

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,

Chicago, Cincinnati, Columbia, Dallas, Detroit, Hartford, Honolulu, Houston, Kansas City, Los Angeles, New York, Oakland, Philadelphia, Portland, Seattle, and Washington, D.C.

■ THE NATION'S largest teacher organization, the National Education Association (NEA), also happens to be a very active publisher of materials useful to both supervisors and teachers. One series, priced to fit almost anyone's budget, is titled "What Research Says to the Teacher." Two recent releases in that series are *Stress and the Classroom Teacher* (\$1) and *English as a Second Language* (\$1.25). Then there's a new release in the "Analysis and Action Series"—*Teacher Burnout* (\$4.95). An even more substantial publication, now in its second revised edition, is *Sex-Role Stereotyping in the Schools* (\$6.75). Or you may want to take the time to look through the examination set of public information leaflets called *Briefing for Parents* (22 leaflets for \$3.75). You can request information from NEA Publishing, 1201 16th Street NW, Washington, D.C. 20036. Orders go directly to NEA Order Dept., The Academic Bldg., West Haven, CT 06516. Phone: (203) 934-2669.

■ NO MATTER WHERE you work in education, you must be aware of the significant role played by each state's superintendent of public instruction. Now gain first-hand insight into this challenging position from *State Leadership in Education: On Being a Chief State School Officer*, edited by Jerome Murphy. Based on the four people interviewed in the book, their salaries range from \$20,000 to \$58,000 per year; staff size from 150 to 4,000; and state share of educational revenues from 26 to 46 percent. Brief excerpts from the four long interviews follow:

Ewald Nyquist, New York: "Competency-based teacher education was a complicated thing, perhaps too complicated in this era of disharmony and growing teacher unionism. And perhaps no one can really define teacher education in behavioral terms adequately. Teachers don't really want to be accountable, you know."

Jack Nix, Georgia: "We tried to build credibility with the Legislature. We tried to be honest with them and

give them factual information. I approached it by asking myself if I were in the Legislature, coming to Atlanta, how would I want the Department of Education to work with me?"

Doris Colburg, Montana: "Our regional office of the U.S. Office of Education was in Denver, and it must have most of the deadwood that's been moved out of Washington for the last 20-odd years. It's just incredibly bad. If you would call the regional office to get an answer, they constantly would defer the question, and you knew why—they had to call Washington to find out what to say."

John Pittenger, Pennsylvania: "When I got here . . . I sat down with my top 40 people around a big table. I think there were probably two blacks and five women. When I went through the same exercise five years later, I think there were five blacks, 12 women, a Korean, and a Spanish-speaking lawyer—a much wider variety of people."

There's much more to chew on in this new book, which may be ordered (\$4.50) by sending a check payable to The George Washington University to: Publications Coordinator, Institute for Educational Leadership, Suite 310, 1001 Connecticut Avenue NW, Washington, DC 20036.

■ CONSUMER AFFAIRS is an all-new set-up inside ED, growing out of an announcement in the *Federal Register* of December 10, 1979 (pp. 71103-14). The fundamental notion is that it should be easier for you to talk with your government, to participate in the decision-making process, to get "consumer" information, and to complain. What this pious aspiration will mean for education will be played out over time, but as of November 1980 there was a new office established in ED, headed by Al Perez, to make it easier for you to talk to and hear from education policymakers and administrators at the federal level. Parents, students, citizens, as well as educational professionals, may want to test this new office to see how well it is performing. Address: Consumer Affairs, U.S. Department of Education, FOB 6, Room 4145, 400 Maryland Avenue SW, Washington, DC 20202. Phone: (202) 472-9020.

■ THE FALL 1980 Conference of

the National Consortium on Testing, held in Arlington, Virginia, featured some in-depth wrangling about the "so-called" Scholastic Aptitude Test. Focal points included the effectiveness of coaching in raising SAT scores, whether "aptitude" is a misleading label for this widely-used test, the degree to which the SAT is used as a key criterion in college admissions, how many students limit their college aspirations because of their SAT scores, should the test be renamed, and so on.

A major presentation illuminated some findings from the Irish Study (Thomas Kellaghan, Educational Research Centre, St. Patrick's College, Dublin). This four-year study also dealt with standardized testing—does such testing limit teaching, does it lead to rigid grouping practices, does it ignore student learning, does it lead to labeling of students, does it damage student self-concept? You can order a printed summary of the fall conference at \$5 (plus \$1 for postage and handling) from The Huron Institute, National Consortium on Testing, 123 Mt. Auburn Street, Cambridge, MA 02138. You can ask to be put on the mailing list for an announcement of the next Consortium meeting by writing to Huron.

■ NDN IS ON FILM. The Department of Education's National Diffusion Network (NDN) is ready to tell its story on 16mm color film. Three films, from 20 to 40 minutes in length (with a break in the middle to encourage group discussion), are available for preview at your state or regional ASCD gatherings. One film provides an overview of the NDN—what it is, what it does, how you can tap it for help. Another examines the operations and requirements of the Education Department's Joint Dissemination Review Panel (JDRP), which scrutinizes various educational programs prior to validating them for nationwide dissemination. And the third film looks at the processes in a local school district as it goes about deciding on and then implementing one of the NDN's exemplary programs. Each film is narrated by Robert McNeil, host of a popular Public Broadcasting System weekly series. To arrange for a showing of one or more of these films, contact your NDN State Facilitator project; names, addresses, and phone numbers are

in the seventh edition of the Department of Education's bestselling catalog, *Educational Programs That Work* (1980). Or write/phone Harry Devaney, Division of Educational Replication, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202. Phone: (202) 245-2257.

For information about the latest JDRP-approved alternatives, again turn to your State Facilitator office, since a loose-leaf version of the catalog is kept there and updated monthly as new submissions are validated.

■ **LET'S SAY THAT** your district is thinking about developing classroom television programming. Do you know that your state education agency can now obtain help from the Agency for Instructional Television's planning services group? AIT's services are available at no cost to state agencies when they scout for funding opportunities in this domain. Meanwhile, AIT is releasing some new classroom video series you may want to preview,

such as "Under the Yellow Balloon" (primary level social studies), "Soup to Nuts" (nutrition for the middle grades), and "Terra: Our World" (environmental education for middle grades). For information, write AIT, Box A, Bloomington, IN 47402 or any AIT regional office.

■ **VOCATIONAL EDUCATION** products, anyone? Send for a new catalog (1980-81) published by the National Center for Research in Vocational Education. Categories include administration, adult education, business/industry/labor, career development, curriculum development, energy, equity, evaluation, information systems and dissemination strategies, metric education, occupational adaptability, personnel development, and planning. For a gratis copy, write NCRVE, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210. Or phone toll-free: (800) 848-4815.

■ **IF YOU BELONG** to Phi Delta Kappa, you already know about the

PDK fastback series (60¢ each), with an array of 152 titles to date. Eight new titles were added in the fall, including *Controversial Issues in Our Schools* (#146) and *Teaching with Newspapers* (#149). You can own all eight fall titles for a total price of \$3.50. Each book runs 40 to 50 pages and deals with a current issue or innovative program. Write PDK at Box 789, Bloomington, IN 47402.

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