pub Type-Information Analyses - ERIC Information Analysis Products (071)  
EDRS Price- MF01/PC01 Plus Postage.  
The hard-cover basal textbook continues to dominate teaching and learning in elementary social studies, presenting a content reduced to budget facts, the back to basics movement, state-wide testing, and criticism of less traditional teaching practices. Children's home environments vary. Children using social studies textbooks include lack of experiential background and the inherent difficulty of social sciences content. Technical concepts may have little or no meaning unless specific vocabulary or concept development lessons precede use of the text by students. In order to improve this situation, teachers should clarify their objectives and consider the teaching suggestions provided in the textbook. Teachers should also develop the required background, (2) accommodate varying reading levels, (3) provide direct instructional help, and (4) select learning activities to help students apply and extend the major concepts. The digest contains practical suggestions for developing each of these dimensions, and identifying guidelines for effective planning and implementation are provided, and helpful hints and materials or strategies; and (6) local sharing programs. Those planning successful inservice programs must consider participant needs, workshop content, specific goals, available resources, recruiting participants, and evaluation procedures. These acquired skills should enable students to think more effectively about their world. (CBE)

ED 277 601  
Laskin, Allan; Bolmstein, Joseph  
The Nature of Geographic Literacy.  
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.  
Spons Agency: Office of Educational Research and Improvement (ED), Washington, DC.  
Pub Date: Nov 86  
Contract-400-86-0020  
Note-4p.  
Pub Type-Information Analyses - ERIC Information Analysis Products (071)  
EDRS Price- MF01/PC01 Plus Postage.  
Identifiers-ERIC Digests  
This Digest explores the nature of geographic literacy. Part 1 discusses fundamental themes of geographic literacy. Part 2 examines development of ge ospace and the geographic characteristics of place, the development of human environment relationships and their consequences, human movement and interaction, and the formation and change of regions. Part 2 describes basic geographic skills as suggested in "Guidelines for Geographic Education." These skills include asking geographic questions, acquiring geographic information, and meeting and developing geographic generalizations. Part 3 considers the likely outcomes if students are provided with skills that improve their geographic literacy. These skills include an increased awareness of the importance of location and human characteristics, a greater awareness of human adaptation to natural environments, an increased appreciation of global interdependence, and greater use of geographic generalizations. These acquired skills should enable students to think more effectively about their world. (CBE)

ED 278 598  
Lusk, John A.  
Other Schools; Teaching Strategies and Materials for the Elementary and Middle School Teachers.  
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; Indiana Univ.-Bloomington, Social Studies Development Center;
Education for citizenship in a free society has long been a primary goal of social studies education. Knowledge of the Constitution, its principles, values, history, and application to contemporary American life is essential to an informed citizenry and this book is intended to stimulate interest and improve teaching in practice. On the Constitution. Chapter 1 presents several key concepts and teaching strategies that have been used successfully in social studies, history, government, and civics; and Chapter 3 reviews current projects and learning materials developed especially for the Bloomington Area Committee on the Constitution. More than half the volume, present seven model lessons which exemplify teaching strategies discussed in Chapter 3. The book contains an extensive select bibliography which includesERIC resources on teaching about the Constitution, books on constitutional history and government, and computer software for teaching about the Constitution. (KWL)

ED 278 602 SO 017 888 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.


ED 284 824 SO 018 524 Teaching about East Asia: A Resource Packet. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 283 823 SO 018 522 Benjamin, Ronald A. The Nature of Economic Literacy: ERIC Digest No. 41. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 280 764 SOL17 894 Patterson, John J. Keller, Claire W. Learning about Asia: Papers Supplements to High School Courses in Asian History, Government, and Civics. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 282 822 SO 018 482 Stull, Alice. Resources in Geography. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 280 764 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 282 796 SO 018 090 Woljan, Linda S. Teaching about Japan.ERIC Digest No. 38. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.


ED 283 823 SO 018 522 Benjamin, Ronald A. The Nature of Economic Literacy: ERIC Digest No. 41. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 280 764 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 280 764 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 282 764 SO 017 888 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 280 764 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 280 764 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 280 764 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 280 764 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 280 764 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 280 764 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 280 764 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 280 764 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 280 764 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 280 764 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 280 764 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 280 764 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

ED 280 764 Material, Merry A. Teaching about Africa.ERIC Digest No. 36. ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
ERIC Clearinghouse for Social Studies/Social Sciences

Lessons on the Northwest Ordinance of 1787: Patrick, John J.

grams, databases, data analysis programs, and simulations. Presentations are organized by the following categories:

- Identifiers—History, United States History, Secondary Education
- Identifiers—United States, History, United States History, Secondary Education
- Identifiers—American History, United States History, Secondary Education
- Identifiers—American History, United States History, Secondary Education
- Identifiers—History, United States History, Secondary Education
- Identifiers—American History, United States History, Secondary Education

The Importance of the Educational Resources Information Center (ERIC), Explains how to use the system most effectively, and offers suggestions on how health and physical education teacher education faculty can present and use the system to supplement classroom instruction. Following a description of how resources in ERIC can be helpful to teachers and teacher candidates, the digest goes on to explain a case study and suggests teachers should know in order to use ERIC effectively. Some suggested activities for classroom follow-up are listed. (ID)

The Importance of the Educational Resources Information Center for Teacher Candidates, Discusses use of the system in the classroom. (ID)

Teacher Certification, ERIC Digest 11, Provides information on certification, types of certification, and certification requirements. (ID)

Teacher certification is the education system's process for assuring that public school teachers possess minimum qualifications. Each state determines its own certification standards. Increased mobility among teachers suggests that teachers should have information about general requirements for certification and where to locate particular state requirements. This digest provides information on the purpose of certification, types of certification, certification requirements, how to obtain information about requirements, and prospects for further reading are provided. (ID)
The Evaluation of Teachers. ERIC Digest 12.
ERIC Clearinghouse on Teacher Education, Wash-
ington, D.C.

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

Pub Date—86
Contract—400-83-0022
Note—4p.

Pub Type—Reports—Descriptive (141)—Information
Analyses—ERIC Information Analysis Products
(071)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Evaluation, Teacher Education, Teach-
er Effectiveness.

ED 279 642
Ducharme, Howard R.
Teacher Educators: What Do We Know? ERIC
Digest 13.
ERIC Clearinghouse on Teacher Education, Wash-
ington, D.C.

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

Pub Date—86
Contract—400-83-0022
Note—4p.

Pub Type—Information Analyses—ERIC Information
Analysis Products (071)—Reports—Descriptive
(141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Teacher Education, Research Needs,
*Schools of Education, Specialist in Education
Degree, Teacher Educator Education, *Teacher
Educators.

Identifiers—ERIC Digests

ED 279 643
Ducharme, Howard R.
ED 279 640
AIDS: Are Children at Risk? ERIC Digest 16.
ERIC Clearinghouse on Teacher Education, Wash-
ington, D.C.

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

Pub Date—86
Contract—400-83-0022
Note—4p.

Pub Type—Information Analyses—ERIC Information
Analysis Products (071)—Reports—Descriptive
(141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Communicable Diseases, Disease
Incidence, Elementary Secondary Education, In-
formation Analysis, Policy, School Policy, *School
Role, Sex Education

Identifiers—ERIC Digests

ED 279 644
Barrett, Joon
Drug Abuse: Prevention Strategies for Schools.
ERIC Digest 17.
ERIC Clearinghouse on Teacher Education, Wash-
ington, D.C.

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

Pub Date—86
Contract—400-83-0022
Note—4p.

Pub Type—Information Analyses—ERIC Information
Analysis Products (071)—Reports—Descriptive
(141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Drug Abuse, Drug Education, Elementary

Role, Teacher Role
Identifiers—ERIC Digests

Efforts to fight drug abuse must occur in the
schools, as well as in homes and the community.

Since schools provide one major influence in trans-
mittting values, standards, and information to chil-
dren. This digest discusses the extent of drug abuse
among youth, why drug abuse occurs, the effects of
drug abuse, what schools can do to combat the
problem, some promising prevention programs, what
teachers and principals can do, and future needs.

ED 279 646
SP 028 648
Successful ERIC Searching for HPRD Profes-
sional Information. ERIC Digest 18.
ERIC Clearinghouse on Teacher Education, Wash-
ington, D.C.

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

Pub Date—87
Contract—400-83-0022
Note—4p.

Pub Type—Information Analyses—ERIC Information
Analysis Products (071)—Reports—Descriptive
(141)

EDRS Price—MF01/PC01 Plus Postage.


*Health Education, *Information Retrieval, In-
formation Sources, *Physical Education, *Recre-
ation, *Reference Sources.

Identifiers—ERIC Digests

The Educational Resources Information Center
(ERIC) offers Health, Physical Education, Recrea-
tion, and Dance (HPRD) faculty and students access
to the largest collection of educational literature
available today. This digest describes HPRD, the
importance of the Thesaurus of ERIC Descriptors,
and how to use Thesaurus descriptors, and lists HPRD
descriptors from the Thesaurus under the following
headings: (1) athletics; (2) dance; (3) health; (4) physical education; (5) recreation; and (6) sports/activities.

ED 282 860
SP 028 998
So You Want To Be a Teacher. ERIC Digest 19.
ERIC Clearinghouse on Teacher Education, Wash-
ington, D.C.

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

Pub Date—87
Contract—400-83-0022
Note—4p.

Pub Type—Guides—Non-Classroom (055)—Re-
ports—Descriptive (141)—Information Analyses—
ERIC Information Analysis Products (071)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, Elementary Sec-
ondary Education, Higher Education, Preservice
Teacher Education, School Standards, *Teacher
Certification, Teacher Education Programs,
*Teacher Salaries, *Teacher Supply and Demand,
*Teaching Conditions, *Teaching Conditions,
*Teacher Certification, *Teacher Education
Programs, *Teacher Salaries, *Teacher Supply
and Demand.

Identifiers—ERIC Digests

This digest, addressed to prospective teachers,
consists of questions and answers that provide infor-
mation on such topics as teachers' responsibilities,
how to become a teacher, teacher supply and de-
mand, salaries, and working conditions. References
are included.

ED 282 872
SP 028 923
McCaleb, Joseph L., Ed.
How Do Teachers Communicate? A Review and
Critique of Assessment Practices. Teacher Educa-
tion Monograph No. 7.
ERIC Clearinghouse on Teacher Education, Wash-
ington, D.C.

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

Pub Date—May 87
Contract—400-86-0033
Note—90p.

Available from—ERIC Clearinghouse on Teacher
Education, One Dupont Circle NW, Suite 610,
Washington, DC 20036 ($5.90).

Pub Type—Information Analyses—ERIC Informa-
tion Analysis Products (071)—Reports—Descriptive
(141)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Communication Skills, *Educational
Research, Elementary Secondary Education, *In-
structional Effectiveness, *Research Utilization,
*Teacher Effectiveness, *Teacher Education,
*Teacher Student Relationship
The primary task of the monograph is to describe and analyze various uses of communication found in assessment practices. The first chapter contains a review and analysis of standardized measures of achievement and competency in education. Twelve communication categories emerge from an inspection of the performance assessments. The figure of the conversation model is elaborated by an examination of differences within each category. The second chapter focuses on the problem of the teacher. The literature on instructional communication is examined, and a model is developed with five critical skill areas. It is shown how the skill areas are used for selection or purposes, and in different modes or patterns of communicating. The third chapter discusses the implications for communication. The perspective of the conversation theorist and linguist is used to identify important dimensions of communication that have received little, if any, attention in the assessments. The claim that most performance assessments are grounded in research on teaching effectiveness is explored, and relationships between the assessments and the research are cited. Limitations of that research paradigm are identified, and methodology for communicating from the information-processing model are discussed. (JD)

Contract-400-86-0018

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

EDRS Price - MF01/PC01 Plus Postage.


Identifiers—Effective Schools Research, Identifying what makes a school effective, school effectiveness, criteria for effective schools.

The primary purpose in this paper is to describe for teachers and principals the methods and issues related to the identification of effective schools. Definition of school effectiveness is a complex task, one which should be expressed in terms of qualitative variables (school climate, instructional leadership, high expectations, etc.) as well as quantitative variables (achievement scores). The different methods used to measure school effectiveness can be analyzed along four basic dimensions: (1) level of aggregation; (2) criteria of effectiveness; (3) time frame of analysis; and (4) the various departments that have emerged in studying schools as complex social systems reveal a set of distinct characteristics in high-achieving schools, which should include: (1) strong administrative leadership, particularly in the area of curriculum and instruction; (2) an orderly, safe environment conducive to learning; (3) a pervasive and broadly understood instructional focus emphasizing a commitment to basic skills; (4) teacher behaviors that support student learning; (5) all students must obtain at least minimum mastery; and must obtain at least minimum mastery; and pupil achievement as the basis of program evaluation. (LMO)

ED 284 910

TM 870 495

Beard, Jacob G.

Minimum Competency Testing, Update.

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

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

Report No.—ER-IETM-92

Pub Date—Aug 86

Contract—OERI-400-86-0018

Note—57 p.


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

EDRS Price - MF01/PC01 Plus Postage.


Identifiers—National Teacher Examinations, Teacher competency testing, minority group members as required new teachers to be tested has grown rapidly. States differ in their definition of competence, in the methods they use to test teachers, and in the treatment of teachers who do not meet competency requirements. This monograph describes a national survey examining the variety of state teacher competency examination programs. Definitions of terms associated with teacher competence (teacher effectiveness, teacher competency, teacher performance) are offered. The 20-item questionnaire is described and the methods used in state responses are discussed. Results showed minor differences among testing programs, such as testing of all supervisory staff or the number of tests to be administered. Candidates had minimal dissatisfaction on major issues, and there was a consensus that the testing of teacher competency examination be used for certifying teachers rather than for merit pay or salary decisions. An appendix provides a summary of the survey and analysis of state testing programs. The areas tested, the tests used, and the names and addresses of state contacts. (LMO)

ED 282 891

TM 870 261

Frederick, Judith M.

Minority Teacher Effectiveness: Guidelines for Educational Practitioners.

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

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

Report No.—ERI-ETM-92

Pub Date—Jan 87

Contract—400-86-0018

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

EDRS Price - MF01/PC01 Plus Postage.


Identifiers—Effective Schools Research, Identifying what makes a school effective, school effectiveness, criteria for effective schools.

The primary purpose in this paper is to describe for teachers and principals the methods and issues related to the identification of effective schools. Definition of school effectiveness is a complex task, one which should be expressed in terms of qualitative variables (school climate, instructional leadership, high expectations, etc.) as well as quantitative variables (achievement scores). The different methods used to measure school effectiveness can be analyzed along four basic dimensions: (1) level of aggregation; (2) criteria of effectiveness; (3) time frame of analysis; and (4) the various departments that have emerged in studying schools as complex social systems reveal a set of distinct characteristics in high-achieving schools, which should include: (1) strong administrative leadership, particularly in the area of curriculum and instruction; (2) an orderly, safe environment conducive to learning; (3) a pervasive and broadly understood instructional focus emphasizing a commitment to basic skills; (4) teacher behaviors that support student learning; (5) all students must obtain at least minimum mastery; and must obtain at least minimum mastery; and pupil achievement as the basis of program evaluation. (LMO)

ED 284 911

TM 870 496

Hamlet, Ronald K.

Evaluating Criterion-referenced Tests, ERIC Digest.

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

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

Pub Date—86

Contract—400-86-0018


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

EDRS Price - MF01/PC01 Plus Postage.


Identifiers—ERIC Digerests, Standards for Educational and Psychological Testing, Test Specifications.

Criterion-referenced tests (CRTs) are constructed to permit the interpretation of examinee test performance in relation to a set of well-defined competencies. CRTs are currently used extensively in industry, and the armed services because they provide a valuable and different interpretation from non-referenced tests. Test publishers, school district administrators, educational researchers, and policymakers are widely using these tests. However, many of the available tests fall far short of the technical quality necessary for them to accomplish their intended purpose. This digest provides practitioners and test developers with guidelines for evaluating CRTs. Drawn from the Standards for Educational and Psychological Testing, 1985, 25 content and technical questions are presented that must be answered when evaluating criterion-referenced tests. The technology for preparing CRTs is now well developed, and practitioners can avoid improperly prepared tests by addressing these questions. (JS)

ED 284 912

TM 870 576

Fielding, Glen

Trends in Integrating Teaching and Testing, ERIC Digest.

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

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

Pub Date—87

Contract—400-86-0018

Note—Appl An ERIC Digest published in the ERIC/TME Update Series.


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

EDRS Price - MF01/PC01 Plus Postage.


Identifiers—Criterion Related Testing, ERIC Digests.

In recent years, educational research and development has focused increased attention on ways of enhancing the instructional value of tests. This ERIC Digest summarizes some of the recent advances in linking instruction and assessment. Studies of student effectiveness in important content areas, systematic assessment of student progress and use of test information is making instructional decisions. Three functions are at the heart of integrating teaching and testing in the classroom: (1) diagnosing student knowledge and skill level before instruction; (2) monitoring student learning progress; and (3) providing regular feedback to students. Item banks are developed by various local and national groups, facilitate linking of tests to instruction. Adaptive testing, in which the items given to a student are based on the student's performance, provides a more precise indication of where a student stands in a learning area. Tests based on modern cognitive theory illuminate previously hidden aspects of student thinking and performance. Articles appearing in a number of diverse publications discussed the need for more useful professional development programs for teachers on teaching. The ERIC data base has resources on learning, adaptive test-
ED 273 717
Author, Carol
Title, Cooperative Learning in the Urban Classroom.
EDRC Digest, Number 30.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Contract—400-86-0015
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MP01/PC01 Plus Postage.
The increasing number of black students in private schools has been stimulated partly by concern about the adequacy of the public schools, a desire by parents for greater choice about, and control over, their children's schooling; and a desire to find schools with values similar to their own. Private schools that draw minority students have also contributed to this shift. Contrast to the commonly held view that only middle class black families choose private schools, a 1980 census shows that 100,000 black students from families living in poverty attend private schools, which is one and one-half times the number enrolled in private schools. Furthermore, a growing percentage of minority students pay full tuition. Several major studies of testing and achievement have found that higher standardized achievement test scores of black students in private schools than those in public schools; however, a variety of other factors, particularly socioeconomic status, limit the comparability of data. The quality of education varies, although factors such as the level of teacher training, years of teaching experience, and the materials available appear to be crucial factors. Elementary Secondary Education. The level of desegregation appears to be decreasing in private schools; the number of black teachers has not increased with minority enrollments and many inner city private schools are becoming increasingly segregated (predominantly black). A four-page list of references concludes the document. (ETS)
ED 273 719
Author, Carol
Title, And Others Trends and Issues in Urban Education: A Student-Based Perspective.
ERIC/CUE Trends and Issues Series; Number 3.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 86
Contract—400-86-0015
Note—66p.
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027.
Pub Type—Reports—ERIC Information Analysis Products (071)—Reports—Research (143)
EDRS Price—MP01/PC03 Plus Postage.
This paper provides a review of a three related literatures on urban education; the demographic characteristics of the students served by urban schools; some notable urban educational policies and practices; and issues and trends in equity research. Following the number the number of black students in urban and minority education are examined: urban responses to the reform efforts at the urban and minority students and private schooling; effective schooling programs; curricular issues related to urban, minority, and poor students; compensatory education programs; school violence; dropout programs and practices; school-corporate alliances; parent participation in schooling; and programs related to new immigrants. The four equity concerns which are highlighted include: desegregation effects, magnet schooling, bilingual education, and sex equity. There are small encouraging signs that the schools are educating urban students better than they did a decade ago; dropout rates for all groups but Hispanics are down; standardized achievement test scores of all groups have risen slightly; and efforts to help parents participate in schooling through at-home teaching have enhanced the educational process. Yet, there have been efforts to perpetuate these inequities, including such basic needs as housing, nutrition, and health care. (ETS)
ED 275 792
Author, Hornick, Karen
Title, Teaching to Linguistically Diverse Students.
ERIC Digest, Number 32.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 86
Contract—400-86-0015
Note—Available from—ERIC Clearinghouse on Urban Education, New York, N.Y.
Dropout Programs for Pregnant and Parenting Teens. ERIC/CUE Bibliography No. 8.
ERIC Clearinghouse on Urban Education. New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pub Date—Aug 86
Contract—400-86-0015
Note—4p
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copy free with stamped self-addressed envelope).

Pub Type—Information Analyses • ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement; Educational Development; Educational Improvement; Educational Needs; Needs Assessment; Outcomes of Education; Student Effectiveness; Teacher Effectiveness.
Identifiers—Educational Issues, ERIC Clearinghouses; Excellence in Education, National Needs, National Planning.

ERIC Digest, Number 33.
ERIC Clearinghouse on Urban Education. New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pub Date—Oct 86
Contract—400-86-0015
Note—4p
Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).

Pub Type—Reference Materials • Bibliographies (131) • Information Analyses • ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement; Educational Development; Educational Improvement; Educational Needs; Needs Assessment; Outcomes of Education; Student Effectiveness; Teacher Effectiveness.
Identifiers—Educational Issues, ERIC Clearinghouses; Excellence in Education, National Needs, National Planning.

ERIC Clearinghouse on Urban Education. New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pub Date—Jan 87
Contract—NIE-P-85-0008
Note—31p:
For individual chapters, see UD 025 435-452.

Pub Type—Collected Works - General (000) • Information Analyses • ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement; Educational Development; Educational Improvement; Educational Needs; Needs Assessment; Outcomes of Education; Student Effectiveness; Teacher Effectiveness.
Identifiers—Educational Issues, ERIC Clearinghouses; Excellence in Education, National Needs, National Planning.

ERIC Clearinghouse on Urban Education. New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pub Date—Jan 87
Contract—NIE-P-85-0008
Note—31p:
For individual chapters, see UD 025 435-452.

Pub Type—Collected Works - General (000) • Information Analyses • ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement; Educational Development; Educational Improvement; Educational Needs; Needs Assessment; Outcomes of Education; Student Effectiveness; Teacher Effectiveness.
Identifiers—Educational Issues, ERIC Clearinghouses; Excellence in Education, National Needs, National Planning.
Current Issues and Trends in Guidance and Career Development: Its Roots and Future

Two Problems in the Teaching of English.

ERIC Clearinghouse on Residency and Communication.

Suhu, Chong. 1986 (see UD 025 433).

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


The 1980s have witnessed a resurgence of interest in English instruction, both at the national and international levels, and in the past, teachers and curriculum planners have focused more on the language as a whole, rather than the individual student's needs. The key topic of the report is the effective teaching of English to at-risk infants and children, with a particular emphasis on the role of the English teacher in this process.

ED 281 900

Josue, Donald K.

Career and Vocational Education.

EDRS Price: MF01/PC01 Plus Postage.


Four representatice issues affecting the fields of adult, career, and vocational education are examined in this issue. These issues revolve around the following questions: (1) What career-related curriculum should be incorporated into the new basic? (2) What contributions can vocational and career education make to reducing the dropout rate? (3) How can relationships be established between secondary programs and high-quality occupational training? and (4) How can literacy programs increase the literacy rate among adults? Effective and innovative programs that are currently addressing these questions are discussed. These issues are representative of various public concerns and are used to stimulate discussion and action on these topics.

ED 280 900

Mead, Gary E.

Current Issues and Trends in Guidance and Counseling.

EDRS Price: MF01/PC01 Plus Postage.


The 1980s have witnessed a resurgence of interest in English instruction, both at the national and international levels, and in the past, teachers and curriculum planners have focused more on the language as a whole, rather than the individual student's needs. The key topic of the report is the effective teaching of English to at-risk infants and children, with a particular emphasis on the role of the English teacher in this process.

ED 281 900

Josue, Donald K.

Career and Vocational Education.

EDRS Price: MF01/PC01 Plus Postage.


Four representatice issues affecting the fields of adult, career, and vocational education are examined in this issue. These issues revolve around the following questions: (1) What career-related curriculum should be incorporated into the new basic? (2) What contributions can vocational and career education make to reducing the dropout rate? (3) How can relationships be established between secondary programs and high-quality occupational training? and (4) How can literacy programs increase the literacy rate among adults? Effective and innovative programs that are currently addressing these questions are discussed. These issues are representative of various public concerns and are used to stimulate discussion and action on these topics.

ED 280 900

Mead, Gary E.

Current Issues and Trends in Guidance and Counseling.

EDRS Price: MF01/PC01 Plus Postage.


The 1980s have witnessed a resurgence of interest in English instruction, both at the national and international levels, and in the past, teachers and curriculum planners have focused more on the language as a whole, rather than the individual student's needs. The key topic of the report is the effective teaching of English to at-risk infants and children, with a particular emphasis on the role of the English teacher in this process.

ED 281 900

Josue, Donald K.

Career and Vocational Education.

EDRS Price: MF01/PC01 Plus Postage.


Four representatice issues affecting the fields of adult, career, and vocational education are examined in this issue. These issues revolve around the following questions: (1) What career-related curriculum should be incorporated into the new basic? (2) What contributions can vocational and career education make to reducing the dropout rate? (3) How can relationships be established between secondary programs and high-quality occupational training? and (4) How can literacy programs increase the literacy rate among adults? Effective and innovative programs that are currently addressing these questions are discussed. These issues are representative of various public concerns and are used to stimulate discussion and action on these topics.

ED 280 900

Mead, Gary E.

Current Issues and Trends in Guidance and Counseling.

EDRS Price: MF01/PC01 Plus Postage.


The 1980s have witnessed a resurgence of interest in English instruction, both at the national and international levels, and in the past, teachers and curriculum planners have focused more on the language as a whole, rather than the individual student's needs. The key topic of the report is the effective teaching of English to at-risk infants and children, with a particular emphasis on the role of the English teacher in this process.

ED 281 900

Josue, Donald K.

Career and Vocational Education.

EDRS Price: MF01/PC01 Plus Postage.


Four representatice issues affecting the fields of adult, career, and vocational education are examined in this issue. These issues revolve around the following questions: (1) What career-related curriculum should be incorporated into the new basic? (2) What contributions can vocational and career education make to reducing the dropout rate? (3) How can relationships be established between secondary programs and high-quality occupational training? and (4) How can literacy programs increase the literacy rate among adults? Effective and innovative programs that are currently addressing these questions are discussed. These issues are representative of various public concerns and are used to stimulate discussion and action on these topics.

ED 280 900

Mead, Gary E.

Current Issues and Trends in Guidance and Counseling.

EDRS Price: MF01/PC01 Plus Postage.


The 1980s have witnessed a resurgence of interest in English instruction, both at the national and international levels, and in the past, teachers and curriculum planners have focused more on the language as a whole, rather than the individual student's needs. The key topic of the report is the effective teaching of English to at-risk infants and children, with a particular emphasis on the role of the English teacher in this process.

ED 281 900

Josue, Donald K.

Career and Vocational Education.

EDRS Price: MF01/PC01 Plus Postage.
the total process of learning and teaching as a series of specific objectives, based on research in human learning and communication and employing a combination of behavioral and nonbehavioral techniques to provide about more effective instruction. The main question considered in the report is how it can be used to improve education by helping each individual to become increasingly responsible for his/her own learning. Of prime importance are the following issues regarding the role and use of technology in education: (1) reluctance to use technology as an additional part of the instructional process, in spite of societal acceptance of technology; (2) technology's ability to create excellence and mediocrity; (3) the impact of technology as a likely vehicle for teaching problem-solving; and (4) the quality of instructional software. Technology should not displace traditional means and measures of efficiency and effectiveness. Meeting these needs for a new type of traditional means and measures of efficiency and effectiveness is effecting student flow. Colleges will probably be more vigorous in separating students, courses, and programs into more definable categories for purposes of funding. Current classifications such as college credit, occupational, remedial, adult, and community services are inadequate. The third concern is preserving a comprehensive curriculum. College administrators move toward increased alignment on the basis of curricular content as modified by students' intent and goals. The fourth issue is maintaining an appropriate teaching staff. Faculty employment and evaluation criteria will remain essentially unchanged. The university graduate division and the occupational and business communities will continue as the primary source of new instructors. Pay scales will continue to reflect college credits earned and years of experience. Teaching will move more slowly toward becoming a cooperative endeavor. A list of references is included. (PS)

ED 281 908
UD 025 446
Kozl, John G.
Current Issues in Early Childhood Education.
ERIC Clearinghouse on Early Childhood Education, Champaign, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—NIE-PS-0008

ED 281 910
UD 025 448
Howe, Robert W.
And Others
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—NIE-PS-0008

EDRIS Price MFOI/PC01 Postage.


Instructional technology is defined as a systematic way of designing, carrying out, and evaluating the effectiveness of the language in real-life communication settings. The second development is the introduction of educational technology to the language classroom. The following three aspects of computer-assisted language learning (CALL) are discussed: (1) acquired knowledge; (2) design and development; and (3) adoption of a systems analysis view of the instructional process and environment.
ED 281 911
Patrick, John J.
Core Content, Critical Thinking, and Civic Values: Impact on Education in the Social Studies
ERIC Clearinghouse for Social Studies/Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—NIE-P-85-0008
ED 281 912
Xavier, Carol
The Ninth Grade—A Precarious Time for the Potential Dropout
ERIC Digest No. 34.
Available from—ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—Jun 87
Contract—000-88-0015
Note—5p.
ED 281 913
Mellor, Donald S.
And Others
Current Issues in Testing, Measurement, and Evaluation
ERIC Clearinghouse on Tests, Measurement, and Evaluation
EDRS Price—MF01/PC01 Plus Postage.
Sponsors Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 86
Contract—NIE-P-85-0008
ED 281 914
Duran, Elizabeth E.
and others
Issues in Improving Urban Schools: Dropout Prevention, Student Characteristics, and Policies
ERIC Clearinghouse on Urban Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 87
Contract—NIE-P-85-0008
EDRS Price—MF01/PC01 Plus Postage.
ERIC Clearinghouse on Urban Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 87
Contract—NIE-P-85-0008
EDRS Price—MF01/PC01 Plus Postage.
ERIC Clearinghouse on Urban Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 87
Contract—NIE-P-85-0008
EDRS Price—MF01/PC01 Plus Postage.
Subject Index

Academic Achievement
Adjustment Problems of Foreign Students in U.S. Colleges and Universities. Q&A.
ED 276 296 (FL)

Academic Freedom
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts. ERIC Digest 85-4.
ED 284 517 (HE)

Academic Persistence
Improving Student Retention in Community Colleges. ERIC Digest.
ED 276 493 (IC)

Academic Standards
College Learning Improvement Programs. ERIC Digest 84-1.
ED 284 512 (HE)

Academically Gifted
Current Issues and Future Directions in Special Education.
ED 276 307 (FL)

Access to Education
Access versus Selectivity in the Community College. Horizons Issues Monograph Series.
ED 273 346 (IC)

Deterrents to Participation: An Adult Education Dilemma. Information Series No. 308.
ED 272 768 (CE)

Deterrents to Participation in Adult Education.
Overview. ERIC Digest No. 59.
ED 275 889 (CE)

Accident Prevention
Safety Hazards in Science Classrooms. ERIC/ SMEAC Science Education Digest No. 1, 1986.
ED 274 556 (SE)

Accountability
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts. ERIC Digest 85-4.
ED 284 517 (HE)

Self-Study in Higher Education: The Path to Excellence. ERIC Digest 84-1.
ED 284 510 (HE)

Accreditation (Institutions)
Accreditation. ERIC Digest 7.
ED 273 608 (SP)

Accrediting Agencies
Accreditation. ERIC Digest 7.
ED 273 608 (SP)

Acculturation
Adjustment Problems of Foreign Students in U.S. Colleges and Universities. Q&A.
ED 276 296 (FL)

Acquired Immune Deficiency Syndrome Communicable Diseases in the Schools. ERIC Digest.
ED 274 519 (HC)

Counseling Roles and AIDS: Highlights: An ERIC/CAPS Digest.
ED 279 994 (CG)

Adaptive Testing
Trends in Integrating Teaching and Testing. ERIC Digest.
ED 284 912 (TM)

Administrative Policy
Advisory Procedures and Guidelines for ERIC Clearinghouse Management.
ED 280 510 (IR)

Administrator Education
Training and Selecting Principals. The Best of ERIC on Educational Management, Number 87.
ED 278 139 (EA)

Administrator Role
The Principal as Instructional Leader.
ED 274 031 (EA)

Adolescents
ED 279 992 (CG)

Adult Basic Education
Managing Disruptive Student Behavior in Adult Basic Education. Overview. ERIC Digest No. 54.
ED 272 700 (CE)

Adult Child Relationship
Influences on Attitudes toward Physical Affection.
ED 281 611 (PS)

Adolescents
Elderly Parents and Adult Children as Caregivers. Highlights: An ERIC/CAPS Digest.
ED 279 993 (CG)

Adult Education
The Adult Education Teacher's Role in Career Planning. Overview. ERIC Digest No. 55.
ED 272 701 (CE)

Collaboration in Adult Education. Overview. ERIC Digest No. 60.
ED 282 091 (CE)

Abstract Reasoning
Fostering Cognitive Development in College Students-The Perry and Toulmin Models. ERIC Digest.
ED 284 272 (CS)

Academic Achievement
Issues in Improving Urban Schools: Dropout Prevention, Hispanic Secondary Education, and Urban Teaching Careers.
ED 281 914 (UD)

Measuring School Effectiveness: Guidelines for Educational Practitioners.
ED 282 891 (TM)

Personal Benefits of Foreign Language Study. ERIC Digest.
ED 276 305 (FL)

ED 278 551 (SE)

Academic Freedom
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts. ERIC Digest 85-4.
ED 284 517 (HE)

Academic Persistence
Improving Student Retention in Community Colleges. ERIC Digest.
ED 276 493 (IC)

Students in Urban Settings: Achieving the Baccalaureate Degree. ERIC Digest.
ED 284 518 (HE)

Academic Standards
College Learning Improvement Programs. ERIC Digest 84-1.
ED 284 512 (HE)

Foreign Language and International Studies High Schools. ERIC Digest.
ED 276 307 (FL)

Academically Gifted
Current Issues and Future Directions in Special Education.
ED 281 903 (UD)

Access to Education
Access versus Selectivity in the Community College. Horizons Issues Monograph Series.
ED 273 346 (IC)

Contemporary Issues in Community Colleges: A Synopsis.
ED 281 907 (UD)

Deterrents to Participation: An Adult Education Dilemma. Information Series No. 308.
ED 272 768 (CE)

Deterrents to Participation in Adult Education. Overview. ERIC Digest No. 59.
ED 275 889 (CE)

Accident Prevention
Safety Hazards in Science Classrooms. ERIC/ SMEAC Science Education Digest No. 1, 1986.
ED 274 556 (SE)

Accountability
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts. ERIC Digest 85-4.
ED 284 517 (HE)

Self-Study in Higher Education: The Path to Excellence. ERIC Digest 84-1.
ED 284 510 (HE)

Accreditation (Institutions)
Accreditation. ERIC Digest 7.
ED 273 608 (SP)

Accrediting Agencies
Accreditation. ERIC Digest 7.
ED 273 608 (SP)

Acculturation
Adjustment Problems of Foreign Students in U.S. Colleges and Universities. Q&A.
ED 276 296 (FL)

Acquired Immune Deficiency Syndrome Communicable Diseases in the Schools. ERIC Digest.
ED 274 519 (HC)

Counseling Roles and AIDS: Highlights: An ERIC/CAPS Digest.
ED 279 994 (CG)

Adaptive Testing
Trends in Integrating Teaching and Testing. ERIC Digest.
ED 284 912 (TM)

Administrative Policy
Advisory Procedures and Guidelines for ERIC Clearinghouse Management.
ED 280 510 (IR)

Administrator Education
Training and Selecting Principals. The Best of ERIC on Educational Management, Number 87.
ED 278 139 (EA)

Administrator Role
The Principal as Instructional Leader.
ED 274 031 (EA)

Adolescents
ED 279 992 (CG)

Adult Basic Education
Managing Disruptive Student Behavior in Adult Basic Education. Overview. ERIC Digest No. 54.
ED 272 700 (CE)

Adult Child Relationship
Influences on Attitudes toward Physical Affection.
ED 281 611 (PS)

Adolescents
Elderly Parents and Adult Children as Caregivers. Highlights: An ERIC/CAPS Digest.
ED 279 993 (CG)

Adult Education
The Adult Education Teacher's Role in Career Planning. Overview. ERIC Digest No. 55.
ED 272 701 (CE)

Collaboration in Adult Education. Overview. ERIC Digest No. 60.
ED 282 091 (CE)
44 Adult Education

Deterrence to Participation: An Adult Education Dilemma. Information Series No. 308.
ED 272 766 (CE)

Deterrence to Participation in Adult Education. Overview. ERIC Digest No. 59.
ED 275 899 (CE)

Professional Certification: Implications for Adult Education and HRD. Information Series No. 307.
ED 272 767 (CE)

Some Current Issues in Adult, Career, and Vocational Education.
ED 281 899 (UD)

Adult Educators

The Adult Education Teacher's Role in Career Planning. Overview. ERIC Digest No. 55.
ED 272 701 (CE)

Adult Literacy

Some Current Issues in Adult, Career, and Vocational Education.
ED 281 899 (UD)

Adult Students

Managing Disruptive Student Behavior in Adult Basic Education. Overview. ERIC Digest No. 54.
ED 272 700 (CE)

Adults

Influences on Attitudes toward Physical Affection.
ED 281 611 (PS)

Adventure Education

ED 284 714 (RC)

Advisory Committees

Blue Ribbon Commissions and Higher Education. ERIC Digest.
ED 284 528 (HE)

College Search Committees. ERIC Digest 84-2.
ED 284 511 (HE)

Affirmative Action

ED 282 488 (HE)

Africa

Teaching about Africa. ERIC Digest No. 36.
ED 278 602 (SO)

African Culture

Teaching about Africa. ERIC Digest No. 36.
ED 278 602 (SO)

American Indian Education

ED 284 715 (RC)

ED 281 909 (UD)

Just Beyond Your Fingertips: American Indian Children Participating in Language Development.
ED 281 698 (RC)

Applied Linguistics

What is Linguistics? ERIC Digest.
ED 270 255 (FL)

Area Studies

Teaching about Japan. ERIC Digest No. 38.
ED 282 796 (SO)

Articulation (Education)

Articulation between Secondary or Postsecondary Vocational Education Programs and Proprietary Schools. Overview. ERIC Digest No. 64.
ED 282 095 (CE)

Booster the Community College-Transfer Function. ERIC Digest.
ED 276 492 (JC)

Some Current Issues in Adult, Career, and Vocational Education.
ED 281 899 (UD)

Students in Urban Settings: Achieving the Baccalaureate Degree. ERIC Digest.
ED 284 518 (HE)

Teaching about East Asia: A Resource Packet.
ED 284 824 (SO)

Asian Studies

Teaching about East Asia: A Resource Packet.
ED 284 824 (SO)

Attachment Behavior

The Development of Social Competence in Children.
ED 281 610 (PS)

Attitudes

Professional Education. ERIC Digest.
ED 284 527 (HE)

ED 281 237 (HE)

Authoring Aids (Programming)

Computer-Assisted Instruction: Authoring Languages. ERIC Digest.
ED 281 504 (IR)

Bachelors Degrees

Students in Urban Settings: Achieving the Baccalaureate Degree. ERIC Digest.
ED 284 518 (HE)

Basic Skills

Granting Academic Credit for Vocationa Education. Overview. ERIC Digest No. 57.
ED 275 837 (CE)

Beginning Reading

Teaching Beginning Reading to Dialect Speakers. ERIC Digest, Number 33.
ED 275 793 (UD)

Behavior Problems

Managing Disruptive Student Behavior in Adult Basic Education. Overview. ERIC Digest No. 54.
ED 272 700 (CE)

Bibliographic Data Bases

Indexing and Retrieval in ERIC: The 20th Year.
ED 279 346 (FR)

Black Students

ED 279 994 (CG)

Blue Ribbon Commissions

Blue Ribbon Commissions and Higher Education. ERIC Digest.
ED 284 528 (HE)

Board Administrator Relationship

ED 284 509 (HE)

Board of Education Policy

ED 282 660 (RC)

Teacher Tenure and Dismissal. The Best of ERIC Number 86.
ED 282 680 (RC)

Bureaucracy

Counseling Students and Faculty for Stress Management.
ED 275 084 (EA)

California

ED 276 179 (EC)

Career Awareness

Career Education Counseling for Migrant Students.
ED 273 397 (RC)

Career Choice

Family Influences on Employment and Education. Overview. ERIC Digest No. 56.
ED 272 702 (CE)

Career Counseling

Career Development Today: An Overview.
ED 279 990 (CG)

Subject Index

Career Education Counseling for Migrant Students.
ED 272 397 (RC)

Current Issues and Trends in Guidance and Counseling.
ED 281 900 (UD)

ED 277 937 (CG)

Career Development

Career Development Today: An Overview.
ED 279 990 (CG)

Family Influences on Employment and Education. Overview. ERIC Digest No. 56.
ED 272 702 (CE)

ED 277 937 (CG)

Career Education

Career Education Counseling for Migrant Students.
ED 273 397 (RC)

Reducing the Dropout Rate through Career and Vocational Education. Overview. ERIC Digest No. 63.
ED 282 094 (CE)

Some Current Issues: Adult, Career, and Vocational Education.
ED 281 899 (UD)

Career Exploration

Parents' Role in Transition for Handicapped Youth. Overview. ERIC Digest No. 62.
ED 282 093 (CE)

Career Guidance

Career Guidance, Families and School Counselors, Highlights: An ERIC/CAPS Digest.
ED 279 991 (CG)

Career Planning

The Adult Education Teacher's Role in Career Planning. Overview. ERIC Digest No. 55.
ED 272 701 (CE)

Caregivers

Elderly Parents and Adult Children as Caregivers, Highlights: An ERIC/CAPS Digest.
ED 279 993 (CG)

Catholic Schools

Black Students and Private Schooling, ERIC/CUE Trends and Issues Series, Number 4.
ED 273 718 (UD)

Censorship

Information Resources on Intellectual Freedom in the Schools, A Selected ERIC Bibliography.
ED 279 299 (IR)

Certification

ED 282 767 (CE)

Change Strategies

Blue Ribbon Commissions and Higher Education. ERIC Digest.
ED 284 528 (HE)

ED 277 318 (HE)

Student Financial Aid and Women. ERIC Digest.
ED 284 525 (HE)

Child Abuse

Counseling Abused Children.
ED 279 914 (CG)

Child Caregivers

Training Day Care Providers.
ED 608 (PS)

Child Development

Professionalism, Child Development, and Discontinuity: Three Papers.
ED 275 402 (PS)

Child Rear ing

Influences on Attitudes toward Physical Affection.
ED 281 611 (PS)

Children

Children's Social Development: Information for Teachers and Parents.
ED 283 425 (PS)
Subject Index

Helping Children Cope with Divorce: The School Counselor's Role. Highlights: An ERIC/CAPS Digest. ED 279 992 (CO)

Collaborative Bargaining

ED 284 372 (EA)

College Administration

The Decision-Making Structure and the Dean. ED 283 496 (HE)

Emerging Trends in Higher Education. ED 276 367 (HE)

Key Resources on Community Colleges: A Guide to the Field and Its Literature. ED 275 377 (IC)


College Admission

Access versus Selectivity in the Community College. ED 273 346 (IC)

College Assistance Migrant Program

A Directory of Organizations and Programs in Migrant Education. ED 279 483 (RC)

College Credits

Articulation between Secondary or Postsecondary Vocational Education Programs and Proprietary Schools. Overview. ERIC Digest No. 64. ED 282 095 (CE)

College Curriculum

Emerging Trends in Higher Education. ED 276 367 (HE)

Labeling Courses and Students. ERIC Digest. ED 273 337 (IC)

College English

Critical Thinking in College English Studies. ERIC Digest. ED 284 275 (CS)

College Faculty

Counseling Students and Faculty for Stress Management. ED 279 917 (CG)

Emerging Trends in Higher Education. ED 276 367 (HE)

Faculty Consulting and Supplemental Income. ED 284 571 (HE)

Faculty Participation in Decision Making. ED 284 520 (HE)

Flexibility in Academic Staffing. ED 284 523 (HE)


Key Resources on Community Colleges: A Guide to the Field and Its Literature. ED 275 377 (IC)

Part-time Faculty: Higher Education at a Crossroads. ERIC Digest 84-4. ED 284 513 (HE)

Post-Tenure Faculty Evaluation. ED 284 529 (HE)

Teacher Educators: What Do We Know? ED 279 642 (SP)

College Governing Councils

Faculty Participation in Decision Making. ED 284 520 (HE)

College Instruction

College Learning Improvement Programs. ED 284 512 (HE)

Emerging Trends in Higher Education. ED 281 902 (UD)

Rich Resources on Community Colleges: A Guide to the Field and Its Literature. ED 275 377 (IC)

College Planning

Emerging Trends in Higher Education. ED 281 905 (UD)

College Preparation

Current Issues and Trends in Guidance and Counseling. ED 281 905 (UD)

Communicable Diseases

AIDS: Are Children at Risk? ED 279 643 (SP)

Communicable Diseases in the Schools. ERIC Digest 86-4. ED 281 900 (UD)

College Programs

Academic Program Reviews. ERIC Digest. ED 284 522 (HE)

A Directory of Organizations and Programs in Mexican American Education. ED 280 648 (RC)


College Role

Adjustment Problems of Foreign Students in U.S. Colleges and Universities. Q.A.A. ED 276 296 (FL)

Public Service in Higher Education: Practices and Priorities. ED 274 515 (HE)

College School Cooperation

Bolstering the Community College Transfer Function. ED 274 492 (IC)

College Science

Research in College Science Teaching: Cognitive Levels and Reasoning. ERIC/SMEAC Special Digest No. 1. ED 274 512 (SE)

College Students

The College, the Constitution, and the Consumer Student. ED 274 524 (HE)


Counseling Students and Faculty for Stress Management. ED 279 917 (CG)

A Critical Need for College Student Personnel Services. ED 284 519 (HE)

Emerging Trends in Higher Education. ED 280 392 (HE)


Reducing Stress among Students. ED 284 526 (HE)

Sex Discrimination Law in Higher Education: The Lessons of the Past Decade. ED 284 516 (HE)

Student Financial Aid and Women: Equity Dimensions. ED 279 251 (HE)

Student Financial Aid and Women: Equity Dimensions. ED 284 525 (HE)

Student Stress: Effects and Solutions. ED 284 514 (HE)

College Transfer Students

Bolstering the Community College Transfer Function. ED 274 492 (IC)

Student Financial Aid and Women: Equity Dimensions. ED 284 525 (HE)

Student Stress: Effects and Solutions. ED 284 514 (HE)

Students in Urban Settings: Achieving the Bachelor's Degree. ED 284 518 (HE)

Improving School Effectiveness through Reform of Teacher Selection Practices and Collegial Observation of Classroom Performance. ED 281 902 (UD)

Collegial Support for Professional Improvement: The Stanford Collegial Evaluation Programs. ED 275 067 (EA)

Colonial History (United States)

A Humanist Approach to Early National U.S. History: Activities and Resources for the Junior High School Teacher. ED 274 612 (SO)

Communicable Diseases

AIDS: Are Children at Risk? ED 279 643 (SP)

Communicable Diseases in the Schools. ERIC Digest 86-4.
Disabilities

ED 276 245 (EC)

Parents' Role in Transition for Handicapped Youth. Overview. ERIC Digest No. 62.
ED 282 093 (CE)

Special Education Yearbook, 1986.
ED 283 380 (EC)

Transition, Special Needs, and Vocational Education. Information Series No. 309.
ED 272 769 (CE)

Distance Education

Advances in Instructional Technology, New Directions for Community Colleges, Number 55.
ED 274 388 (IC)

Diversity (Groups)

Teaching about Ethnic Diversity. ERIC Digest No. 52.
ED 273 539 (SO)

Divorce

ED 279 992 (CG)

Dropout Characteristics

Dropout Prevention: What We Have Learned.
ED 279 989 (CG)

Dropout Prevention

Dropout Prevention. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Fourteen.
ED 282 347 (EA)

Dropout Prevention: What We Have Learned.
ED 279 989 (CG)

Identifying At-Risk Students. The Best of ERIC on Educational Management, Number 85.
ED 275 053 (EA)

Improving Student Retention in Community Colleges. ERIC Digest No. 54.
ED 272 700 (CE)

Dropout Programs

Dropout Programs for Pregnant and Parenting Teens. ERIC/CUE Bibliography No. 8.
ED 279 772 (UD)

Identifying At-Risk Students. The Best of ERIC on Educational Management, Number 85.
ED 275 053 (EA)

Blue Ribbon Commissions and Higher Education. ERIC Digest.
ED 284 528 (HE)

Must They Wait Another Generation? Hispanics and Secondary School Reform. ERIC/CUE Diversity Series Number 93.
ED 273 705 (UD)

Collaboration in Adult Education. Overview. ERIC Digest No. 60.
ED 282 091 (CE)

Dropouts

Dropout Prevention. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Fourteen.
ED 282 347 (EA)

Drug Abuse

Drug Abuse: Prevention Strategies for Schools. ERIC Digest 17.
ED 279 644 (SP)

Early Childhood Education

Early Childhood Education: Current Issues in Early Childhood Education.
ED 281 908 (UD)

Professionalism, Child Development, and Dissemination: Three Papers.
ED 275 402 (PS)

Early Parenthood

Dropout Programs for Pregnant and Parenting Teens. ERIC/CUE Bibliography No. 8.
ED 279 772 (UD)

Early Retirement

ED 283 478 (HE)

Economics

The Nature of Economic Literacy: ERIC Digest No. 41.
ED 284 823 (SO)

Economics Education

The Nature of Economic Literacy: ERIC Digest No. 41.
ED 284 823 (SO)

Education

ED 283 535 (IR)

Education Work Relationship

Current Issues and Future Directions in Special Education.
ED 281 903 (UD)

Parents' Role in Transition for Handicapped Youth. Overview. ERIC Digest No. 62.
ED 282 093 (CE)

Transition, Special Needs, and Vocational Education. Information Series No. 309.
ED 272 769 (CE)

Educational Assessment

ED 281 897 (UD)

Educational Attitudes

Deterrents to Participation: An Adult Education Dilemma. Information Series No. 308.
ED 272 768 (CE)

The Public's View of Higher Education: Implications for Administrators.
ED 273 225 (HE)

Educational Benefits

Personal Benefits of Foreign Language Study. ERIC Digest.
ED 276 305 (FL)

Educational Change

Advances in Instructional Technology, New Directions for Community Colleges, Number 55.
ED 274 388 (IC)

Blue Ribbon Commissions and Higher Education. ERIC Digest.
ED 284 528 (HE)

Must They Wait Another Generation? Hispanics and Secondary School Reform. ERIC/CUE Diversity Series Number 93.
ED 273 705 (UD)

Educational Cooperation

Collaboration in Adult Education. Overview. ERIC Digest No. 60.
ED 282 091 (CE)

Educational Improvement

Foreign Language Teacher Education. ERIC Digest.
ED 276 303 (FL)

ED 281 898 (UD)

The Need for Foreign Language Competence in the United States. ERIC Digest.
ED 284 510 (HE)
Subject Index

Government School Relationships  
ED 284 515 (HE)  
Self-Study in Higher Education: The Path to Excellence. ERIC Digest 84-1.  
ED 284 510 (HE)

Grade Repetition  
Current Issues in Early Childhood Education.  
ED 281 908 (UD)

Grade 9  
The Ninth Grade: A Precarious Time for the Potential Dropout. ERIC Digest No. 34.  
ED 284 922 (UD)

Graduate Students  
Student Stress: Effects and Solutions. ERIC Digest 85-1.  
ED 284 514 (HE)

Graduate Study  
ED 279 260 (HE)

Graduation Requirements  
Granting Academic Credit for Vocational Education. Overview. ERIC Digest No. 37.  
ED 275 887 (CE)

Grammar  
Two Problems in the Teaching of English.  
ED 281 901 (UD)

Group Counseling  
ED 277 937 (CG)

Group Discussion  
Introduction to Small Group Discussion.  
ED 278 037 (CS)

Group Dynamics  
Introduction to Small Group Discussion.  
ED 278 037 (CS)

Guidance Programs  
Current Issues and Trends in Guidance and Counseling.  
ED 281 900 (UD)

Handwriting  
Handwriting Instruction: What Do We Know? ERIC Digest.  
ED 272 923 (CS)

Hazardous Materials  
Teaching about Hazardous and Toxic Materials. Teaching Activities in Environmental Education Series.  
ED 273 472 (SE)

Health Education  
Successful ERIC Searching for HRPD Professionals and Students. ERIC Digest 16.  
ED 279 646 (SP)

Helping Relationship  
Successful Parent and Adult Children as Caregivers. Highlights: An ERIC/CAPS Digest.  
ED 279 493 (CG)

ED 274 264 (HE)

Reducing Stress among Students. ERIC Digest.  
ED 284 526 (HE)

High Risk Persons  
Current Issues and Future Directions in Special Education.  
ED 281 903 (UD)

The Ninth Grade: A Precarious Time for the Potential Dropout. ERIC Digest No. 34.  
ED 284 922 (UD)

High Risk Students  
Current Issues and Trends in Guidance and Counseling.  
ED 281 900 (UD)

Identifying At-Risk Students: The Best of ERIC on Educational Management. Number 85.  
ED 275 052 (EA)

Teaching the Developmental Education Student. New Directions for Community Colleges, Number 57.  
ED 280 519 (JC)

High School Equivalency Programs  
A Directory of Organizations and Programs in Migrant Education.  
ED 279 483 (RC)

High School Students  
Travel Study Programs for Secondary Students: Guidelines for Q&A.  
ED 276 300 (FL)

Higher Education  
Blue Ribbon Commissions and Higher Education. ERIC Digest.  
ED 284 528 (HE)

Emerging Trends in Higher Education.  
ED 276 367 (HE)

Higher Education Emerging Trends in Higher Education.  
ED 281 905 (UD)

The Public’s View of Higher Education: Implications for Administrators.  
ED 273 225 (HE)

Self-Study in Higher Education: The Path to Excellence. ERIC Digest 84-1.  
ED 284 510 (HE)

Higher Order Learning  
ED 281 913 (UD)

Hispanic Americans  
Issues in Improving Urban Schools: Dropout Prevention, Hispanic Secondary Education, and Urban Teaching Careers.  
ED 281 914 (UD)

Must They Wait Another Generation? Hispanics and Secondary School Reform. ERIC/CUE Diversity Series Number 93.  
ED 273 705 (UD)

Historical Materials  
ED 284 826 (SO)

History Instruction  
ED 281 911 (UD)

History Textbooks  
Improving the Use of Elementary Social Studies Textbooks. ERIC Digest No. 31.  
ED 274 582 (SO)

Home Economics  
ED 272 773 (CE)

ED 272 773 (CE)

Home Economics Teachers  
ED 272 773 (CE)

Home Schooling  
Home Schooling, ERIC Digest, Number Fifteen.  
ED 282 348 (EA)

Hothousing of Preschoolers  
Current Issues in Early Childhood Education.  
ED 281 908 (UD)

Human Geography  
The Nature of Geographic Literacy. ERIC Digest No. 35.  
ED 277 601 (SO)

Humanities  
ED 274 564 (SO)

A Humanities Approach to Early National U.S. History: Activities and Resources for the Junior

Institutional Characteristics  
High School Teacher.  
ED 274 612 (SO)

Incentives  
ED 283 478 (HE)

Indexing  
Indexing and Retrieval in ERIC. The 20th Year.  
ED 279 346 (IR)

Individual Differences  
Issues in Multicultural Counseling. Highlights: An ERIC/CAPS Digest.  
ED 279 995 (CG)

Individual Needs  
Deterrents to Participation in Adult Education. Overview. ERIC Digest No. 59.  
ED 275 889 (CE)

ED 284 715 (RC)

Individualized Education Programs  
Rural Options for Gifted Education. ERIC Digest.  
ED 284 716 (RC)

Individualized Instruction  
Education and Information Technology: What Are the Questions?  
ED 281 906 (UD)

Industrial Training  
ED 282 085 (CE)

Infants  
The Development of Social Competence in Children.  
ED 281 610 (PS)

Information Dissemination  
Professionalism, Child Development, and Dissemination: Three Papers.  
ED 275 402 (PS)

Information Networks  
Electronic Networking. ERIC Digest.  
ED 278 417 (IR)

Information Retrieval  
Indexing and Retrieval in ERIC. The 20th Year.  
ED 279 346 (IR)

Successful ERIC Searching for HRPD Professionals and Students. ERIC Digest 18.  
ED 279 646 (SP)

Information Services  
The Importance of the Educational Resources Information Center for Health and Physical Education Teacher Candidates. ERIC Digest #9.  
ED 277 654 (SP)

The Importance of the Educational Resources Information Center for Teacher Candidates. ERIC Digest #10.  
ED 277 655 (SP)

ED 277 565 (SE)

Information Sources  
ED 279 299 (IR)

Information Technology  
Education and Information Technology: What Are the Questions?  
ED 281 906 (UD)

Information Utilization  
ED 277 565 (SE)

Input Output Devices  
New Access Points to ERIC-CD-ROM Volumes. ERIC Digest.  
ED 283 533 (IR)

Intervise Education  
How To Plan and Implement Successful Social Studies Intervise Programs. ERIC Digest No. 34.  
ED 274 611 (SO)

Institutional Characteristics  
The Decision-Making Structure and the Dean.

ED 280 519 (JC)
Subject Index

search in Vocational Education. Overview. ERIC Digest No. 53.
ED 272 699 (CE)
Science-Technology-Society in the Science Curriculum. ERIC/SMEAC Special Digest No. 2.
ED 274 513 (SE)

Learning Theories
Research in College Science Teaching: Cognitive Levels and Reasoning. ERIC/SMEAC Special Digest No. 1.
ED 274 512 (SE)
Science Misconceptions Research and Some Implications for the Teaching of Science to Elementary School Students. ERIC/SMEAC Science Education Digest No. 1, 1987.
ED 282 776 (SE)
Legal Responsibility
The College, the Constitution, and the Consumer Student. ERIC Digest.
ED 284 524 (HE)
ED 280 429 (HE)
Communicable Diseases in the Schools. ERIC Digest, Number Sixteen.
ED 280 429 (HE)
Correctional Education: Selected Aspects. Overview. ERIC Digest No. 58.
ED 275 888 (CE)

Lesson Plans
ED 280 764 (SO)

Librarians
Changing Roles of the Media Specialist. ERIC Digest.
ED 284 532 (IR)
Library Administration
Administrative Issues in Planning a Library End User Searching Program. ERIC Digest.
ED 278 416 (IR)
Library Automation
Administrative Issues in Planning a Library End User Searching Program. ERIC Digest.
ED 278 416 (IR)
Library Instruction
Changing Roles of the Media Specialist. ERIC Digest.
ED 284 532 (IR)
Library Materials
ED 284 395 (IR)
Library Personnel
ED 284 595 (IR)
Library Planning
Administrative Issues in Planning a Library End User Searching Program. ERIC Digest.
ED 278 416 (IR)
Library Role
Changing Roles of the Media Specialist. ERIC Digest.
ED 284 532 (IR)
Library Services
ED 284 595 (IR)
Licensing Examinations (Professions)
Teacher Competency Examination Programs: A National Survey.
ED 276 736 (TM)
Life Career Assessment
Career Development Today: An Overview.
ED 279 990 (CG)
Life Planning
Current Issues and Trends in Guidance and Counseling.
ED 281 900 (UD)
Limited English Speaking
Developments in Language Education.
ED 281 904 (UD)
Dialogue Journal Writing with Limited-English-Proficient (LEP) Students. Q & A.
ED 281 366 (FL)
ED 276 179 (EC)
ED 283 387 (FL)
Limited-English-Proficient Students in the Schools: Helping the Newcomer. ERIC Digest.
ED 279 206 (FL)
Parent Involvement and the Education of Limited-English-Proficient Students. ERIC Digest.
ED 279 205 (FL)

Linguistics
What is Linguistics? ERIC Digest.
ED 278 255 (FL)
Listening Skills
Teaching Pronunciation: Focus on English Rhythm and Intonation. Language in Education: Theory and Practice, No. 69.
ED 283 386 (FL)

Literature
Two Problems in the Teaching of English.
ED 281 901 (UD)
Literature Appreciation
Explorations: Introductory Activities for Literature and Composition, 7-12.
ED 279 008 (CS)
Incorporating Literature in ESL Instruction. Language in Education: Theory and Practice, No. 66.
ED 283 388 (FL)
Transactions! Theory in the Teaching of Literature. ERIC Digest.
ED 284 274 (CS)
Literature Reviews
Recruiting and Selecting Teachers. The Best of ERIC on Educational Management, Number 88. AASA Edition.
ED 279 104 (EA)
Teacher Selection.
ED 278 138 (EA)
Long Range Planning
ED 272 772 (CE)

Magnet Schools
Choice in the Public Schools. ERIC Digest, Number Seventeen.
ED 282 350 (EA)
ED 273 716 (UD)

Manuscript Writing (Handletterism)
Handwriting Instruction: What Do We Know? ERIC Digest.
ED 272 923 (CS)

Marine Education
Current Research in Environmental Education. ERIC/SMEAC Environmental Education Digest No. 1, 1986.
ED 272 557 (SE)
Marketing
Deterrents to Participation in Adult Education. Overview. ERIC Digest No. 59.
ED 275 889 (CE)
Effective and Ethical Recruitment of Vocational Education Students. Overview. ERIC Digest No. 61.
ED 282 092 (CE)
ED 282 085 (CE)

Masters Degrees
ED 279 260 (HE)

Mexican American Education
Material Development
Adapting Instructional Materials for Mainstreamed Students: Issue Brief 1.
ED 284 383 (EC)
Mathematical Sciences Education Board
ED 278 536 (SE)

Mathematics Achievement
ED 276 629 (SE)

Mathematics Education
ED 278 536 (SE)
ED 281 910 (UD)
ED 276 699 (SE)

Mathematics Education Research
ED 276 629 (SE)
ED 276 569 (SE)

Mathematics Instruction
ED 283 387 (FL)
ED 278 536 (SE)
ED 284 717 (SE)
ED 276 629 (SE)

Mathematics Materials
ED 276 569 (SE)

Measurement Techniques
Measuring School Effectiveness: Guidelines for Educational Practitioners.
ED 284 383 (EC)

Media Adaptation
Adapting Instructional Materials for Mainstreamed Students: Issue Brief 1.
ED 284 383 (EC)

Media Research
ED 284 595 (IR)

Media Selection
Incorporating Literature in ESL Instruction. Language in Education: Theory and Practice, No. 66.
ED 283 384 (FL)

Media Specialists
Changing Roles of the Media Specialist. ERIC Digest.
ED 284 532 (IR)

Metacognition
Trends in Integrating Teaching and Testing. ERIC Digest.
ED 284 912 (TM)

Mexican American Education
A Directory of Organizations and Programs in Mexican American Education.
ED 280 648 (RC)
Issues in American Indian Education, Mexican American Education, Migrant Education, Out-
Microcomputers
ED 284 542 (IR)
Electronic Networking. ERIC Digest.
ED 278 417 (IR)
Microcomputers and Second Language Teaching: The Second Wave. Q&A.
ED 276 297 (FL)
Plugging in to Computer Bulletin Boards. ERIC Digest.
ED 278 381 (IR)

Middle Schools
Exploratory Foreign Language Courses in the Middle or Junior High School. ERIC Digest.
ED 276 301 (FL)

Migrant Education
Career Education Counseling for Migrant Students. A Directory of Organizations and Programs in Migrant Education.
ED 273 397 (RC)
ED 281 909 (UD)

Migrant Programs
A Directory of Organizations and Programs in Migrant Education.
ED 279 483 (RC)

Minimum Competency Testing
ED 281 913 (UD)
Minimum Competency Testing Update.
ED 284 910 (TM)
Teacher Competency Examination Programs: A National Survey.
ED 276 736 (TM)
Teacher Testing.
ED 276 151 (EA)

Minneapolis Public Schools MN
Choice in the Public Schools. ERIC Digest, Number Seventeen.
ED 282 350 (EA)

Misconceptions
ED 282 776 (SE)

Models
Fostering Cognitive Development in College Students-The Perry and Toulmin Models. ERIC Digest.
ED 284 272 (CS)

Modems
Plugging in to Computer Bulletin Boards. ERIC Digest.
ED 278 381 (IR)

Multicultural Counseling
Issues in Multicultural Counseling. Highlights: An ERIC/CAPS Digest.
ED 279 995 (CG)

Multiple Employment
Faculty Consulting and Supplemental Income. ERIC Digest.
ED 284 521 (HE)
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts. ERIC Digest 85-4, ED 284 517 (HE)

Museums
Museums and Schools as Partners. ERIC Digest.
ED 278 380 (IR)

National Programs
A Directory of Organizations and Programs in Mexican American Education.
ED 278 380 (IR)
58 Second Language Learning

Personal Benefits of Foreign Language Study. ERIC Digest. ED 276 305 (FL)

Second Language Programs
Foreign Language and International Studies High Schools. ERIC Digest. ED 276 307 (FL)

Secondary School Curriculum
Education on the Constitution in Secondary Schools: Teaching Strategies and Materials for the Bicentennial and Beyond. ED 278 598 (SO)

New Directions for Vocational Education at the Secondary Level. Information Series No. 311. ED 272 771 (CE)

Secondary School Mathematics


Secondary School Science

Safety Hazards in Science Classrooms. ERIC/SMEAC Science Education Digest No. 1. 1986. ED 274 556 (SE)

Science-Technology-Society in the Science Curriculum. ERIC/SMEAC Special Digest No. 2. ED 274 513 (SE)

Secondary Schools
Must They Wait Another Generation? Hispanics and Secondary School Reform. ERIC/CUE Diversity Series Number 92. ED 273 705 (UD)

Selective Admission Access: cross-selectivity in the Community College. H. icons issue Monograph Series. ED 273 346 (IC)

Self Evaluation (Groups)
Academic Program Reviews, ERIC Digest. ED 244 522 (HE)

Self-Study in Higher Education: The Path to Excellence. ERIC Digest 84-1. ED 244 510 (HE)

Sentence Combining
Creative Approaches to Sentence Combining. ED 274 085 (CS)

Sex Differences


Student Financial Aid and Women. ERIC Digest. ED 264 525 (HE)

Sex Discrimination
Sex Discrimination Law in Higher Education: The Lessons of the Past Decade. ERIC Digest 85-3. ED 284 516 (HE)

Short Stories
Incorporating Literature in ESL Instruction. Language in Education: Theory and Practice. No. 66. ED 282 384 (FL)

Skill Development
Professional Education. ERIC Digest. ED 254 527 (HE)


Small Group Instruction
Introduction to Small Group Discussion. ED 278 037 (CS)

Small Schools
A Directory of Organizations and Programs in Rural Education. ED 273 423 (RC)


Social Change

Social Cognition
The Development of Social Competence in Children. ED 281 610 (PS)

Social Development
Children's Social Development: Information for Teachers and Parents. ED 283 625 (PS)

Social History
A Humanities Approach to Early National U.S. History: Activities and Resources for the Junior High School Teacher. ED 274 612 (SO)

Social Influences
Education of the Black Child. ERIC/CUE Bibliography No. 9. ED 279 773 (UD)

Social Integration
Cooperative Learning in the Urban Classroom. ERIC/CUE Digest, Number 30. ED 273 717 (UD)

Social Studies
Computer-Based Education in the Social Studies. ED 284 625 (SO)

Cor: Content, Critical Thinking, and Civic Values: Issues on Education in the Social Studies. ED 281 911 (UD)

Education on the Constitution in Secondary Schools: Teaching Strategies and Materials for the Bicentennial and Beyond. ED 278 598 (SO)

ESL through Content-Area Instruction: Mathematics, Science, Social Studies, Language in Education: Theory and Practice, No. 69. ED 283 387 (FL)

How To Plan and Implement Successful Social Studies Inservice Programs. ERIC Digest No. 34. ED 274 611 (SO)

A Humanities Approach to Early National U.S. History: Activities and Resources for the Elementary School Teacher. ED 274 564 (SO)

Improving the Use of Elementary Social Studies Textbooks. ERIC Digest No. 32. ED 274 582 (SO)


Resources in Geography. ED 284 822 (SO)

Teaching about Africa. ERIC Digest No. 36. ED 278 602 (SO)

Teaching about Ethnic Diversity. ERIC Digest No. 32. ED 273 539 (SO)

Social Support Groups
Limited-English-Proficient Students in the Schools: Helping the Newcomer. ERIC Digest. ED 279 206 (FL)

Social Values
Core Content, Critical Thinking, and Civic Values: Issues on Education in the Social Studies. ED 281 911 (UD)

Socialization
The Development of Social Competence in Children. ED 281 610 (PS)

Sociolinguistics

Subject Index
Special Education
Current Issues and Future Directions in Special Education. ED 281 903 (UD)
Special Education Yearbook. 1986. ED 283 380 (EC)
A Special Educator's Perspective on Interfacing Special and General Education: A Review for Administrators. ED 280 211 (EC)

Special Needs Students
Deterrents to Participation in Adult Education. Overview. ERIC Digest No. 34. ED 275 899 (CE)

Specifications
Evaluating Criterion-referenced Tests. ERIC Digest. ED 284 911 (TM)

Speech Communication
Introduction to Small Group Discussion. ED 278 037 (CS)

Spelling
Invented Spelling and Spelling Development. ERIC Digest. ED 272 922 (CS)

Spelling Instruction
Invented Spelling and Spelling Development. ERIC Digest. ED 272 922 (CS)

Staff Development
Collegial Support for Professional Improvement: The Stanford Collegial Evaluation Program. ED 275 067 (EA)

Training Day Care Providers. ED 281 608 (PS)

Staff Role
A Critical Need for College Student Personnel Services. ERIC Digest. ED 284 519 (HE)

Standards
Minimum Competency Testing, Update. ED 284 910 (TM)

Professionalism, Child Development, and Dissemination: Three Papers. ED 275 403 (PS)

State Departments of Education

State of the Art Reviews

State Programs
Teacher Competency Examination, Programs: A National Survey. ED 276 775 (TM)

State Standards
ESL Teacher Certification. ERIC Digest. ED 276 305 (FL)

Minimum Competency Testing, Update. ED 284 910 (TM)

Teacher Certification. ERIC Digest. ED 277 685 (PS)

Stress Management
Counseling Students and Faculty for Stress Management. ED 279 917 (CG)


Reducing Stress Among Students. ERIC Digest.
### Subject Index

<table>
<thead>
<tr>
<th>Topic</th>
<th>ED Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Financial Aid</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student Educational Objectives</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student Characteristics</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student Certification</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student College Relationship</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student Development</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Certification</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Educational Objectives</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Effectiveness</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Employment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Participation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Participation: The Best of ERIC on Educational Management</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Tenure and Dismissal, The Best of ERIC on Educational Management</strong></td>
<td>ED 275 084 (EA)</td>
</tr>
<tr>
<td><strong>Teacher Tenure, ERIC Digest, Number Nineteen.</strong></td>
<td>ED 282 352 (EA)</td>
</tr>
<tr>
<td><strong>Teacher Distribution</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Education</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Education Curriculum</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Educators</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Influence</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Mismanagement</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Orientation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Participation</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Subject Index Terms

**Teacher Education Curriculum**

**Teacher Effectiveness**

**Teacher Employment**

**Teacher Participation**

**Teacher Tenure and Dismissal, The Best of ERIC on Educational Management**

**Teacher Tenure, ERIC Digest, Number Nineteen.**

**Teacher Distribution**

**Teacher Education**

**Teacher Educators**

**Teacher Evaluation**

**Teacher Influence**

**Teacher Mismanagement**

**Teacher Orientation**

**Teacher Participation**
### Subject Index

<table>
<thead>
<tr>
<th>Topic</th>
<th>ED 284 274 (CS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Policy</td>
<td></td>
</tr>
<tr>
<td>Articulation between Secondary or Postsecondary Vocational Education Programs and Proprietary School Students. Overview. ERIC Digest No. 64.</td>
<td>ED 282 095 (CE)</td>
</tr>
<tr>
<td>Transfer Programs</td>
<td></td>
</tr>
<tr>
<td>Bolstering the College Community Transfer Function. ERIC Digest.</td>
<td>ED 276 492 (UC)</td>
</tr>
<tr>
<td>Transitional Programs</td>
<td></td>
</tr>
<tr>
<td>Current Issues and Future Directions in Special Education.</td>
<td>ED 281 903 (UD)</td>
</tr>
<tr>
<td>The Ninth Grade-A Precocious Time for the Potential Dropout. ERIC Digest No. 34.</td>
<td>ED 284 922 (UD)</td>
</tr>
<tr>
<td>Transition, Special Needs, and Vocational Education. Information Series No. 309.</td>
<td>ED 272 769 (CE)</td>
</tr>
<tr>
<td>Travel</td>
<td></td>
</tr>
<tr>
<td>Personal Benefits of Foreign Language Study. ERIC Digest.</td>
<td>ED 274 305 (FL)</td>
</tr>
<tr>
<td>Travel Study Programs for Secondary Students: Guidelines for Q&amp;A.</td>
<td>ED 276 300 (FL)</td>
</tr>
<tr>
<td>Trend Analysis</td>
<td></td>
</tr>
<tr>
<td>Career Development Today: An Overview.</td>
<td>ED 279 990 (CG)</td>
</tr>
<tr>
<td>Trustees</td>
<td></td>
</tr>
<tr>
<td>Two Year College Students</td>
<td></td>
</tr>
<tr>
<td>Key Resources on Community Colleges: A Guide to the Field and Its Literature.</td>
<td>ED 275 377 (CG)</td>
</tr>
<tr>
<td>Students in Urban Settings: Achieving the Baccalaureate Degree. ERIC Digest.</td>
<td>ED 284 518 (HE)</td>
</tr>
<tr>
<td>Teaching the Developmental Education Student: New Directions for Community Colleges, Number 57.</td>
<td>ED 280 519 (HC)</td>
</tr>
<tr>
<td>UNESCO</td>
<td></td>
</tr>
<tr>
<td>The &quot;Nibili + 10&quot; International Congress: Background. ERIC/SMEAC Environmental Education Digest No. 2, 1986.</td>
<td>ED 277 543 (SE)</td>
</tr>
<tr>
<td>United States Constitution</td>
<td></td>
</tr>
<tr>
<td>Education in the Constitution in Secondary Schools: Teaching Strategies and Materials for the Bicentennial and Beyond.</td>
<td>ED 278 598 (SO)</td>
</tr>
<tr>
<td>United States Government (Course)</td>
<td></td>
</tr>
<tr>
<td>Lessons on the Federalist Papers: Supplements to High School Courses in American History, Government and Civics.</td>
<td>ED 280 764 (CS)</td>
</tr>
<tr>
<td>Lessons on the Federalist Papers: Supplements to High School Courses in American History, Government and Civics.</td>
<td>ED 280 764 (CS)</td>
</tr>
<tr>
<td>United States History</td>
<td></td>
</tr>
<tr>
<td>A Humanities Approach to Early National U.S. History: Activities and Resources for the Elementary School Teacher.</td>
<td>ED 274 564 (SO)</td>
</tr>
<tr>
<td>A Humanities Approach to Early National U.S. History: Activities and Resources for the Junior High School Teacher.</td>
<td>ED 274 612 (SO)</td>
</tr>
<tr>
<td>Lessons on the Federalist Papers: Supplements to High School Courses in American History, Government and Civics.</td>
<td>ED 280 612 (SO)</td>
</tr>
<tr>
<td>Urban Demography</td>
<td></td>
</tr>
<tr>
<td>Trends and Issues in Urban Education: A Student-Based Perspective. ERIC/CUE Trends and Issues Series, Number 5.</td>
<td>ED 273 719 (UD)</td>
</tr>
<tr>
<td>Urban Education</td>
<td></td>
</tr>
<tr>
<td>Issues in Improving Urban Schools: Dropout Prevention, Hispanic Secondary Education, and Urban Teaching Careers.</td>
<td>ED 281 914 (UD)</td>
</tr>
<tr>
<td>Urban Schools</td>
<td></td>
</tr>
<tr>
<td>Trends and Issues in Urban Education: A Student-Based Perspective. ERIC/CUE Trends and Issues Series, Number 5.</td>
<td>ED 273 719 (UD)</td>
</tr>
<tr>
<td>Using Magnet Schools for Desegregation: Some Suggestions from the Research. ERIC/CUE Trends and Issues Series, Number 3.</td>
<td>ED 273 716 (UD)</td>
</tr>
<tr>
<td>Urban Teaching</td>
<td></td>
</tr>
<tr>
<td>Issues in Improving Urban Schools: Dropout Prevention, Hispanic Secondary Education, and Urban Teaching Careers.</td>
<td>ED 281 914 (UD)</td>
</tr>
<tr>
<td>Urban Universities</td>
<td></td>
</tr>
<tr>
<td>Students in Urban Settings: Achieving the Baccalaureate Degree. ERIC Digest.</td>
<td>ED 284 518 (HE)</td>
</tr>
<tr>
<td>User Needs (Information)</td>
<td></td>
</tr>
<tr>
<td>Survey of Selected ERIC Users.</td>
<td>ED 277 565 (SE)</td>
</tr>
<tr>
<td>User Satisfaction (Information)</td>
<td></td>
</tr>
<tr>
<td>Survey of Selected ERIC Users.</td>
<td>ED 277 565 (SE)</td>
</tr>
<tr>
<td>Users (Information)</td>
<td></td>
</tr>
<tr>
<td>Administrative Issues in Planning a Library End User Searching Program. ERIC Digest.</td>
<td>ED 278 416 (IR)</td>
</tr>
<tr>
<td>Videodisks</td>
<td></td>
</tr>
<tr>
<td>Information Resources on Interactive Video.</td>
<td>ED 281 516 (IR)</td>
</tr>
<tr>
<td>Vocational Education</td>
<td></td>
</tr>
<tr>
<td>Transition, Special Needs, and Vocational Education. Information Series No. 299.</td>
<td>ED 272 769 (CE)</td>
</tr>
<tr>
<td>Vocational Education</td>
<td></td>
</tr>
<tr>
<td>Articulation between Secondary or Postsecondary Vocational Education Programs and Proprietary Schools. Overview. ERIC Digest No. 64.</td>
<td>ED 282 095 (CE)</td>
</tr>
<tr>
<td>Correctional Education: Selected Aspects. Overview. ERIC Digest No. 58.</td>
<td>ED 275 888 (CE)</td>
</tr>
<tr>
<td>Developing Occupational Programs. New Directions for Community Colleges, Number 58.</td>
<td>ED 283 555 (IC)</td>
</tr>
<tr>
<td>Effective and Ethical Recruitment of Vocational Education Students. Overview. ERIC Digest No. 61.</td>
<td>ED 282 092 (CE)</td>
</tr>
<tr>
<td>Granting Academic Credit for Vocational Education. Overview. ERIC Digest No. 57.</td>
<td>ED 275 887 (CE)</td>
</tr>
<tr>
<td>New Directions for Vocational Education at the Secondary Level. Information Series No. 311.</td>
<td>ED 272 771 (CE)</td>
</tr>
<tr>
<td>On Second Thought: Using New Cognitive Research in Vocational Education. Overview. ERIC Digest No. 53.</td>
<td>ED 272 699 (CE)</td>
</tr>
<tr>
<td>Perspectives on the Education and Training System of the Future. Information Series No. 312.</td>
<td>ED 272 772 (CE)</td>
</tr>
<tr>
<td>Reducing the Dropout Rate through Career and Vocational Education. Overview. ERIC Digest No. 63.</td>
<td>ED 282 094 (CE)</td>
</tr>
<tr>
<td>Some Current Issues in Adult, Career, and Vocational Education.</td>
<td>ED 281 899 (UD)</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
<td></td>
</tr>
<tr>
<td>Correctional Education: Perspectives on Programs for Adult Offenders. Information Series No. 310.</td>
<td>ED 272 770 (CE)</td>
</tr>
<tr>
<td>Vocational Schools</td>
<td></td>
</tr>
<tr>
<td>Effective and Ethical Recruitment of Vocational Education Students. Overview. ERIC Digest No. 61.</td>
<td>ED 282 092 (CE)</td>
</tr>
<tr>
<td>Wastes</td>
<td></td>
</tr>
</tbody>
</table>

### Young Children

<table>
<thead>
<tr>
<th>Topic</th>
<th>ED 281 908 (UD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching about Hazardous and Toxic Materials. Teaching Activities in Environmental Education Series.</td>
<td>ED 273 432 (SE)</td>
</tr>
<tr>
<td>Withdrawal (Education)</td>
<td></td>
</tr>
<tr>
<td>Dropout Prevention. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Fourteen.</td>
<td>ED 282 347 (EA)</td>
</tr>
<tr>
<td>Work Based Attendance (School Choice)</td>
<td></td>
</tr>
<tr>
<td>Choice in the Public Schools. ERIC Digest, Number Seventeen.</td>
<td>ED 282 350 (EA)</td>
</tr>
<tr>
<td>Workshops</td>
<td></td>
</tr>
<tr>
<td>How To Plan And Implement Successful Social Studies Intervene Programs. ERIC Digest No. 34.</td>
<td>ED 274 611 (SO)</td>
</tr>
<tr>
<td>Writing (Composition)</td>
<td></td>
</tr>
<tr>
<td>Just Beyond Your Fingertips: American Indian Children Participating in Language Development.</td>
<td>ED 281 698 (RC)</td>
</tr>
<tr>
<td>Writing Improvement</td>
<td></td>
</tr>
<tr>
<td>Dialogue Journals. ERIC Digest.</td>
<td>ED 284 276 (CS)</td>
</tr>
<tr>
<td>Writing Instruction</td>
<td></td>
</tr>
<tr>
<td>Explorations: Introductory Activities for Literature and Composition, 7-12.</td>
<td>ED 279 008 (CS)</td>
</tr>
<tr>
<td>Handwriting Instruction: What Do We Know? ERIC Digest.</td>
<td>ED 272 923 (CS)</td>
</tr>
<tr>
<td>Language Diversity and Writing Instruction.</td>
<td>ED 274 996 (CS)</td>
</tr>
<tr>
<td>Teaching Writing to Linguistically Diverse Students. ERIC Digest, Number 32.</td>
<td>ED 275 792 (UD)</td>
</tr>
<tr>
<td>Writing Research</td>
<td></td>
</tr>
<tr>
<td>Creative Approaches to Sentence Combining.</td>
<td>ED 274 985 (CS)</td>
</tr>
<tr>
<td>The Dynamics of Language Learning: Research in Reading and English.</td>
<td>ED 280 080 (CS)</td>
</tr>
<tr>
<td>Writing Skills</td>
<td></td>
</tr>
<tr>
<td>Handwriting Instruction: What Do We Know? ERIC Digest.</td>
<td>ED 272 923 (CS)</td>
</tr>
<tr>
<td>The Plain English Movement. ERIC Digest.</td>
<td>ED 284 273 (CS)</td>
</tr>
<tr>
<td>Young Children</td>
<td></td>
</tr>
<tr>
<td>Current Issues in Early Childhood Education.</td>
<td>ED 281 908 (UD)</td>
</tr>
<tr>
<td>Screening for School Entry.</td>
<td>ED 281 607 (PS)</td>
</tr>
</tbody>
</table>
## Author Index

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>ERIC Catalog Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahrendt, Kenneth M.</td>
<td>Teaching the Developmental Education Student. New Directions for Community Colleges. Number 57.</td>
<td>ED 280 519 (IC)</td>
</tr>
<tr>
<td>Ament, Rebecca R.</td>
<td>Collaboration in Adult Education. Overview. ERIC Digest No. 60.</td>
<td>ED 282 091 (CE)</td>
</tr>
<tr>
<td>Ascher, Carol</td>
<td>Black Students and Private Schooling. ERIC/CUE Trends and Issues Series, Number 4.</td>
<td>ED 273 718 (UD)</td>
</tr>
<tr>
<td></td>
<td>Cooperative Learning in the Urban Classroom. ERIC Digest, Number 30.</td>
<td>ED 273 717 (UD)</td>
</tr>
<tr>
<td></td>
<td>The Ninth Grade-A Precarious Time for the Potential Dropout. ERIC Digest No. 34.</td>
<td>ED 284 922 (UD)</td>
</tr>
<tr>
<td></td>
<td>Teaching Beginning Reading to Dialect Speakers. ERIC Digest. Number 30.</td>
<td>ED 273 717 (UD)</td>
</tr>
<tr>
<td></td>
<td>Trends and Issues in Urban Education: A Student-Based Perspective. ERIC/CUE Trends and Issues Series, Number 5.</td>
<td>ED 273 719 (UD)</td>
</tr>
<tr>
<td></td>
<td>Using Magnet Schools for Desegregation: Some Suggestions from the Research. ERIC/CUE Trends and Issues Series, Number 3.</td>
<td>ED 273 716 (UD)</td>
</tr>
<tr>
<td>Ashburn, Elizabeth A.</td>
<td>Three Crucial Issues Concerning the Preparation of Teachers for Our Classrooms: Definition, Development, and Determination of Competence.</td>
<td>ED 281 912 (UD)</td>
</tr>
<tr>
<td>Aslakr, Steven R.</td>
<td>Children's Social Development: Information for Teachers and Parents.</td>
<td>ED 283 625 (PS)</td>
</tr>
<tr>
<td>Backler, Alan</td>
<td>The Nature of Geographic Literacy. ERIC Digest No. 35.</td>
<td>ED 277 601 (SO)</td>
</tr>
<tr>
<td></td>
<td>Resources in Geography.</td>
<td>ED 284 822 (SO)</td>
</tr>
<tr>
<td>Banaszak, Ronald A.</td>
<td>The Nature of Economic Literacy: ERIC Digest No. 41.</td>
<td>ED 264 823 (SO)</td>
</tr>
<tr>
<td>Barnett, Lynn</td>
<td>Emerging Trends in Higher Education.</td>
<td>ED 276 367 (HE)</td>
</tr>
<tr>
<td>Barnett, Joan</td>
<td>Drug Abuse: Prevention Strategies for Schools. ERIC Digest 17.</td>
<td>ED 279 644 (SP)</td>
</tr>
<tr>
<td></td>
<td>Evaluation of Student Teachers. ERIC Digest 13.</td>
<td>ED 278 658 (SP)</td>
</tr>
<tr>
<td></td>
<td>The Evaluation of Teachers. ERIC Digest 12.</td>
<td>ED 278 657 (SP)</td>
</tr>
<tr>
<td>Battaglini, Dennis J.</td>
<td>Fostering Cognitive Development in College Students-The Perry and Toulmin Models. ERIC Digest.</td>
<td>ED 284 272 (CS)</td>
</tr>
<tr>
<td>Beard, Jacob G.</td>
<td>Minimum Competency Testing. Update.</td>
<td>ED 284 910 (TM)</td>
</tr>
<tr>
<td>Beckman, Nancy</td>
<td>Helping Children Cope with Divorce: The School Counselor's Role. Highlights: An ERIC/CAPS Digest.</td>
<td>ED 279 992 (CG)</td>
</tr>
<tr>
<td>Bender, Louis W.</td>
<td>Students in Urban Settings: Achieving the Baccalaureate Degree. ERIC Digest.</td>
<td>ED 284 518 (HE)</td>
</tr>
<tr>
<td>Benjamin, Libby</td>
<td>Counseling Students and Faculty for Stress Management.</td>
<td>ED 279 917 (CG)</td>
</tr>
<tr>
<td>Bernhardt, Elizabeth B.</td>
<td>Foreign Language Teacher Education. ERIC Digest.</td>
<td>ED 276 303 (FL)</td>
</tr>
<tr>
<td>Blosner, Patricia E.</td>
<td>Safety Hazards in Science Classrooms. ERIC/SMEAC Science Education Digest No. 1. 1986.</td>
<td>ED 274 556 (SE)</td>
</tr>
<tr>
<td></td>
<td>Science Misconceptions Research and Some Implications for the Teaching of Science to Elementary School Students. ERIC/SMEAC Science Education Digest No. 1, 1987.</td>
<td>ED 282 776 (SE)</td>
</tr>
<tr>
<td>Boloz, Sigmund</td>
<td>Just Beyond Your Fingertips: American Indian Children Participating in Language Development.</td>
<td>ED 281 698 (RC)</td>
</tr>
<tr>
<td>Bolton-Brownlee, Ana</td>
<td>Issues in Multicultural Counseling. Highlights: An ERIC/CAPS Digest.</td>
<td>ED 279 995 (CG)</td>
</tr>
<tr>
<td>Boyer, Carol M.</td>
<td>Faculty Consulting and Supplemental Income. ERIC Digest.</td>
<td>ED 284 521 (HE)</td>
</tr>
<tr>
<td>Bromett, Jane Doyle</td>
<td>College Search Committees. ERIC Digest 84-2.</td>
<td>ED 284 511 (HE)</td>
</tr>
<tr>
<td>Bull, Kay Sather</td>
<td>Rural Options for Gifted Education. ERIC Digest.</td>
<td>ED 284 716 (RC)</td>
</tr>
<tr>
<td>Burnett, Jane</td>
<td>Adapting Instructional Materials for Mainstreamed Students: Issue Brief 1.</td>
<td>ED 284 383 (EC)</td>
</tr>
<tr>
<td>Chronicle, Jay L.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The ERIC catalog numbers are provided for reference purposes and may not reflect the current availability or format of the documents.
Disinger, John F.

Clark, John L. D.

Cobern, Arthur M.

Contemporary Issues in Community Colleges: A Synopsis.

Cohen, Cheryl Bernstein

Cohen, Arthur M.

Clark, John

63

Teacher Educators: What Do We Know? ERIC Digest.

Dung, Judy

Teacher Testing. ED 276 151 (EA)

Eheart, Brenda Krause

Training Day Care Providers. ED 281 608 (PS)

Ehman, Lee H.

Computer-Based Education in the Social Studies. ED 284 825 (GO)

Eisenberg, Michael

Changing Roles of the Media Specialists. ERIC Digest.

Ellis, Thomas I.

Improving School Effectiveness through Reform of Teacher Selection Practices and Classroom Observation of Classroom Performance. ED 281 902 (UD)

The Principal as Instructional Leader. ED 274 031 (EA)

Teacher Evaluation. ED 276 097 (EA)

Ely, Donald P.

Education and Information Technology: What Are the Questions? ED 281 906 (UD)

Ericsson, Donald K.

Current Issues and Future Directions in Special Education. ED 281 903 (UD)

Farr, Marcia

Language Diversity and Writing Instruction. ED 274 996 (CS)

Fielding, Glen

Trends in Integrating Teaching and Testing. ERIC Digest.

Fite, Jonathan D.

Emerging Trends in Higher Education. ED 284 912 (TM)

Emerging Trends in Higher Education. ED 281 905 (UD)

Flaxman, Erwin

Issues in Improving Urban Schools: Dropout Prevention, Hispanic Secondary Education, and Urban Teaching Careers. ED 281 914 (UD)

Flaxman, Erwin, Ed.

Trends and Issues in Education, 1986. ED 281 897 (UD)

Floyd, Carol E.

Faculty Participation in Decision Making. ERIC Digest.

Frederick, Judith M.

Measuring School Effectiveness: Guidelines for Educational Practitioners. ED 282 851 (TM)

Galbraith, Michael W.

Professional Certification: Implications for Adult Education and HRD. Information Series No. 307. ED 272 767 (CE)

Gallagher, James J.

A Summary of Research in Science Education: 1965-1985. ED 276 551 (SE)

Gappa, Judith M.

Part-time Faculty: Higher Education at a Crossroads. ERIC Digest.

Garland, Peter H.

A Critical Need for College Student Personnel Services. ERIC Digest.

George, Karlene R.

A Guide to Understanding Gifted American Indian Students. ED 284 519 (HE)

George, Shirley A.

The Decision-Making Structure and the Dean. ED 284 715 (RC)

Gibbs, Annette

Author Index

The College, the Constitution, and the Consumer Student. ERIC Digest.


Giese, James R., Ed.

A Humanities Approach to Early National U.S. History: Activities and Resources for the Elementary School Teacher. ED 274 564 (SO)

Gillies, Jerry W.

Professional Certification: Implications for Adult Education and HRD. Information Series No. 307. ED 272 767 (CE)

Glazer, Judith S.


Glen, Allen D.

Computer-Based Education in the Social Studies. ED 284 825 (GO)

Grace, Judy Diane

Emerging Trends in Higher Education.

Greenberg, David E.

A Special Educator's Perspective on Interfacing Special and General Education: A Review for Administrators.

Groff, Warren H.

Perspectives on the Education and Training System of the Future. Information Series No. 312. ED 272 772 (CE)

Gysbers, Norman C.

Career Development Today: An Overview. ED 279 990 (CG)

Hannaway, Else

The Need for Foreign Language Competence in the United States. ERIC Digest.

Hambleton, Ronald K.

Evaluating Criterion-referenced Tests. ERIC Digest.

Harrison, Cheryl

Managing Disruptive Student Behavior in Adult Basic Education. Overview. ERIC Digest No. 54. ED 272 700 (CE)

Harrison, John S.

Microcomputers and Second Language Teaching: The Second Wave. Q&A.

Helgeson, Stanley L.

Research in College Science Teaching: Cognitive Levels and Reasoning. ERIC/SMEAC Special Digest No. 1.

Helgeson, Stanley L., Ed.


Hendrickson, Robert M.

The College, the Constitution, and the Consumer Student. ERIC Digest.


Herbert, Deborah

Career Guidance, Families and School Counselors: Highlights: An ERIC/CAPS Digest.

73
Author Index

Herron, Carol A.
Foreign Language and International Studies High Schools. ERIC Digest. ED 276 307 (FL)

Heynderickx, James J.
Teacher Selection. ED 278 138 (EA)

Hicks, Ellen Cochran
Museums and Schools as Partners. ERIC Digest. ED 278 380 (IR)

Hills, Tynette Wilson
Screening for School Entry. ED 281 607 (PS)

Hoffman, David E.
Collegiate Support for Professional Improvement: The Stanford Collegial Evaluation Program. ED 275 067 (EA)

Hoge, John D.
Improving the Use of Elementary Social Studies Textbooks. ERIC Digest No. 33. ED 274 512 (SO)

Holbrook, Hillary Taylor
Communication Appreciation: The Quiet Student in Your Classroom. ERIC Digest. ED 284 315 (CS)

Horrick, Karen
Teaching Writing to Linguistically Diverse Students. ERIC Digest, Number 32. ED 275 792 (UD)

Howard, Walter R.
Industry-Specific Training Programs. An Overview. Information Series No. 314. ED 282 085 (CE)

Howe, Robert W.

Hyson, Marion C.
Influences on Attitudes toward Physical Affection. ED 281 611 (PS)

Imel, Susan
The Adult Education Teacher's Role in Career Planning. Overview. ERIC Digest No. 55. ED 272 701 (CE)

Jensen, Mary Claire
How to Recruit, Select, Induct, & Retain the Very Best Teachers. School Management Digest Series, Number 32. ED 279 056 (EA)

Johnson, Betty M.
The Decision-Making Structure and the Dean. ED 281 899 (UD)

Johnson, Janet R.
Blue Ribbon Commissions and Higher Education. ERIC Digest. ED 276 303 (FL)

Jordan, June B.
Current Issues and Future Directions in Special Education. ED 281 903 (UD)

Kadams, James A.
New Directions for Vocational Education at the Secondary Level. Information Series No. 311. ED 272 771 (CE)

Kaplowitz, Richard A.

Katz, Lillian G.
Current Issues in Early Childhood Education. ED 281 908 (UD)

A Place Called Kindergarten. ED 280 595 (PS)

Professionalism, Child Development, and Discrimination: Three Papers. ED 275 402 (PS)

Keimig, Ruth Talbott
College Learning Improvement Programs ERIC Digest 84-3. ED 284 512 (HE)

Keller, Claire W.

Kennedy, Doris F.
Exploratory Foreign Language Courses in the Middle or Junior High School. ERIC Digest. ED 276 301 (FL)

Kepple, Thomas R., Jr.

Kerka, Sandra
Deterrents to Participation in Adult Education. Overview. ERIC Digest No. 59. ED 275 888 (CE)

On Second Thought: Using New Cognitive Research in Vocational Education. Overview. ERIC Digest No. 53. ED 272 699 (CE)

Parents' Role in Transition for Handicapped Youth. Overview. ERIC Digest No. 62. ED 282 093 (CE)

Kimano, Margaret K., Ed.
Exceptional Asian Children and Youth. An ERIC Exceptional Child Education Report. ED 276 178 (EC)

Koenke, Karl
Handwriting Instruction: What Do We Know? ERIC Digest. ED 272 923 (CS)

Krahnke, Karl
Approaches to Syllabus Design for Foreign Language Teaching. Language in Education: Theory and Practice, No. 67. ED 283 385 (FL)

Kredlter, Carol J.
ESL Teacher Certification. ERIC Digest. ED 276 306 (FL)

Laforce, Donald
Critical Thinking in College English Studies. ERIC Digest. ED 284 275 (CS)

Lee, Barbara A.
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts. ERIC Digest 85-4. ED 284 517 (HE)

Leflmann, Irvin J.
Teacher Competency Examination Programs: A National Survey. ED 276 736 (TM)

Lehr, Fran
Television Viewing and Reading. ERIC Digest. ED 272 855 (CS)

Lewis, Darrell R.
Faculty Consulting and Supplemental Income. ERIC Digest. ED 284 521 (HE)

Libert, Anne Blanford
eldery Parents and Adult Children as Caregivers. Highlights: An ERIC/CAPS Digest. ED 275 993 (CG)

Licata, Christine M.
Post-Tenure Faculty Evaluation. ERIC Digest. ED 284 529 (HE)

Millar, Dan Pyle
Introduction to Small Group Discussion. ED 278 037 (CS)

Millard, Dan Pyle
Sex Discrimination Law in Higher Education: The Lessons of the Past Decade. ERIC Digest 85-2. ED 284 516 (HE)

Liontos, Demetri
Collaborative Bargaining in Education. ERIC Digest Series, Number 20. ED 284 372 (EA)

Liskin-Gasparro, Judith E.

Lisowski, Marylin
Science-Technology-Society in the Science Curriculum. ERIC/SEMA Special Digest No. 2. ED 274 513 (SE)

Teaching about Hazardous and Toxic Materials. Teaching Activities in Environmental Education Series. ED 273 432 (SE)

Teaching Activities in Science/Society/Technology/Environment. ED 272 711 (SE)

Lowe, Pardee, Jr.

Lutz, Elaine
Invented Spelling and Spelling Development. ERIC Digest. ED 272 922 (CS)

Mackovess, George S.
Administrative Issues in Planning a Library End User Searching Program. ERIC Digest. ED 284 416 (IR)

Manning, Ric
Plugging in to Computer Bulletin Boards. ERIC Digest. ED 278 381 (IR)

Marcos, Lawrence R.
Blue Ribbon Commissions and Higher Education. ERIC Digest. ED 284 528 (HE)

Self-Study in Higher Education: The Path to Excellence. ERIC Digest 84-1. ED 284 510 (HE)

McCabe, Joseph L., Ed.
How Do Teachers Communicate? A Review and Critique of Assessment Practices. Teacher Education Monograph No. 7. ED 282 872 (SP)

McFadden, Emily Jean
Counselling Abused Children. ED 279 914 (CC)

McLaughlin, Pamela

McLaughlin, Pamela W.
New Access Points to ERIC-CD-ROM Versions. ERIC Digest. ED 283 553 (IR)

McLaughlin, Pamela, Comp.
Information Resources on Intellectual Freedom in the Schools. A Selection ERIC Bibliography. ED 279 299 (IR)

Information Resources on Interactive Video. ED 281 516 (IR)

Molano, Christine F.
Adjustment Problems of Foreign Students in U.S. Colleges and Universities. Q&A. ED 276 296 (FL)

Melville, S. Donald
Current Issues in Testing, Measurement, and Evaluation. ED 281 913 (UD)

Merryfield, Merry M.
Teaching About Africa. ERIC Digest No. 36. ED 278 602 (SO)

Millar, Dan Pyle
Introduction to Small Group Discussion. ED 278 037 (CS)
Miller, Juliet V.

Miller, Juliet V., Some Current Issues in Adult, Career, and Vocational Education. ED 281 899 (UD)

Minor, Barbara B.


Morgan, Genelle

The Role of Culture in Foreign Language Education. Q&A. ED 276 298 (FL)

Moran, Mary


Student Financial Aid and Women. ERIC Digest. ED 284 525 (HE)

Mortimer, Kenneth

Flexibility in Academic Staffing. ERIC Digest. ED 284 523 (HE)

Naylor, Michele

Articulation between Secondary and Postsecondary Vocational Education Programs and Proprietary Schools. Overview. ERIC Digest No. 64. ED 282 095 (CE)

Effective and Ethical Recruitment of Vocational Education Students. Overview. ERIC Digest No. 65.

Family Influences on Employment and Education. Overview. ERIC Digest No. 56.

Granting Academic Credit for Vocational Education. Overview. ERIC Digest No. 57.

Reducing the Dropout Rate through Career and Vocational Education. Overview. ERIC Digest No. 63.

ED 282 094 (CE)

ED 282 092 (CE)

ED 272 702 (CB)

ED 275 887 (CE)

ED 284 517 (HE)

Nelson, Erik

Dropout Prevention. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Forty-Two.

Home Schooling. ERIC Digest, Number Fifteen. ED 282 346 (EA)

School Consolidation. ERIC Digest, Number Thirteen. ED 282 347 (EA)

Oden, Sherri

The Development of Social Competence in Children. ED 281 610 (PS)

Ogawa, Steven G.

Faculty Freedoms and Institutional Accountability: Interactions and Conflicts. ERIC Digest SS-4. ED 284 517 (HE)

Opp, Ron

Improving Student Retention in Community College. ERIC Digest. ED 276 493 (IC)

Owings, Thomas G.

The Public's View of Higher Education: Implications for Administrators. ED 273 225 (HE)

Palmer, Jim

Bolstering the Community College Transfer Function. ERIC Digest. ED 276 492 (IC)

Parisi, Lynn S., Ed.

A Humanities Approach to Early National U.S. History: Activities and Resources for the Elementary School Teacher. ED 274 564 (SO)

A Humanities Approach to Early National U.S. History: Activities and Resources for the Junior High School Teacher. ED 274 612 (SO)

Passow, A. Harry


Patrick, John J.

The Role of Culture in Foreign Language Education. Q&A. ED 276 298 (FL)

Core Content, Critical Thinking, and Civic Values: Issues on Education in the Social Studies. ED 281 911 (UD)

Education on the Constitution in Secondary Schools: Teaching Strategies and Materials for the Bi-centennial and Beyond. ED 278 598 (SO)

Lessons on the Federalist Papers: Supplements to High School Courses in American History, Government and Civics. ED 280 764 (SO)


Peck, Nancy

Dropout Prevention: What We Have Learned. ED 279 985 (CG)

Peyton, Joy Kreeft

Dialogue Journal Writing with Limited-English-Proficient Students. Q & A. ED 281 366 (FL)

Phillips, Susan E.

Teacher Competency Examination Programs: A National Survey. ED 276 736 (TM)

Pitts, Ilse M.

Career Education Counseling for Migrant Students. ED 273 397 (RC)

Prakash, Herbert J., Ed.


Probst, R. E.

Transaction Theory in the Teaching of Literature. ERIC Digest. ED 284 274 (CS)

Pyle, K Richard

Group Career Counseling: Principles and Practices. ED 277 937 (CG)

Quezada-Aragon, Manuela L., Comp.

A Directory of Organizations and Programs in Mexican American Education. ED 280 648 (RC)

Ramazza, Bruce A., Ed.

A Directory of Organizations and Programs in Migrant Education. ED 279 483 (RC)

Special Education Yearbook, 1986. ED 282 380 (EC)

Redick, Sharon S.


Reeves, Thomas C.

Computer-Assisted Instruction: Authoring Languages. ERIC Digest. ED 281 504 (IR)

Richardson, Richard C., Jr.

Student in Urban Setting: Achieving the Baccalaureate Degree. ERIC Digest. ED 284 518 (HE)

Riehl, Carolyn

Issues in Improving Urban Schools: Dropout Prevention, Hispanic Secondary Education, and Urban Teaching Careers. ED 281 914 (UD)

Rios, Betty Rose D., Comp.

A Directory of Organizations and Programs in Rural Education. ED 273 423 (RC)

Riseling, C. Frederick

How To Plan And Implement Successful Social Studies Inservice Programs. ERIC Digest No. 34. ED 274 611 (SO)

Roper, Susan Stewart

Collegiate Support for Professional Improvement: The Stanford Collegiate Evaluation Program. ED 275 067 (EA)

Sage, Howard

Incorporating Literature in ESL Instruction. Language in Education: Theory and Practice, No. 66. ED 283 388 (FL)

Scales, Craig L.

Deterrents to Participation: An Adult Education Dilemma. Information Series No. 308. ED 272 788 (CE)

Scirakat, Randolph J.

Fostering Cognitive Development in College Students-The Perry and Toulmin Models. ERIC Digest. ED 284 272 (CS)

Scott, James

Choice in the Public Schools. ERIC Digest, Number Seventeen. ED 282 349 (EA)

Day Care in Schools. ERIC Digest, Number Eighteen. ED 282 351 (EA)

Teacher Tenure. ERIC Digest, Number Nineteen. ED 282 352 (EA)

Smich-Doddgeon, Carman

Parent Involvement and the Education of Limited-English-Proficient Students. ERIC Digest. ED 279 020 (FL)

Stillington, Patricia L.

Transition, Special Needs, and Vocational Education. Information Series No. 309. ED 272 769 (CE)

Smagorynski, Peter

Explorations: Introductory Activities for Literature and Composition, 7-12. ED 279 008 (CS)

Southernland, Arthur R.

Accents versus Selectivity in the Community College. Horizons Issues Monograph Series. ED 273 346 (IC)

Squire, James R., Ed.

The Dynamics of Language Learning: Research in Reading and English. ED 280 080 (CS)

Stark, Joan S.

Professional Education. ERIC Digest. ED 284 527 (HE)


Stanton, Jana

Dialogue Journals. ERIC Digest. ED 284 276 (CS)

Stollman, Joseph

The Nature of Geographic Literacy. ERIC Digest No. 35. ED 277 601 (SO)

Strong, William

Creative Approaches to Sentence Combining. ED 274 985 (CS)

Subor, Charles

Two Problems in the Teaching of English. ED 281 901 (UD)

Suydam, Marilyn N.

Evaluation in Mathematics Instruction. ERIC/SMEAC Information Bulletin, No. 2, 1786. ED 278 536 (SE)


Research on Instructional Materials for Mathematics. ERIC/SMEAC Special Digest No. 3, 1985. ED 276 596 (SE)

Taylor, Barbara E.

Author Index

Toy, Steve
School-Community Relations in Small, Rural School Districts: Developing a Plan for a Productive Partnership. ED 284 509 (HE)

Tucker, Susan
Electronic Networking. ERIC Digest. ED 278 417 (IR)

Ukens, Leon, Ed.
Science Experiences for Preschoolers. CESI Sourcebook IV. ED 276 616 (SE)

Valdivieso, Rafael
Must They Wait Another Generation? Hispanics and Secondary School Reform. ERIC/CUE Diversity Series Number 93. ED 273 705 (UD)

Voegel, George H., Ed.
Advances in Instructional Technology. New Directions for Community Colleges, Number 55. ED 274 388 (IC)

Wale, Garry R.
Counseling Students and Faculty for Stress Management. ED 279 917 (CG)
Current Issues and Trends in Guidance and Counseling. ED 281 900 (UD)

Wale, Garry R., Ed.

Weatherford, H. Jarold
Personal Benefits of Foreign Language Study. ERIC Digest. ED 276 305 (FL)

Weller, Carolyn R., Ed.

Whitman, Neal A.
Reducing Stress among Students. ERIC Digest. ED 284 526 (HE)
Student Stress: Effects and Solutions. ERIC Digest 85-1. ED 284 514 (HE)

Wilson, Richard W.
Academic Program Reviews. ERIC Digest. ED 284 522 (HE)

Wilson, Terry L.

Wilson, Thomas C.
Counseling Roles and AIDS. Highlights: An ERIC/CAPS Digest. ED 279 994 (CG)

Wing, Barbara H.
Foreign Language Teacher Certification. ERIC Digest. ED 276 302 (FL)

Wojtan, Linda
Teaching about East Asia: A Resource Packet. ED 284 824 (SO)

Wojtan, Linda S.
Teaching about Japan. ERIC Digest No. 38. ED 282 796 (SO)

Wolford, Bruce L., Comp.
Correctional Education: Perspectives on Programs for Adult Offenders. Information Series No. 310. ED 272 770 (CE)

Wong, Rita
Teaching Pronunciation: Focus on English Rhythm and Intonation. Language in Education: Theory and Practice, No. 68. ED 283 386 (FL)

Zimmer-Loew, Helene
Outdoor Education across America: "Weaving the Web." Selected Papers, Activities, and Resources from the 1987 National Outdoor Education Conference (Cortland, New York, October 9-12, 1987). ED 284 714 (RC)
Travel Study Programs for Secondary Students: Guidelines for Q&A. ED 276 300 (FL)
Council for Exceptional Children, Reston

A Special Educator's Perspective on Interfacing Special and General Education: A Review for Administrators.

ED 280 211 (EC)

Council of ERIC Directors.


ED 277 563 (SE)


ED 281 897 (UD)

Delaware State University.

Influences on Attitudes toward Physical Affection

ED 281 611 (PS)

Educational Resources Information Center (ED), Washington, DC.

Administrative Procedures and Guidelines for ERIC Clearinghouse Management.

ED 280 510 (IR)

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Access versus Selectivity in the Community College: Horizon Issues Monograph Series.

ED 273 346 (IC)

Advances in Instructional Technology, New Directions for Community Colleges, Number 5.

ED 274 388 (IC)

Bolstering the Community College Transfer Function: ERIC Digest.

ED 274 492 (IC)

Contemporary Issues in Community Colleges: A Synopsis.

ED 281 907 (UD)

Developing Occupational Programs. New Directions for Community Colleges, Number 56.

ED 283 555 (IC)

Improving Student Retention in Community Colleges. ERIC Digest.

ED 267 493 (IC)

Key Resources on Community Colleges: A Guide to the Field and Its Literature.

ED 275 377 (IC)

Labeling Courses and Students, ERIC Digest.

ED 273 337 (IC)

Teaching the Developmental Education Student. New Directions for Community Colleges, Number 57.

ED 280 519 (IC)

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


ED 281 709 (SE)

Current Research in Environmental Education. ERIC/SMEAC Environmental Education Digest No. 1, 1986.

ED 274 557 (SE)


ED 274 536 (SE)


ED 284 717 (SE)


ED 277 547 (SE)


ED 280 715 (SE)


ED 276 629 (SE)


ED 281 910 (UD)

Research in College Science Teaching: Cognitive Levels and Reasoning. ERIC/SMEAC Special Digest No. 1.

ED 274 512 (SE)


ED 276 569 (SE)

Safety Hazards in Science Classrooms. ERIC/SMIEC Science Education Digest No. 1, 1986.

ED 274 556 (SE)

Science Experiences for Preschoolers. CSE Sourcebook IV.

ED 276 616 (SE)

Science Misconception Research and Some Implications for the Two-Year College. ERIC/SMIEC Science Education Digest No. 1, 1987.

ED 282 776 (SE)

Science-Technology-Society in the Science Curriculum. ERIC/SMEAC Special Digest No. 2.

ED 274 513 (SE)


ED 274 551 (SE)


ED 277 563 (SE)

The "Titles + 10" International Congress: Background. ERIC/SMEAC Environmental Education Digest No. 2, 1986.

ED 277 453 (SE)

Teaching about Hazardous and Toxic Materials. Teaching Activities in Environmental Education Series.

ED 273 432 (SE)

Teaching Activities in Science/Society/Technology/Environment.

ED 282 711 (SE)

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Computer-Based Education in the Social Studies.

ED 284 825 (SO)

Core Content, Critical Thinking, and Civic Values: Issues in Education in the Social Studies.

ED 281 911 (UD)


ED 278 598 (SO)

How to Train App and Implement Successful Social Studies Intervention Programs. ERIC Digest No. 34.

ED 274 611 (SO)

Improving the Use of Elementary Social Studies Textbooks. ERIC Digest No. 33.

ED 274 582 (SO)


ED 280 764 (SO)


ED 284 826 (SO)

The Nature of Economic Literacy: ERIC Digest No. 41.

ED 284 823 (SO)

The Nature of Geographic Literacy: ERIC Digest No. 35.

ED 275 760 (SO)

Resources in Geography.

ED 284 824 (SO)

Teaching about Africa. ERIC Digest No. 36.

ED 278 602 (SO)

Teaching about East Asia: A Resource Packet.

ED 284 824 (SO)

Teaching about Ethnic Diversity. ERIC Digest No. 32.

ED 272 539 (SO)

Teaching about Japan. ERIC Digest No. 38.

ED 282 796 (SO)

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


ED 274 564 (SO)

A Humanities Approach to Early National U.S. History: Activities and Resources for the Junior High School Teacher.

ED 274 612 (SO)

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

The Adult Education Teacher's Role in Career Planning, Overview. ERIC Digest No. 55.

ED 272 701 (CE)

Articulation between Secondary or Postsecondary Vocational Education Programs and Proprietary Schools. Overview. ERIC Digest No. 64.

ED 282 095 (CE)

Collaboration in Adult Education. Overview. ERIC Digest No. 60.

ED 282 091 (CE)

Correctional Education: Perspectives on Programs for Adult Offenders. Information Series No. 310.

ED 272 770 (CE)

Correctional Education: Selected Aspects. Overview. ERIC Digest No. 58.

ED 275 888 (CE)

Deterrents to Participation: An Adult Education Dilemma. Information Series No. 308.

ED 272 768 (CE)

Deterrents to Participation in Adult Education. Overview. ERIC Digest No. 59.

ED 275 889 (CE)

Effective and Ethical Recruitment of Vocational Education Students. Overview. ERIC Digest No. 61.

ED 282 092 (CE)

Family Influences on Employment and Education. Overview. ERIC Digest No. 311.

ED 272 702 (CE)

Granting Academic Credit for Vocational Education. Overview. ERIC Digest No. 312.

ED 275 887 (CE)


ED 272 773 (CE)


ED 282 085 (CE)

Managing Disruptive Student Behavior: In Adult Basic Education. Overview. ERIC Digest No. 54.

ED 272 700 (CE)

New Directions for Vocational Education at the Secondary Level. Information Series No. 311.

ED 272 771 (CE)


ED 272 699 (CE)

Parents' Role in Transition for Handicapped Youth. Overview. ERIC Digest No. 62.

ED 282 093 (CE)


ED 272 772 (CE)

Professional Certification: Implications for Adult Education and HRD. Information Series No. 307.

ED 272 767 (CE)

Reducing the Dropout Rate through Career and Vocational Education. Overview. ERIC Digest No. 63.

ED 282 094 (CE)

Some Current Issues in Adult, Career, and Vocational Education.

ED 281 898 (UD)

Transition, Special Needs, and Vocational Education. Information Series No. 309.

ED 272 767 (CE)

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

Career Development Today: An Overview.

ED 279 990 (CG)


ED 279 991 (CG)

Counseling Disabled Children.

ED 279 914 (CG)

Counseling Roles and AIDS: Highlights: An ERIC/CAPS Digest.

ED 279 993 (CG)

Counseling Students and Faculty for Stress Management.

ED 279 992 (CG)

Curriculum Issues and Trends in Guidance and Counseling.

ED 281 900 (UD)

Dropout Prevention: What We Have Learned.

ED 280 909 (CG)

Elderly Parents and Adult Children as Caregivers. Highlights: An ERIC/CAPS Digest.

ED 279 993 (CG)


ED 279 937 (CG)

The Growth Edge: Creative Use of Computers for
## Institution Index

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitating Learning and Enhancing Personal Development. Papers from the Workshop (Ann Arbor, Michigan, June 27-30, 1986).</td>
<td>ED 279 918 (CG)</td>
</tr>
<tr>
<td>Helping Children Cope with Divorce: The School Counselor's Role. Highlights: An ERIC/CAPS Digest.</td>
<td>ED 279 922 (CG)</td>
</tr>
<tr>
<td>Issues in Multicultural Counseling. Highlights: An ERIC/CAPS Digest.</td>
<td>ED 279 995 (CG)</td>
</tr>
<tr>
<td>ERIC Clearinghouse on Early Childhood Education, Champaign, Ill.</td>
<td>ED 281 908 (UD)</td>
</tr>
<tr>
<td>ERIC Clearinghouse on Educational Management, Eugene, Ore.</td>
<td>ED 282 350 (EA)</td>
</tr>
<tr>
<td>Choice in the Public Schools. ERIC Digest, Number Seventeen.</td>
<td>ED 282 349 (EA)</td>
</tr>
<tr>
<td>Cooperative Bargaining in Education. ERIC Digest Series, Number 20.</td>
<td>ED 282 351 (EA)</td>
</tr>
<tr>
<td>collegiate Support = Professional Improvement: The Stanford Collegiate Evaluation Program.</td>
<td>ED 275 057 (EA)</td>
</tr>
<tr>
<td>Communicable Diseases in the Schools. ERIC Digest, Number Sixteen.</td>
<td>ED 282 347 (EA)</td>
</tr>
<tr>
<td>Day Care in Schools. ERIC Digest, Number Eighteen.</td>
<td>ED 282 348 (EA)</td>
</tr>
<tr>
<td>Dropout Prevention, ERIC Clearinghouse on Educational Management: ERIC Digest, Number Fourteen.</td>
<td>ED 282 349 (EA)</td>
</tr>
<tr>
<td>How to Recruit, Select, Induct, &amp; Retain the Very Best Teachers. School Management Digest Series, Number 32.</td>
<td>ED 279 056 (EA)</td>
</tr>
<tr>
<td>Identifying At-Risk Students. The Best of ERIC on Educational Management, Number 85.</td>
<td>ED 279 057 (EA)</td>
</tr>
<tr>
<td>Improving School Effectiveness through Reforms of Teacher Selection Practices and Collegial Observation of Classroom Performance.</td>
<td>ED 281 902 (UD)</td>
</tr>
<tr>
<td>The Principal as Instructional Leader.</td>
<td>ED 274 031 (EA)</td>
</tr>
<tr>
<td>Recruiting and Selecting Teachers. The Best of ERIC on Educational Management, Number 88. AASA Edition.</td>
<td>ED 279 104 (EA)</td>
</tr>
<tr>
<td>School Consolidation. ERIC Digest, Number Thirty-nine.</td>
<td>ED 282 346 (EA)</td>
</tr>
<tr>
<td>Teacher Evaluation.</td>
<td>ED 276 097 (EA)</td>
</tr>
<tr>
<td>Teacher Selection.</td>
<td>ED 278 138 (EA)</td>
</tr>
<tr>
<td>Teacher Tenure and Dismissal. The Best of ERIC on Educational Management, Number 86.</td>
<td>ED 275 084 (EA)</td>
</tr>
<tr>
<td>Teacher Tenure. ERIC Digest, Number Nineteen.</td>
<td>ED 282 352 (EA)</td>
</tr>
<tr>
<td>Teacher Testing.</td>
<td>ED 276 151 (EA)</td>
</tr>
<tr>
<td>Training and Selecting Principals. The Best of ERIC on Educational Management, Number 87.</td>
<td>ED 278 139 (EA)</td>
</tr>
<tr>
<td>ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.</td>
<td>ED 283 625 (PS)</td>
</tr>
<tr>
<td>Children's Social Development: Information for Teachers and Parents.</td>
<td>ED 281 610 (PS)</td>
</tr>
<tr>
<td>The Development of Social Competence in Children.</td>
<td>ED 280 595 (PS)</td>
</tr>
<tr>
<td>Influences on Attitudes toward Physical Attraction.</td>
<td>ED 281 611 (PS)</td>
</tr>
<tr>
<td>A Place Called Kindergarten.</td>
<td>ED 275 402 (PS)</td>
</tr>
<tr>
<td>Professionalism, Child Development**, and Discrimination: Three Papers.</td>
<td>ED 281 607 (PS)</td>
</tr>
<tr>
<td>Training Day Care Providers.</td>
<td>ED 281 608 (PS)</td>
</tr>
<tr>
<td>ERIC Clearinghouse on Handicapped and Gifted Children. Reston, Va.</td>
<td>ED 284 383 (EC)</td>
</tr>
<tr>
<td>Adapting Instructional Materials for Mainstreamed Students: Issue Brief 1.</td>
<td>ED 276 179 (EC)</td>
</tr>
<tr>
<td>Exceptional Asian Children and Youth. An ERIC Exceptional Child Education Report.</td>
<td>ED 276 245 (EC)</td>
</tr>
<tr>
<td>Special Education Yearbook, 1986.</td>
<td>ED 282 380 (EC)</td>
</tr>
<tr>
<td>A Special Educator's Perspective on Interfacing Special and General Education: A Review for Administrators.</td>
<td>ED 280 211 (EC)</td>
</tr>
<tr>
<td>ERIC Clearinghouse on HANDICAPPED and GIFTED CHILDREN. Reston, Va. COUNCIL for EXCEPTIONAL CHILDREN.</td>
<td>ED 284 552 (EC)</td>
</tr>
<tr>
<td>Current Issues and Future Directions in Special Education.</td>
<td>ED 284 553 (EC)</td>
</tr>
<tr>
<td>ERIC Clearinghouse on Higher Education, Washington, D.C.</td>
<td>ED 284 554 (EC)</td>
</tr>
<tr>
<td>Academic Program Reviews. ERIC Digest.</td>
<td>ED 284 555 (EC)</td>
</tr>
<tr>
<td>College Learning Improvement Programs. ERIC Digest 84-3.</td>
<td>ED 284 556 (EC)</td>
</tr>
<tr>
<td>College Search Committees, ERIC Digest 84-2.</td>
<td>ED 284 557 (EC)</td>
</tr>
<tr>
<td>The College, the Constitution, and the Consumer Student. ERIC Digest.</td>
<td>ED 284 558 (EC)</td>
</tr>
<tr>
<td>A Critical Need for College Student Personnel Services. ERIC Digest.</td>
<td>ED 284 560 (EC)</td>
</tr>
<tr>
<td>The Decision-Making Structure and the Dean.</td>
<td>ED 284 561 (EC)</td>
</tr>
<tr>
<td>Emerging Trends in Higher Education.</td>
<td>ED 284 562 (EC)</td>
</tr>
<tr>
<td>Emerging Trends in Higher Education.</td>
<td>ED 284 563 (EC)</td>
</tr>
<tr>
<td>Faculty Consulting and Supplemental Income. ERIC Digest.</td>
<td>ED 284 564 (EC)</td>
</tr>
<tr>
<td>Faculty Freedom and Institutional Accountability: Interactions and Conflicts. ERIC Digest 85-4.</td>
<td>ED 284 565 (EC)</td>
</tr>
<tr>
<td>Faculty Participation in Decision Making. ERIC Digest.</td>
<td>ED 284 566 (EC)</td>
</tr>
<tr>
<td>Flexibility in Academic Staffing. ERIC Digest.</td>
<td>ED 284 567 (EC)</td>
</tr>
<tr>
<td>Inventing and Retrieval in ERIC: The 20th Year.</td>
<td>ED 275 344 (IR)</td>
</tr>
<tr>
<td>Part-time Faculty: Higher Education at a Crossroads. ERIC Digest 84-1.</td>
<td>ED 284 513 (IR)</td>
</tr>
<tr>
<td>Post-Tenure Faculty Evaluation. ERIC Digest.</td>
<td>ED 284 514 (IR)</td>
</tr>
<tr>
<td>Professional Education. ERIC Digest.</td>
<td>ED 284 515 (IR)</td>
</tr>
<tr>
<td>Public Service in Higher Education: Practices and Priorities. ERIC Digest 85-2.</td>
<td>ED 284 516 (IR)</td>
</tr>
<tr>
<td>The Public's View of Higher Education: Implications for Administrators.</td>
<td>ED 284 517 (IR)</td>
</tr>
<tr>
<td>Reducing Stress among Students. ERIC Digest.</td>
<td>ED 284 518 (IR)</td>
</tr>
<tr>
<td>Self-Study in Higher Education: The Path to Excellence. ERIC Digest 84-1.</td>
<td>ED 284 519 (IR)</td>
</tr>
<tr>
<td>Sex Discrimination Law in Higher Education: The Lessons of the Past Decade. ERIC Digest 85-3.</td>
<td>ED 284 520 (IR)</td>
</tr>
<tr>
<td>Student Financial Aid and Women: Equity Demands. ASHE-ERIC Higher Education Report No. 5, 1986.</td>
<td>ED 277 318 (IR)</td>
</tr>
<tr>
<td>Student Financial Aid and Women: Equity. ERIC Digest.</td>
<td>ED 284 522 (IR)</td>
</tr>
<tr>
<td>Students in Urban Settings: Achieving the Baccalaureate Degree. ERIC Digest.</td>
<td>ED 284 523 (IR)</td>
</tr>
<tr>
<td>Student Stress: Effects and Solutions. ERIC Digest 85-1.</td>
<td>ED 284 524 (IR)</td>
</tr>
<tr>
<td>ED 284 599 (IR)</td>
<td></td>
</tr>
<tr>
<td>ERIC Clearinghouse on Information Resources, Syracuse, N.Y.</td>
<td>ED 279 260 (IR)</td>
</tr>
<tr>
<td>Administrative Issues in Planning a Library End User Searching Program. ERIC Digest.</td>
<td>ED 278 416 (IR)</td>
</tr>
<tr>
<td>Changing Roles of the Media Specialist. ERIC Digest.</td>
<td>ED 284 532 (IR)</td>
</tr>
<tr>
<td>Computer-Assisted Instruction: Authoring Languages. ERIC Digest.</td>
<td>ED 281 504 (IR)</td>
</tr>
<tr>
<td>Education and Information Technology: What Are the Questions?</td>
<td>ED 281 906 (IR)</td>
</tr>
<tr>
<td>Electronic Networking. ERIC Digest.</td>
<td>ED 279 417 (IR)</td>
</tr>
<tr>
<td>Information Resources on Intellectual Freedom in the Schools. A Selected ERIC Bibliography.</td>
<td>ED 279 299 (IR)</td>
</tr>
<tr>
<td>Information Resources on Interactive Video.</td>
<td>ED 278 516 (IR)</td>
</tr>
<tr>
<td>Museums and Schools as Partners. ERIC Digest.</td>
<td>ED 278 380 (IR)</td>
</tr>
<tr>
<td>New Access Points to ERIC-CD-ROM Sources. ERIC Digest.</td>
<td>ED 283 533 (IR)</td>
</tr>
<tr>
<td>Plugging in to Computer Bulletin Boards. ERIC Digest.</td>
<td>ED 278 381 (IR)</td>
</tr>
<tr>
<td>ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.</td>
<td>ED 284 596 (IR)</td>
</tr>
<tr>
<td>Adjustment Problems of Foreign Students in U.S. Colleges and Universities.</td>
<td>ED 276 296 (FL)</td>
</tr>
<tr>
<td>Approaches to Syllabus Design for Foreign Language Teaching. Language in Education: Theory and Practice, No. 67.</td>
<td>ED 283 385 (FL)</td>
</tr>
<tr>
<td>Developments in Language Education.</td>
<td>ED 281 904 (UD)</td>
</tr>
<tr>
<td>Dialogue Journal Writing with Limited-Eng-</td>
<td></td>
</tr>
</tbody>
</table>
Institution Index

Bicentennial and Beyond. ED 278 598 (SO)
A Summary of Research in Science Education-1985. ED 278 551 (SE)
National Association of Elementary School Principals, Alexandria, VA. The Principal as Instructional Leader. ED 274 031 (EA)
Teacher Evaluation. ED 276 097 (EA)
Teacher Selection. ED 276 138 (EA)
Teacher Testing. ED 276 151 (EA)
National Conference on Research in English. The Dynamics of Language Learning: Research in Reading and English. ED 280 080 (CS)
National Council of Teachers of English, Urbana, Ill. Creative Approaches to Sentence Combining. ED 274 985 (CS)
Explorations: Introductory Activities for Literature and Composition, 7th ed. ED 279 013 (CS)
Language Diversity and Writing Instruction. ED 274 936 (CS)
Recommended English Language Arts Curriculum Guides, K-12, 1986. ED 274 984 (CS)
National Inst. of Education (ED), Washington, DC. Career Education Counseling for Migrant Students. ED 273 397 (CG)
College Learning Improvement Programs. ERIC Digest 84-3.
ED 284 512 (HE)
College Search Committees. ERIC Digest 84-2.
ED 284 511 (HE)
Counseling Abused Children. ED 279 914 (CG)
Exploratory Foreign Language Courses in the Middle or Junior High School. ERIC Digest 84-3.
ED 276 301 (FL)
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts. ERIC Digest 85-4.
ED 284 517 (HE)
Foreign Language and International Studies High Schools. ERIC Digest.
ED 276 307 (FL)
Foreign Language Teacher Certification. ERIC Digest.
ED 276 302 (FL)
Foreign Language Teacher Education. ERIC Digest.
ED 276 303 (FL)
A Humanities Approach to Early National U.S. History: Activities and Resources for the Junior High School Teacher. ED 276 612 (SO)
Part-time Faculty: Higher Education at a Crossroads. ERIC Digest 84-4.
ED 284 513 (HE)
ED 284 515 (HE)
Research in College Science Teaching: Cognitive Levels and Reasoning. ERIC/SMEAC Special Digest No. 1. ED 274 512 (SE)
ED 276 569 (SE)
Science-Technology-Society in the Science Curriculum. ERIC/SMEAC Special Digest No. 2.
ED 274 513 (SE)
Self-Study in Higher Education: The Path to Excellence. ERIC Digest 84-1.
ED 284 510 (HE)
Sex Discrimination Law in Higher Education: The Lessons of the Past Decade. ERIC Digest 85-3.
ED 284 516 (HE)
Student Stress: Effects and Solutions. ERIC Digest 85-1.
ED 284 514 (HE)
Teaching about Hazardous and Toxic Materials. Teaching Activities in Environmental Education Series. ED 273 432 (SE)
New York State Outdoor Education Association, Syracuse. Outdoor Education across America: "Weaving the Web" Selected Papers, Activities, and Resources from the 1987 National Outdoor Education Conference (Cortland, New York, October 9-12, 1987).
ED 284 714 (RC)
Office of Educational Research and Improvement (ED), Washington, DC. Academic Program Reviews. ERIC Digest.
ED 284 522 (HE)
Access versus Selectivity in the Community College: Horizons Issues Monograph Series.
ED 273 346 (JC)
Accreditation. ERIC Digest 7.
ED 273 609 (SP)
Adjustment Problems of Foreign Students in U.S. Colleges and Universities. Q&A.
ED 276 256 (FL)
Administrative Issues in Planning a Library End User Searching Program. ERIC Digest.
ED 278 416 (IR)
Administrative Procedures and Guidelines for ERIC Clearinghouse Management.
ED 280 510 (IR)
The Adult Education Teacher's Role in Career Planning. Overview. ERIC Digest No. 55.
ED 272 701 (CE)
Advances in Instructional Technology. New Directions for Community Colleges. Number 55.
ED 274 388 (JC)
AIDS: Are Children at Risk? ERIC Digest 16.
ED 279 643 (SP)
ED 283 385 (FL)
Article submission for Secondary or Postsecondary Vocational Education Programs and Proprietary Schools. Overview. ERIC Digest No. 64.
ED 282 095 (CE)
Black Students and Private Schooling. ERIC/CUE Trends and Issues Series, Number 4.
ED 273 718 (UD)
Blue Ribbon Commissions and Higher Education. ERIC Digest.
ED 284 528 (HE)
Bolstering the Community College Transfer Function. ERIC Digest.
ED 276 492 (JC)
Career Development Today: An Overview.
ED 279 990 (CG)
ED 279 991 (CG)
Changing Roles of the Media Specialist. ERIC Digest.
ED 279 992 (CG)
Children's Social Development: Information for Parents and Teachers. ERIC Digest.
ED 279 993 (CG)
Choice in the Public Schools. ERIC Digest.
ED 276 305 (EA)
Collaboration in Adult Education: Overview. ERIC Digest No. 60.
ED 282 091 (CE)
Collaborative Bargaining in Education. ERIC Digest Series, Number 20.
Office of Educational Research and Imp.
A Humanities Approach to Early National U.S. History: Activities and Resources for the Junior High School Teacher.  
ED 274 612 (SO)

Social Studies Development Center, Bloomington, Ind.  
ED 284 826 (SO)

Introduction to Small Group Discussion.  
ED 278 037 (CS)

State Univ. of New York, Cortland, Coll. at Cortland.  
Outdoor Education across America: "Weaving the Web," Selected Papers, Activities, and Resources from the 1987 National Outdoor Education Conference (Cortland, New York, October 9-12, 1987).  
ED 284 714 (RC)
December 1987
(533 Digests)

ERIC DIGESTS
A COMPLETE LIST OF ALL ERIC DIGESTS TO DATE, ARRANGED BY CLEARINGHOUSE:

Adult, Career, and Vocational Education (CE) (65)

Adult Development: Implications for Adult Education (1985) (ED 259 211) (CE)
Adult Education for the Handicapped (1983) (ED 237 809) (CE)
The Adult Education Teacher's Role in Career Planning (1986) (ED 272 710) (CE)
Adult Learning Disabilities (1981) (ED 237 797) (CE)
Adult Literacy Education (1984) (ED 259 210) (CE)
Adult Literacy Volunteers (1986) (ED 268 301) (CE)
Adults in Career Transition (1982) (ED 237 808) (CE)
Articulation Between Secondary or Postsecondary Vocational Education Programs and Proprietary Schools (1987) (CE 047 363) (CE)
Bilingual Vocational Education for Immigrants (1986) (ED 268 302) (CE)
Career Assistance for Older Adults (1981) (ED 237 796) (CE)
Career Development in the Work Place (1982) (ED 237 790) (CE)
Communication Technologies in Adult, Career, and Vocational Education (1983) (ED 240 395) (CE)
Competency Education for Adult Literacy (1981) (ED 237 798) (CE)
Correctional Education: Selected Aspects (1987) (ED 275 888) (CE)
Deterrents to Participation in Adult Education (1987) (ED 275 889) (CE)
Displaced Workers (1983) (ED 240 394) (CE)
Distance Education (1985) (ED 259 214) (CE)
Dropout Prevention through Career and Vocational Education (1987) (CE 047 362) (CE)

Effective and Ethical Recruitment of Vocational Education Students (1987) (CE 047 360) (CE)
Effective Schools Research and Vocational Education (1984) (ED 252 693) (CE)

Effective and Ethical Recruitment of Vocational Education Students (1987) (CE 047 360) (CE)
Effective Schools Research and Vocational Education (1984) (ED 252 693) (CE)

Effective and Ethical Recruitment of Vocational Education Students (1987) (CE 047 360) (CE)
Effective Schools Research and Vocational Education (1984) (ED 252 693) (CE)

Effective and Ethical Recruitment of Vocational Education Students (1987) (CE 047 360) (CE)
Effective Schools Research and Vocational Education (1984) (ED 252 693) (CE)

Effective and Ethical Recruitment of Vocational Education Students (1987) (CE 047 360) (CE)
Effective Schools Research and Vocational Education (1984) (ED 252 693) (CE)

Effective and Ethical Recruitment of Vocational Education Students (1987) (CE 047 360) (CE)
Effective Schools Research and Vocational Education (1984) (ED 252 693) (CE)

Effective and Ethical Recruitment of Vocational Education Students (1987) (CE 047 360) (CE)
Effective Schools Research and Vocational Education (1984) (ED 252 693) (CE)

Effective and Ethical Recruitment of Vocational Education Students (1987) (CE 047 360) (CE)
Effective Schools Research and Vocational Education (1984) (ED 252 693) (CE)

Effective and Ethical Recruitment of Vocational Education Students (1987) (CE 047 360) (CE)
Effective Schools Research and Vocational Education (1984) (ED 252 693) (CE)

Effective and Ethical Recruitment of Vocational Education Students (1987) (CE 047 360) (CE)
Effective Schools Research and Vocational Education (1984) (ED 252 693) (CE)

Effective and Ethical Recruitment of Vocational Education Students (1987) (CE 047 360) (CE)
Effective Schools Research and Vocational Education (1984) (ED 252 693) (CE)
### Educational Management (EA) (18)

- Choice in the Public Schools (1986) (EA 019 454) (EA)
- Communicable Diseases in the Schools (1986) (EA 019 453) (EA)
- Day Care in Schools (1986) (EA 019 451) (EA)
- Extending the School Year and Day (1984) (ED 259 450) (EA)
- Grade Retention vs. Social Promotion (1981) (EA)
- Home Schooling (1986) (EA 019 452) (EA)
- School-Based Management (1981) (EA)
- School Consolidation (1985) (EA 019 450) (EA)
- Teacher Tenure (1986) (EA 019 456) (EA)

### Handicapped and Gifted Children (EC) (46)

- Assessment of Minority Students (1983) (EC)
- Attention Deficit Disorder (ADD) (1987) (EC 200 569) (EC)
- Bilingual Education for Exceptional Children (1983) (EC)
- Career Education for Exceptional Students (1983) (EC)
- Career Search for the Gifted and Talented (1985) (ED 262 507) (EC)
- Characteristics of Intellectually Gifted Children (1985) (ED 262 517) (EC)
- Creativity and the Creative Process (1985) (ED 262 508) (EC)
- Curricula for the Gifted and Talented (1985) (ED 262 518) (EC)
- Defining Giftedness (1985) (ED 262 519) (EC)
- Developing Individualized Education Programs (IEPs) for the Gifted and Talented (1985) (ED 262 509) (EC)
- Developing Programs for the Gifted and Talented (1985) (ED 262 520) (EC)
- Evaluation of Programs for the Gifted and Talented (1985) (ED 262 510) (EC)
- Forming a Local Parent Association for Gifted and Talented Education (1985) (ED 262 521) (EC)
- The Gifted and Handicapped (1985) (ED 262 522) (EC)
- Interactive Video for Special Education (1985) (EC 200 558) (EC)
- Leadership Skills Among the Gifted and Talented (1983) (ED 262 511) (EC)
- Mainstreaming (1983) (EC)
- Mental Retardation (1986) (EC 200 560) (EC)

### Languages and Linguistics (FL) (25)

- Adjustment Problems of Foreign Students in U.S. Colleges and Universities, Q & A (1986) (ED 276 296) (FL)
- Different Types of ESL Programs (1987) (FL)
- ESL Teacher Certification (1983) (ED 276 306) (FL)
- Foreign Language Learning in the Middle or Junior High School (1983) (ED 276 301) (FL)
- Foreign Language & the Older Learner (1/7) (FL)
- Foreign Language Careers: Translation, Q & A (1981) (ED 232 484) (FL)
- Foreign Language Immersion Programs (1971) (FL)
- Foreign Language Organizations (1984) (FL)
- Foreign Language Teacher Certification (1984) (ED 276 302) (FL)
- Foreign Language Teacher Education (1984) (ED 276 303) (FL)
- Foreign Language Teacher Education: An Update (1987) (FL)
- How Foreign Language Study Enhances Career Possibilities (1971) (FL)
- Limited-English-Proficient Students in the Schools: Helping the Newcomer (1986) (ED 279 206) (FL)
- Microcomputers and Second Language Teaching (1986) (ED 276 297) (FL)
- The Need for Foreign Language Competence in the United States (1986) (ED 276 304) (FL)
- The Older Language Learner (1987) (FL)
- Parents Involvement and the Education of Limited-English-Proficient Students (1986) (ED 279 205) (FL)
- Personal Benefits of Foreign Language Study (1986) (ED 276 305) (FL)
- *Teacher Education in ESL (1987)* (FL)
- *Testing Speaking Proficiency: The Oral Interview (1986)* (ED 276 299) (FL)
- What is Linguistics? (1986) (ED 278 255) (FL)
- Working with Speakers of Non-Standard English in the Regular Classroom (1987) (FL)

### Higher Education (HE) (60)

- The Academic Dean (1981) (ED 216 652) (HE)
- Academic Program Reviews (1986) (HE 020 652) (HE)
- Administrative Responsibility for Faculty Development (1983) (ED 237 005) (HE)
- *The Administrator’s Use of Microcomputer Systems (1983)* (ED 234 729) (HE)
- Changing Perspectives on the Urban College and University (1980) (ED 185 890) (HE)
- College and University Endowments—or, Singing the Inflation Blues (1980) (ED 172 845) (HE)
- College Learning Improvement Programs (1984) (HE 020 421) (HE)
- The College, the Constitution, and the Consumer Student (1986) (HE 020 480) (HE)
<table>
<thead>
<tr>
<th>Title</th>
<th>Year</th>
<th>Code/Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate Education: Threat or Opportunity?</td>
<td>1982</td>
<td>ED 214 455</td>
</tr>
<tr>
<td>Creating a Healthy Organizational Climate</td>
<td>1982</td>
<td>ED 219 039</td>
</tr>
<tr>
<td>A Critical Need for College Student Personnel Services</td>
<td>1980</td>
<td>HE 020 649</td>
</tr>
<tr>
<td>The Decision-Making Structure and the Dean</td>
<td>1987</td>
<td>HE 021 523</td>
</tr>
<tr>
<td>Development Programs for Academic Administrators: Considerations and</td>
<td>1984</td>
<td>ED 244 576</td>
</tr>
<tr>
<td>Outcomes</td>
<td></td>
<td>(HE)</td>
</tr>
<tr>
<td>Do Faculty Really Work That Hard?</td>
<td>1980</td>
<td>ED 192 668</td>
</tr>
<tr>
<td>Faculty Bargaining and Campus Governance: Ratioistic v. Research</td>
<td>1986</td>
<td>ED 267 727</td>
</tr>
<tr>
<td>(HE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Consulting and Supplemental Income</td>
<td>1986</td>
<td>HE 020 651</td>
</tr>
<tr>
<td>Faculty Ethics: New Dilemmas, New Choices</td>
<td>1980</td>
<td>ED 187 290</td>
</tr>
<tr>
<td>Faculty Freedoms and Institutional Accountability: Interactions and Conflicts</td>
<td>1983</td>
<td>HE 020 647</td>
</tr>
<tr>
<td>Faculty Participation in Decision Making</td>
<td>1986</td>
<td>HE 020 650</td>
</tr>
<tr>
<td>Faculty Response to Retirement</td>
<td>1981</td>
<td>ED 202 446</td>
</tr>
<tr>
<td>and University Administrators</td>
<td></td>
<td>(HE)</td>
</tr>
<tr>
<td>Federal Regulations and Higher Education: An Overview for College and University Administrators Part II</td>
<td>1980</td>
<td>ED 195 21</td>
</tr>
<tr>
<td>Flexibility in Academic Staffing</td>
<td>1986</td>
<td>HE 020 653</td>
</tr>
<tr>
<td>Fostering Faculty Vitality: Options for Institutions and Administrators</td>
<td>1982</td>
<td>ED 220 069</td>
</tr>
<tr>
<td>Higher Education Management: The Name of the Game Is Change</td>
<td>1980</td>
<td>ED 211 033</td>
</tr>
<tr>
<td>Student Assessments</td>
<td></td>
<td>(HE)</td>
</tr>
<tr>
<td>What Statistical Information Is Available on Two-Year Colleges</td>
<td>1991</td>
<td>ED 273 337</td>
</tr>
<tr>
<td>College (JC)</td>
<td></td>
<td>(JC)</td>
</tr>
<tr>
<td>Approaches to Staff Development of Part-Time Faculty</td>
<td>1986</td>
<td>ED 270 180</td>
</tr>
<tr>
<td>Art, Communications, &quot;Technologies in Education: A Threat to Faculty,&quot;</td>
<td>1986</td>
<td>ED 189 184</td>
</tr>
<tr>
<td>Assessing Student Degree Aspirations</td>
<td>1983</td>
<td>ED 261 754</td>
</tr>
<tr>
<td>Assessing the Employment Experiences of Community College Vocational</td>
<td>1986</td>
<td>ED 271 162</td>
</tr>
<tr>
<td>Program Graduates</td>
<td></td>
<td>(JC)</td>
</tr>
<tr>
<td>Assisting the Community College Transfer Function</td>
<td>1980</td>
<td>ED 276 492</td>
</tr>
<tr>
<td>Community College Faculty and the Transfer Function, A Critical Analysis</td>
<td>1985</td>
<td>(JC)</td>
</tr>
<tr>
<td>Community College Honor Programs</td>
<td>1986</td>
<td>ED 264 928</td>
</tr>
<tr>
<td>The Community College Professor Teacher and Scholar</td>
<td>1986</td>
<td>ED 272 344</td>
</tr>
<tr>
<td>Community Colleges, How to Develop a Positive Liaison with State</td>
<td>1986</td>
<td>ED 269 270</td>
</tr>
<tr>
<td>Legislators</td>
<td></td>
<td>(JC)</td>
</tr>
<tr>
<td>Controversies Surrounding Developmental Education in the Community</td>
<td>1987</td>
<td>JC 870 428</td>
</tr>
<tr>
<td>College</td>
<td></td>
<td>(JC)</td>
</tr>
<tr>
<td>Counting the Revenue Transfer Students</td>
<td>1985</td>
<td>ED 261 757</td>
</tr>
<tr>
<td>The Current Status of the Associate Degree</td>
<td>1985</td>
<td>ED 261 758</td>
</tr>
<tr>
<td>A Descriptive Analysis of the Community College Liberal Arts Curriculum</td>
<td>1987</td>
<td>JC 870 372</td>
</tr>
<tr>
<td>Educational Accountability</td>
<td>1984</td>
<td>JC 870 420</td>
</tr>
<tr>
<td>Enrollment Management</td>
<td>1987</td>
<td>JC 870 429</td>
</tr>
<tr>
<td>High School-Community College Collaboration</td>
<td>1987</td>
<td>JC 870 430</td>
</tr>
<tr>
<td>Improving Student Retention in Community Colleges</td>
<td>1986</td>
<td>ED 276 493</td>
</tr>
<tr>
<td>(JC)</td>
<td></td>
<td>(JC)</td>
</tr>
<tr>
<td>Labeling Courses and Students</td>
<td>1986</td>
<td>ED 273 337</td>
</tr>
<tr>
<td>Liberal Arts at the Community College</td>
<td>1983</td>
<td>(JC)</td>
</tr>
<tr>
<td>Measuring Student Outcomes Through the Associate Degree</td>
<td>1986</td>
<td>ED 260 116</td>
</tr>
<tr>
<td>(JC)</td>
<td></td>
<td>(JC)</td>
</tr>
<tr>
<td>Methods of Securing Alternative Funding for Community Colleges</td>
<td>1984</td>
<td>JC 870 423</td>
</tr>
<tr>
<td>The Multidimensional Problem of Articulation and Transfer</td>
<td>1983</td>
<td>JC 870 465</td>
</tr>
<tr>
<td>Positioning Community Colleges Via Economic Development</td>
<td>1986</td>
<td>ED 269 151</td>
</tr>
<tr>
<td>Quality Circles in the Community College</td>
<td>1986</td>
<td>ED 271 181</td>
</tr>
<tr>
<td>Should Your College Start a Center for the Delivery of Contract Training Programs?</td>
<td>1986</td>
<td>ED 270 138</td>
</tr>
<tr>
<td>The Status of the Transfer Function</td>
<td>1984</td>
<td>JC 870 419</td>
</tr>
<tr>
<td>Strengthening Transfer Opportunities in the Community College</td>
<td>1985</td>
<td>ED 261 756</td>
</tr>
<tr>
<td>(JC)</td>
<td></td>
<td>(JC)</td>
</tr>
<tr>
<td>Student Assessment-Humanities</td>
<td>1984</td>
<td>JC 870 424</td>
</tr>
<tr>
<td>Student Assessment-Literacy</td>
<td>1984</td>
<td>JC 870 425</td>
</tr>
<tr>
<td>Student Assessment-Mathematics</td>
<td>1984</td>
<td>JC 870 423</td>
</tr>
<tr>
<td>Student Assessment-Science</td>
<td>1984</td>
<td>JC 870 426</td>
</tr>
<tr>
<td>Student Assessment-Social Science</td>
<td>1984</td>
<td>JC 870 427</td>
</tr>
<tr>
<td>Two-Year Colleges</td>
<td>1984</td>
<td>(JC)</td>
</tr>
<tr>
<td>What Statistical Information Is Available on Two-Year Colleges</td>
<td>1985</td>
<td>ED 261 759</td>
</tr>
<tr>
<td>A Summary of Research Findings</td>
<td>1985</td>
<td>ED 261 759</td>
</tr>
<tr>
<td>Writing Instruction in the Two-Year College</td>
<td>1986</td>
<td>ED 272 258</td>
</tr>
<tr>
<td>(JC)</td>
<td></td>
<td>(JC)</td>
</tr>
</tbody>
</table>
Teaching About Africa (1980) (ED 278 602) (SO)
Teaching About Aging (1984) (SO)
Teaching About Controversial Issues (1983) (ED 253 467) (SO)
Teaching About Ethnic Diversity (1986) (ED 273 539) (SO)
Teaching About Japan (1987) (SO 081 900) (SO)
Teaching About the Soviet Union (1987) (SO 081 923) (SO)

Teacher Education (SP) (29)

Academic Dance and Exercise Programs (1985) (SP)
Alternative Certification for Teachers (1986) (ED 277 657) (SP)
Careers in Criminal and Private Recreation (1983) (ED 248 238) (SP)
The Case for Physical Education (1983) (ED 248 240) (SP)
Components of Teacher Induction Programs (1986) (ED 269 407) (SP)
Current Developments in Teacher Induction Programs (1986) (ED 269 406) (SP)
Data Needs on Teacher Supply and Demand (1986) (ED 269 408) (SP)
The Effects of Corporate Involvement in Education (1984) (ED 259 292) (SP)
Emergency Teacher Certification (1984) (ED 248 244) (SP)
Evaluation of Student Teachers (1986) (ED 278 658) (SP)
The Evaluation of Teachers (1986) (ED 269 657) (SP)
The Importance of the Educational Resources Information Center for Health and Physical Education Teacher Candidates (1986) (ED 277 654) (SP)
The Importance of the Educational Resources Information Center for Teacher Candidates (1986) (ED 277 655) (SP)
Merit Pay (1983) (ED 248 241) (SP)
Misallocation of Teachers in the Public Schools (1986) (ED 279 634) (SP)
National Commission on Excellence in Teacher Education, Commissioned Papers from the Regional Hearings (1985) (ED 256 725) (SP)
The Quality of Students in Teacher Education (1982) (SP)
School Health Education (1986) (ED 269 375) (SP)
Successful ERIC Searching for HPDR Professionals and Students (1987) (ED 279 646) (SP)

The Teacher as Decision Maker (1983) (ED 248 239) (SP)
Teacher Certification (1986) (ED 277 669) (SP)
Teacher Education: What Do We Know? (1986) (ED 279 642) (SP)
Teacher Mentoring (1986) (ED 271 477) (SP)
Teacher Wellness Programs (1985) (SP)
Wellness: A Balanced Lifestyle (1986) (ED 269 376) (SP)
What First Year Teachers Need to Know (1984) (ED 248 243) (SP)

Tests, Measurement, and Evaluation (TM) (14)

Alternatives to Standardized Tests (1985) (TM 870 605) (TM)
Co-hling for Tests (1983) (TM 870 606) (TM)
Measurment Implications of "A Nation At Risk" (1985) (TM 870 611) (TM)
Measuring Teacher Attitudes Toward Mainstreaming (1985) (TM 870 612) (TM)
Minimum Competency Testing (1985) (TM 870 495) (TM)
Teacher Competency Testing (1983) (TM 870 615) (TM)

Urban Education (UD) (38)

Alternative Schools—Some Answers and Questions (1981) (ED 212 742) (UD)
-Complying with Title IX Regulations (1981) (ED 209 407) (UD)
Cooperative Learning in the Urban Classroom (1986) (ED 273 717) (UD)

Consulting in a Multicultural Educational Setting (1982) (UD 219 485) (UD)
Creating Rural Integration in a Desegregated Magnet School (1986) (ED 269 581) (UD)
Developing Non-Based Criteria for Mainstreaming Minority Students (1982) (ED 219 485) (UD)
Helping Hispanic Students to Complete High School and Enter College (1984) (ED 252 637) (UD)
Helping Minority Students with Nontraditional skills Enter and Complete College (1983) (ED 234 104) (UD)
Hispanics and Employment (1983) (ED 234 102) (UD)
Improving Schooling to Reduce Teenage Pregnancy (1985) (ED 269 571) (UD)
Improving the Mathematics Skills of Low Achievers (1983) (ED 237 584) (UD)
Increasing Minority Participation in the Teaching Profession (1986) (ED 270 527) (UD)
Increasing Science Achievement for Disadvantaged Students (1985) (ED 253 623) (UD)
Keeping Track of at Risk Students (1997) (UD 025 861) (UD)
Parent Participation as lhe Achievement of Disadvantaged Students (1985) (ED 259 400) (UD)
Raising Hispanic Achievement (1985) (ED 256 842) (UD)
 Reforming the Large Urban High School (1981) (ED 209 407) (UD)
School Crime and Disruption (1980) (ED 280 407) (UD)
School Learning and Corporation-School Alliances (1983) (ED 239 689) (UD)
The Social and Psychological Adjustment of Southeast Asian Refugees (1984) (ED 252 638) (UD)
Teacher, Principal, and Parent Involvement: The Effective School Movement (1987) (UD)
Teaching Reading to Direct Speakers (1986) (UD)
Teaching Science and Mathematics to At Risk Students (1987) (UD)
Teaching Writing to Linguistically Diverse Students (1986) (UD)
Teacher, Principal, and Parent Involvement: The Effective School Movement (1987) (UD)
Writing Instruction for Dialectally Different Youth (1982) (ED 219 485) (UD)
Writing Instruction for Dialectally Different Youth (1982) (ED 212 742) (UD)

NOTE: This list has been prepared by the ERIC Processing and Reference Facility. 4350 East-West Highway, Suite 1100, Bethesda, MD 20814
301-656-9723. Annual updates are projected.
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
- designed to provide an overview of information on a given topic, plus references to items providing more detailed information
- produced by the 16 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)

ERIC Digests Online (EDO) is:
- a full-text database containing the complete text of recent ERIC Digests
- a fast, accurate, and dependable source of directly usable and practical information for the educational community, including teachers, administrators, counselors, policymakers, and parents
- available on ED-LINE (an online news, information, and electronic mail system for educators and others interested in education) via THE SOURCE online information network
- accessible on THE SOURCE by entering “EDLINE ERIC,” or, alternatively, via ED-LINE’s main menu
- searchable either by general topical categories (menu items) or key words (ERIC Descriptors)
- an online bulletin board (via a “user notesspace”), 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.
Searching EDO On-Line

- Sign on to THE SOURCE (see “Sign On” in The Source Manual)
- THE SOURCE menu appears
- At first prompt (.), type “Q”
- At “command level” prompt (→):
  a. Type “EDLINE,” which takes you to ED-LIN E's main menu; Select EDO from the menu
  OR
  b. Type “EDLINE ERIC” and go directly to EDO
- EDO main menu appears, as follows:
  1 Using ERIC Digests Online (EDO)
  2 Search for Digests by Menu Categories
  3 Search for Digests by Key Words
  4 New ERIC Digests
  5 User Notespace
  6 EPIC Information

Any item selected from the EDO main menu will guide you through a series of sub-menus to the information you need. Digests can be searched for by using ERIC Descriptors (main menu item 3) or by using topical categories (main menu item 2). The “New Digests” option (main menu item 4) lists just the new Digests added that month — about 10. The “User Notespace” (main menu item 5) provides a means for users to make comments on EDO, suggestions for new Digest topics, or comments on specific Digests; users can read the remarks in the notespace and/or add them. The sub-menu of the “User Notespace” has an item labeled “Learn How to Use EDO User Notespace,” which, when selected, prints out or displays a complete list, by Clearinghouse, of the ERIC Digests currently on the EDO file. Users not yet signed up with ED-LINE and THE SOURCE can obtain this list by contacting EDO at the address/telephone number provided below.

At any menu (numbered group of categories), a category is chosen by entering its number at the prompt (.). At any prompt, typing “P” returns you to the previous menu; “M” returns you to EDO’s main menu; “Q” leaves EDO and returns you to ED-LINE’s main menu. Pressing the Return key at any prompt displays the particular list of options available at that prompt.

Typing “Q” at the prompt following “EDLINE’s main menu returns you to a “command level” prompt (→), at which time you can proceed with a session on THE SOURCE or enter “OFF” to disconnect. Or, you can enter the appropriate number from the ED-LINE menu that will disconnect you from both ED-LINE and THE SOURCE.

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

ED-LINE
National School Public Relations
Association (NSPRA)
1501 Lee Highway
Arlington, VA 22209
Telephone: (703) 528-5840

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

ERIC DIGESTS ONLINE (EDO)
ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, IL 61801-4897
Telephone: (217) 333-1386
Clearinghouses (and Other Network Components)

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

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

**ERIC Clearinghouse on Adult, Career, and Vocational Education (CE)**
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 486-3655; (800) 848-4815

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

**ERIC Clearinghouse on Counseling and Personnel Services (CG)**
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group and casework; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

**ERIC Clearinghouse on Educational Management (EA)**
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 686-5043

The leadership, management, and structure of public and private educational organizations; practice and theory of administration; personnel 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.

**ERIC Clearinghouse on Educational Technology (ET)**
Site: 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 learning of young children, including the preparation of teachers for educational level; educational programs and community services for handicapped; all educational programs and community services for handicapped.

**ERIC Clearinghouse on Handicapped and Gifted Children (EC)**
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 620-3660

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

**ERIC Clearinghouse on Higher Education (HE)**
George Washington University
One DuPont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597

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

**ERIC Clearinghouse on Information Resources (IR)**
Syracuse University,
School of Education
Huntington Hall, Room 305
150 Marshall Street
Syracuse, New York 13244-2340
Telephone: (315) 443-3640

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

**ERIC Clearinghouse for Junior Colleges (JC)**
University of California at Los Angeles (UCLA)
Mathematical Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (213) 825-3931

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.
ERIC Clearinghouse on Languages and Linguistics (FL)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-0037
Telephone: (202) 429-9531
Languages and language sciences: theoretical and applied linguistics; all areas of foreign language, second language, and linguistics instruction, pedagogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; applications of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages and second languages; commonly and uncommonly taught languages, including English as a second language; related curriculum development and problems.

ERIC Clearinghouse on Reading and Communication Skills (CS)
Indiana University
2805 East 10th St., Smith Research Ctr.
Bloomington, Indiana 47405-2373
Telephone: (812) 335-5847
Reading, English, and communication skills (verbal and nonverbal), preschool through college; educational research and instruction in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication (including forensics), mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.
Areas of reading behavior with emphasis on physiology, psychology, sociolinguistics, and teaching; instructional materials, curriculum, tests/measurement, and methodology at all levels of reading; the role of libraries and other agencies in fostering and guiding reading; and remedial reading services in schools and clinical settings. Preparation of reading teachers and specialists.

ERIC Clearinghouse on Rural Education and Small Schools (RC)
New Mexico State University
Computer Center (Room 218), Stewart Street
Las Cruces, New Mexico 88003-0001
Telephone: (505) 646-2623
Economic, cultural, social, or other factors related to educational programs and practices for rural residents: American Indians/Alaska Natives, Mexican Americans, and migrants; educational practices and programs in all small schools; outdoor education.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education (SE)
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
Telephone: (614) 292-6717
Science, mathematics, and environmental education at all levels, and within these three broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory; forms and educational equity; urban and minority experiences; and the education of particular racial/ethnic minority children and youth in various settings — local, national, and international; the theory and practice of educational equity; urban and minority social institutions and services.

ERIC Clearinghouse for Social Studies/Social Science Education (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street
Bloomington, Indiana 47405-2373
Telephone: (812) 335-3838
All levels of social studies and social science education: content of the social sciences disciplines; applications of theory and research to social science education; contributions of social science disciplines (anthropology, economic, geography, history, sociology, social psychology, social science); education as a social science; comparative education; content and curriculum materials on "social" topics such as law, education, ethnic studies, bias and discrimination, aging, adoption, men's equity, and sex education.

ERIC Clearinghouse on Teacher Education (SP)
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-2412
Telephone: (202) 293-2450
School personnel at all levels; teacher selection and training, preservice and inservice preparation and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses; all aspects of physical education, health education, and recreation education.

ERIC Clearinghouse on Tests, Measurement, and Evaluation (TM)
American Institutes for Research (AIR)
Washington Research Center
1055 Thomas Jefferson St., NW
Washington, DC 20007-3893
Telephone: (202) 342-5060
Tests and other measurement devices; methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs; research design and methodology in the area of testing and measurement/evaluation; learning theory in general.

ERIC Clearinghouse on Urban Education (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, New York 10027-9998
Telephone: (212) 678-3433
Programs and practices in public, parochial, and private schools in urban areas and the education of particular racial/ethnic minority children and youth in various settings — local, national, and international; the theory and practice of educational equity; urban and minority social institutions and services.

Educational Resources Information Center (Central ERIC)
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Washington, DC. 20208-1235
Telephone: (202) 357-6289

ERIC Processing & Reference Facility
ORI, Inc. Information Systems
4350 East-West Highway, Suite 1100
Bethesda, Maryland 20814-4475
Telephone: (301) 656-9723

ERIC Document Reproduction Service (EDRS)
Computer Microfilm Corporation (CMC)
3900 Wheeler Avenue
Alexandria, Virginia 22304-5110
Telephone: (703) 823-0500; (800) 227-3742

Oryx Press
2214 North Central Avenue at Encanto
Phoenix, Arizona 85004-1483
Telephone: (602) 254-6156; (800) 457-6799
IMPORTANT INSTRUCTIONS TO COMPLETE THIS ORDER FORM

- Order by 6 digit ED number
- Enter unit price
- Specify either Microfiche (MF) or Paper Copy (PC)
- Include shipping charges

<table>
<thead>
<tr>
<th>ED NUMBER</th>
<th>NO. OF PAGES</th>
<th>NO. OF COPIES</th>
<th>UNIT PRICE</th>
<th>EXTENDED UNIT PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MF</td>
<td>PC</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL NO. OF PAGES

UNIT PRICE SCHEDULE

<table>
<thead>
<tr>
<th>NUMBER OF MICROFICHE</th>
<th>UNIT PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 5</td>
<td>$0.25</td>
</tr>
<tr>
<td>6 to 24</td>
<td>$0.45</td>
</tr>
<tr>
<td>25 to 49</td>
<td>$0.65</td>
</tr>
<tr>
<td>50 to 99</td>
<td>$0.85</td>
</tr>
<tr>
<td>100 to 199</td>
<td>$1.05</td>
</tr>
<tr>
<td>200 to 499</td>
<td>$1.25</td>
</tr>
<tr>
<td>500 to 999</td>
<td>$1.45</td>
</tr>
</tbody>
</table>

UNIT PRICE SCHEDULE

<table>
<thead>
<tr>
<th>NUMBER OF PAGES</th>
<th>UNIT PRICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 5</td>
<td>$0.25</td>
</tr>
<tr>
<td>6 to 24</td>
<td>$0.45</td>
</tr>
<tr>
<td>25 to 49</td>
<td>$0.65</td>
</tr>
<tr>
<td>50 to 99</td>
<td>$0.85</td>
</tr>
<tr>
<td>100 to 199</td>
<td>$1.05</td>
</tr>
<tr>
<td>200 to 499</td>
<td>$1.25</td>
</tr>
<tr>
<td>500 to 999</td>
<td>$1.45</td>
</tr>
</tbody>
</table>

UNITED PARCEL SERVICE CHARGES FOR CONTINENTAL U.S. SHIPMENTS ONLY

<table>
<thead>
<tr>
<th>WEIGHT</th>
<th>CHARGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 lb.</td>
<td>$2.37</td>
</tr>
<tr>
<td>1.01-2</td>
<td>$2.78</td>
</tr>
<tr>
<td>2.01-3</td>
<td>$3.20</td>
</tr>
<tr>
<td>3.01-4</td>
<td>$3.54</td>
</tr>
<tr>
<td>4.01-5</td>
<td>$3.85</td>
</tr>
<tr>
<td>5.01-6</td>
<td>$4.28</td>
</tr>
<tr>
<td>6.01-7</td>
<td>$4.70</td>
</tr>
<tr>
<td>7.01-8</td>
<td>$5.13</td>
</tr>
<tr>
<td>8.01-9</td>
<td>$5.53</td>
</tr>
</tbody>
</table>

CHARTS FOR DETERMINING SHIPPING CHARGES

1st CLASS POSTAGE FOR...

1-3 pages: $1.25
4-7 pages: $2.37
8-19 pages: $2.78
20-39 pages: $3.20
40-69 pages: $3.54
70-99 pages: $3.85
100-199 pages: $4.28
200-299 pages: $4.70
300-399 pages: $5.13
400-499 pages: $5.53

PAYMENTS: You may pay by

1. Enclosing CHECK or MONEY ORDER with your order. Foreign customer checks must be drawn on a U.S. bank.
2. Charge to a MASTERCARD or VISA account. Enter account number, card expiration date and signature. (EDRS also accepts telephone orders when charged to a MasterCard or VISA account.)
3. PURCHASE ORDERS: U.S customers may enclose an authorized original purchase order. No purchase orders are accepted from foreign customers.
4. Charge to a DEPOSIT ACCOUNT. Enter deposit account number and sign order form.

PLEASE INDICATE METHOD OF PAYMENT AND ENTER REQUIRED INFORMATION.

- Check or Money Order
- Purchase Order (ATTACH ORIGINAL PURCHASE ORDER)
- MasterCard
- VISA
- Deposit Account Number

PLEASE ENTER "SHIP TO" ADDRESS.

CALL TOLL FREE 1-800-227-ERIC (3742) FROM 8:30 AM TO 9:00 PM EASTERN TIME

*You can now FAX your orders 24 hours a day by dialing 703-823-0505 (Toll Free)*

EFFECTIVE APRIL 3, 1988
1. PRICE LIST
The prices set forth herein may be changed without notice; however, any price change is subject to the approval of the Contracting Officer/USED/Office of Educational Research & Improvement/Contracts and Grants Management Division.

2. PAYMENT
The prices set forth herein do not include any sales, use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer. Payment shall be made not thirty (30) days from date of invoice. Payment shall be without expense to CMC.

3. REPRODUCTION
Express permission to reproduce a copyrighted document provided hereunder must be obtained from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES
CMC shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay (a) is due to events beyond the control of CMC including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppage, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond CMC's control and without negligence on the part of CMC; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
CMC's liability, if any, arising hereunder shall not exceed restitution of charges.

6. WARRANTY
CMC MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OR MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY
CMC will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CMC. Best available copy will be supplied.

8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CMC.

9. DEFAULT AND WAIVER
a. If Customer fails with respect to this or any other agreement with CMC to pay any invoice when due or to accept any shipment as ordered, CMC, may without prejudice to other remedies, defer any further shipments until the default is corrected, or may cancel the order.

b. No course of conduct nor any delay of CMC in exercising any right hereunder shall waive any rights of CMC or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit account by depositing a minimum of $250.00. Once a deposit account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. PAPER COPY (PC)
A paper copy (PC) is a xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document...

13. FOREIGN POSTAGE
Postage for all countries other than the United States is based on the International Postage Rates in effect at the time the order is shipped. To determine postage allow 160 microfiche or 75 (PC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

STANDING ORDERS SUBSCRIPTION ACCOUNTS
Subscription orders for documents in the monthly issue of Resources in Education (RIE) are available on microfiche from EDRS. The microfiche are furnished on a diazo film base and without envelopes. The price is $0.084 per microfiche. If you prefer a silver halide film base the cost is $0.176 per microfiche and each microfiche is inserted into a protective envelope. SHIPPING CHARGES ARE EXTRA. A Standing Order Account may be opened by depositing $1,600.00 or submitting an executed purchase order. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

BACK COLLECTIONS
Back collections of documents in all issues of Resources in Education (RIE) since 1966 are available on microfiche at a unit price of $0.62 per microfiche. The collections from 1966 through 1985 are furnished on a vesicular film base and without envelopes. Since 1986 collections are furnished on a diazo film base without envelopes. SHIPPING CHARGES ARE EXTRA. For pricing information write or call Toll Free 1-800-227-ERIC (3742).

SPECIAL COLLECTIONS
Special collections of early (1966 to 1989) Office of Education Reports are also available from EDRS. These are: Office of Education Research Reports 1966-85; Pacesetters in Innovation, Fiscal Year 1985; Pacesetters in Innovation, Fiscal Year 1986; Selected Documents on the Disadvantaged; Selected Documents on Higher Education; Manpower Research, Inventory for Fiscal Year 1965 and 1967; Manpower Research, Inventory for Fiscal Year 1968. Please write or call for prices and shipping charges.

AIM/ARM MICROFICHE COLLECTIONS
Please write or call for prices and shipping charges.

ERIC CLEARINGHOUSE COLLECTIONS
Back collections of, or standing order subscriptions for current collections of, microfiche of individual ERIC Clearinghouses are available. Please write or call for prices and shipping charges.

ERIC CLEARINGHOUSE PUBLICATIONS
The ERIC Clearinghouses analyze and synthesize the literature of education into research reviews, bibliographies, state-of-the-art studies, interpretative studies on topics of high current interest and many similar documents designed to meet the information needs of ERIC users. Prices include shipping (except for foreign shipment).