

into for information about a child's last assigned objectives. Plans to add learning style data that would suggest resources and methods appropriate for each youngster are also being discussed. For information: George H. Irby, Supervisor, Title I and Migrant Education, Commonwealth of Virginia, Department of Education, P.O. Box 60, Richmond, VA 23216.

Educational Resources

NANCY CARTER MODRAK

■ **BAD CHILD — SAD CHILD**
Childhood depression may be at the root of many student discipline problems. According to a new pamphlet from the National Institute of Mental Health, *Depressive Disorders: Causes and Treatments*, depression in children is difficult to diagnose because it often takes the form of hyperactivity, delinquency, psychosomatic complaints, and other forms of "acting out." The problem child may have severe feelings of hopelessness and despair that can ultimately lead to suicidal thoughts.

Of the 20 million Americans who suffer from depressive disorders, only an estimated 25 percent of those who need treatment seek help. Young mothers who are poor, single heads of households, and both girls and women who are inadequately prepared for a role in society may be especially vulnerable to depression. Up to the age of 65, twice as many women as men seek treatment. But men, too, are susceptible; three times as many men as women commit suicide, and after age 65, the percentage of men who ask for help is nearly equal to that of women.

The pamphlet discusses the symptoms of depressive disorders, their causes and treatments, and where to find assistance. Depression is caused by a variety of genetic, biochemical, and environmental factors, but remains the most readily treatable of all the mental illnesses. And the earlier the illness is diagnosed, the speedier the recovery.

Single copies (DHHS Publication

No. ADM 81-1081) are available free of charge from the Alcohol, Drug Abuse, and Mental Health Administration, Printing and Publications Management Branch, Room 6C-02, 5600 Fishers Lane, Rockville, MD 20857.

■ **SKILLS AND TRAINING IN THE FUTURE**

Vocational education in the 80s will be aimed more at minority and adult students, cover a wider range of topics, and use more diversified methods. A study sponsored by the U.S. Department of Education, Office of Vocational Education, has resulted in a report titled "Vocational Education: A Look into the Future," which describes factors that will affect vocational education over the next ten years. State and local planners can benefit by the results of the study and the "futuring methods" employed by the researchers. The object of the study was not to predict the future but to use futuring techniques in planning worthwhile programs.

The 78-page report (RD 207) is available for \$5.50, less discounts for quantity purchases, from the National Center for Research in Vocational Education, Box C, National Center Publications, 1960 Kenny Road, Columbus, OH 43210. Phone: (800) 848-4815. Please indicate the title and RD number when ordering; orders of \$10 or less must be prepaid.

■ **SUCCEED WITH EASE**

Taking tests does not have to be traumatic, say Charles S. Gifford and John L. Fluit, authors of a new book called *Test-Taking Made Easier*. Subtitled "How to Win the Testing Race," the book offers advice to students faced with college entrance exams, to people who are changing careers, and to those returning to work after being out of the job stream. It discusses mental and physical preparation for test-taking, understanding directions, how to develop speed in answering questions, the problem-solving process, shortcuts, guessing correct answers, and looking over tests before turning them in. The "pre-test warm-up" offers a preparation timetable beginning two to three months prior to a major examination. A special section on essay tests goes over the purposes

and objectives of essay questions and techniques and strategies for answering them.

This 88-page paperbound book is available from The Interstate Printers & Publishers, Inc., 19-27 North Jackson Street, Danville, IL 61832, for \$2.40, less a 10 percent discount for educators and a 20 percent discount when ordering two or more copies.

■ **PUTTING POLICIES TO WORK**

Social legislation and how the delivery of services can be strengthened is the topic of a booklet published in May by the National Institute of Education, *Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy*.

In the book's foreword, Senator James A. McDermott, Chairman of the Senate Education Committee, writes, "A dark and secret thought that haunts a growing number of legislators and administrators is that no one seems to have control over the system of delivering social services, no matter how specific the legislation nor how rigorous the regulations." But the book's author, Richard Elmore, assistant director of the University of Washington's Institute of Governmental Research, discusses just how legislators and administrators can influence the implementation of policy. Elmore has studied the literature on public policy implementation at the federal, state, and local levels since 1965 and offers his insights about the roles of different levels of government in light of new federal policies and legislation to deregulate federal funding.

In a hypothetical dialogue between a legislative committee chairperson and a state initiative to improve reading and math scores, he stresses that classroom teachers — the most direct deliverers of services — must retain control of their part of the implementation process. The more control exerted at the top of the hierarchy, says Elmore, the less likely the desired results at the bottom, where services are delivered.

Copies of the book are available at no charge while supplies last from the National Institute of Education, Publications Department, 1200 19th Street, N.W., Washington, DC 20208.

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