

Educational Futures

Sampling books on educational futures can be a very confusing experience. Some authors assume a bright future and project glowing visions of educational utopias; others radiate gloom and present morbid images of schooling in decay. All fields of knowledge go through such a chaotic period in their very early stages. Futures research now resembles alchemy: a few people laying the foundations for the science of chemistry, a great many deriving alternative recipes for the philosopher's stone.

Resist the temptation to wait until educational forecasts become "proven knowledge." Too many of our decisions are based on (often unconscious) assumptions about the next decade or even the rest of the century; we need to anticipate alternatives in our planning now. The books listed here illustrate the high quality work taking place in educational futures research and provide insights into what may be coming.

A good overview of current work is provided by **Educational Futures: Sourcebook I** (edited by F. Kierstead, J. Bowman, and C. Dede. Washington, D.C.: World Future Society, 1979, 254 pp.). Topics covered include futures perspectives on special education, education and work, computer conferencing, alternative curricular models, and staff development. For an international perspective on the future of education, a good source is the latest Club of Rome Report, **No Limits to Learning: Bridging the Human Gap** (by James W. Botkin, Mahdi Elmandjra, and Mircea Malitza. New York: Pergamon Press, 1979, 160 pp.).

Two excellent guides to incorporating futures approaches in the classroom are available. One is the classic **Teaching the Future** (by Draper L. Kauffman, Jr., Palm Springs, Calif.: ETC Publications, 1976, 298 pp.). The other is the recently completed four volume **Educational Futures I, II, III, IV** (by Don E. Glines. Milville, Minn.: Anvil Press, 1979, approx. 1200 pp.).

Futures books make excellent summer reading, they provide new and interesting ways of viewing old problems. Spending time with any of these books will be a good long-range investment!

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You probably don't have as much time for professional reading as you'd like, but the pressure may subside a little during the summer months. Educational Leadership asked authorities in several fields to suggest books educators might find useful for

Summer Reading.

Gifted and Talented

The 78th Yearbook of the National Society for the Study of Education reflects our growing commitment to the development of talents and abilities in today's children. In this book, **The Gifted and the Talented** (edited by Harry Passow. Chicago: University of Chicago Press, 1979), a wide array of authors writing on behalf of the gifted provide many points of view.

The book's four sections are: 1. Perspective on the Study of Education of the Gifted and Talented; 2. Education Policies, Programs, and Practices for the Gifted; 3. Policies and Practices for Special Populations of the Gifted and Talented; and 4. A Look Around and a Look Ahead. Passow does a fine job of pulling the four sections together in a comprehensive overview for both the layperson and the educator.

The first section is by far the strongest with contributions from noted scholars such as Abraham Tannenbaum reflecting on "Pre-Sputnik to Post-Watergate Concern About the Gifted," and James J. Gallagher writing on "Issues in Education of the Gifted."

Educating the Ablest (edited by John C. Gowan and Paul Torrance, Itasca, Ill.: F. E. Peacock Publishers, 1971) provides a wealth of information on the major concerns in educating the gifted, including historical background, programs, curriculum, identification, teacher education, evaluation, the disadvantaged, hemispheric differences, parenting, creativity, and gifted women.

J. P. Guilford, E. Paul Torrance, John Gowan, Julian Stanley, and other authors focus on enhancing creative potential and thought. **Educating the Ablest** is a must for administrators, parents, teachers, and consultants.

New Voices in Counseling the Gifted (Dubuque, Iowa: Kendall Hunt, 1979) by Nicholas Colangelo and Ronald T. Zaffrann addresses the role of guidance in program development. The 38 contributors explore identification, counseling, creativity, career development, special issues, women, families, and consulting. Outstanding pieces are Zaffrann and Colangelo's article on "Counseling Gifted and Talented Students," Mary Frasier's "Counseling the Culturally Diverse," and Kay Bruch's "Counseling Girls." This book can sensitize teachers and counselors to issues in the field of gifted education.

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(continued on page 681)

THE SEARCH

(continued from page 678)

Experiential Education

Need a forum for sharing information and ideas about experiential education? Or a clearinghouse on the design, development, and administration of various forms of field experience education? Or technical assistance in establishing and operating internship programs? All these services are available to members of the National Society for Internships and Experiential Education (NSIEE), which also publishes a newsletter and three comprehensive directories of internship opportunities (including those for mid-career professionals). For details, write NSIEE, Suite 601, 1735 Eye Street NW, Washington, D.C. 20006.

Alcohol

Alcohol is the nation's biggest selling drug. The nation has two million *teen-age* problem drinkers. Does *anyone* care?

If you care, take a look at "Jackson Junior High" and/or "Dial A-L-C-O-H-O-L"—two film series produced by the U.S. Office of Education and the National Institute on Alcohol Abuse and Alcoholism for grades five-eight and nine-12 respectively. All are available in 3/4" video cassette and in 8mm film on a loan basis for school viewing. Each film also has a 36-page teacher manual and a student booklet (30 free copies per classroom). For details, write: National Clearinghouse for Alcohol Information, PO Box 2345, Rockville, Maryland 20852.

Newspaper

If you haven't yet seen a sample copy of "the national newspaper serving education leaders," a \$50 check payable to George Washington University will get you a one-year subscription to *Education Times*, an eight-page weekly tabloid published by the Institute for Educational Leadership. Not only is the publication readable, but it claims it will cover the stories you want to hear about; just write in and see. To subscribe, write *Education Times*, IEL, Suite 310, 1001 Connecticut Avenue NW, Washington, D.C. 20036. *ET*

REVIEWS

(continued from page 676)

On Wise's recommendation that government should limit its aim to the pursuit of equity—the roots of government's pursuit of *both* quality and equality in education are deep and thoroughly entangled. Pursuit of each is both a technical and political problem, and as much uncertainty attends pursuit of the one as of the other. Disputes over the roots of inequality in our society have led to a progressive redefinition of equality emphasizing not only resource inputs, but outcomes (in other words, academic achievement, career opportunities) which should not be correlated with class, race, or sex. In pursuit of this expanded definition of educational equity, policy inevitably concerns itself with educational process. The question that Wise must confront, then, is this: If we achieve an equitable distribution of resources at state, district, school, and classroom levels, and inequality of schooling outcomes persists, has government fulfilled its responsibility? *Legislated Learning* is not definitive on these issues, and evidence on many of the claims set forth is lacking, but it is an important critique of a significant trend in education today which is well worth reading and challenging. *ET*

SUMMER READING

(continued from page 677)

Educational Policy

As both a political scientist and an officer of one of the interest groups cited, Stephen K. Bailey provides a unique perspective on education policy making at the national level in *Education Interest Groups in the Nation's Capital* (Washington, D.C.: American Council on Education, 1975).

A framework for the development of education policy and decision making is presented by Arthur E. Wise in *Legislated Learning: The Bureaucratization of the American Classroom* (Berkeley: University of California Press, 1979). In addition, he analyzes the impact of some well-intentioned but inappropriately-conceived educational policies on the bureaucratic structure of schools and the attainment of equal educational opportunity.

Also looking at equal educational opportunity, Richard H. deLone concludes that ability is not as important as family status, race, and sex in determining a child's future. In *Small Futures* (New York: Harcourt Brace Jovanovich, 1979), deLone, a policy analyst, challenges the notion that our society is egalitarian as he surveys the social reform movement and concludes that the source of inequality is the tension created between democratic and capitalistic ideologies. *ET*

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