

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.

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## 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.

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## 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

of the NIE-supported Teachers' Centers Exchange. The *Directory*, priced at \$12.50 (payment must accompany order), is available from Order Dept., Far West Laboratory, 1855 Folsom Street, San Francisco, CA 94103.

■ **ARE YOU READY** for "high technology" in your schools? Now that the proceedings of a recent conference on Professional Development and Educational Technology have been issued, you can learn about communication satellite systems for electronically delivered education and training services, computers and videodiscs, and more. Conference papers and recommendations have been edited into a 168-page, cloth-bound volume with illustrations. Title: *Professional Development and Educational Technology*. Price: \$15 plus postage. Order from Association for Educational Communications and Technology, 1126 16th Street, NW, Washington, D.C. 20036.

■ **THE FIRST OF THREE** handbooks under the generic title of *Selecting Materials for Instruction* has appeared, with a subtitle "Issues and Policies." Author: Marda Woodbury. It is to be followed in 1980 by "Media and the Curriculum" and "Subject Areas and Implementation." This first volume (price: \$18.50) ranges over budgeting for instructional materials, needs assessments, selection policies, evaluation criteria, fairness and bias, parent and community involvement, teachers' roles, student input, basic and individualized texts and workbooks, and more. Order from Libraries Unlimited, P.O. Box 263, Littleton, CO 80160.

■ **FOR A REVIEW OF** the Beginning Teacher Evaluation Study (BTES), conducted by the California Commission for Teacher Preparation and Licensing with funds provided by the National Institute of Education (NIE), turn to *Time to Learn*. This 256-page paperback volume gives the history of the multi-year research project; focuses on the interaction among academic learning time, teaching behaviors, and student achievement; details how time is allocated in elementary classrooms; offers implications for preservice education and for staff development; and much more. For a copy of the publication, write Program on Teaching

and Learning, NIE, Washington, D.C. 20208.

■ **DOES YOUR SCHOOL OFFER** student volunteer or community service activities? If so, you can arrange for training and technical assistance from the National Center for Service-Learning (NCSL). Hundreds of thousands of students today work as companions to the elderly, as tutors for educational programs, and as counselors for troubled people. They serve as advocates in subjects like housing, nutrition, consumer protection, and energy conservation. Service-Learning enables students to learn by doing—to apply academic knowledge to real-world human problems—and to develop keener sensitivity to human needs and human values. NCSL, a part of ACTION, provides free training programs, resource materials, and technical assistance to service-learning and student volunteer programs in high schools and colleges. It also publishes *Synergist*, a journal you may want to look into. For information, write NCSL/ACTION, Room 1106, 806 Connecticut Avenue, NW, Washington, D.C. 20525. Or phone toll-free (800) 424-8580, extension 89.

■ **NATIONAL PUBLIC RADIO** (NPR) has finally decided to issue its first educational catalog for schools, libraries, and other educational institutions. Before long you'll be able to order cassettes chosen from the large NPR archives for use in secondary schools and postsecondary institutions, as well as for staff development or for informing policymakers. For information and a catalog, write Randy Houk, Education Services, NPR, 2025 M Street, NW, Washington, D.C. 20036. Ask, too, about service for the blind and print-handicapped if you're a special education professional.

■ **IF YOU'VE BEEN** looking for a what-to-do, where-to-go manual for resolving consumer problems, you need a copy of *Consumer's Resource Handbook*. This large 80-page paperback covers just about everything—including children / youth / families, communications, consumers' education, and so on. Request a free copy from Consumer Information Center, Dept. 532G, Pueblo, CO 81009.

# The Future

CHRISTOPHER J. DEDE

■ **STANFORD UNIVERSITY PRESS** has published a book which describes a variety of decision tools that can be used as planning models for the university. Many corporations and public sector institutions have long used forecasting models for establishing long-term goals and for choosing among immediate options with different future implications. In *Planning Models for Colleges and Universities*, David Hopkins (Stanford Medical School) and William Massey (VP for Business and Finance at Stanford) discuss educationally oriented modifications of these tools.

The authors cover such diverse issues as medium and long term financial forecasting, estimating resource requirements and the variable costs of programs, long run financial equilibrium, faculty appointment and retirement policies, predicting student enrollments, and applying value judgments to financial alternatives. The potential generalizability of these Stanford based models to other schools is also discussed. The full bibliographic information: *Planning Models for Colleges and Universities*, David Hopkins and William Massey, Stanford, CA: Stanford University Press, 1980. \$22.50.

■ **IN AN ISSUE** of the *Journal of Higher Education*, John Centra of Educational Testing Service analyzes seven projections of postsecondary enrollment in the 1980s (most of which forecast declines). This type of critical contrasting of alternative assumptions and forecasting methods is important, for a method is no better than the way it is used. For more information, see: "College Enrollment in the 1980's: Projection and Possibilities," John A. Centra. *Journal of Higher Education* 51 (January-February 1980): 18-39.

■ **ROBERT TEXTOR** of the School of Education at Stanford University has developed a method for Ethnographic Futures Research (EFR). EFR is an adaptation of conventional ethnographic methodology (with its

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