

thought to rely more heavily upon literature by experts who encourage independent thinking in children. On the other hand, the working class parents were thought to believe in the independent exploratory nature of children because their children must be self-reliant out of necessity.

For further information, contact: Irving Sigel (D) ETS, Princeton, NJ 08541.

■ "INSTALLING INSTANT programs [for the gifted] is about like touching a match to flammable materials. The results are dramatic, colorful, and dangerous," says Rita Bryant, writing in the TASC Newsletter (published by the Texas Association for Supervision and Curriculum Development). There are several key questions which must be answered before a full scale program for the gifted is put into action. These include:

- Who has planned? How much?
- Who is aware? To what extent?
- Who is oriented? To what degree?
- Who is prepared? For what?

Bryant believes that the chief administrator responsible for curriculum development should have a systems approach design on paper three years prior to the beginning of classroom instruction. Development of the plan through the involvement of key people—teachers, administrators, community representatives—requires at least a school year.

A two-year series of informative, interesting staff development sessions is probably minimal for developing community and staff awareness. The teachers and principals who indicate their willingness to work with the gifted must be oriented to the processes of nurturing giftedness. Travel visitation money, stipends for teachers to participate in university courses and curriculum development workshops, and substitute teacher pay needed to release the selected teachers to attend training sessions are obvious requirements.

According to Rita Bryant, "When a program is found to be floundering, the cause frequently can be traced to inadequacy either in planning or developing understanding on the part of people who should be aware, oriented, or prepared." She continues, "Reasons and excuses abound,

but the fact remains that time is needed. Instructional leaders can help other school personnel realize the importance of developing quality-level plans and having the time in which to do so."

Education for Pluralism

MAX ROSENBERG AND
CARL GRANT

■ TEXTBOOKS PLAY a major role in the education of children. "Depending on a number of factors, the 'latent content' of curricular materials has been shown to affect a child's attitudes, personality development, behavior, and academic and occupational achievement." This is the conclusion reached by the U.S. Commission for Civil Rights in its report *Characters in Textbooks: A Review of the Literature* (1980).

According to the report, "Research has shown that the development of a child's self-esteem, values, aspirations, and fears may be either assisted or inhibited by the content of textbooks."

Textbooks serve "as the society's officially prescribed and endorsed transmitters of knowledge." Negatively or positively, textbooks constitute powerful tools of learning.

The report is available from the U.S. Commission for Civil Rights, 1121 Vermont Avenue NW, Washington, DC 20005.

■ "BROADLY SPEAKING, the aim of intercultural education is to prepare students to cope with global interdependence and cultural pluralism which involve relationships, events, and forces that cannot be contained within old national or cultural boundaries or fit old definitions of how cultural and ethnic groups relate to each other."

This statement is one of the high points in the 1980 publication titled *Intercultural Education*. Written by David S. Hoopes, it is one of the Phi Delta Kappa series of pamphlets known as fastbacks.

The 38-page booklet reviews aspects of intercultural education—in-

struction, cultural awareness, terminology, process, priorities, and aims, including a model.

Hoopes suggests that educational systems have "increasingly attempted to prepare people to transcend local culture and to acquire the knowledge and skills needed to be effective in a modern society." However, he also notes that in addition to education there are other powerful influences upon the individual—the media, family, peer groups, and personal experiences.

Perhaps most important, says Hoopes, is the teacher's attitude. The teacher should "model both tolerance of and respect for other cultures." He or she should think globally and "have a sense of being a part of an interdependent world."

The address of Phi Delta Kappa is Eighth and Union Streets, Box 789, Bloomington, IN 47402.

■ BOSTON'S SCHOOLS are better than they have ever been, according to Jonathan Kozol.

How is that possible, when the Boston Public Schools are applying a court-ordered desegregation plan? Kozol answers this question in his article, "The Rebirth of Education in Boston," in the June 1980 issue of *American Education*.

Kozol reviews the events in Boston in the early days of desegregation in 1974 up to the present when "the schools have achieved a racial harmony unknown in Boston's recent history."

What has begun to make school desegregation work in Boston? "Without question," states Kozol, "it was the efforts of an inspired federal judge, W. Arthur Garrity, a man who had the sense to know that if you mandate 'racial justice,' you had better mandate excellence and parent participation too."

Creation of 22 magnet schools, establishment of parent councils, involvement of universities, cultural institutions, and business interests, upgrading of teaching talent, appointment of better principals—these are some of the changes Kozol describes. He gives special credit to "persistent parents, diligent teachers, and embarrassingly decent kids."

■ A POLITICAL WAR over religion is mounting in the public schools. So reports *Church and State*

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,

Copyright © 1981 by the Association for Supervision and Curriculum Development. All rights reserved.