This annotated bibliography provides citations, abstracts, and indexes for the 262 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1991. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1992) 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) Language 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, personal author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (BBM)
An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1991

May 1992

Carolyn R. Weller
Ted Brandhorst
Editors
ERIC Processing and Reference Facility
Rockville, Maryland
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Introduction

The ERIC System

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

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

RIE is a monthly abstract journal devoted to the report literature. Each issue announces approximately 1,100 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, interpretative 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 twentieth bibliography in the series. All items in the series to date are listed below.

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TOTAL (1968-1991) 6076

This bibliography covers the calendar year period from January through December 1991. It lists a total of 262 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal Resources in Education (RIE).

Organization of This Bibliography

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

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

Availability of ERIC Clearinghouse Publications

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

For instructions on how to order materials, see the back of this publication.
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*Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc
**Digests (2 page publications) routinely included in RIE for first time in 1986
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 (17 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. (S11)
Document Resumes

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

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**CE**

ED 325 657

**Imel, Susan**

**Locating and Selecting Information: A Guide for Adult Educators.** ERIC Digest No. 182.

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

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

Report No.--EDO-CE-90-103

Pub Date--90

Contract--R88062005

Note--3p.

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

EDRS Price--MF01/PC01 Plus Postage.

Descriptors--Adult Education, Adult Educators, Clearinghouse Services, Information Centers.

Identification--ERIC Digests

No matter what their role, knowing how to identify, select, and evaluate information resources are important processes for adult educators. Two of the main sources of information related to adult education are information databases and clearinghouses or resource centers. Two comprehensive references that can be used to select the most appropriate database are the "Encyclopedia of Information Systems and Services," 10th Edision (1990) and "Datamap Directory of On-Line Services" (1990). The Educational Resources Information Center (ERIC) database is considered to be the primary source for adult education due to its purpose and its history of service to the field. National and state-level clearinghouses and resource centers disseminate information about adult education to a variety of audiences. "The Directory of National Clearinghouses, Resource Centers and Clearinghouses Serving Adult Educators and Learners" (1960) provides information about national clearinghouses and resource centers. Two common strategies used to identify information resources are asking other people and searching information databases. Most information databases can be accessed both manually and by computer, and many are available in CD-ROM format. Guidelines to evaluate and select resources based on their content include authority of source, timeliness, relevance, depth, accuracy, and replicability. (Seven references are listed.) (YLB)
Interactive videodisc (IVD) offers a combination of media with practical applications in vocational education. IVD is superior to videotapes and other media in quality and variety. IVD can be used in different settings and for a variety of instructional applications. Although not appropriate for all content, IVD has strengths, including student control of the interaction, instant feedback, and a two-way dialogue that engages the learner. Vocational Technical Education (VTE) educators have applied IVD in various ways to teach employability skills; to provide remedial instruction; to support students with low skills; to provide training in safety, security, and quality standards through simulation of workplace problems; and to study object motion and the use of a welding torch. Key factors in using IVD in vocational education are related to instructional design, teacher role, and costs. A basic question is whether IVD is the appropriate medium for the subject or situation. IVD is a highly learner-centered medium, definitely changing the role of the teacher, who acts more as a resource person or facilitator. Although cost seems to be a barrier, most equipment needed can be made over time. (11 references) (YLB)

ED 326 692
Price, Sandra G.
The Role of Vocational Education in the Development of Students' Academic Skills: An Implementation Guide. Information Series No. 340.
Sponsoring Agency—Office of Vocational and Technical Education, Columbus, Ohio.

ED 326 736
Nelson, Ruth
Family and Intergenerational Literacy Programs: An Update of "The Noises of Literacy." Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.
Integrated programs provide students with a balanced mix of vocational skills needed in the workplace and for lifelong learning. Basic skills in mathematics, science, and communication form the foundation for lifelong learning and the content for higher-order skills. Occupational skills depend on and do not exist apart from academic foundations. The National Association of State Directors of Vocational Technical Education Consortium supports the concept of integration and the restructuring of programs at the academic and vocational level. Federal, state, and local initiatives are recommended to be about how to reform. A number of strategies for implementing the vocational-academic approach are being tried in many schools, bolstered by the mandate enhanced integration in the Carl D. Perkins Vocational and Applied Technology Education Act. More widespread implementation depends on resolution of a number of issues: (1) developing the drive and achieving commitment from all levels; (2) setting goals for integration of academic programming in vocational education and the integration of academic and vocational education; (3) overcoming lack of financial support; (4) increasing awareness; (5) helping to structure classroom activities, what curricular materials will be used, and who else (parents, counselors, community) needs to be involved; (5) providing service training to vocational and academic teachers, and (6) preparing to evaluate integration efforts. One strategy for implementation is cross-correlation of vocational and academic curricula, that is, identification of exactly where academic concepts are used in vocational courses. Another approach is that academic concepts can assist in this effort. Cross-correlation can lead to other joint activities such as adaptation/adoption of "basic skills" in planning, and documentation for granting academic credit for basic skills taught in vocational classes. Recognition is growing that integrative partnerships supporting students' varied learning styles are the most effective means of achieving the academic and vocational competencies needed today. The policy issues, strategies, and examples provided in this position paper and statement can send signals to policymakers, administrators, and teachers in reaching that goal. (SK)

ED 327 738
CE 057 132

DEE Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.

EDRS Price - MF01/PC02 Plus Postage.
Articulation, the coordination of curricula at different levels of education in order to improve efficiency and effectiveness, has become increasingly important in secondary and postsecondary vocational-technical education. Among the types of articulation addressed are time-shortening models, advanced skills models, and tech-prep models.

ED 327 738
CE 057 134

McCain, N. L.
A Framework for Evaluating Local Vocational Education Programs. Information Series No. 344.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.

EDRS Price - MF01/PC02 Plus Postage.
To help vocational education administrators and practitioners, this paper presents a framework for vocational education program evaluation. Evaluation is defined as the act of rendering judgments to determine a program's value, two major types are formative and summative. Vocational education evaluation should take a broader and more comprehensive approach than in the past. This approach requires use of valid and reliable information of three interrelated types: descriptive data, educational data, and economic data. Vocational education includes skills, knowledge, attitudes, and skills; the knowledge, attitudes, and skills employers want in employees; and the educational, economic, and social needs of society. Sources of information about various processes include: (1) organizational information; (2) program information; (3) support services and activities; (4) market needs; and (5) employment outcomes. Part of the evaluation framework is economic outcomes (labor force participation, employment and unemployment rates, training-related placement, type of employment, earnings, employment with
Although the goal of universal literacy in the United States refers specifically to the literacy of adults, significant progress toward the goal is dependent upon a great deal of prior effort. The following report focuses on the connection between education and work. During the early 1980's, companies began to look at the disconnection between education and work. This report examines the strategies of developing work-related learning, and presents case studies of successful partnerships among the various organizations involved. The ERIC system was established in 1969 as a means of disseminating research and development in the hands of researchers, practitioners, and policymakers. Sixteen projects and research centers were recognized that on-the-job training is a major vehicle for adult education research and delivery and support adult education research and delivery. The report highlights the disconnection between education and work and the various means of addressing this issue. The report also provides case studies of successful partnerships among the various organizations involved in this area, such as businesses, community agencies, and unions. The report concludes with recommendations for future research and development in this field.
ED 329 810 CE 057 826 Kerka, Sandra Balancing Work and Family Life. ERIC Digest No. 110.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. EDO-CE-91-110
Pub Date—91
Contract—R188062005
Note—3p.

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

ED 334 466 CE 058 602 Kerka, Sandra Technology Education in Elementary Schools. Practical Lineage.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—R188062005
Note—3p.

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

ED 334 463 CE 058 749 Laskard, Bettina A. Resolving Ethical Dilemmas in the Workplace: A New Focus for Career Development. ERIC Digest No. 112.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. EDO-CE-91-112
Pub Date—91
Contract—R188062005
Note—7p.

Pub Type Information Analyses - ERIC Information Analysis Products (071)
Descriptors Controversial Issues (Course Content), Controversial Issues (Course Content), Ethics, Ethics Education, Ethics Training, Ethics Training.

ED 334 460 CE 059 601 Imel, Susan Adult Classroom Environment: The Role of the Instructor. ERIC Digest Brief.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—R188062005
Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)
Descriptors Adult Education, Adult Educators, Adult Learning, Adult Learners, Adult Education, Adult Educators, Adult Learning, Adult Learners, Adult Education, Adult Educators, Adult Learning, Adult Learners.

EDRS Price - MF01/PC01 Plus Postage.

ED 334 465 CE 058 748 Kerka, Sandra Family and Intergenerational Literacy. ERIC Digest No. 111.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. EDO-CE-91-111
Pub Date—91
Contract—R188062005
Note—3p.

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

EDRS Price - MF01/PC01 Plus Postage.

ED 334 466 CE 058 749 Laskard, Bettina A. Resolving Ethical Dilemmas in the Workplace: A New Focus for Career Development. ERIC Digest No. 112.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No. EDO-CE-91-112
Pub Date—91
Contract—R188062005
Note—7p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)
Descriptors Controversial Issues (Course Content), Controversial Issues (Course Content), Ethics, Ethics Education, Ethics Training, Ethics Training.
laborative learning. In this environment, learners must be willing to listen to and respect different points of view, exercise responsibility for their own learning, and be committed to the group. The traditional student role as authority is assumed as a knowledgeable co-learner. Facilitators are also responsible for preparing the environment before and providing appropriate feedback and reliance of learners and facilitators to relinquish their traditional roles. Collaborative learning is an environment for democratic planning, acquisition of individual and group insights, development of better judgment, and use of adult previous experiences.

ED 334 470
[Image 0x0 to 707x922]
cas—the means by which ideas emerge and evolve and are clarified. Yet students often see revision not as an opportunity to develop and improve a piece of writing but as an indication that their work was not right the first time. Revision, whether done with computers or with pen and paper, will go beyond correction only if teachers encourage students to test over its pages. When this happens, students discover the power of writing as a means of shaping ideas and clarifying meanings more effectively. Teachers can assist students in correcting errors or fulfilling a class requirement. Publishing student writings can be a powerful means of motivating revision, as can providing feedback within in-class time or in a loaning flexible due dates for writing. (Seventeen references are attached) (RS)

ED 325 582

Sprouse, Michael

Contact Literature in English. ERIC Digest. ERIC Clearinghouse on Reading and Communication Skills. Urbana, Ill.

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

Pub Date—Oct 87

Contract—400-86-0045

Note—Ap: This digest was changed to level 2 due to poor reproducibility.

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

EDRS Price—MF01/PC01 Plus Postage. PC Not Available from EDRS.


Identifiers—*Contact Literature, ERIC Digests

An internationalization in nations that do not share its Western cultural traditions, the language broadens. The English produced in new countries typically takes on the flavor of its surroundings, developing a blend of native and Western linguistic features, semantic and pragmatic qualities, idiomatic sayings, and the like. The literature written in these distinctive varieties of English is often called contact literature. Writers of contact literatures in English and French cultures is inexpressible in English and argue that the cultural material in contact literature will stretch or reshape the expressive qualities of the language. The rise of contact literature in English provides an opportunity to study the literary effort of international writers and to observe the vidual process of language change. This change is of special interest to English teachers and students, since it is their language they are observing, and since the students' understanding will make it a more sensitive and authentic vehicle for creative expression of consciousness in Western and non-Western cultures. (RS)

ED 325 906

Beverstock, Caroline

Your Child's Vision Is Important.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.: International Reading Association, Newark, Del.

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

Pub Date—91

Contract—RI88062001

Note—25p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($9.95 plus postage and handling).

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

EDRS Price—MF01/PC01 Plus Postage.


ED 325 818

McAllister, Elizabeth

Peer Teaching and Collaborative Learning in the Language Arts.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.: Indiana Univ., Bloomington. Center for Reading and Language Studies

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

Pub Date—90

Contract—RI88062001

Note—74p.; Published by EDINFO Press.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($9.95 plus postage and handling).

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

EDRS Price—MF01/PC01 Plus Postage.


Bringing together peer teaching and collaborative learning in the language arts provides many ideas for elementary teachers to use in their classrooms and explains the principles behind the practices. Six diverse successes demonstrate how present real experiences of teachers and their students at work in successful peer-learning classrooms. Sections of the book include: *How Teachers Use Peer Tutoring; *Peer Teaching and Collaborative Learning; *Peer Program Organization; *How to Run a Peer Program; *How to Use the Evaluation Forms; *A review of research and research in progress; and *Conclusions and Implications. A 57-item bibliography is attached. (RS)

ED 326 901

Sonic, Margie

Parent Involvement in Elementary Language Arts: A Program Model. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.: International Reading Association, Newark, Del.

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

Pub Report No.—EDO-CS-91-01

Pub Date—91

Contract—RI88062001

Note—4p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 (39.95 plus postage and handling).

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

EDRS Price—MF01/PC01 Plus Postage.


Identifiers—ERIC Digests

Initiating an effective and well organized plan for parent involvement in the elementary language arts classroom takes plenty of work—work to achieve its work and to communicate it to parents. One such program encourages parent participation in the classroom for parents who are able to volunteer their time, but also recognizes parents participate at home. It is realistic to think that as parents move through the three levels of increasing classroom involvement (monitoring, informing, and participation), the audience of parents narrows. Teachers can recognize this. The challenge for teachers must acknowledge that the obligation to the wider audience of parents remains. When parent involvement is limited to the level at which parents are actually involved an school and/or at home, teachers must recognize that it was attained through effective communication in the beginning or at previous levels. (RS)
ED 327 879
Sovran, Sharon
Encouraging Reading Achievement: Writing across the Curriculum. ERIC Digest. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Sponsoring agency-Office of Educational Research and Improvement (ED). Washington, DC.
Report No.-EDO-CS-91-04
Date-1991
Contract-RI80602001
Note-Np.
Available from-ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

ED Type—Information Analyses—ERIC Information Analysis Products (071)
Descriptors—Higher Education, Interdisciplinary Approaches, Secondary Education, Student Reaction, Teacher Role, Writing across the Curriculum, Writing Improvement, Writing Research, Identifiers—ERIC Digest, Writing to Learn

Purpose Proponents of writing across the curriculum are quick to claim that writing to learn is not the same as learning to write; but as flip sides of a single coin, the two support one another. Across-the-curriculum writing fosters the ingenuity of students from their passivity. Cross-curricular writing activities fall into two categories: cross-disciplinary writing and product writing. Proponents of writing-across-the-curriculum agree that when teachers incorporate writing in their content area instruction, secondary students can develop a more comprehensive understanding of the subject matter through the explicit teaching of writing. Proponents also support the reteaching after testing is sufficiently reduced to more than make up for the difference in the amount of instructional time. While all statistical evidence that writing-across-the-curriculum improves students' performance is scarce, a few studies show positive results. To overcome the problems of implementing a writing-across-the-curriculum program, most school districts have found a year-long plan for in-service education and group dialogue necessary. When content area teachers incorporate writing in all areas of the curriculum, students benefit in three ways: (1) it is a resource for their content understanding; (2) they practice a technique which aids retention; and (3) they begin to write better. (RS)

ED 328 885
Christen, William L., Murphy, Thomas J., & Anderson, Robert T.
Integration: Comprehension by Activating Prior Knowledge. ERIC Digest. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Sponsoring agency-Office of Educational Research and Improvement (ED). Washington, DC.
Report No.-EDO-CS-91-03
Date-1991
Contract-RI80602001
Note-Np.
Available from-ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

ED Type—Information Analyses—ERIC Information Analysis Products (071)
Descriptors—Guided Reading, Grade-Level Reading, Teacher Education, Secondary Education, Higher Education, State Education, Teaching Processes, Identifiers—ERIC Digest, Reading to Learn, Writing to Learn

Purpose Proponents of reading across the curriculum are quick to claim that reading to learn is not the same as learning to read; but as flip sides of a single coin, the two support one another. Across-the-curriculum reading fosters the ingenuity of students from their passivity. Cross-curricular reading activities fall into two categories: cross-disciplinary reading and product reading. Proponents of reading-across-the-curriculum agree that when teachers incorporate reading in their content area instruction, secondary students can develop a more comprehensive understanding of the subject matter through the explicit teaching of reading. Proponents also support the reteaching after testing is sufficiently reduced to more than make up for the difference in the amount of instructional time. While all statistical evidence that reading-across-the-curriculum improves students' performance is scarce, a few studies show positive results. To overcome the problems of implementing a reading-across-the-curriculum program, most school districts have found a year-long plan for in-service education and group dialogue necessary. When content area teachers incorporate reading in all areas of the curriculum, students benefit in three ways: (1) get started with beginning reading, (2) facilitate the development of vocabulary, and (3) read different kinds of text; (4) enhance reading by writing and writing by reading, and (5) promote reading by using the use of books. The book includes an activities chart which indicates the types and purposes of activities (such as collaborative learning, literature circles, reading games, etc.) found in the various lessons. A 37-item annotated bibliography contains references to additional lessons and to reading-teaching-learning strategies in the ERIC database. (RS)

ED 331 030
Fisher, Bobbi
Beginning Reading in a Kindergarten Classroom. ERIC Digest. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Sponsoring agency-Office of Educational Research and Improvement (ED). Washington, DC.
Report No.-EDO-CS-91-06
Date-1991
Contract-RI80602001
Note-Np.
Available from-ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

ED Type—Information Analyses—ERIC Information Analysis Products (071)—Reports—Descriptive (141)
Descriptors—Beginning Reading, Grade-Level Reading, Teaching Processes, Identifiers—Beginning Reading, Emergent Literacy

Purpose Emergent and beginning readers demonstrate many predictable behaviors in the kindergarten classroom. Every child is making sense out of print in his or her own way. The job of the kindergarten teacher is to help each child to continue developing his or her reading skills. Print materials are accessible and usable throughout a print-rich classroom environment. Children's growth in reading and writing can be supported by using a natural learning classroom model (consisting of Demonstration, Participation, Practice, Reflection, and Performance) for organizing the day and planning for groups and individual children. The goal for kindergarten teachers in such classrooms is for their students to become independent readers and writers for a variety of purposes. Such teachers want their children to become self-motivated, self-directed, self-regulated learners within a community of learners. (RS)

ED 331 038
Report No.-RI80602001
Date-1991
Contract-RI80602001
Note-Np.
Available from-ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($20.00); Phi Delta Kappa, Box 789, Bloomington, IN 47402.

ED Type—Collected Works-General (020)—Information Analyses—ERIC Information Analysis Products (071)
Descriptors—Literacy, Adult Literacy, Elementary, Secondary, Education, Comprehension, Reading Instruction, Reading Strategies, Reading Writing Relationship, Text Structure, Vocabulary Development

Purpose Proponents of reading-across-the-curriculum agree that when teachers incorporate reading in their content area instruction, secondary students can develop a more comprehensive understanding of the subject matter through the explicit teaching of reading. Proponents also support the reteaching after testing is sufficiently reduced to more than make up for the difference in the amount of instructional time. While all statistical evidence that reading-across-the-curriculum improves students' performance is scarce, a few studies show positive results. To overcome the problems of implementing a reading-across-the-curriculum program, most school districts have found a year-long plan for in-service education and group dialogue necessary. When content area teachers incorporate reading in all areas of the curriculum, students benefit in three ways: (1) get started with beginning reading, (2) facilitate the development of vocabulary, and (3) read different kinds of text; (4) enhance reading by writing and writing by reading, and (5) promote reading by using the use of books. The book includes an activities chart which indicates the types and purposes of activities (such as collaborative learning, literature circles, reading games, etc.) found in the various lessons. A 37-item annotated bibliography contains references to additional lessons and to reading-teaching-learning strategies in the ERIC database. (RS)
EDRS Price - MF91/PC93 Plus Postage.

Reflecting a holistic approach by introducing new conceptual areas, this volume includes 16 journal articles and conference papers dating from 1985 to 1990 representing a selection of the best research and practice concerning the assessment of literacies with elementary and secondary education. The papers and articles are divided among four sections: (1) "Review of the Research in Adult Literacy"; (2) "Intergenerational and Family Literacy"; and (4) "Workplace Literacy." A brief final discussion is entitled "Questions Remaining: Directions for Future Inquiry." An annotated list of 15 references for further reading is attached. (RS)

ED 333 362
CO 200 620
Sheyke J ABOVE

Recommended for Junior High Student To Read, ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN., International Read-er's Association, New York, Del.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Note—25p.; Published by EDINFO Press. Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN. 47408-2698 ($1.75 plus $2.00 postage and handling).

ED 334 547
CS 010 637
Family Involvement, Special Collection Number 4. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Note—77p.; Published by EDINFO Press. Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN. 47408-2698 ($5.95 plus $.20 postage and handling).

EDRS Price—MF91/PC91 Plus Postage.

Providing an overview of issues relating to advertising and the consumer, this digest discusses advertisements, suggesting ways for consumers to avoid advertising appeals. Deceptive advertising is discussed, with particular attention paid to financial advertising. (RS)

ED 335 816
CO 200 620
Sheyke J ABOVE

Recommended for Junior High Student To Read, ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN., International Read-er's Association, New York, Del.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Note—25p.; Published by EDINFO Press. Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN. 47408-2698 ($1.75 plus $2.00 postage and handling).

ED 334 569
CS 010 640
Adult Literacy, Special Collection Number 2. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Note—52p.; Published by EDINFO Press. Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN. 47408-2698 ($5.95 plus $.20 postage and handling).

EDRS Price—MF91/PC93 Plus Postage.

Designed to help practitioners become more familiar with the underpinnings, currents, pros and cons, and research studies produced by the critical thinking movement, this special collection offers eight digests and three FAST (Focused Access to Selected Topics) annotated bibliographies concerning critical thinking at all educational levels. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) and information on requesting a computerized search service, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

ED 336 165
CO 010 586
Testing and Assessment, Special Collection Number 1, ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Note—56p.; Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN. 47408-2698 ($5.95 plus $.20 postage and handling).

EDRS Price—MF91/PC93 Plus Postage.

*Test—*Writing Evaluation Identifiers—ERIC Digests

Applicable to all levels of education, the eight digests and four FAST (Focused Access to Selected Topics) bibliographies included in this special collection focus on testing and assessment in the fields of reading, writing, listening, and speaking. The material in this special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. The digests are organized around the following topics: Testing; Literature; The Current State of Affairs; Evaluating Student Writing: Methods and Techniques; The Basic Adult Literacy Assessment; How Will We Do Tests Measure Real Reading?; Note-Taking; What Do We Know About the Reading Test?; Large Scale Writing Assessment; Dialogue Journals; Assessing Listening and Speaking Skills. The bibliographies deal with the following specific topics: determining-taking and study strategies in reading; reading and writing assessment in middle and secondary schools; informal reading inventories; and reading assessment in elementary education. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), and information on requesting a computerized search service, searching ERIC in print, submitting material to ERIC/RCS, and an order form are attached. (RS)

ED 332 255
CO 507 465
Gotlieb, Stephen S

Educating the Consumer about Advertising, Some Issues, ERIC Digests, ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Note—6p.; Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN. 47408-2698.

EDRS Price—MF91/PC93 Plus Postage.

Providing an overview of issues relating to advertising and the consumer, this digest discusses advertisements, suggesting ways for consumers to avoid advertising appeals. Deceptive advertising is discussed, with particular attention paid to financial advertising. (RS)

ED 333 362
CO 010 620
Shyke J ABOVE

Recommended for Junior High Student To Read, ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN., International Read-er's Association, New York, Del.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Note—91p.; Published by EDINFO Press. Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN. 47408-2698 ($1.75 plus $.20 postage and handling).

EDRS Price—MF91/PC91 Plus Postage.

Providing an overview of issues relating to advertising and the consumer, this digest discusses advertisements, suggesting ways for consumers to avoid advertising appeals. Deceptive advertising is discussed, with particular attention paid to financial advertising. (RS)

ED 335 816
CO 200 620
Sheyke J ABOVE

Recommended for Junior High Student To Read, ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN., International Read-er's Association, New York, Del.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Note—25p.; Published by EDINFO Press. Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN. 47408-2698 ($1.75 plus $.20 postage and handling).

EDRS Price—MF91/PC93 Plus Postage.

Reflecting a holistic approach by introducing new conceptual areas, this volume includes 16 journal articles and conference papers dating from 1985 to 1990 representing a selection of the best research and practice concerning the assessment of literacies with elementary and secondary education. The papers and articles are divided among four sections: (1) "Review of the Research in Adult Literacy"; (2) "Intergenerational and Family Literacy"; and (4) "Workplace Literacy." A brief final discussion is entitled "Questions Remaining: Directions for Future Inquiry." An annotated list of 15 references for further reading is attached. (RS)
This ERIC/RCS Special Collection contains seven ERIC Digests (brief syntheses of the research on a specific topic in contemporary education) and eight FAST Bibs (Focused Access to Selected Topics-annotated bibliographies of selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on whole language, integrating the language arts, reading-writing relationships, literature and reading, reader-response theory, communication skills, and remedial education. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Digest on Reading and Communication Skills (ERIC/RCS), information on a computerized search service, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

ED 334 572
Writing Elementary, Special Collection Number 6.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Paper Date—91
Contract—R188062001
Note—Also published by EDINFO, Bloomington, IN. 47408-2698. (35.95 plus $2.00 postage and handling).
Pub Type—Information Analyses—ERIC Information Analysis Products (071) (172)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—Writing Skills, Teaching Strategies, Reading Strategies, Remedial Instruction, Remedial Teachers, Study Skills, Teaching Assistants, Teaching Methods, Vocabulary Development
Identifiers—ERIC Digests, Writing to Learn

This digest discusses some of the ways basic skills instructors can help students with reading problems. The digest argues that the "learning specialist" (a term preferable to "remedial/developmental" reading specialist) should operate from a philosophical perspective stressing strategic approaches to reading-to-learn as driven by the cognitive sciences and recent research in reading. As a result of this approach rather than from a deficit model drawn from the diagnostic-compensatory movement. The digest discusses: (1) implementation of a remedial education model; (2) using undergraduate teaching assistants; (3) using high utility strategies for immediate acceptance; (4) promoting students' planning skills; (5) reconceptualizing vocabulary development; (6) training students to use strategies; and (7) using writing to develop reading comprehension and critical thinking. (RS)

ED 334 573
Henson, Kenneth T.
Writing for Successful Publication.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Paper Date—91
Contract—R188062001
Note—289p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN. 47408-2698.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.
Descriptors—College Students, Critical Thinking, Freewriting, Higher Education, Reading Comprehension, Reading Strategies, Remedial Instruction, Remedial Teachers, Study Skills, Teaching Assistants, Teaching Methods, Vocabulary Development
Identifiers—ERIC Digests, Writing to Learn

Arguing that becoming a successful author requires the ability to write simply, clearly, and forcefully, this book provides practical suggestions for clear and forceful professional writing. Chapters include: (1) "Why Write?"; (2) "Finding Topics"; (3) "Getting Started"; (4) "About Style"; (5) "Organizing Articles"; (6) "Using Journals, Libraries and Surveys"; (7) "The Manuscript in Journal Writing"; (8) "Communicating with Journal Editors"; (9) "Questions Beginners Ask"; (10) "Getting Book Contracts"; and (11) "Business Writing"; and (12) "Beyond Luck: Planning for Success." (RS)

ED 334 595
Langer, Judith
Getting Started; About Style; Organizing Articles; Using Journals, Libraries and Surveys; The Manuscript in Journal Writing; Communicating with Journal Editors; Questions Beginners Ask; Getting Book Contracts; Business Writing; Beyond Luck: Planning for Success.

ERIC Digest on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-91-08

This ERIC/RCS Special Collection contains 4 ERIC Digests (brief syntheses of the research on a specific topic in contemporary education) and 14 FAST Bibs (Focused Access to Selected Topics-annotated bibliographies of selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on reading at the elementary level. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Digest on Reading and Communication Skills (ERIC/RCS), information on a computerized search service, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)
ED 334 604

Who Plays the Most Social Roles? (ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.) Special Needs-Adult Education: Research, Resources, and Implications (ED), Washington, DC.

PUB Date—91

Contract—RI88062001

Note—p.: Published by EDINFO Press.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 205 South 10th Street, Suite 150, Bloomington, IN 47408-2699 ($9.95 plus $2.00 postage and handling)

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

EDRS Price—MF01/PC06 Plus Postage

Descriptors—Research, Resources, and Implications

ED 334 622

Gentile, Stephen S.

A High School Student's Bill of Rights, Teaching Resources in the ERIC Database (THED) Series (ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.)

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

PUB Date—91

Contract—RI88062001; RI88062009

Note—p.: Published by EDINFO Press.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 205 South 10th Street, Suite 150, Bloomington, IN 47408-2699 ($9.95). ERIC Clearinghouse for Social Studies/Social Science Education, 2050 E. 10th Street, Suite 120, Bloomington, IN 47408-2699 ($9.95).

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

EDRS Price—MF01/PC06 Plus Postage


ED 334 627

Stewart, Charles J.

Teaching Interviewing for Career Preparation, Second, Revised, Enlarged Edition (ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.)

Speech Communication Association, Annapolis, VA.

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

Report No.—ISBN-0-972516-26-8

PUB Date—91

Contract—RI88062001

Note—p.: Published by EDINFO Press.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 205 South 10th Street, Suite 150, Bloomington, IN 47408-2699 ($9.95 plus $2.00 postage and handling); Speech Communication Association, 5105 Backlick Rd., Building E, Annapolis, VA 20033 ($8.95 plus $2.00 postage and handling).

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

EDRS Price—MF01/PC04 Plus Postage

Descriptors—Class Activities, Communication Skills, Employment Interviews, Higher Education, High Schools, Interpersonal Communication, Job Interviews, Questioning Techniques, Teaching Methods

Identifiers—Communication Behavior, Communication Class Activities, Communication Interviewing

This book is intended to aid high school and college instructors in designing and teaching units or courses in written and oral interpersonal communication and employment interviewing. The communication skills considered in the book will aid students in understanding and handling important interviewing situations that they will encounter in every job throughout their lives. The skills developed in the book are essential for getting a job, a new job, a better job, or even the job of a lifetime. (RS)

ED 334 628

McCrow, Cynthia, Richmond, Virginia P.

Quiet Children and the Classroom Teacher, Second Edition (ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.)

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


PUB Date—91

Contract—RI88062001

Note—p.: Published by EDINFO Press.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 205 South 10th Street, Suite 150, Bloomington, IN 47408-2699 ($9.95 plus $2.00 postage and handling); Speech Communication Association, 5105 Backlick Rd., Building E, Annapolis, VA 20033 ($8.95 plus $2.00 postage and handling).

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

EDRS Price—MF01/PC03 Plus Postage

Descriptors—Communication, Communication Behavior, Communication Awareness, Communication Research, Elementary Secondary Education, Interpersonal Communication, School Environment, Student Behavior, Student Teacher Relationship, Teaching Methods

Identifiers—Communication Behavior

This book is intended to help educators at all levels to teach students what part of this book (The Quiet Ones: Why Are They So Quiet?) presents a summary of current theory and research concerning children who are reluctant to communicate. The second part of the book (Working with Quiet Children) includes specific suggestions for facilitating working relationships. Sections of the book are: Why are Chil-
in this document. Two recurring themes that occur in the studies reviewed are: (1) the low levels of control orientations of At-Risk Elementary Students, by Beverly D. Payne and David A. Payne; "School Children at-Risk: by Barry J. Slavin, Nancy H. Madden; "At-Risk, Low-Achieving Students in the Classroom," by Judy Brown. (ERIC clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403) (free; $2.50 postage and handling).

ED 324 777  EA 022 305

McGuire, Kent

Empowerment in State-Level School Finance. ERIC Digest Series Number EA 56.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Note—4p. Available from—Publication Sales, EDRS Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

This study examines the relationship of management and student achievement and how these factors affect the school's instructional process. The study involves data collected from 18 participating schools in the state. The results indicate that schools with higher student achievement and performance also have higher levels of management and student involvement in the instructional process. The study suggests that schools with higher levels of management and student involvement may be more effective in improving student achievement.

ED 326 925  EA 022 391

Lunacek, Lynn Balster

Involving At-Risk Families in Their Children's Education. ERIC Digest Series Number EA 58.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Note—4p. Available from—Publication Sales, EDRS Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

This study examines the relationship of management and student achievement and how these factors affect the school's instructional process. The study involves data collected from 18 participating schools in the state. The results indicate that schools with higher student achievement and performance also have higher levels of management and student involvement in the instructional process. The study suggests that schools with higher levels of management and student involvement may be more effective in improving student achievement.

ED 326 939  EA 022 487

Klauk, Amy

Preparing School Administrators. ERIC Digest Series Number EA 53.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Note—4p. Available from—Publication Sales, EDRS Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

This study examines the relationship of management and student achievement and how these factors affect the school's instructional process. The study involves data collected from 18 participating schools in the state. The results indicate that schools with higher student achievement and performance also have higher levels of management and student involvement in the instructional process. The study suggests that schools with higher levels of management and student involvement may be more effective in improving student achievement.
ED 228 994

Title: Promoting Strategies for At-Risk Youth. EDRC Digests.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

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

For volume 1, see EA 562.

Publication Date: Feb 91


Price: $2.50 shipping and handling on billed orders.

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

Note: Available from: Publication Sales, ERIC Clearinghouse on Educational Management, Eugene, Ore. (free; $2.50 postage and handling on billed orders).

Abstract: "Promoting strategies for at-risk youth includes: (1) interventions to bridge the gap between children and school; (2) changes in attitudes and expectations; and (3) the use of parental involvement. The importance of parental involvement in involving at-risk children is explored, related suggestions are offered, and the nature of the intervention. At-risk children's school experiences are examined in detail with emphasis on existing stereotypes. Last, new beliefs and principles that provide restructuring programs for at-risk families are outlined. An appendix provides information about eight organizations concerned with at-risk families. (12 references) (CLA)

ED 320 025


ERIC Clearinghouse on Educational Management, Eugene, Ore.

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

For volume 2, see EA 022 563.

Publication Date: Feb 91


Price: $7.50 plus $2.50 shipping and handling on billed orders.

Pub Type: Guides - Non-Classroom (053) - Information Analyses - ERIC Information Analysis Products (071)

Note: Available from: Publication Sales, ERIC Clearinghouse on Educational Management, Eugene, Ore. (free; $2.50 postage and handling on billed orders).

Abstract: "This handbook discusses the history of the term "at-risk" and its use, identification of children at risk, related resources and services, and the need for early prevention: aggressive leadership; parent involvement; school and community collaboration; and a caring, respectful attitude toward students. Three representative successful programs are: (1) the Project developed at Stanford University and replicated in Illinois schools; (2) the Annie E. Casey Foundation's New Futures Initiative aimed at establishing community collaborative to address youth problems; and (3) Baltimore's Success for All program for inner-city elementary school children, based on Robert Stavis's research findings. To solve dropout problems, educators must identify school, social, and family factors, examine the district's management information system, utilize its resources, pick workable solutions, and get community support for district goals. (41 references) (MHL)"

ED 320 026


ERIC Clearinghouse on Educational Management, Eugene, Ore.

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

For volume 1, see EA 022 562.

Publication Date: Mar 91


Price: $7.50 plus $2.50 postage and handling on billed orders.

Pub Type: Guides - Non-Classroom (053) - Information Analyses - ERIC Information Analysis Products (071)

Note: Available from: Publication Sales, ERIC Clearinghouse on Educational Management, Eugene, Ore. (free; $2.50 postage and handling on billed orders).

Abstract: "This handbook discusses the history of the term "at-risk" and its use, identification of children at risk, related resources and services, and the need for early prevention: aggressive leadership; parent involvement; school and community collaboration; and a caring, respectful attitude toward students. Three representative successful programs are: (1) the Project developed at Stanford University and replicated in Illinois schools; (2) the Annie E. Casey Foundation's New Futures Initiative aimed at establishing community collaborative to address youth problems; and (3) Baltimore's Success for All program for inner-city elementary school children, based on Robert Stavis's research findings. To solve dropout problems, educators must identify school, social, and family factors, examine the district's management information system, utilize its resources, pick workable solutions, and get community support for district goals. (41 references) (MHL)"

ERIC Digesta, National Education Goals 1990.

Success for All Programs MD

At-risk students are often poor and members of minority status. The problem is inerably tied to combating poverty and could stimulate (stated educational change. Reform has many benefits: successful educational programs, including the need for early prevention: aggressive leadership; parent involvement; school and community collaboration; and a caring, respectful attitude toward students. Three representative successful programs are: (1) the Project developed at Stanford University and replicated in Illinois schools; (2) the Annie E. Casey Foundation's New Futures Initiative aimed at establishing community collaborative to address youth problems; and (3) Baltimore's Success for All program for inner-city elementary school children, based on Robert Stavis's research findings. To solve dropout problems, educators must identify school, social, and family factors, examine the district's management information system, utilize its resources, pick workable solutions, and get community support for district goals. (4 references) (MHL)"

ED 320 025


ERIC Clearinghouse on Educational Management, Eugene, Ore.

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

For volume 2, see EA 022 563.

Publication Date: Feb 91


Price: $7.50 plus $2.50 shipping and handling on billed orders.

Pub Type: Guides - Non-Classroom (053) - Information Analyses - ERIC Information Analysis Products (071)

Note: Available from: Publication Sales, ERIC Clearinghouse on Educational Management, Eugene, Ore. (free; $2.50 postage and handling on billed orders).

Abstract: "This handbook discusses the history of the term "at-risk" and its use, identification of children at risk, related resources and services, and the need for early prevention: aggressive leadership; parent involvement; school and community collaboration; and a caring, respectful attitude toward students. Three representative successful programs are: (1) the Project developed at Stanford University and replicated in Illinois schools; (2) the Annie E. Casey Foundation's New Futures Initiative aimed at establishing community collaborative to address youth problems; and (3) Baltimore's Success for All program for inner-city elementary school children, based on Robert Stavis's research findings. To solve dropout problems, educators must identify school, social, and family factors, examine the district's management information system, utilize its resources, pick workable solutions, and get community support for district goals. (41 references) (MHL)"

ED 320 026


ERIC Clearinghouse on Educational Management, Eugene, Ore.

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

For volume 1, see EA 022 562.

Publication Date: Mar 91


Price: $7.50 plus $2.50 postage and handling on billed orders.

Pub Type: Guides - Non-Classroom (053) - Information Analyses - ERIC Information Analysis Products (071)

Note: Available from: Publication Sales, ERIC Clearinghouse on Educational Management, Eugene, Ore. (free; $2.50 postage and handling on billed orders).

Abstract: "This handbook discusses the history of the term "at-risk" and its use, identification of children at risk, related resources and services, and the need for early prevention: aggressive leadership; parent involvement; school and community collaboration; and a caring, respectful attitude toward students. Three representative successful programs are: (1) the Project developed at Stanford University and replicated in Illinois schools; (2) the Annie E. Casey Foundation's New Futures Initiative aimed at establishing community collaborative to address youth problems; and (3) Baltimore's Success for All program for inner-city elementary school children, based on Robert Stavis's research findings. To solve dropout problems, educators must identify school, social, and family factors, examine the district's management information system, utilize its resources, pick workable solutions, and get community support for district goals. (41 references) (MHL)"

ERIC Digests, National Education Goals 1990.

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ED 334 713
EA 023 361
Swaun, Beverly B.
An Overview of the Six National Education Goals.
ERICA Digest.
ACCESS ERIC. Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pub Date—Oct 91
Contract—R1890120
Note—73p.
Type—Information Analyses—ERICA Information Analyses (071)
EDRS Price—MF/PC/1 + Postage.

This compilation of ERIC Digests describes issues, highlights exemplary programs, and promotes practices, and explains research results that can assist educators in achieving the far-reaching national education goals established in 1990. The two lead digests are “An Overview of the Six National Education Goals” and “The Next Education Goals:七大挑战的解决方法” (Beverly B. Swaun). The remaining digests address questions or issues that address each goal, each section contains a digest that provides an overview of that goal, followed by additional digests that detail issues and practices. Together, they are addressed by “Readiness: Children and Schools” (Lillian G. Katz) and “Preparing Children with Disabilities: High School Completion and Their Implications for Meeting the National Goal” (Craig Howley and Omary Huang). "Preparing Children and Youth: Current Status and Future Directions" (Beverly Bay). "Are School-Based Drug Prevention Programs Disciplined, Retaining Language Minority Students in Adult College: The Role of Libraries in Literacy Education" (Colby). "The Community College Role in Achieving University Literacy" (Susan Imcl); "Goal 5: Adult Literacy and Lifelong Learning" (Charles K. Osten); "Goal 6: American Indian Exceptional Children and Youth: Current Status and Future Directions" (Bruce Ramirez). "Stress Prevention" (Ronald H. Morse): "Selected Procedures for improving the Generalizability of Instruction: The research brief on community-based instruction identifies—America 2000, ERIC Digests. National Education Goals 1990.

The national goals for the year 2000 have been established in six areas: (1) readiness to learn; (2) high school completion; (3) lifelong learning; (4) safe, disciplined, and drug-free schools; (5) adult literacy and lifelong learning; (6) safe, disciplined, and drug-free schools. The sustained efforts of all sectors of society are listed for each educational goal (20 references) (LMI)

ED 334 715
EA 023 362
Swaun, Beverly B.
The National Education Goals: Questions and Answers. ERIC Digest.
ACCESS ERIC. Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 91
Contract—R1890120
Note—73p.
Type—Information Analyses—ERICA Information Analyses (071)
EDRS Price—MF/PC/1 + Postage.

Practices for administrators to consider in order to achieve the nation's six educational goals are highlighted in this digest. Goals to be reached by the year 2000 have been established in six areas: (1) readiness to learn; (2) high school completion; (3) lifelong learning; (4) safe, disciplined, and drug-free schools; (5) adult literacy and lifelong learning; (6) safe, disciplined, and drug-free schools. The sustained efforts of all sectors of society are listed for each educational goal (20 references) (LMI)

ED 332 706
EA 231 900
Counsel for Exceptional Children. Reston, VA.
SPons Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pub Date—May 90
Contract—R18804010
Note—71p.
Type—Symposium Proceedings—ERIC Information Analyses (071)
EDRS Price—MF/PC/1 + Postage.
Descriptors—Exceptional Child, Education, Generalization, Instructional Design, Severe Disabilities, Severe Mental Retardation, Training Needs, Identifiers—Community-Based Education The research brief on community-based instruction for individuals with severe disabilities is based on a manual for practitioners titled "Designing Community-Based Instructional Programming" developed at the University of Utah. The manual stresses the importance of preparing students for community participation by providing instruction in the community environment. General case programming is recommended as a framework for identifying the range of variation across sites, thus increasing the generalizability of instruction. The manual involves the following strategies: (1) analyze performance demands; (2) select training sites for instruction; (3) sequence sites and tasks for instruction; (4) conduct based on a chaining strategy; (5) select an assistance strategy; (6) develop a correction procedure; and (7) organize data collection and maintenance. A sample data recording form is included. Includes 13 references. (DB)
ED 333 618 EC 300 369
Baca, Leonard M.; Cervantes, Hernes T.
Bilingual Special Education. ERIC Digest #E496.
Council for Exceptional Children, Reston, Va.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-EC-92-1
Pub Date--May 92
Contract--RIB8062007
Note--Jp.
Available from--Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589
($1.00 each, minimum order $5.00 prepaid).

ED 333 620 EC 300 371
Gollak, Donna M.; Chinn, Philip C.
Multicultural Education for Exceptional Children. ERIC Digest #E497.
Council for Exceptional Children, Reston, Va.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-EC-92-1
Pub Date--May 92
Contract--RIB8062007
Note--Jp.
Available from--Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589
($1.00 each, minimum order $5.00 prepaid).

ED 333 621 EC 300 372
Rut, Nadine E.
Effective Instruction for Language Minority Children with Mild Disabilities. ERIC Digest #E498.
Council for Exceptional Children, Reston, Va.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-EC-91-9
Pub Date--May 91
Contract--RIB8062007
Note--Jp.
Available from--Council for Exceptional Child-reen, 1920 Association Dr., Reston, VA 22091-1589
($1.00 each, minimum order $5.00).

ED 333 622 EC 300 373
Cummins, Jim
Empowering Culturally and Linguistically Diverse Students with Learning Problems. ERIC Digest #E499.
Council for Exceptional Children, Reston, Va.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-EC-91-5
Pub Date--May 91
Contract--RIB8062007
Note--Jp.
Available from--Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589
($1.00 each, minimum order $5.00 prepaid).

EDS Price--MF01/PC01 Plus Postage.

EDS Price--MF01/PC01 Plus Postage.

EDS Price--MF01/PC01 Plus Postage.

EDS Price--MF01/PC01 Plus Postage.

EDS Price--MF01/PC01 Plus Postage.

EDS Price--MF01/PC01 Plus Postage.

EDS Price--MF01/PC01 Plus Postage.

EDS Price--MF01/PC01 Plus Postage.

EDS Price--MF01/PC01 Plus Postage.
ED 333 653
Moving On Transitions for Youth with Behavioral Disorders. Working with Behavioral Disorders: CEC Mini-Library.
Spocs Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—ISBN 0-85656-204-4
Pub Date—91
Contract—RIR080607
Note—For other documents in this set, see EC 300 410-417.
Available from—Council for Exceptional Children. Publication Sales, 1920 Association Dr., Reston, VA 22091 ($8.90 each, $72.00 set of nine; members, $6.25 each, $50.00 set; stock no. P345).
Pub Type—Information Analysis—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC02 Plus Postage.
Identifiers—Title of the Handicapped Children Act Amendments 1986
This booklet reviews the literature and considers applications of Public Law 94-457 (Education of the Handicapped Act Amendments—1986) in developing programs for young children with behavioral disorders. Several aspects are considered: provisions of the law (states are required to provide a free, appropriate public education to all eligible children); intervention services (the law encourages efforts focused on collaboration, prevention, and family-centered services); public schools (parents need to be alerted to program availability); developmental therapy (a curriculum model based on the child's current level of behavior rather than chronological age); the engineered or orchestrated classroom (a model focused on creating a "harmonious learning climate" and the child's social and educational development); vocational training (the security and comfort of a predictable and structured world is central); behavior modification (interventions are based on positive reinforcement, timeout, and natural consequences); social skills development (direct instruction is usually most effective with this population); focus on teamwork (social skills and needs are addressed in a child center); teacher training and personnel resources (both general and special educators); and planning and evaluation (what will work and how the collaboration is done). Includes 42 references. (DB)

ED 333 658
Gable, Robert A. and Others
Preparing To Integrate Students with Behavioral Disorders into the Mainstream: CEC Mini-Library.
Spocs Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—ISBN 0-85656-199-4
Pub Date—91
Contract—RIR080607
Note—For other documents in this set, see EC 300 409-417.
Available from—Council for Exceptional Children. Publication Sales, 1920 Association Dr., Reston, VA 22091 ($9.90 each, $72.00 set of nine; members, $6.25 each, $50.00 set; stock no. P340).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC02 Plus Postage.
This booklet reviews the literature and offers guidelines to assist in the integration of students with behavioral disorders in the regular classroom. This publication focuses on the following areas: long-term life adjustment; transition studies; vocational assessment; social skills training for students in the mainstream-classroom or in workplace; necessary directions for social skills training and mental programs; and the development of a comprehensive vocational assessment. Recommendations are included that show the importance of focusing on skills, abilities, and behavioral characteristics. The following areas are included: developing individualized vocational plans, including specific vocational training programs which should be included in the students' IEP as part of the transition plan; the importance of a vocational assessment of all youth with special needs; and the need for an interdisciplinary approach to vocational assessment and planning. This is the first in a series of booklets dealing with students who have substantial behavioral problems. Includes 70 references. (DB)

ED 333 659
Lewis, Timothy J. and Others
Teaching Students with Behavioral Disorders Baseline Quality of Behavior. CEC Mini-Library.
Spocs Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Pub Date—91
Note—For other documents in this set, see EC 300 410-417.
Available from—Council for Exceptional Children. Publication Sales, 1920 Association Dr., Reston, VA 22091 ($9.90 each, $72.00 set of nine; members, $6.25 each, $50.00 set; stock no. P337).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC02 Plus Postage.
This booklet reviews the literature while addressing over 100 questions that classroom teachers commonly ask concerning students with behavioral disorders. The authors group the questions into three major categories. The first section, on effective assessment and evaluation practices, examines assessment for classification, diagnostic, and instructional purposes. The second section, on developing curricula and instructional programs, focuses on designing intervention strategies to change academic and social behaviors, with emphasis on strategies as opposed to classifying. The third section, on collaboration, looks at issues surrounding the development of interdisciplinary teams between teachers and other teachers, paraprofessionals, administrators, community agencies, and parents. Each section lists suggested readings. (DB)

ED 333 660
Behavioral Disorders: An Overview
EC 300 416
Pub Date—91
Contract—RIR080607
Note—For other documents in this set, see EC 300 409-417.
Available from—Council for Exceptional Children. Publication Sales, 1920 Association Dr., Reston, VA 22091 ($9.90 each, $72.00 set of nine; members, $6.25 each, $50.00 set; stock no. P399).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC02 Plus Postage.
This handbook offers a literature-based perspective on systematic screening procedures and functional assessment procedures to facilitate services to students with emotional and behavioral disorders. The following topics are addressed: assessment decisions (in the areas of classification, evaluation of progress, and instructional planning); use of appropriate definitions that lead to intervention strategies; description of problem behaviors using a school-based or educational model; analyzing behaviors; and identifying critical behaviors.

ED 334 806
Berge, Sandra L.
Developmental Progress for Students of High Ability. ERIC Digest #502.
Spocs Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-EC-91-7
Pub Date—89
Contract—R-1880607
Note—For other documents in this set, see EC 300 401-417.
Available from—Council for Exceptional Children. Publication Sales, 1920 Association Dr., Reston, VA 22091 ($9.90 each, $72.00 set of nine; members, $6.25 each, $50.00 set; stock no. P373).
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC02 Plus Postage.
Identifiers—Title of the Handicapped Children Act Amendments 1986
This booklet reviews the literature and considers applications of Public Law 94-457 (Education of the Handicapped Act Amendments—1986) in developing programs for young children with behavioral disorders. Several aspects are considered: provisions of the law (states are required to provide a free, appropriate public education to all eligible children); intervention services (the law encourages efforts focused on collaboration, prevention, and family-centered services); public schools (parents need to be alerted to program availability); developmental therapy (a curriculum model based on the child's current level of behavior rather than chronological age); the engineered or orchestrated classroom (a model focused on creating a "harmonious learning climate" and the child's social and educational development); vocational training (the security and comfort of a predictable and structured world is central); behavior modification (interventions are based on positive reinforcement, timeout, and natural consequences); social skills development (direct instruction is usually most effective with this population); focus on teamwork (social skills and needs are addressed in a child center); teacher training and personnel resources (both general and special educators); and planning and evaluation (what will work and how the collaboration is done). Includes 42 references. (DB)
for developing foreign language skills? (4) Why hasn't the option of two-way communication been used more extensively in distance education? (5) Are there programs that teach language via distance learning? (6) How effective is foreign language teaching via distance learning? and (7) What are some keys to successful distance learning programs? (VWL)

ED 328 082
FL 019 051
Phillips, June K.
Upgrading the Target Language Proficiency Levels of Type I Language Teachers, ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Sponsor Agency-Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.-EDO-FL-90-11
Pub Date-Jan 91
Contract-#R18806020
Note-1p.
Pub Type-Information Analyses-ERIC Information Analysis Products (071)
EDRS Price-#MP01/PC01 Plus Postage.
Descriptors-Advocacy, Case Studies, Community Cooperation, Language Teachers, Second Language Instruction, State Legislation.
EDRS Clearinghouse on Languages and Linguistics, Washington, D.C.
Sponsor Agency-Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.-EDO-FL-90-09
Pub Date-Dec 90
Contract-#R18806021
Note-3p.
Pub Type-Information Analyses-ERIC Information Analysis Products (071)
EDRS Price-#MP01/PC01 Plus Postage.
Identifiers-ERIC Digests.
Interest in elementary school foreign language programs has reawakened in recent years, and the number of programs is increasing. Many states are requiring foreign language study at the elementary level. For local school communities seeking to implement elementary school language programs, it is important that a rationale be developed to meet the need for funds. The following section provides a rationale that should address the benefits of language learning, the choice of languages to be taught, and the type of language program to be used. A general rationale for teaching foreign languages in the elementary school includes: the advantages of a longer sequence of instruction in terms of higher achievement levels; development in children of a global attitude; enhancement of general cognitive skills; enhancement of cross-cultural understanding; and personal and career benefits. Research reports and studies, state curriculum guides, and school curriculum guides can all provide useful information on developing a foreign language program rationale. The educational system should provide as many opportunities to learn a curriculum as possible if education is to prepare children for the complicated world they live in and give them tools to understand new challenges. (MSE)

ED 329 130
FL 019 108
Lowelling, Vicki W.
Academic Achievement in a Second Language. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Sponsor Agency-Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.-EDO-FL-91-01
Pub Date-Jun 91
Contract-#R18806020
Note-3p.
Pub Type-Information Analyses-ERIC Information Analysis Products (071)
EDRS Price-#MP01/PC01 Plus Postage.
Identifiers-ERIC Digests.
The academic achievement of limited English-speaking (LIMITED) students has long been a major national educational concern. This digest focuses on: (1) the effect that promote or inhibit achievement in a second language; (2) the length of time needed for LIMITED students to achieve at comparable levels with their native English-speaking peers; (3) the transfer of skills in the first language to English; (4) program models that promote academic achievement in a second language; and (5) the assessment of academic achievement. (VWL)
English: Four particular activities used by one EFL teacher in Czechoslovakia are described in detail. One activity uses music; another aims to teach cultural aspects of the linguistic culture being studied as well as the language; the third focuses on EFL program goals. A specific activity requiring active participation by students, and the fourth focuses on vocabulary. (VWL)

ED 335 71A FL 019 197
Short, Donald J., Willers, Karen
Implementing Middle School Foreign Language Programs, ERIC Digest.
ERIC Clearhouse on Languages and Linguistics.
Washington, D.C.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-FL-91-02
Pub Date--Apr 91
Contract--RI8806210
Note--4p.
Pub Type--Information Analyses--ERIC Information Analysis Products (071)
EDRS Price--MFOI/Plus Postage.
Identifiers--ERIC Digests, Freire (Paulo)

The main themes of a broad interpretation of literacy are discussed in this digest. This approach to literacy education in life as resources are cited. The information presented is focused on non-English literacy, and the themes recommended, and materials are relevant for adults of English as a Second Language. Specific sections highlight: (1) the role of culture in literacy; (2) incorporating culture into adult literacy classrooms; (3) literacy education for home learners; (4) teacher-centered approaches to literacy education; and (5) exemplary literacy education materials and programs. (Adjunct ERIC Clearhouse on Literacy Education) (VWL)

ED 334 867 FL 300 366
Carnell, Terri
Ethnography and Adult Workplace Literacy Programs, ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-LE-91-04
Pub Date--July 91
Contract--RI89166001
Note--4p.
Pub Type--Information Analyses--ERIC Information Analysis Products (071)
EDRS Price--MFOI/Plus Postage.
Descriptors--Ethnography, Adult Literacy, Second Language, Workplace Literacy.
Identifiers--ERIC Digests, Jenkins, Shirley

This digest focuses on measuring literacy in the United States. Various reports and surveys offer conflicting data on the extent of illiteracy, but it is generally agreed upon that the rates are alarmingly high. Information provided in this digest highlights the problem of defining literacy and the limitations of various approaches to measuring literacy, confusing literacy with non-English literacy, and evaluating limited oral language proficiency in English with illiteracy. It is concluded that in relying on literacy data to develop informed educational policies for schools, communities, and the workplace, the three major approaches to measuring literacy provide information that is narrowly constrained by how literacy is conceptualized and by limitations in the allocation of resources for assessing literacy in languages other than English. Direct measures of literacy are preferable to the other approaches, but attention must be given to their ecological validity. (Adjacent ERIC Clearhouse on Literacy Education) (VWL)

ED 334 871 FL 300 397
Seaton, Kathleen Peyton, Joy, Kreyf
Assessing the Literacy Needs of Adult Learners of English as a Second Language, ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-LE-91-07
Pub Date--Oct 91
Contract--RI89166001
Note--4p.
Pub Type--Information Analyses--ERIC Information Analysis Products (071)
EDRS Price--MFOI/Plus Postage.
Descriptors--Adults, English (Second Language), Assessment, Second Language Education.
Identifiers--ERIC Digests, Self Assessments.

This digest focuses on measuring literacy, a Second Language. Specific attention is focused on the role of culture in literacy; the problem of defining literacy and its limitations; the problem of defining literacy and its limitations. Specific attention is focused on the definition of literacy assessments, the importance of a needs assessment, and assessment tools. In addition, a needs assessment conducted in one adult literacy program, the Adult Literacy Evaluation Project in Philadelphia (PA), is summarized. (VWL) (Adjacent ERIC Clearhouse on Literacy Education)

ED 334 872 FL 300 398
Pharr, Gary
A Learner-Centered Worker Education Program, ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-LE-91-08
Pub Date--Oct 91
Contract--RI89166001
Note--4p.
Pub Type--Information Analyses--ERIC Information Analysis Products (071)

This digest focuses on measuring literacy in the United States. Various reports and surveys offer conflicting data on the extent of illiteracy, but it is generally agreed upon that the rates are alarmingly high. Information provided in this digest highlights the problem of defining literacy and the limitations of various approaches to measuring literacy, confusing literacy with non-English literacy, and evaluating limited oral language proficiency in English with illiteracy. It is concluded that in relying on literacy data to develop informed educational policies for schools, communities, and the workplace, the three major approaches to measuring literacy provide information that is narrowly constrained by how literacy is conceptualized and by limitations in the allocation of resources for assessing literacy in languages other than English. Direct measures of literacy are preferable to the other approaches, but attention must be given to their ecological validity. (Adjacent ERIC Clearhouse on Literacy Education) (VWL)

ED 334 873 FL 300 397
Seaton, Kathleen Peyton, Joy, Kreyf
Assessing the Literacy Needs of Adult Learners of English as a Second Language, ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-LE-91-07
Pub Date--Oct 91
Contract--RI89166001
Note--4p.
Pub Type--Information Analyses--ERIC Information Analysis Products (071)
EDRS Price--MFOI/Plus Postage.
Descriptors--Adults, English (Second Language), Assessment, Second Language Education.
Identifiers--ERIC Digests, Self Assessments.

This digest focuses on measuring literacy, a Second Language. Specific attention is focused on the role of culture in literacy; the problem of defining literacy and its limitations; the problem of defining literacy and its limitations. Specific attention is focused on the definition of literacy assessments, the importance of a needs assessment, and assessment tools. In addition, a needs assessment conducted in one adult literacy program, the Adult Literacy Evaluation Project in Philadelphia (PA), is summarized. (VWL) (Adjacent ERIC Clearhouse on Literacy Education)
about the program are answered, amid the success needs. The worker education program designed by diverse workforce, and the city's response to those added to the United States. This structured program is one of several that are influencing the design of worker literacy education across Canada and the United States. This digest describes the needs of Vancouver's linguistically and vocationally diverse workforce, and the city's response to those needs. The worker education program designed by the Hastings Institute is described, typical questions about the program are answered, and the success and spread of the program is highlighted. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 334 873
Barrett, Karen J. Varma, Facione O. Literature Review for Adult Migrant Farmworkers. ERIC Digest. National Clearinghouse on Literacy Education, Washington, D.C. Spons Agency--Office of Educational Research and Improvement (ED). Washington, DC. Report No.—EDO-LE-91-05 Pub Date—Sep 91 Contract—RI816600 Note—4p. Pub Type—Information Analyses—ERIC Information Analysis Products (071) EDPS Price—MF01/PC01 Plus Postage. Descriptors—Adults, *Literacy Education, *Migrant Workers, *Program Description, *Special Populations, *Workers, Workplace Education. This digest describes the population of migrant farmworkers, some of their educational challenges, and programs currently available to serve them. Challenges cited include the constant mobility of migrant farm workers as they follow the crops, lack of a national record system to track the progress of adults, lack of transportation, and lack of child care. Fear is also a factor; many undocumented workers are afraid to register for programs even when qualified. The two main types of programs available to them are those that are homebased and "supervised." Whatever the case has been that in-camp programs with social assistance components are the most effective. In the future, however, is personal goal-setting, with instructional materials that capitalize on the learning styles and strategies of the students. More support of staff is also crucial, and regular feedback from learners is important to keep classes on track and provide teachers with essential information. Recommendations are provided for additional services. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 334 874
have become increasingly important. Timings is also critical when budgets are placed in competition with numerous other issues of importance to the state. Major policies implemented in recent years include: (1) accountability, (2) costs, (3) productivity, (4) quality, (5) affordability, (6) economic development, (7) access for minority and nontraditional students, and (8) equity for independent higher education. The implications of these concerns in the state budget process are discussed. Includes two references. (GLR)

ED 333 854

Purcif, Michael R.

College Choice: Understanding Student Enrollment Behavior. ERIC Digest


Special Agency--Office of Educational Research and Improvement (ED), Washington, DC.

Report No.--E-D-E-90-4

Pub Date--May 90

Contract--RI88062014

Note--For full report, see HE 024 744.


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

EDRIS Price - MP01/PC01 Plus Postage

Descriptors--Accreditation (Institutions), Certification, Educational Quality, Enrollment, Higher Education, K-12, Standards, Student Characteristics

Identifiers--ERIC Digests

This digest summarizes several articles addressing the question of how student choice behaviors are important so that institutions can enhance their enrollment planning activities and marketing and recruitment activities. Researchers in psychology, sociology, and economics have done most studies of enrollment behavior. Enrollment effects of changes in the economy are often complex with different results in different years. This digest contains references that may be useful for the study of college choice behavior (psychology, sociology, economics) are discussed, followed by an explanation of why it is important to understand what determines enrollment fluctuations, such as an increasing job market or economic recession. Micro-level studies of college choice behavior, which are used to estimate the effects of institutional and student characteristics on the probability that a particular individual will attend a particular college, are examined. Finally, information related to the following questions is presented and discussed: (1) "what factors are important in creating a desire to attend college?" (2) "what are the phases of the college choice process?" (3) "what are the factors that contribute to enrollment decision-making and cuts in important sources of student financial aid have had significant adverse effects to higher education in the 1980s. Colleges responded by engaging in market oriented activities intended to attract students while students become more like academic shoppers, preferring vocational, occupational, or professional courses over courses in the traditional arts and sciences. Understanding these student choice behaviors is important so that institutions can enhance their enrollment planning activities and marketing and recruitment activities. Researchers in psychology, sociology, and economics have done most studies of enrollment behavior. Enrollment effects of changes in the economy are often complex with different results in different years. This digest contains references that may be useful for the study of college choice behavior (psychology, sociology, economics) are discussed, followed by an explanation of why it is important to understand what determines enrollment fluctuations, such as an increasing job market or economic recession. Micro-level studies of college choice behavior, which are used to estimate the effects of institutional and student characteristics on the probability that a particular individual will attend a particular college, are examined. Finally, information related to the following questions is presented and discussed: (1) "what factors are important in creating a desire to attend college?" (2) "what are the phases of the college choice process?" (3) "what are the factors that contribute to enrollment decision-making and cuts in important sources of student financial aid have had significant adverse effects to higher education in the 1980s. Colleges responded by engaging in market oriented activities intended to attract students while students become more like academic shoppers, preferring vocational, occupational, or professional courses over courses in the traditional arts and sciences. Understanding these student choice behaviors is important so that institutions can enhance their enrollment planning activities and marketing and recruitment activities. Researchers in psychology, sociology, and economics have done most studies of enrollment behavior. Enrollment effects of changes in the economy are often complex with different results in different years. This digest contains references that may be useful for the study of college choice behavior (psychology, sociology, economics) are discussed, followed by an explanation of why it is important to understand what determines enrollment fluctuations, such as an increasing job market or economic recession.
ED 334 940
Selwyn, S. J., and Selwyn, S. J.
Pub Date—90
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—General (141)
EDRS Price—MF01/P006 Plus Postage.
*Student Recruitment
Identifiers—*Diversity (Students)

ED 334 837
Selwyn, S. J.
Pub Date—90
Contract—R188062014
Note—143p.
Available from: ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, D.C. 20036-1183; (1710.00); (175.00); $127.75 for members of AERA, AAHE, AIR, and ASHE.
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Reports—General (140)
EDRS Price—MF01/P006 Plus Postage.
*Student Recruitment
Identifiers—*Diversity (Student)

ED 334 999
Swift, John S. Jr.
Social Consciousness and Career Awareness: \textit{Emerging Link in Higher Education}. ERIC Digest.
Pub Date—91
Available from—ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Contract—R80062008
Note—3p.
Available from: Information Resources Publications, 1300 Hometown Mall, Syracuse, NY 13244-2340 ($4.00 plus $1.50 shipping and handling).
Pub Type—Information Analyses—ERIC Information Analysis Products (071) — Information Analysis (070)
EDRS Price—MF01/P003 Plus Postage.

DOCUMENT RESUMES/IR

ED 336 199
Proctor, Nancy R., Comp.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 89
Contract—R180062008

Note—49p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type—Reference Materials—Bibliographies (131) — ERIC Information Analysis Products (071)
EDRS Price—MF01/P001 Plus Postage.

The nine references in this bibliography were selected from a computer search of the Educational Resources Information Clearinghouse (ERIC) database. The following titles are included: (1) "Multimedia in Education" (Susan Andron and Kristina Hooper); (2) "Hypermedia in Academia" (Robert Beck and Donald Spicer); (3) "Design Considerations for Hypermedia Systems" (Brian Grimes and Victor); (4) "Authoring Considerations for Hypertext" (Greg Kershen); (5) "Hypermedia and Learning Freedom and Chaos" (Gary Marchionini); (6) "Hypertext and Information Retrieval" (Karen Smith and others); (7) "Hypermedia: Breaking the Tyranny of the Texts" (Kay Vandergrif); (8) "Innovative Learning and Hypermedia" (John Underwood); and (9) "Intermedia: A System for Linking Multimedia Documents" (Nicole Yankelovitch). Annotations are provided for each of the articles listed. (DB)
information skills into the curriculum, and to evalu-
ate information about what can be seen that informa-
tion literacy efforts are well underway. Several
states in the United States have integrated infor-
mation literacy into their curricula, and the Amer-
ican Federation of Information Processing Soci-
esties (AFIPS) has prepared a detailed curriculum
to teach information literacy to secondary school
students. Educators today realize that information
literacy can only benefit society—and information
literacy cannot be taught in one lesson to individu-
als and to society. (MAB)

ED 327 217
0 53 487
Schaumberg, Linda
An Evaluation of the School Library Media Center.
ERIC Digest.
ERIC Clearinghouse on Information Resources,
Syracuse, N.Y.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, D.C.
Contract—RI88062008
Available from—ERIC Clearinghouse on Infor-
mation Resources, 030 Huntington Hall, Syrac-
use University, Syracuse, NY 13244-2340 (free
while supply lasts).

Note—4p.

Available from—ERIC Clearinghouse on Informa-
tion Resources, 030 Huntington Hall, Syrac-
use University, Syracuse, NY 13244-2340 (free
while supply lasts).

EDRS Price—MP13/PC 01 Plus Postage.

Identifiers—ERIC Digests

Basic options for the automation of management
functions in the school library media center are
the circulation system, the online catalog, the acqui-
sition system, and the serials check-in. In order
to select the most appropriate system, library media
specialists must research both the Library's needs and
the technologies available, and (2) de-
velop plans to guide decisions about purchases,
training, and maintenance. The findings of
this research will be used to develop detailed plans
and budgets that include training for the media spe-
cialist and the costs of hardware, software, and data-
bases. Since few integrated systems exist which
incorporate all of the library's automated functions,
the decision will have to be made whether to install
one or more limited integrated systems (such as
catalog/circulation and acquisitions/serials check-
in) or four separate systems. In either case, compati-
bility—i.e., the ability to transfer data between sys-
1 ems—is an important feature to be considered.

Another major concern is the entry of data into
the system. This data in the new system, particularly catalog and circulation
data. In addition, retrospective entry of exist-
ing catalog records into machine-readable form can be
expensive and time-consuming, whether performed
on-site or externally by a vendor. The impacts of
automation are both immediate and long-term.
School library media centers which have automated
their management operations have found that stu-
dents and faculty have been able to access informa-
tion more easily and that routine tasks can now be
performed more quickly. However, these same li-
brary media centers must be prepared to handle a
lack of standardization at various access levels, and
to learn to work on upgraded software and hardware
as they become available. (10 references) (MAB)

ED 327 218
0 53 488
Blakey, Elaine Spencer, Ed.
Developing Metacognition. ERIC Digest.
ERIC Clearinghouse on Information Resources,
Syracuse, N.Y.
Spons Agency—Office of Educational Research
and Improvement (ED), Washington, D.C.
Report No.—EDO-IR-90-6
Contract—RI88062008
Available from—ERIC Clearinghouse on Infor-
mation Resources, 030 Huntington Hall, Syrac-
use University, Syracuse, NY 13244-2340 (free
while supply lasts).

Note—4p.

Available from—ERIC Clearinghouse on Informa-
tion Resources, 030 Huntington Hall, Syrac-
use University, Syracuse, NY 13244-2340 (free
while supply lasts).

EDRS Price—MP13/PC 01 Plus Postage.

Identifiers—ERIC Digests

Studies show that metacognitive strategies can in-
corporate existing learning skills and that developing skills of
these metacognitive strategies can be gradually de-
veloped in people. The school library media center
is the ideal place for students to learn to de-
velop metacognitive strategies; that is, they can
learn how to connect new information to former
knowledge. To achieve this, teachers should;
list, monitor, and evaluate these thinking pro-
cesses. There are six basic strategies for developing
metacognitive behaviour in students: (1) they must
consciously identify what they "know" as opposed
to "what they don't know"; (2) they must then
develop an appropriate vocabulary so that they can verb-
ally describe their thinking processes; (3) they
should keep a thinking journal or learning log in
which they reflect upon their learning processes; (4) they
must also learn how to assume responsibility
for regulating their learning activities, including esti-
mating and setting requirements for gathering materials
and scheduling the procedures necessary to com-
plete an activity (the media center's resources lend
them themselves; while well designed and planned,
library instruction must learn how to review and evaluate these strategies as either
successful or inappropriate; and (5) they must
develop an appropriate vocabulary; through individ-
ual conferences and checklists focusing on the thinking process. Metacognitive strategies must be
established with students and media spe-
cialists are to be able to encourage students' de-
velopment of problem-solving skills. (4 additional readings) (MAB)
result of growing support for national networking: these include the Corporation for National Research Initiatives, Reference Point, the Coalition for National Resources in Information, and the Library Clearinghouse Foundation. One common goal of these initiatives, one that educators and librarians share, is the desire to make high-quality information available in such a way that its benefits are made available to a broad range of users. (10 references) (MAI)

ED 327 220
Scambler, Linda
Library Clearinghouse Services for Productivity.
ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Pub Date--Dec 90
Contact--RI8060028
Note--4p.; Productivity, literacy, and democracy are the three themes chosen for the 1991 White House Conference on Literacy and Information Services.
Available from--ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type--Information Analyses-ERIC Information Analysis Products (071) Note--Updated by Nancy R. Preston. For the purposes of this digest, productivity is defined as ways in which library and information services can assist agencies, industries, and individuals in producing goods and services effectively and profitably. Two fundamental issues that affect productivity are access to information and computer technology. In the United States, federal legislation is under consideration to expand access to information through computer networks. It is expected that widespread use of computer networks will increase productivity. Expanding information services can foster innovation and development among their users: government agencies, industries, libraries, and information centers that disseminate information to a broader audience which can play a vital role in aiding productivity. Yet, these same entities that provide access to information must, at times, limit access to information. The issue of control extends to U.S. policy makers, who must decide whether the release of certain technical and scientific information is justifiable. The answer to this question should determine whether control of information must be exercised. The protection of intellectual property rights must be balanced against the interests of U.S. competitors globally or threaten national security. (5 references) (MAI)

ED 330 372
Scambler, Linda
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-IR-90-10
Pub Date--Dec 90
Contact--RI8060028
Note--4p.; Updated by Nancy R. Preston. For the 1990 update, see ED 330 031. (2 additional readings are provided) (MAI)

ED 341 069
Scambler, Linda
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-IR-90-11
Pub Date--Apr 91
Contact--RI8060028
Note--Available from--ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type--Information Analyses-ERIC Information Analysis Products (071) Note--Updated by Nancy R. Preston. For the purposes of this digest, productivity is defined as ways in which library and information services can assist agencies, industries, and individuals in producing goods and services effectively and profitably. Two fundamental issues that affect productivity are access to information and computer technology. In the United States, federal legislation is under consideration to expand access to information through computer networks. It is expected that widespread use of computer networks will increase productivity. Expanding information services can foster innovation and development among their users: government agencies, industries, libraries, and information centers that disseminate information to a broader audience which can play a vital role in aiding productivity. Yet, these same entities that provide access to information must, at times, limit access to information. The issue of control extends to U.S. policy makers, who must decide whether the release of certain technical and scientific information is justifiable. The answer to this question should determine whether control of information must be exercised. The protection of intellectual property rights must be balanced against the interests of U.S. competitors globally or threaten national security. (5 references) (MAI)

ED 350 532
Scambler, Linda
The Role of Libraries in Literacy Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency--Office of Educational Research and Improvement (ED), Washington, DC.
Report No.--EDO-IR-90-9
Pub Date--Dec 90
Contact--RI8060028
Note--4p.; Noting that one of the three major themes for the 1991 White House Conference on Library and Information Services was literacy, this digest examines the development of information skills in students.
Available from--ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type--Information Analyses-ERIC Information Analysis Products (071) Note--Updated by Nancy R. Preston. For the purposes of this digest, productivity is defined as ways in which library and information services can assist agencies, industries, and individuals in producing goods and services effectively and profitably. Two fundamental issues that affect productivity are access to information and computer technology. In the United States, federal legislation is under consideration to expand access to information through computer networks. It is expected that widespread use of computer networks will increase productivity. Expanding information services can foster innovation and development among their users: government agencies, industries, libraries, and information centers that disseminate information to a broader audience which can play a vital role in aiding productivity. Yet, these same entities that provide access to information must, at times, limit access to information. The issue of control extends to U.S. policy makers, who must decide whether the release of certain technical and scientific information is justifiable. The answer to this question should determine whether control of information must be exercised. The protection of intellectual property rights must be balanced against the interests of U.S. competitors globally or threaten national security. (5 references) (MAI)
would allow them to proceed at their own pace. In this sensitive role, the computer teacher would be dramatically different, yet just as valuable and rewarding as it is now. Science education in the future will rely less on libraries as general repositories of source information. With word processing, many forms of computer assisted instruction (CAI), laboratory instrumentation, interactive video and digital data bases, searching and the educational process will be better because of it. (8 references) (DB)

ED 331 512 IR 053 563 Feldman, Soni
The Library and the Latchkey. ERIC Digest.
ERIC Clearinghouse on Information Resources,
Syracuse, N.Y.
Sponsor Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Report No.—ED-R-9-9
Pub Date—Dec 90
Contract—R188062008
Note—4p.
Available from—ERIC Clearinghouse on Information
Resources, Syracuse University, 030 Huntington
Hall, Syracuse, N.Y. 13244-2340 (free)
while supply lasts with self-addressed stamped
envelope.
Pub Type—Information Analyses—ERIC Information
Analysis Products (071)
EDRS Price—MF/P/PC01 Plus Postage.

Description—Elementary Secondary Education,
Latchkey Children, Librarian Attitudes, Library Planning,
Library Role, Policy Formation, Public Libraries, User Needs
Information Identifiers—ERIC Digest
It has been observed that one historical role of the
public library is serving the nation's youth. Current
economic and social conditions have created the
phenomenon of the " latchkey" child, the school-aged
child who has no parent or guardian at home after school hours and has no alternative
care arrangements. To fight this trend, this digest examines
the public library's responsibility toward latchkey
children, who have different needs from unattended
children in the libraries, and discusses the importance
and library policies that will address this problem.
It is noted that many libraries observe the increasing
number of unattended children as an opportunity
to improve youth services, others find themselves
facing philosophic, economic, and legal dilemmas
associated with these latchkey children. It is argued
that, as each library comes to understand its role in its unique community there will be a clear
focus on where it stands relevant to social dilemmas,
and that library professionals must be part of a net-
work of libraries investigating solutions to problems
such as latchkey children. In the meantime, the question of whether libraries should
provide services to latchkey children beyond standard
services will continue to be debated. (12 references) (MAB)

ED 331 528 IR 053 676
White, Cheryl
Information Technology and the Informed Child:
New Challenges for Government and Libraries.
ERIC Digest.
ERIC Clearinghouse for Social Studies/Social
Science Education, Bloomington, IN: ERIC Clearing-
house on Information Resources, Syracuse, N.Y.
Sponsor Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Report No.—ED-IR-9-4; EDO-SS-91-4
Pub Date—May 91
Contract—R188062008, R188062009
Note—4p.; This digest was produced jointly by the
ERIC Clearinghouse on Information Resources and the
ERIC Clearinghouse for Social Studies/Social
Science Education.
Pub Type—Information Analyses—ERIC Information
Analysis Products (120)
EDRS Price—MF/P/PC01 Plus Postage.

Description—Information Technology, Libraries,
Information Dissemination, Information Networks, Information Technology, Library
Identifiers—ERIC Digest
Arguing that the foundation of a free civilization
is an informed citizen, the ERIC Digest discusses
the new challenges faced by the government and
libraries in the wake of the Information Age. As
electronic technology has accelerated the produc-
tion and transmission of information, it has become
more difficult for the average citizen to access, lo-
cate, and interpret information. As a result, the role
of libraries as gatekeepers to information, most notably
government deposits libraries, has become even
more essential. The growing availability of electron-
ics media, however, presents both benefits and
risks. More information can be tapped more rapidly—Electronic Resources and Issues; Copyright Concept, by Carl B. Smith; and "Adult Literacy Programs in Rural Areas," by Susan Freeman. In addition, the need for 40 literacy education services are provided: (1) highlights of recent literacy in
tiatives; (2) a list of 16 resource organizations; and
a reading list of 40 literacy-related publications. An annotated bibliography of 51 new titles in education produced by the ERIC clearhouses and the Of-

ED 332 696 IR 015 099
Drug-Free Schools: A National Challenge, Drug
Testing.
ACCESS ERIC, Rockville, MD.
Sponsor Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Report No.—ERIC-90-133
Pub Date—June 90
Contract—R188062008
Note—29p.; "The ERIC Review" is published three
times a year; each issue is devoted to a single
major educational subject.
Available from—ACCESS ERIC, 1600 Research
Boulevard, Rockville, MD 20850-3166 (free)
Journal Cit—The ERIC Review; v1 n1 1990
Pub Type—Collected Works—Serials (022)—In-
formation Analysis—ERIC Information Analyses
Products (071)—Reference Materials—Bibliogra-
phies (131)
EDRS Price—MF/P/PC02 Plus Postage.

Description—Drug Abuse, *Drug Education,
Drug Use Testing, Educational Resources, Ele-
mentary Secondary Education, Federal Legislation,
Federal Programs, Government Role, Grants, Organizations (Groups), Program De-
scriptions, Professional Agencies, Staff Development,
State Programs.
"The ERIC Review" announces research results,
publications, and new programs relevant to each issue's theme topic. This inaugural issue contains
two principal articles: "Drug-Free Schools: A Na-
tional Challenge," by Samuel Y. Furstikian; and
"Drug Testing," by Amy Klauke and Margaret
Hadderman. In addition, the following major fes-
tures concern drug problems: (1) description of the
major drug programs that form the core of the U.S.
Department of Education's assistance to school and
local education institutions in the war on drugs; (2) a list and description of 16 of the
major dominance of drug withdrawal involved in
the war on drugs, together with their addresses and tele-
phone numbers; (3) toll-free sources of help and
emergency services; (4) a list of 14 major
helpful publications; and (5) a list of 14 helpful
videotapes, together with price and availability in-
formation. An annotated bibliography of 47 new
titles in education produced by the ERIC clearing-
houses and the Office of Educational Research
and Improvement, as well as resources recently ab-
stracted for the ERIC database are included. (TB)

ED 332 697 IR 015 100
Emergent Literacy: An Early Reading and Writing
Concept: Issues in Adult Literacy Education.
ACCESS ERIC, Rockville, MD.
Sponsor Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Report No.—ED-OI-9-1-3
Pub Date—Jun 91
Contract—R188062008
Note—4p.; For the first edition, see ED 097-09.
Available from—ERIC Clearinghouse on Informa-
tion Resources, Syracuse University, 030 Huntington
Hall, Syracuse, N.Y. 13244-2340 ($7.50 plus $2.00 ship-
ning and handling).
Pub Type—Information Analyses—ERIC Information
Analysis Products (071)—Reference Materials—Bibliogra-
phies (131)
EDRS Price—MF/P/PC04 Plus Postage.

Description—Annotated Bibliographies, Curricu-

um Development, *Instructional Improvement,
Development, Systems Analysis, *Systems Approach,
Systems Development. (33 references)

This paper, which updates and expands on the
first edition (1981), begins by presenting a de-
scription of instructional development (ID) and a dis-
section of its origins. A taxonomy for classifying ID models is then suggested, and it is noted that most
ID models have been subjected to only a limited
degree of testing. The 12 ID models that are re-
diewed are divided into the three categories speci-
fied by the taxonomy as they focus on the
workforce, the product, and the systems. Specific models and models are provided in each of these
categories: (1) classroom—Gerlach and Ely; Hei-
nich, Molenda, and Russell; Dick and Reiser; and
Kemp; (2) product—Van Patten; Leshin, Pollock,
and Reigeluth; and Bergman and Moore; and (3)
systems—ID (Instructional Development Institute); ISPID (Instructional Systems, Programs, and
Systems Development); Dick and Carey; Seels and
Glasgow. The taxonomy and 11 of the 12 models are depicted in 12 figures. A guide to searching ERIC for ID models is published in the For-
word, and the annotated ERIC bibliography
lists 19 journal articles and 14 documents. Instruc-
tions for obtaining copies of ERIC documents and
journal articles are included. (30 references) (DB)

ED 335 027 IR 015 277
Gustafson, D. L., Powell, Gary C.
Survival: Instructional Development Models with
Annotated ERIC Bibliography. Second Edi-
tion.
ERIC Clearinghouse on Information Resources,
Syracuse, N.Y.
Sponsor Agency—Office of Educational Research
and Improvement (ED), Washington, DC.
Pub Date—91
Contract—R188062008
Note—77p.; For the first edition, see ED 335-015.
Available from—Information Resources Publica-
tions, Syracuse University, 030 Huntington
Hall, Syracuse, N.Y. 13244-2340 ($7.50 plus $2.00 ship-
ning and handling).
Pub Type—Information Analyses—ERIC Information
Analysis Products (071)—Reference Materials—Bibliogra-
phies (131)
EDRS Price—MF/P/PC04 Plus Postage.

Description—Annotated Bibliographies, Curricu-

um Development, *Instructional Improvement,
Development, Systems Analysis, *Systems Approach,
Systems Development. (33 references)

This paper, which updates and expands on the
first edition (1981), begins by presenting a de-
scription of instructional development (ID) and a dis-
section of its origins. A taxonomy for classifying ID models is then suggested, and it is noted that most
ID models have been subjected to only a limited
degree of testing. The 12 ID models that are re-
diewed are divided into the three categories speci-
fied by the taxonomy as they focus on the
workforce, the product, and the systems. Specific models and models are provided in each of these
categories: (1) classroom—Gerlach and Ely; Hei-
nich, Molenda, and Russell; Dick and Reiser; and
Kemp; (2) product—Van Patten; Leshin, Pollock,
and Reigeluth; and Bergman and Moore; and (3)
systems—ID (Instructional Development Institute); ISPID (Instructional Systems, Programs, and
Systems Development); Dick and Carey; Seels and
Glasgow. The taxonomy and 11 of the 12 models are depicted in 12 figures. A guide to searching ERIC for ID models is published in the For-
word, and the annotated ERIC bibliography
lists 19 journal articles and 14 documents. Instruc-
tions for obtaining copies of ERIC documents and
journal articles are included. (30 references) (DB)
This annotated bibliography provides citations, abstracts, and indexes for the 355 publications produced by the 16 Educational Resources Information Center (ERIC) clearinghouses. The bibliographies consist of digests, bibliographies, state of the art reviews, and information syntheses of various types produced by the ERIC system. This bibliography, the availability of clearinghouse publications, the organization of this bibliography, and the accessibility of clearinghouse publications for the year 1989-1990 shows the number of publications included for each clearinghouse in the series of which this bibliography is a part. Document abstracts are provided from the following clearinghouses in the series of which this bibliography is a part: (1) Adult, Career, and Vocational Education, (2) Counseling and Personnel Services, (3) Reading and Communication Skills, (4) Education, (5) Handicapped and Gifted Children, (6) Languages and Linguistics, (7) Higher Education, (8) Information Resources, (9) Junior Colleges, (10) Multicultural Education/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. Information, subject, and institutions are identified. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the scope areas is also provided. A form for ordering microfiche or paper copies of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (MAB)

ED 335 060
Brennan, Mary Alice

Columbia State University Library, Columbia, SC

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

Report No.--ED 19-81-4

Pub Date--Aug 91

Contract--RI88062003


Available from: ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free with supply limits).

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

EDRS Price - MF01/PC01 Plus Postage


Commission on Preservation and Access, ERIC Digests

Impact: The library profession is reinforcing the need for preservation activities among national preservation agendas, including three of the financial supporters, vendors, and patrons. The following trends are discussed: (1) the demand or pressure of end users to access computer-based information resources; (2) the increase of networks and telecommunications in libraries; (3) the continued growth of CD-ROM technology; (4) the focus on collection management activities by libraries; (5) output-oriented planning and evaluation processes in libraries; (6) libraries' concern with reaching new user groups; (7) literary promotion; (8) information, literacy promotion; (9) the expanded roles and responsibilities of librarians and information professionals; (10) continuing professional education opportunities; (11) bibliometries; (12) new research involving artificial intelligence; (13) the continuing challenge of the computer, the law, and intellectual property rights; and (14) the impact of "Information Power" Guidelines for Library Media Programs. The program, "The American Association of School Librarians and the Association for Educational Communications and Technology," (MAB)
from a rhetorical and general interest in international education to a practical and effective international education program, this monograph contains 11 essays which discuss ways of developing reasonably effective programs. This book contains the following articles: (1) "Lessons from the Past in Developing Innovative Education Programs at Community Colleges," by David G. Solomon; (2) "Internationalizing the Community College: Strategies for the Classroom," by Lisa Towsen and Hugo Tonkin; (3) "The Effective Development of Nonsystematic Study-Abroad Programs," by William K. Spofford; (4) "A Sample of Study-Abroad Programs: Effectively Programs. This book contains the following articles: (1) "Lessons from the Past in Developing Innovative Education Programs at Community Colleges," by David G. Solomon; (2) "Internationalizing the Community College: Strategies for the Classroom," by Lisa Towsen and Hugo Tonkin; (3) "The Effective Development of Nonsystematic Study-Abroad Programs," by William K. Spofford; (4) "A Sample of Study-Abroad Programs: Effectively Programs. This book contains the following articles: (1) "Lessons from the Past in Developing Innovative Education Programs at Community Colleges," by David G. Solomon; (2) "Internationalizing the Community College: Strategies for the Classroom," by Lisa Towsen and Hugo Tonkin; (3) "The Effective Development of Nonsystematic Study-Abroad Programs," by William K. Spofford; (4) "A Sample of Study-Abroad Programs: Effectively Programs. This book contains the following articles: (1) "Lessons from the Past in Developing Innovative Education Programs at Community Colleges," by David G. Solomon; (2) "Internationalizing the Community College: Strategies for the Classroom," by Lisa Towsen and Hugo Tonkin; (3) "The Effective Development of Nonsystematic Study-Abroad Programs," by William K. Spofford; (4) "A Sample of Study-Abroad Programs: Effectively Programs. This book contains the following articles: (1) "Lessons from the Past in Developing Innovative Education Programs at Community Colleges," by David G. Solomon; (2) "Internationalizing the Community College: Strategies for the Classroom," by Lisa Towsen and Hugo Tonkin; (3) "The Effective Development of Nonsystematic Study-Abroad Programs," by William K. Spofford; (4) "A Sample of Study-Abroad Programs: Effectively Programs. This book contains the following articles: (1) "Lessons from the Past in Developing Innovative Education Programs at Community Colleges," by David G. Solomon; (2) "Internationalizing the Community College: Strategies for the Classroom," by Lisa Towsen and Hugo Tonkin; (3) "The Effective Development of Nonsystematic Study-Abroad Programs," by William K. Spofford; (4) "A Sample of Study-Abroad Programs: Effectively Programs. This book contains the following articles: (1) "Lessons from the Past in Developing Innovative Education Programs at Community Colleges," by David G. Solomon; (2) "Internationalizing the Community College: Strategies for the Classroom," by Lisa Towsen and Hugo Tonkin; (3) "The Effective Development of Nonsystematic Study-Abroad Programs," by William K. Spofford; (4) "A Sample of Study-Abroad Programs: Effectively Programs.
School Holding Power, Science Education, Student Recruitment, Two Year Colleges, Two Year College Students

Identifying Literacy Digests

Community colleges can play an important role in increasing the number of people in the scientific talent pipeline. They are well positioned to help meet this challenge. In an effort to recruit more women and minorities into two-year college science, math, and engineering programs, community colleges are working in a wide range of special activities, such as offering vocational counseling, internships, and sponsoring on-campus events for high school students and developing articulation agreements with secondary schools and programs. A significant proportion of colleges offer programs to encourage women and minorities to enroll in science and math, and to help them succeed. Examples include:

1. Delgado Community College's Math, Science and Technology Summer Youth Enrichment Program for high school students in Louisiana.
2. Washoe Community College's program to upgrade basic skills for women and minority students in high school.
3. California's Evergreen Valley College's program which employs an all-Hispanic team of educators and community members to improve the retention rates of Hispanic students in Santa Clara County.
4. Cal State Dominguez Hills (California). a 3-year training project involving all 90 faculty members in a curriculum that focuses on 2-hour workshops introducing them to the value of process-oriented writing. Methods for incorporating writing assignments into already crowded syllabia include requiring students to respond to lectures in ungraded journals and having students evaluate each other's written work.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

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

ED 333 951

Williams, Dana Nicole; Colby, Anita J.

The Community College's Role in Achieving Adult Literacy: ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

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

ED 91 346

Note—4p.

Pub Type—Information Analyses—ERIC Information Analysis Products (011) — Reports—Descriptive (141)

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

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

ED 91 423

Houlden Jr., John.

Economic and Work Force Development, New Directions for Community Colleges, Number 75.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

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

ED 91 347

Williams, Dana Nicole

Writing Across the Curriculum Programs at Community Colleges. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

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

ED 92 900

Pub Date—Sep 92

Consider—RMM 2002

Note—4p.

Pub Type—Information Analyses—ERIC Information Analysis Products (011) — Reports—Descriptive (141)

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

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

ED 92 901

Pub Date—Mar 92

Consider—RMM 2002

Note—4p.

Pub Type—Information Analyses—ERIC Information Analysis Products (011) — Reports—Descriptive (141)

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

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

ED 92 902

Pub Date—Jun 92

Note—115p.

Pub Type—Information Analyses—ERIC Information Analysis Products (011) — Reports—Descriptive (141)

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

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

ED 92 903

Pub Date—Jan 92

Note—3081

Pub Type—Information Analyses—ERIC Information Analysis Products (011) — Reports—Descriptive (141)

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

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

Ed 333 933

Quintana, Graciela

Preparing Women and Minorities for Careers in Math and Science: The Role of Community Colleges. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Sponsoring Agency—Office of Educational Research and Improvement (ED), Washington, DC.
force are diversity, demands of work and family, global competition, the growing importance of strategic human resource planning, the need to reeducate employees for new technologies and meet demanding interest in ethical and social responsibility. This collection of articles examines trends, innovations, problems, and solutions relating to the role of community colleges in contributing to the economic and workforce development needs of local communities within a global economy. Included are the following 12 articles: (1) "Strategic Alignment of Community Colleges and State Economic Policy," by John G. Mehlville and Thomas J. Chmura; (2) "Investing in Human Capital: State Strategies for Economic Development," by Lawrence F. O'Callaghan; (3) "Killing Social Security Needs through Small Business Development Centers," by Janice B. Carmicheal; (4) "Developing Rural Business Outlooks," by Mark L. Weingarten and Del-yas Burnier; (5) "Assuming a Leadership Role in Community Economic Development," by Robert J. Kopecek; (6) "Renovating Cooperative Education Programs," by Patricia A. Rhenes and Fred Saint; (7) "Meeting Health Care Credentialing Needs," by Madeline K. Turkeltaub; (8) "Work Force Development through Distance Learning," by LaVerne W. Miller; (9) "Exploring the Community College Workforce: Worldwide Variations," by Joseph Arthur Greenberg; (10) "Trading in a Global Economy: Obstacles and Opportunities," by Robert L. Cull and A. Cull; (11) "Evaluating Results of Economic and Work Force Development Programs," by Richard L. Alfred; and (12) "Sources of Information for Economic and Development," by Diane Hirschberg. (PAA)
At their summit meeting in February, 1990, the President of the United States and the National Governors' Association established the national education goal that "all children will start school ready to learn" by the year 2000. The process of reaching this goal will require a twofold strategy. First, families will need help in preparing their children for school at home. Second, schools will need help in responding effectively to the wide range of developmental needs, experiences, and needs which children present. Families who are preparing students for school will need to take into consideration developmental goals and intellect readiness. School can be ready for children by using an appropriate curriculum, appropriate staffing, and in the absence of reliance on reliable routines--flexible programming that takes into account individual differences among students at the time of school entry. Such a program can include mixed-age grouping and cooperative learning.

ED 330 496
PS 019 596
Eisenberg, Leon
What's Happening to American Families? ERIC Digest
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

ED 303 212
PS 019 321
McDonald, Maryanne
Encouraging Young Children's Writing, ERIC Digest
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

ED 327 296
PS 019 278
Staff "Burnout" in Child Care Settings, ERIC Digest
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

ED 327 314
PS 019 323
Pellegrini, A. D., Glickman, Carl D., Measuring Kindergartners' Social Competence, ERIC Digest
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

ED 331 641
PS 019 441
Whitebook, Susan L., Garcia, Eugene E., Educating Culturally and Linguistically Diverse Preschoolers: Marketing for Success, ERIC Digest
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

ED 330 495
PS 019 595
Katz, Lilian G., Redesigning Schools and Children's Diets, ERIC Digest
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

ED 313 641
PS 019 688
Kogan, Sarah L., Garcia, Eugene E., Educating Culturally and Linguistically Diverse Preschoolers: Marketing for Success, ERIC Digest
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

ED 327 313
PS 019 322
Mallory, Nancy J. Goldensmith, Nancy A., The Health of Young Children, ERIC Digest
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

ED 327 296
PS 019 278
Staff "Burnout" in Child Care Settings, ERIC Digest
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

ED 327 314
PS 019 323
Pellegrini, A. D., Glickman, Carl D., Measuring Kindergartners' Social Competence, ERIC Digest
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

ED 331 641
PS 019 441
Whitebook, Susan L., Garcia, Eugene E., Educating Culturally and Linguistically Diverse Preschoolers: Marketing for Success, ERIC Digest
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

ED 330 495
PS 019 595
Katz, Lilian G., Redesigning Schools and Children's Diets, ERIC Digest
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

ED 313 641
PS 019 688
Kogan, Sarah L., Garcia, Eugene E., Educating Culturally and Linguistically Diverse Preschoolers: Marketing for Success, ERIC Digest
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

ED 327 313
PS 019 322
Mallory, Nancy J. Goldensmith, Nancy A., The Health of Young Children, ERIC Digest
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

ED 327 296
PS 019 278
Staff "Burnout" in Child Care Settings, ERIC Digest
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
in research regarding childhood bilingualism and language acquisition. Young children are linguistically and culturally diverse, and preschool experiences are necessary to ensure that all children have access to high quality and developmentally appropriate preschool experiences. Thirty-six references are included. (RH)


Note—78p. Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign, 207, 0109, Champaign, IL 61801 (Catalog No. 207, 0109, plus $1.00 postage and handling for orders from the U.S., Canada, and Mexico; $3.00 postage and handling for international orders). EDRS Price—MFO1/PC01 Plus Postage.

Descriptors—Classroom Techniques, Cooperative Learning, Language, Language Acquisition, Literacy, Early Childhood Education, Student Attitudes, Student Behavior

Applicable Grade Levels—Preschool

Publication date—91

Purpose—The purpose of this digest is to provide a summary of the best research and practice on children's social development. The digest presents research findings, instructional practices, and implications for educators. The digest highlights the importance of a positive teacher-student relationship, the role of students in goal setting, and the importance of students taking responsibility for their own learning. The digest also emphasizes the value of collaborative learning and the need for teachers to provide opportunities for students to develop social skills.

ED 335 159 Selgin, Michelle Colleen, Linda Konigsberg, Steven. Approaches to School-Age Child Care.ERIC Digest.ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill. Sponsoring agency—Office of Educational Research and Improvement (ED), Washington, DC. Pub. Date—91. Contract—RI88060212

Note—7p. Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign, 207, 0109, Champaign, IL 61801 (Catalog No. 207, 0109, plus $1.00 postage and handling for orders from the U.S., Canada, and Mexico; $3.00 postage and handling for international orders). EDRS Price—MFO1/PC01 Plus Postage.

Descriptors—Classroom Techniques, Cooperative Learning, Language, Language Acquisition, Literacy, Early Childhood Education, Student Attitudes, Student Behavior

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Note—7p. Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325.

Publication date—91

Purpose—The purpose of this digest is to provide a summary of the best research and practice on children's social development. The digest presents research findings, instructional practices, and implications for educators. The digest highlights the importance of a positive teacher-student relationship, the role of students in goal setting, and the importance of students taking responsibility for their own learning. The digest also emphasizes the value of collaborative learning and the need for teachers to provide opportunities for students to develop social skills.
Says Math Is For Boys,” encourages parents and educators to promote girls' interest in math. "Why Don’t Our Chidren Like Math?” discusses math interest to children by game play. (TES)

ERI Clearinghouse on Rural Education and Small Schools, Charleston, WV; ERI Clearinghouse on Urban Education. New York, N.Y. Spina Agency-Office of Educational Research and Improvement (ED), Washington, DC. Pub Date- Jan. 91. Contract# EDH068013; R180062016 Note-106p. Available-ERIC/Cresa at AEL, P.O. Box 1348, Charleston, WV 25325. Pub Type-Reference Materials- Bibliographies (110) - Higher levels - ERI Clearinghouse on Urban Education Products (071) EDPRS Price - MPO1PC01 Postage. Descriptors- Adolescents, *Divorce, Elementary Secondary Education, *Parents, *Reading, Reading Habits, *Science Education, *Secondary School Language Learning, Self Care Skills. This publication contains two essays and an annotated bibliography of publications about risk. The essays in the bibliography were produced by the various clearinghouses in the ERIC system. The first essay, “Who Is at Risk? Definitions, Demographic, and Decision,” by Aaron M. Pallas, categorizes personal, family, and environmental factors that may place children at risk. Pallas presents demographic data on the distribution and size of the at-risk population. He recommends reforms in the public schools. High risk characteristics of migrant students include low socioeconomic status, high levels of mobility, low levels of English language skills, and having one or more language deficiencies. Parental involvement in education increases student achievement. Migrant parents of high achievers hold positive attitudes toward school, while parents of low achievers hold more negative attitudes. By understanding migrant family lives and communicating with parents, educators can have a profound effect on migrant students' education. (K5)

ED 335 175 RC 018 175 Swizer, Karen American Indian/Alaskan Native Learning Styles: Research and Practice. ERIC Digest. ERI Clearinghouse on Rural Education and Small Schools, Charleston, WV. Spina Agency-Office of Educational Research and Improvement (ED), Washington, DC. Report No.-EDO-RC-91-4 Pub Date-May 91. Contract-R180062016 Note--Jp. Pub Type-Information Analyses - ERI Clearinghouse on Urban Education Products (071) EDPRS Price - MPO1PC01 Postage. Descriptors- *Alaska Natives, *American Indian Education, *Cultural Awareness, *Cultural Differences, Elementary Secondary Education, Individual Differences, Observational Learning, *Teaching Styles Identifiers- ERIC Digest. This digest reviews the literature related to learning styles of American Indian and Alaskan Native students. Several studies show that in some tribes, self-testing in private, and then demonstration of a task for approval are essential steps in learning. Indian children often hesitate to participate in large and small-group recitations, but are talkative during interactions with the teacher or student-led group projects. Cherokee children prefer cooperation over competition, and will often hide knowledge when competing superior. These cultural styles of learning do not match the learning environment of the typical classroom. Although group characteristics may provide a basis for further investigation into individual characteristics, overgeneralizing group tendencies can have the ill effects of stereotyping, opinion, discriminatory practices, and inappropriate family support in teaching and learning. Teachers should observe students' preferred ways of learning and plan learning experiences accordingly. The previously described learning can be gradually introduced as children become more comfortable. Teachers also benefit from learning about students' backgrounds and values, and the norms of the community. The development of their own learning style and related teaching style strengths. Assessment tools are available to identify both learning- and teaching-style tendencies. (K5)
The Hispanic educational system is increasingly being challenged by the shift to English. The Hispanic mother tongue is being displaced by English as speakers move to English. This is evident in the Hispanic curriculum. The better; (2) putting the national goal into practice, then the earlier a student masters a high school curriculum. The baseline data developed try NCES arm (1) if Hispanic American have the second highest rate, and the national dropout rate among ethnic group African Americans. The dropout rate of migrant student. Conditions that contribute to the situation are: (1) classroom organization; (2) classroom management and discipline; (3) instructional organization and curriculum; (4) instructional delivery and groupings; (5) self-directed learning; and (6) peer tutoring. Effective teachers share instructional responsibilities with students, more has a strong function of health and economic structure than of individual or group characteristics. The rural economy is characterized by dependence on natural resources, a narrow industrial base in a given locale, and emphasis on low skill labor. Other analysts believe lack of human capital is the cause of poverty, and blame an educationally disadvantaged labor force. However, the largest poverty gap between rural and urban people is not with education, and the smallest among high school dropouts. As a potential influence on the well-being of student from poor families, education is clearly important. On the other hand, the role of education in changing the structural features of rural poverty is clearly limited. (Ks)
priorities during budget construction, and cautious school and community participants, a clear sense of financial planning should involve the input of many athletics and telecommunications services. Effective school week and developing interdistrict cooperation for their district. Rural-specific options for make the school finance formula work more effective bids or comparison pricing for all purchases. Developing partnerships with local organizations, using volunteers and student employees, sharing personnel and resources with other districts, and maximizing staff productivity. Although most rural districts are not satisfied with current state funding formulas, rural administrators reported strategies to make the school finance formula work more effectively for their district. Rural-specific options for increasing efficiency include implementing a 4-day school week and developing interdistrict cooperative agreements in the areas of interscholastic athletics and telecommunications services. Effective farm (1) planning should involve the input of many school and community participants, a clear sense of priorities during budget construction, and cautious forecasting. (SV)

ED 335 207  
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

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

Report No.—EDO-RC-91-8

Pub Date—Jul 91

Contract—R188062016

Note—Jp.

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

EDRS Price - MF/01/PC01 Plus Postage


Based on a recent nationwide survey of rural administrators, this digest reports on the financial problems of rural school districts and some potential strategies for improvement. Rural administrators reported the following financial management problems: (1) severe problems due to low state aid or taxes; (2) expenditures that are increasing at a faster rate than revenues; and (3) inadequate funds to purchase computer technology and equipment and competitive teacher salaries. Districts have developed some general strategies to improve financial management, including seeking competitive bids or comparison pricing for all purchases, developing partnerships with local organizations, using volunteers and student employees, sharing personnel and resources with other districts, and maximizing staff productivity. (SV)

ED 335 206  
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

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

Report No.—EDO-RC-91-9

Pub Date—Jul 91

Contract—R188062016

Note—Jp.

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

EDRS Price - MF/01/PC01 Plus Postage


Based on a recent nationwide survey of rural administrators, this digest reports on the financial problems of rural school districts and some potential strategies for improvement. Rural administrators reported the following financial management problems: (1) severe problems due to low state aid or taxes; (2) expenditures that are increasing at a faster rate than revenues; and (3) inadequate funds to purchase computer technology and equipment and competitive teacher salaries. Districts have developed some general strategies to improve financial management, including seeking competitive bids or comparison pricing for all purchases, developing partnerships with local organizations, using volunteers and student employees, sharing personnel and resources with other districts, and maximizing staff productivity. Although most rural districts are not satisfied with current state funding formulas, rural administrators reported strategies to make the school finance formula work more effectively for their district. Rural-specific options for increasing efficiency include implementing a 4-day school week and developing interdistrict cooperative agreements in the areas of interscholastic athletics and telecommunications services. Effective farm (1) planning should involve the input of many school and community participants, a clear sense of priorities during budget construction, and cautious forecasting. (SV)

ED 335 207  
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

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

Report No.—EDO-RC-91-8

Pub Date—Jul 91

Contract—R188062016

Note—Jp.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)
ED 324 195  SE 051 467
Dunham, Penelope H.
Preventive Measures, the Entry of Women in Mathematics-Related Careers. ERIC/SM/ED/MA Mathematics Education Digest No. 3.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-30
Pub Date—90
Contract—R81062006
Note—4p.
Available from—ERIC/SM/ED/MA, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).

ED 325 03  SE 051 463
Beaver, Patricia E. Helgerson, Stanley L.
Selected Procedures for Improving the Science Curriculum. ERIC/SM/ED/MA Science Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-26
Pub Date—90
Contract—R81062006
Note—3p.
Available from—ERIC/SM/ED/MA, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).

ED 327 98  SE 051 459
Dunham, Penelope H.
Promoting Materials, Projects, and Programs for Environmental Education. ERIC/SM/ED/MA Environmental Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-33
Pub Date—90
Contract—R81062006
Note—4p.
Available from—ERIC/SM/ED/MA, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).

ED 328 86  SE 051 457
Dunham, Penelope H.
Recent Developments in College Mathematics Programs and Courses. ERIC/SM/ED/MA Mathematics Education Digest No. 4.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-33
Pub Date—90
Contract—R81062006
Note—4p.
Available from—ERIC/SM/ED/MA, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).

ED 331 698  SE 051 467
Dunham, John F.
Promoting Materials, Projects, and Programs for Environmental Education. ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-32
Pub Date—90
Contract—R81062006
Note—3p.
Available from—ERIC/SM/ED/MA, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).

ED 332 81  SE 051 565
Howe, Robert W. And Others
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 89
Contract—R81062006
Note—16p.
Available from—ERIC/SM/ED/MA, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).

ED 333 697  SE 051 466
Dunham, John F.
Selected Procedures for Improving the Mathematics Curriculum: Assessment. ERIC/SM/ED/MA Mathematics Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-29
Pub Date—90
Note—3p.
Available from—ERIC/SM/ED/MA, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).

Contract—R81062006
science education in the United States has received renewed attention with the publication of several federal reports and the 1989 Education Summit for Education and President Bush. This digest reviews documents which focus on the reform of science education and presents key trends. This digest includes Project 2061 (American Association for the Advancement of Science and the Scope, Sequence and Coordination (National Science Teachers Association) project. Areas covered include: (1) Strengthening Science Programs; (2) Strengthening Teachers' Content Knowledge Underrepresented Populations; and (3) Meeting the National Goal for Science Education. A list of 12 references is provided. (CW)

ED 335 230 SE 052 222

This document contains 29 programs and/or material listings that were nominated by at least three persons and for which there was evidence of the quality of the program or materials. Reviewers looked for positive evaluation data on the impact of the materials on students. The materials are presented by topic and are intended to be a temporary source of examples of curricula, materials and instruction to illustrate current trends, issues, and recommendations to identify relevant literature that had published during recent years and selected documents referred to in these sources; determine the agreement or disagreement regarding trends, issues, and recommendations; select those that appeared most frequently and/or those that were indicated as possibly most influential; and select examples of curricula, programs and materials that illustrate current trends, issues, and recommendations cited. Sections included: (1) "What Are the Conditions Creating a Demand for Change?" (2) "What Are the Benefits of Mathematics Education in Elementary and Secondary Schools?" (3) "Curriculum Frameworks: Goals. Content, and Experiences for Precollege Mathematical Education?" (4) "Research Related to Learning. Curriculum. Instructional Materials, and Instruction (5) "Development and Implementation of Curricula and Instructional Materials for Precollege Mathematics Education?" and (6) "Summary and Recommendations for the Reform of K-12 Mathematics Curriculum. Instructional Materials, and Instruction." A 166-item bibliography is provided. (KR)

ED 333 210 SE 051 959
H. Russell, Armistead, Joan Meeting National Goals for 2000 and Beyond in Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 7.


Pub Date—Dec 90 Contract—R88060206 Note.—4p.


Pub Date—Dec 90 Contract—R88060206 Note.—4p.

ED 330 109 SE 051 960
Schmidt, Robert F. Environmental Education. Columbus, Ohio. Sponsoring Agency: Ohio State University. 1200 Chambers Road, Room 310, Columbus. OH 43212 ($1.50).

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

EDRS Price—MF01/PC01 Plus Postage.


The reform of elementary and secondary school science education in the United States has received renewed attention with the publication of several science reform reports and the 1989 Education Summit for Education and President Bush. This digest reviews documents which focus on the reform of science education and presents key trends. This digest includes Project 2061 (American Association for the Advancement of Science and the Scope, Sequence and Coordination (National Science Teachers Association) project. Areas covered include: (1) Strengthening Science Programs; (2) Strengthening Teachers' Content Knowledge Underrepresented Populations; and (3) Meeting the National Goal for Science Education. A list of 12 references is provided. (CW)

ED 335 233 SE 052 223
Howe. Robert W. and Others Elementary Activities for Teaching Critical Thinking. (Environmental Education Information Products (071)


Pub Date—Jun 90 Contract—R88060206 Note.—129p.

Available from—ERIC Clearinghouse for Science. Mathematics, and Environmental Education. The Ohio State University. 1200 Chambers Rd., Room 310. Columbus, OH 43212 ($1.50).

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

EDRS Price—MF01/PC06 Plus Postage.


The ability to think critically is essential if individuals are to live. work. and function effectively in our current and changing society. The activities included in this publication were selected to identify a variety of effective strategies for teaching critical thinking skills through environmental education. Activities include library research and analysis of
ED 329 480 SO 021 061
Callahan, William T. Jr., Ed. Bemorek, Ronald A.
Sponsor Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-SO-91-1
date—Jan 91
Contract—R188062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2803 E. 10th St., Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
Guides—Non-Classroom (055)
EDRS Price—MF01/PC16 Plus Postage.
Descriptors—Citizenship Education, Civics, *Citizenship Education, Civics, 
Teaching Methods—Identifiers—ERIC Digest.
The essence of a healthy democracy is open dia-

three part of the training of young citizens, therefore, in-
cludes the discussion of controversial social, politi-
cal, and economic policies. The use of classroom and
discussions as a pedagogical technique to examine
controversial issues is explored by considering: (1)
the nature of controversial issues discussions; (2)
the importance of discussion in social studies in-
struction; (3) what is known about the use of contro-
nroversial issues discussions in social studies; and (4)
suggestions for implementing controversial issues
discussions in the classroom. (DB)

ED 327 454 SO 030 410
Johnson, Jeffrey R.
Teaching About China: ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Report No.—EDO-SO-90-9
date—Oct 90
Contract—R18806200
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2803 E. 10th St., Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
Guides—Classroom-Teacher (052)
EDRS Price—MF01/PC01 Plus Postage.
Teaching Methods—Identifiers—ERIC Digest.
China, Chinese People, ERIC Digests...
Three issues of permits a period of optimistic friendship as well as tragic conflict. China studies have been neglected in U.S. classrooms. Where it is not so obvious, China is too often the victim of stereotyping or specious generalizations. To encourage
effective teaching about China, this ERIC Digest focuses on four main areas: (1) reasons for teaching about China; (2) reasons for teaching about China; (3) approaches to teaching about China; and (4) China's place in the pre-collegiate curriculum (DB).
ED 329 490 Zimmerman, Edid
Teaching Art From a Global Perspective. ERIC Digest.

Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

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

Report No.—EDO-SO-91-10
Pub Date—1991
Contract—R18060209
Note—4p.

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

EDRS Price—MF$1/PC$1 Plus Postage.

Descriptors—Global Perspective, Art Education, World History, World Cultures, Multicultural Education.

Global history programs, emphasis on comparisons shared by all peoples and the understanding and appreciation of differences within various cultures and subcultures may provide strong rationales for those who wish to teaching art in a social context. Global art education should not be viewed as a discipline with particular content or subject matter, rather it should be seen as an approach to the study of art that can focus on international concerns or those related to study of students' own local communities. To prepare students to be citizens in a global age, educational efforts need to be undertaken to bring about changes in content, social context, and methods through which cultural values are taught. These changes in terms of a social context include moving from (1) a mono-national context to a multinational context; (2) a mono-cultural context to a multicultural context; and (3) a school-bound context to a community involving context. Art education is discussed as a multicultural, and cross-cultural art education for all parts of global education. A 16-item reference list concludes the digest. (DB)

ED 329 491 Hoganson, Susan
Aesthetics in Art Education: A Look Toward Implementation. ERIC Digest.

Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

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

Report No.—EDO-SO-90-11
Pub Date—1990
Contract—R18060209

Note—4p.

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

EDRS Price—MF$1/PC$1 Plus Postage.

Descriptors—Art Education, Curriculum Design, Curriculum Development, Educational Philosophy, Elementary Secondary Education.

Identifiers—Aesthetics, Discipline-Based Art Education, ERIC Digests

Aesthetic education, a concept developed by art, is perhaps the most troublesome discipline advocated in a discipline-based approach to art education. It is troublesome for many reasons, including its largely verbal nature and the lack of experience of most art teachers with its content and modes of inquiry. Nevertheless, aesthetics remains a viable topic for other content in an art curriculum because of its nature and its foundation of general questions about all works of art. Issues examined in this digest include: (1) relating aesthetics to art education; (2) placement of aesthetics in the art curriculum; (3) philosophical inquiry into education and (4) reconceptualization of aesthetics in art education. A 9-item reference list concludes the digest. (DB)

ED 332 928 Parecek, John J. Lenning, Robert S
How To Teach the Bill of Rights in the Elementary School. ERIC Clearinghouse for Political Education, Bloomington, IN.

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

Report No.—ECHO-84-1-35X
Pub Date—1984

Contract—R18060209

Note—114p.

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

EDRS Price—MF$1/PC$1 Plus Postage.


Identifiers—Bill of Rights, Supreme Court, United States, History Education, Teacher Education, Teaching Methods, American Law, Legal Education, Legal Studies.

Directed to secondary school teachers of history, government, and civics, this book is designed to fit common educational objectives in secondary school curriculum guides that call for teaching and learning about the United States Constitution and Bill of Rights. The volume is intended to encourage careful reading, analysis, and classroom discussion of primary documents and legal case studies on Bill of Rights issues. It is intended to provide a rationale and guidelines for teaching about constitutional rights and liberties. Chapters 3-6 include background knowledge and insights about the making of the Bill of Rights, key civic values in the Bill of Rights, the role of the Supreme Court in protecting constitutional rights, and Bill of Rights issues in five landmark cases of the Supreme Court. Teachers should draw upon the chapters of this digest to develop lesson plans and learning activities for their secondary school courses in history, civics, and government. Teachers will be able to use chapters 3-6 as a basis for development of 12 lesson plans included in these chapters. Chapter 7 of this volume is a guide to resources on the Bill of Rights. It includes a selected annotated bibliography of various kinds of teaching and learning materials including video programs, case studies, study books, mock trial simulations, and handbooks with various types of lesson plans and teaching strategies. The teacher in the classroom may use the complete text of the U.S. Constitution and an annotated table and index of Supreme Court cases mentioned or discussed in chapters 1-7. (DB)

ED 332 929 Parecek, John J.
Teaching the Responsibilities of Citizenship. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

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

Report No.—EDO-SO-91-3
Pub Date—1991

Contract—R18060209

Note—4p.

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

EDRS Price—MF$1/PC$1 Plus Postage.

Descriptors—Curriculum Development, History Instruction, Learning Strategies, Secondary Education, Secondary School Curriculum, Social Studies, Student Educational Objectives, Teaching Methods, United States History, United States History Education.

Identifiers—ERIC Digests, Social Studies, Social Science Education.

It is important to reaffirm the teaching of recent United States history in secondary schools. Diane Ravitch and Chester E. Finn state: "If we think it important that they (31-year-olds of 1960) understood the three decades between the Second World War and their own sixtieth birthdays (in 1975), we cannot expect this instructional job to be done for them by the daily newspaper or the nightly news; we have to teach this period as the history that it now is." Unfortunately, there are several obstacles to teaching this period. Involuntary time constraints, student apathy for the subject, and limited help from textbooks. This ERIC Digest (1) examines the coverage of United States history; (2) discusses the consequences of limited coverage for student learning; (3) provides ideas on improvement of teaching and learning; and (4) lists ERIC resources dealing with all facets of the topic. (DB)
ED 335 284
SO 021 698
Social Studies/Geography

Teaching Geography at School and Home. ERIC Digest
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN

Spans Agency—Office of Educational Research and Improvement, Washington, DC

Report No.—EDO-RR-91-1

Pub Date—Jun 91

Contract—RI88062009

Note—4p.

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

Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC01 Plus Postage


Identifiers—ERIC Digests

Geography is a key to understanding and acting effectively in our world. It is the subject that, more than any other, enables people to comprehend the earth and its environment, and to appreciate the delicate balances between the human and physical elements that bind that human to this planet. However, more than half of all U.S. children of the United States are failing to achieve geographic literacy. Several reports point to geographic deficiencies in the geography learning of U.S. youth. Furthermore, a recent study conducted by the Gallup Organization found that U.S. young people lag far behind their age-mates in other industrially developed countries in their map skills and knowledge of geography. This Digest discusses: (1) what students should learn about geography; (2) what to do at school to improve the geography learning of students; and (3) what to do at home to improve the geography learning of children. A list of references and ERIC resources is provided.

ED 335 285
SO 021 765


American Historical Association, Washington, D.C.

American Political Science Association,

Washington, D.C.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN

Spans Agency—Commission on Bi-centenniel of the United States Constitution, Washington, D.C.

Office of Educational Research and Improvement (ED).


Pub Date—Jun 91

Contract—RI88062009

Note—165p.: A product of Project '17.

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

EDRS Price—MF01/PC01 Plus Postage


Identifiers—ERIC Digests

Ideas of the Founders is a volume designed to identify and maintain the basic geographic thought of the Founders. This volume is designed to address this flaw; its contents highlight the constitutional thought of important Founders in social studies and teaching plans for high school history and government teachers and in document-based learning materials. The volume contains nine units, each of which is based on the idea that the primary sources found in essays originally published in "The American Historical Chronicle." Each of the nine units includes four elements: (1) an "Introduction" that announces the topic and main ideas of the governmental unit; (2) an essay written by a scholar that highlights primary sources on political ideas of one or more of the Founders; (3) a teaching plan for high school history and government teachers to guide their use of learning materials for students based upon the essay; and (4) a lesson for high school students of history and government designed to teach ideas in primary sources featured in the scholarly essay.
must establish policies and strategies for achieving objectives at the local level. Program philosophy must evolve from the community in order to lessen community resistance to sensitive issues and to improve curriculum relevance. Very little evaluation has been done on drug education programs, but the information available indicates that curriculum development must begin early in life, be part of a comprehensive health curriculum, ensure community involvement, and include training. Implementing drug education programs involves three steps: needs assessment; curriculum development; and program evaluation. Future education is crucial to successful drug and alcohol education. (SM)

ED 330 676 
Sufflo, Pat 
Excessive Adherence. ERIC Digest. 
ERIC Clearhouse on Teacher Education, Washington, D.C. 
Spons Agency—Office of Educational Research and Improvement (ED). Washington, D.C. 
Report No.—EEO-SP-8-4 J 
Pub Date—April 91 
Contract—RI88062015 
Note—4 p.

Put Type—Information Analyses - ERIC Information Analysis Products (071) 
EDRS Price—MF01/P01 Plus Postage. 
This digest examines the knowledge base for teaching, noting its vital role in maximizing the benefits associated with professional education. The following: (1) factors that influence adherence to self-monitored programs of regular exercise (childhood eating habits, and psychological, physical, social, and situational factors); (2) theoretical models of exercise adherence (psychobiological screening model, locus of control, and adherence as a process); and (3) strategies for behavior change (self-control strategies, relapse prevention, and motivational strategies). Applying this knowledge to individual situations can assist in developing and maintaining the habits associated with a healthy lifestyle. (SM)

ED 330 677 
Swann, Sharol 
The Knowledge Base for Teaching. ERIC Digest. 
ERIC Clearhouse on Teacher Education, Washington, D.C. 
Spons Agency—Office of Educational Research and Improvement (ED). Washington, D.C. 
Report No.—EEO-SP-89-8 
Pub Date—April 91 
Contract—RI88062015 
Note—4 p.

Put Type—Information Analyses - ERIC Information Analysis Products (071) 
EDRS Price—MF01/P01 Plus Postage. 
This digest examines the knowledge base for teaching, noting that many critical decisions about educational structure, policy, and assessment rely on it. The professionalization of teaching depends on showing that teaching requires mastery of a specialized body of knowledge that is applied ethically. Serious deliberation is needed in the professional community about types of knowledge required conceptual frameworks for organizing and using knowledge, and modes of inquiry used in creating and validating knowledge. Several knowledge base frameworks have emerged recently, including two sponsored by national associations for teacher education. These frameworks have resulted in discussions about defining the knowledge base. Implications for teaching and teacher education include adding important knowledge in educational curriculum and structure (thus changing preserve and beginning teacher programs). Five criteria for evaluating the extent to which conflicting conceptions of the knowledge base actually inform practice are: (1) relation of different types of knowledge to decision-making; (2) consideration of multiple perspectives on teaching and schooling; (3) explanation of the interdependence of technical and normative aspects of the work; and (5) degree to which it encourages reflective judgment and action. (SM)

ED 330 690 
Kaplan, Raphael O. 
Preservice Teacher Education: Toward a New Relationship for Schools and Universities. 
EDRS Price—MF01/P01 Plus Postage. 
Descriptors—Beginning Teacher Induction, Elementary School Teachers, Preservice Teacher Education, Teacher Improvement. 
Identifiers—ERIC Digests. Preservice Teacher Education, Teacher Improvement. 
This digest briefly describes five preservice teacher education programs to develop leadership skills. It also identifies the presence of a leadership component in various programs and suggests that preservice teacher education should be viewed as an ongoing process that can be integrated into existing programs and courses. The programs described in this digest are: (1) the College of Education, University of Virginia, which focuses on developing leadership skills for in-service teachers; (2) the University of Michigan, which has a leadership program for pre-service teachers; (3) the University of Wisconsin-Madison, which offers a leadership program for preservice teachers; (4) the University of Oregon, which provides leadership training for preservice teachers; and (5) the University of California, Los Angeles, which offers leadership training for preservice teachers. (SM)

ED 330 691 
Geise, Natalie 
Developing Teachers' Leadership Skills. ERIC Digest. 
ERIC Clearhouse on Teacher Education, Washington, D.C. 
Spons Agency—Office of Educational Research and Improvement (ED). Washington, D.C. 
Report No.—EEO-SP-89-5 
Pub Date—April 91 
Contract—RI88062015 
Note—3 p.

Put Type—Information Analyses - ERIC Information Analysis Products (071) 
EDRS Price—MF01/P01 Plus Postage. 
Identifiers—ERIC Digests. Professional Development Schools. 
Teacher leaders often teach full- or part-time while assuming leadership responsibilities. Also, they have an increased workload by doing the tasks demanded by those roles. A more systematic approach to helping teachers develop the requisite skills for assuming leadership roles (e.g., department chairs, team and grade leaders, and curriculum committee chairs) is discussed. Emerging opportunities for leading change in the beginning teacher assistance programs, school-centered decision making (site-based management), and professional development schools are described briefly. Leadership roles have been identified, which might serve as organizers for the development of grants to help develop leadership skills: (1) training to teach and improve one's own teaching; (2) organizing and leading peer reviews of school practice; (3) providing curriculum development knowledge; (4) participating in school-level decision making; (5) leading in-service education and assisting other teachers; and 6) participating in the performance evaluation of teachers. The digest recommends a more concerted effort to develop programs to replace leadership activities as well as to evaluate teacher leader programs. (SM)

ED 330 692 
Belk, Mary E. 
Motivational Rewards, and Incentives. Trends and Issues Paper No. 3. 
ERIC Clearhouse on Teacher Education, Washington, D.C. 
Spons Agency—Office of Educational Research and Improvement (ED). Washington, D.C. 
Pub Date—Apr 91 
Contract—RI88062015 
Note—2 p. 
Adapted from "Reading between the Lines: Teachers and Their Racial/Ethnic Cultures" (ED 322 148) 
Available from—ERIC Clearhouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, D.C. 20036-2412 ($12.00). 
Put Type—Information Analyses - ERIC Information Analysis Products (071) 
EDRS Price—MF01/P01 Plus Postage. 
This digest asks and answers six questions: (1) How does a teacher job satisfaction index differ among various types of teachers? (2) How does a teacher job satisfaction index differ among various types of teaching? (3) How does a teacher job satisfaction index differ among various types of education? (4) How does a teacher job satisfaction index differ among various types of professional associations? (5) How does a teacher job satisfaction index differ among various types of research? (6) How does a teacher job satisfaction index differ among various types of professional development schools? The questions are based on available research and are designed to help educators identify the factors that contribute to a sustained commitment to the teaching profession. The answers are based on a literature search of national and international journals. The results of this search suggest that the factors include: (1) the importance of being influenced by national, socioeconomic background, gender, and point in time. In general, minority teachers come from lower socioeconomic backgrounds and have greater access to teaching than to some other professions. However, there are substantial differences among minority groups in terms of the level of satisfaction that teachers derive from their work. Teachers in general garner more satisfaction from intrinsic rewards, such as the fulfillment of having successfully contributed to the development of a child, than from extrinsic rewards such as compensation and recognition. Also, differences exist among ethnic groups in terms of general satisfaction: receipt of various types of rewards, orientation towards colleagues, and respect. The results indicate that there is no one answer to the decision to enter and remain in teaching. (IAH)
ED 335 297 SP 032 794
Holloway, M. A.
The Classroom Teacher as Teacher Educator, ERIC Digest 90-7.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Sponsoring agency--Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.--ED-SP-90-7
Pub Date--Sept. 1
Contract--RI8060215
Note--4p.

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

EDRS Price - MF/PC1 Plus Postage.


The school-based teacher educator (SBTE) is a classroom teacher who is responsible for preservice, inservice, and continuing education at a school district level while maintaining a primary work location in an elementary or secondary classroom. Teachers, and evaluators, are involved in designing and evaluating faculty morale by responding to both the professional and personal development needs of the faculty members through a program of resources within the designated program. SBTE program possibilities can be accommodated to the needs of the school or district, culture, and the developmental stages of the teachers. A description is given of four types of SBTE programs: (1) mentorship programs; (2) inservice teacher programs; (3) regional staff development centers; and (4) a peer coaching program. (JDF)

ED 335 356 SP 033 291
Harrington, Anne Marie
Preparation of Middle School Teachers. ERIC Digest 90-1.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Sponsoring agency--Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.--ED-SP-90-1
Pub Date--June 9
Contract--RI8060215
Note--4p.

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

EDRS Price - MF/PC1 Plus Postage.


This digest reviews some of the literature on middle schools focusing on the following topics: (1) characteristics and needs of early adolescents (aged 10-14); (2) the kinds of schools and programs suited to early adolescents; and (3) characteristics of a middle school educational curriculum that would adequately prepare teachers for these schools and programs. Early adolescent learners have special personal, social, and educational needs that, according to the literature, can be met more appropriately by a middle school (grades 6-8) than in an elementary or junior high school. Studies have recommended that middle schools be staffed by teachers who are experienced in teaching early adolescents and have the appropriate education and training. According to many teachers, teacher education must be redefined to reflect the needs of early adolescents and include content and methodology that are directly related to middle school programs. A number of suggestions are presented for both school-level professionals and teacher educators to involve themselves in restructuring teacher preparations for the middle grades and for greater cooperation between State Departments of Education and teacher training institutions to ensure adequate preparation of middle school teachers. (LL)

ED 335 357 SP 033 292
Abdel-Haq, Ismat
Professional Development Schools and Educator: Concept and Considerations. ERIC Digest 91-2.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Sponsoring agency--Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.--ED-SP-91-2
Pub Date--Sept. 1
Contract--RI8060215
Note--4p. For a related document, see ED 316 548.


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

EDRS Price - MF/PC1 Plus Postage.


This digest provides an overview of a new institution, the professional development school (PDS), and of its place in improving public schools. The PDS is the result of a collaboration between universities and local school districts. In recent years, the literature has suggested that public schools as they exist today cannot adequately prepare tomorrow's teachers. A PDS is an exemplary, functioning public school which has as one of its fundamental missions the professional development of preservice and practicing teachers. The role of the PDS in improving practice and preparing teachers is analogous to the role of teaching hospitals in the medical profession. They are clinical sites where professional standards of practice are developed, refined, and institutionalized. New techniques and methods of teaching interns participate in structured induction programs, where both teaching practice and induction are facilitated by resources within the designated program. SBTE program possibilities can be accommodated to the needs of the school or district, culture, and the developmental stages of the teachers. A description is given of four types of SBTE programs: (1) mentorship programs; (2) inservice teacher programs; (3) regional staff development centers; and (4) a peer coaching program. (JDF)

ED 335 356 SP 033 291
Harrington, Anne Marie
Preparation of Middle School Teachers. ERIC Digest 90-1.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Sponsoring agency--Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.--ED-SP-90-1
Pub Date--June 9
Contract--RI8060215
Note--4p.

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

EDRS Price - MF/PC1 Plus Postage.


This digest reviews some of the literature on middle schools focusing on the following topics: (1) characteristics and needs of early adolescents (aged 10-14); (2) the kinds of schools and programs suited to early adolescents; and (3) characteristics of a middle school educational curriculum that would adequately prepare teachers for these schools and programs. Early adolescent learners have special personal, social, and educational needs that, according to the literature, can be met more appropriately by a middle school (grades 6-8) than in an elementary or junior high school. Studies have recommended that middle schools be staffed by teachers who are experienced in teaching early adolescents and have the appropriate education and training. According to many teachers, teacher education must be redefined to reflect the needs of early adolescents and include content and methodology that are directly related to middle school programs. A number of suggestions are presented for both school-level professionals and teacher educators to involve themselves in restructuring teacher preparations for the middle grades and for greater cooperation between State Departments of Education and teacher training institutions to ensure adequate preparation of middle school teachers. (LL)
The Reading Comprehension Test (RCT) is designed to assess a student's ability to integrate visual and aural information to achieve meaning. The test consists of five passages, each of which is accompanied by at least three questions. The questions are in varying formats, including multiple choice, fill-in-the-blank, and short answer. The test is scored on a scale from 0 to 100, with a score of 50 indicating basic comprehension, 75 indicating proficient comprehension, and 90 indicating advanced comprehension. The test is used for both diagnostic and instructional purposes, and is aligned with the National Reading Standards and the Common Core State Standards in Reading.
The nature of neuropsychological assessment and its application in the educational environment is discussed. Neuropsychology is the study of how the brain and nervous system affect thinking and behavior. A comprehensive neuropsychological assessment requires gathering and analyzing information on a child's (1) physical, social, and psychological development; (2) the analysis of a wide range of data for neuropsychological assessments include parental observations, formal observation, standardized measures, and other tests such as the Halstead-Reitan Neuropsychological Test Battery and the Luria-Nebraska Neuropsychological Battery. Educational application of neuropsychological assessment is particularly pertinent today due to recent laws concerning education of the handicapped, the wide range of programs offered by schools for the developmentally disabled, and the difficulties involved in identification of learning disabilities. Although neuropsychological assessment tools are excellent diagnostic devices, they are limited in their ability to thoroughly train professionals must administer the tests. See also references and topics indicators must be used along with test results: questions about the validity of norms for such test; and the test-retest reliability. A five-item list of additional reading materials is included. (T2H)

ED 328 611
Wiggins, Grant
Sponsoring Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-TM-90-9
Pub Date—Dec 90
Contract—R88062603
Note—4p.

ED 334 194
TM 014 148
Archibald, Pamela E.
Writing RFPs for Assessment Programs. ERIC Digest. Educational Assessment, Evaluation, Washington, DC.
Sponsoring Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-TM-94-9
Pub Date—Dec 90
Contract—OERI-R-88-06203
Note—3p.

ED 327 613
Webb, Michael
Multicultural Education in Elementary and Secondary Schools. ERIC Digest Number 67.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Sponsoring Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-UD-90-7; ISSN-0889-8049
Pub Date—Jul 90
Contract—R88062003
Note—3p.

ED 327 612
TM 016 142
Child, Ruth Asman
Sponsoring Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-TM-90-9
Pub Date—Dec 90
Contract—R88062003
Note—4p.

EDRS Price—MF01/PC01 Plus Postage.
Pub Type—Information Analyses—ERIC Information Analysis Products (071)
EDRS Price—MF01/PC01 Plus Postage.

Performance-based assessment has the potential to support a richer curriculum and more accurately assess students' skills than traditional tests. Performance-based assessment has the following advantages: (1) It allows a wide range of expression; (2) it permits assessment of learning in a natural context while students make active use of a skill; (3) it assesses a wide range of competencies; (4) it requires students to demonstrate mastery in a personal and integrated way; and (5) it has "ecological validity," because students perform as they will have to in life. The following types of performance-based assessments are described: (1) station activities; (2) projects; (3) performances; and (4) portfolios. Performance-based assessment methods appears to be reliable, such assessments are expensive to score when compared to traditionally scored standardized tests. Moreover, there are indications that performance-based tests might result in lower scores for low-income and minority students unless there were accompanying changes in teaching methods. Finally, the pressure for mandated performance-based testing could result in narrowly focused teaching geared to the new performance assessment methods. A list of 13 references is appended. (PHR)

ED 327 613
Webb, Michael
Multicultural Education in Elementary and Secondary Schools. ERIC Digest Number 67.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Sponsoring Agency—Office of Educational Research and Improvement (ED). Washington, DC.
Report No.—EDO-UD-90-7; ISSN-0889-8049
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EDRS Price—MF01/PC01 Plus Postage.
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cultural activities throughout the curriculum. The following components in developing interdisciplinary programs are outlined: (1) needs assessment; (2) goals; (3) curriculum development; and (4) staff development, and a list of four resources are appended. (FMW)

**ED 328 644**  
**UD 027 903**  
Bempfi, Janice Omor, Mira C.  
Meeting the Educational Needs of Southeast Asian Students. No. 68.  
ERIC Clearinghouse on Urban Education, New York, N.Y.  
Spons Agency—Office of Educational Research and Improvement (ED). Washington, D.C.  
Report No.—EDO-UD-90-8  
Pub Date—Feb 91  
Contract—RI88062013  
Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, N.Y. 01027 (free).

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

**EDRS Price** - MF81/PC01 Plus Postage.

**Descriptors**—Adjustment (to Environment), Asian Americans, Cambodians, Cultural Influences, Conflict, Conflict Resolution, Elementary Secondary Education, Immigrants, Laotians, Limited English Speaking, Literature Reviews, Psychological Needs, Student Characteristics, Various.  
Identifiers—Asian American Students, ERIC Digests.  

Teachers must be sensitive to the diverse cultures and the sometimes difficult personal experiences of Southeast Asian immigrant students. Varied conditions of arrival have a significant impact on their adaption to life in the United States. Earlier Vietnamese immigrants were more educated and Westernized compared to later Vietnamese, Cambodian, and Laotian refugees. The Confucian principles of filial piety, ancestral veneration, propriety, and lineage influence family practices, and individuals strive to attain harmony in social relationships. The psycho-social development of Southeast Asian children is influenced by the conditions under which they arrived in the United States and by the tension between traditional and U.S. cultural beliefs. Unaccompanied males and American children are particularly susceptible to depression and behavioral problems. Younger children seem to adjust to the school environment more easily than older children, but language presents a major barrier for both students and parents. Educators can facilitate learning and encourage parent participation if they (1) use bilingual teachers and school-home liaisons as familiar with Vietnamese, Cambodian, and Laotian culture; (2) identify the specific conditions under which each family immigrated to the U.S. and the characteristics of native culture and exhibit respect for individual characteristics; (3) invite children to discuss problems that ask parents who immigrated earlier to help more recent immigrant parents to understand school policy and to translate communications. A list of 13 references is appended. (FMW)

**ED 334 309**  
**UD 028 127**  
Grass, Jane C.  
Meeting the Goals of School Completion. ERIC/CUE Digest No. 69.  
ERIC Clearinghouse on Urban Education, New York, N.Y.  
Spons Agency—Office of Educational Research and Improvement (ED). Washington, D.C.  
Report No.—EOD-UD-91-9, ISSN-0889-8049  
Pub Date—Feb 91  
Contract—RI88062013  
Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, N.Y. 01027 (free).

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

**EDRS Price** - MF81/PC01 Plus Postage.

Identifiers—American Indians, ERIC Digests.  

Increasingly, American society is characterized by a diversity of cultural experiences. The following approaches: (1) adjusting the linguistic complexity of learning tasks; (2) teaching "mathematics language"; (3) asking students to devise problems from their own experiences; (4) including course content recommended by the National Council of Teachers of Mathematics (NCTM); (5) presenting mathematics as a social task; and (6) designing assessment methods appropriate to the curriculum. Active Mathematics Teaching (AMT), a form of instruction that conveys large amounts of highly structured information to beginning students, and Cognitive Guided Instruction (CIGI), which focuses on student thought processes while solving problems, show great promise for use with LEF students. A list of eight references is appended. (FMW)

**ED 334 311**  
**UD 028 129**  
Darling-Flannigan, Linda. Archers Game.  
Accountability Mechanisms in Big City School Systems. ERIC/CUE Digest No. 71.  
ERIC Clearinghouse on Urban Education, New York, N.Y.  
Spons Agency—Office of Educational Research and Improvement (ED). Washington, D.C.  
Report No.—EOD-UD-91-11, ISSN-0889-8049  
Pub Date—Apr 91  
Contract—RI88062013  
Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, N.Y. 01027 (free).

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

**EDRS Price** - MF81/PC01 Plus Postage.

Identifiers—Educational Indicators, ERIC Digests.  

The urgent need to improve big city schools has been a powerful incentive to adopt accountability systems. The following types of accountability systems may exist alongside each other: (1) political; (2) legal; (3) bureaucratic; (4) self-regulation; (5) market. Bureaucratic accountability is a "top down" system that holds teachers responsible for following standard procedures. Political accountability is a "teacher focused" and emphasizes teacher preparation, certification, selection, and evaluation. Market accountability is based on "customer choice" that makes schools accountable to parents and students. Because each form has its own strengths and weaknesses, an effective system of accountability should combine several to ensure that students are well served. Statistical indicators play a major role in accountability systems. The following criteria should be considered in selecting indicators: (1) problem-oriented; (2) relevant to policy; (3) reflective of educational outcomes; (4) indicative of student background; and (5) illustrative of school performance. The following in indicators: (1) validity; (2) reliability; and (3) correctness. Indicators should go beyond the following: (1) financial; (2) subject area; (3) instructional level; (4) student's everyday lives provide sources of mathematics knowledge. A mathematics curriculum for LEF students should include the following approaches: (1) adjusting the linguistic complexity of learning tasks; (2) teaching "mathematics language"; (3) asking students to devise problems from their own experiences; (4) including course content recommended by the National Council of Teachers of Mathematics (NCTM); (5) presenting mathematics as a social task; and (6) designing assessment methods appropriate to the curriculum. Active Mathematics Teaching (AMT), a form of instruction that conveys large amounts of highly structured information to beginning students, and Cognitive Guided Instruction (CIGI), which focuses on student thought processes while solving problems, show great promise for use with LEF students. A list of eight references is appended. (FMW)
Accountability has always been a basic concept in public education, although ideas about how to accomplish it have changed over the years. Problems in urban schools have given rise to the hope that accountability, and market accountability are all operating simultaneously within a system of accountability. (1) political accountability; (2) legal accountability; (3) bureaucratic accountability; (4) professional accountability; and (5) market accountability. Accountability systems need multiple statistical indicators to stimulate and measure school improvement; however, there is little agreement about what those indicators should be, or who should be responsible for determining them. Indicators must go beyond rudimentary output measures such as student test scores and examine the school context. Whether the indicators focus on inputs or outputs, care must be taken to protect the technical quality of the data, to create a level of analysis that isolates within-school differences, and to ensure that across-school comparisons are fair. A list of 29 references is appended. (FMW)

New programs vary widely in approach, scope, content, and targeted age group. However, they all focus on helping African American male youth develop productive behaviors and values by bringing them into contact with African American male adults. The following components are common to most programs: (1) appropriate male models/male bonding; (2) identity/self-esteem; (3) academic values and skills; (4) parent and community strengthening; (5) transition to manhood; and (6) a safe haven. Of all the program components, those programs that have experimented with all-African, all-male classes have been the most controversial. While early evaluations indicate some success, it is too early to determine the long-term effectiveness of these programs and approaches. African American males have been called "an endangered species" and these new programs are an important attempt to help this group function productively. A list of eight references is appended. (FMW)
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- **Subject Index** contains summaries of various topics and educational programs related to language arts, labor force development, language handicaps, language diversity, language teachers, and other related subjects.
- **Literacy Education** section provides comprehensive coverage on various aspects of literacy, including policy, research, and educational practices.
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The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 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
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 292-4553; (800) 848-4815
Fax: (614) 292-1260

All levels of adult and continuing education from basic literacy training through professional skill upgrading. The focus is upon the purposeful learning of adults in a variety of life settings through professional skill upgrading. The focus is upon the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth).

**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
Fax: (313) 747-2425

Preparation, practice, and supervision of counselors at all educational levels and in all settings. Theoretical development of counseling and guidance, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics). and case work.

**ERIC Clearinghouse on Educational Management (EA)**
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 346-5043
Fax: (503) 346-5890

All aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels, including the provision of physical facilities for their operation.

**ERIC Clearinghouse on Elementary and Early Childhood Education (PS)**
University of Illinois
805 W. Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: (217) 333-1386
Fax: (217) 333-7767

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care; parent education; home and school relationships; learning theory and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community services for children.

**ERIC Clearinghouse on Handicapped and Gifted Children (EC)**
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 264-9474
Fax: (703) 264-9494

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification, assessment, intervention, and enrichment for these groups, in both regular and special education settings.

**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
Fax: (202) 296-8379

All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes: governance and management; planning; finance; inter-institutional arrangements; business or industry programs leading to a degree; institutional research at the college/university level; Federal programs; legal issues and legislation; professional education (e.g., medicine, law, etc.) and professional continuing education.

**ERIC Clearinghouse on Information Resources (IR)**
Syracuse University
Huntington Hall, Room 030
800 University Avenue
Syracuse, New York 13244-2340
Telephone: (315) 443-3640
Fax: (315) 443-5732

Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communication, as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services. All aspects of information management and information technology related to education.

**ERIC Clearinghouse for Junior Colleges (JC)**
University of California at Los Angeles (UCLA)
Math-Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (310) 206-8095
Fax: (310) 206-8095

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/community 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) 429-9551  Fax: (202) 429-9766
Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics.

ERIC Clearinghouse on Reading and Communication Skills (CS)
Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, Indiana 47408-2698
Telephone: (812) 855-5847  Fax: (812) 855-7901
Reading and writing, English (as a first language), and communications skills (verbal and nonverbal), kindergarten through college. Includes family or intergenerational literacy. Research and instructional development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication (including forensics), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and communication theory, and theater/drama. Preparation of instructional staff and related personnel in all the above areas.

ERIC Clearinghouse on Rural Education and Small Schools (RC)
Appalachia Educational Laboratory
1031 Quarrer Street
P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: (800) 624-9120 (Outside WV)
(800) 344-6646 (In WV) Fax: (304) 347-0487
Curriculum and instructional programs and research/evaluation efforts that address the education of students in rural schools or districts, small schools wherever located, and schools or districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Includes the cultural, ethnic, linguistic, economic, and social conditions that affect these educational institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

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  Fax: (614) 292-0263
Science, mathematics, engineering/technology, and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory; curriculum and instructional materials; teachers and teacher education; educational programs and projects; research and evaluative studies; applications of educational technology and media.

ERIC Clearinghouse for Social Studies/Social Science Education (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: (812) 855-3838  Fax: (812) 855-7901
All aspects of Social Studies and Social Science Education, including values education (and the social aspects of environmental education and sex education), international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender roles, aging, and social bias/discrimination topics. Also covered are the arts, and architecture as related to the fine arts.
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