

in its June 1980 issue.

The battles, being fought at the local, state, and federal levels, are over: mandatory prayer, a daily meditation period, posting framed copies of the Ten Commandments in classrooms, the singing of Christmas carols, holding prayer meetings, invocations, and benedictions in graduation exercises, oral prayers at assemblies. The report notes that there is an "escalating effort in different areas of the nation to erode church-state separation."

Some of the states currently involved, according to the *Church and State* survey, are Florida, Kentucky, South Dakota, New York, Minnesota, and Kansas.

■ A NEW QUARTERLY journal published in England will provide a forum for accounts of research and educational experiments in the related fields of multilingual and multicultural affairs.

The *Journal of Multilingual and Multicultural Development* hopes "to improve communication amongst those throughout the world who share a common interest in the problems and welfare of differing language and cultural living within larger entities."

The editor is Derrick Sharp of the Department of Education at the University College of Swansea. Scholars from England, the United States, Finland, Australia, Nigeria, and a number of other countries make up the editorial board.

For a subscription send to Tieto Ltd., 4 Bellevue Mansions, Bellevue Road, Clevedon, Bristol Bs21, 7 Nu, England.

■ AFTER SURVEYING the philosophy and practice of multiethnic/multicultural education in secondary schools in the Northeast, Philip I. Freedman and George J. Schoengood report that:

— Most senior high schools located in the Northeast provide some form of multiethnic study.

— Few schools employ systematic procedures to evaluate attitudinal modification.

— Integrated and racial minority situations are more likely to have specialized courses in Black and Hispanic culture and history.

— The use of race as a factor in assigning faculty to ethnic courses is more frequent in Black and Hispanic schools.

In an article in the May-June 1980 issue of *Educational Evaluation and Policy Analysis* Freedman and Schoengood offer advice to both practitioners and theoreticians involved in multiethnic activities: "Above all, they are obliged to seek consensus on goal priorities, means of evaluation, and allowance for local variance. When these imperatives are confronted, dialogue in the realm of multiethnicity can become meaningful..."

## The Future

CHRISTOPHER J. DEDE

■ THE MONTCLAIR SCHOOL DISTRICT in Montclair, N.J., is using the future as a focus for one of its magnet elementary schools. The Grove Street Future School is an example of how an entire elementary curriculum can be oriented to giving children the knowledge, skills, and attitudes they will need as productive 21st century adults. Al Peakes, Director of Futuristics for the district, is now working to extend this concept to a futures intermediate school and high school.

A typical curriculum unit was described by Marcia Haddock, teacher at the Grove Street Future School, in *Education Tomorrow* (newsletter of the Education Section of the World Future Society). She writes:

Kindergarten through third grade children have been engaged in a nine week excursion through an actual time tunnel. As participants in a future studies course *Tools of Time*, the children followed a present day Pied Piper, Robbie the Time Robot, into the tunnel. Once inside, they pursued activities which addressed the following objectives:

—to understand the meaning of time and time measurement.

—to recreate and create time tools.

—to observe the relationship between the earth and the universe in the creation of time and time tools.

—to learn the vocabulary of time.

—to measure time using senses and creative instincts.

—to establish future implications of time.

Sample activities included a "time machine" which carried small groups to past and future time zones; field trips on establishing the concept of

the sun as a controller of time; and projects on creating different types of calendars, clocks, and seasonal charts. Globalness, cause and effect, and interdependence were key components stressed.

For further information about this districtwide program, contact: Al Peakes, Board of Education, 22 Valley Road, Montclair, NJ 07042.

## Information Resources

FRED ROSENAU

■ NATURAL SURROUNDINGS, buildings, population, pollution, energy, resource allocation and depletion, conservation, transportation, technology, economic impact, and urban and rural planning... do you deal with any of these vital topics in your schools? The nation's Environmental Education Act (as amended) emphasizes the relationships among those components. To put the pieces together, you can get a free document that digs into requirements for environmental education, some organizing models, some resources, and more. Request *Designs for the Future of Environmental Education* (volume one) from Office of Environmental Education, U.S. Department of Education, 1100 Donohoe Bldg., 400 6th Street SW, Washington, DC 20202.

■ AN URBAN superintendent's network, set up about a year ago by the Dissemination and Improvement of Practice Group of the National Institute of Education (NIE), provides useful information about educational research and practices to urban school administrators. So far the group has held a series of forums in which superintendents exchange information and experiences, learn about recent R&D findings, and give their views on the NIE's research, development, and dissemination agenda. They've talked about bilingual education, handicapped education, student and teacher competency issues, and staff morale and teacher burnout. Current members include school superintendents from Albuquerque, Atlanta, Boston,

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