

velopment. This involves sixth graders writing books for younger children and may include a Young Author's Tea at which time the older students present the younger children with the books.

Wayne offers the following outline to assist other teachers who may wish to try this project. The suggested steps involve the following sort of activities:

—Promotion of the idea among teachers, students

—Pre-planning by the two classroom teachers

—The initial meeting between the two classes

—Writing the book: teachers should supervise stages of rough draft, final copy, illustration, binding and making cover.

—Social committee for planning tea

—The Young Author's Tea with presentation of books

—The follow-up where younger children visit other classroom

—Evaluation by students where both sets of students write about their feelings

—Evaluation by teachers

Dora V. Smith used to say that essential elements of writing include (1) having something to say, (2) having someone to say it to, and (3) knowing how to say it; and the first two are the most vital. It would seem that this Young Author's Project clearly provides the necessary ingredients for a productive writing experience.

Education for Pluralism

CARL GRANT AND
MAX ROSENBERG

■ ALL EDUCATORS SHOULD be well-informed about civil rights. At the national level, one set of tools available to citizens is the reports of the U.S. Commission on Civil Rights.

Early in 1980 the Commission published *The State of Civil Rights: 1979*. This report documents major

developments in education, housing, and employment. The section on education summarizes key decisions of the U.S. Supreme Court, and actions taken by Congress, HEW, and the new Department of Education.

The education section of the report begins and ends with these thoughts: "In 1979 equal educational opportunity for all children remained an unrealized goal . . . nearly half of the Nation's minority children remain in racially isolated schools." "Equal educational opportunity can only become a reality if all three Federal branches—the courts, the Congress, and the executive—work in concert with state and local governments and community leaders throughout the Nation towards that goal." The report is available free from the U.S. Commission on Civil Rights, 1121 Vermont Avenue, NW, Washington, D.C.

■ THE PROJECT ON EQUAL Education Rights (PEER) has launched a new series of occasional papers on significant sex-equity-in-education issues. The first of these occasional papers—called "PEER Reports"—is titled *Ties that Bind: The Price of Pursuing the Male Mystique*. The paper, written by Robin Gordon, describes various aspects of the traditional male stereotype and the toll it exacts.

"Educators," it is noted, "have a tremendous opportunity to help students of both sexes expand their concept of what it means to be a man, what it means to be a woman."

Men as well as women need to be shaken free from the traditional stereotypes. In Gordon's words, "Women's struggle to break out of old expectations offers men a chance to break free too."

To get a copy of *Ties that Bind*, send \$1 to: PEER, 1112 13th Street, NW, Washington, D.C. 20005.

■ THE COMMUNITY Relations Service (CRS) of the U.S. Department of Justice has published a summary report describing a joint project with the Syracuse (New York) school system. It is titled *Human Relations: A Guide for Leadership Training in the Public Schools*.

In 1977 Syracuse school officials requested CRS assistance in connection with desegregation of the city's elementary schools. The CRS devel-

oped a human relations training program which it states, "has enhanced the prospect of maintaining a quality public education system sensitive to all groups in the Syracuse population."

The report notes that specific steps were taken to improve human relations, increase parental involvement, promote better staff and student understanding of other cultures, and facilitate the integration process.

The Syracuse experience has become a model for a number of other communities. The report is available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

■ THE AMERICAN Association of Colleges for Teacher Education (AACTE) has published *Multicultural Teacher Education: Preparing Educators to Provide Educational Equity* (1980), the first of a four-volume set, all dealing with multicultural teacher education. The editors are H. Prentice Baptiste, Mira L. Baptiste, and Donna M. Gollnick.

The book, a collection of nine papers, addresses strategies in the area of multicultural teacher training. To purchase, contact AACTE, One Dupont Circle, Suite 610, Washington, D.C. 20036. Cost: \$6.50.

Information Resources

FRED ROSENAU

■ TEACHER CENTERS are the main topic of the Spring 1980 issue of *Action in Teacher Education* (II, 2). You'll find articles by Allen Schmieder and Chuck Lovett of the federal Teacher Center Program, Roy Edelfelt, Sam Yarger, Kathleen Devaney, and many others. Special sections include promising practices and research summaries. If your resource center doesn't have a copy, the price is \$4 from the Association of Teacher Educators, Suite 1201, 1701 K Street, NW, Washington, D.C. 20006.

You may also want to send for the new *Teachers' Centers Exchange Directory* (Summer 1980) and a free listing of all the other publications

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