

# The Future

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## ■ EDUCATION-ORIENTED FUTURES BIBLIOGRAPHIES

Each year, increasing numbers of books on the future of education are published, but decisionmakers often have little time to read, let alone research which source has the information needed. A good way to find the best reference quickly is to use some from a bibliographic guide. Three recent resources can aid the educational leader in selecting futures materials:

*Images: A Guide to Futurizing Your Curriculum* is not a set of lesson plans (although the title implies this), but a volume containing three sections that pull together futures resources from ERIC. The first section presents an overview of the futures movement. The second section gives sources for further study (including annotated listings and reading materials classified by age/educational levels). *Images* costs \$25 and is available from ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 (make check payable to University of Michigan).

A collection listing 2,658 book-length works on Canadian and American views of the future has been published by the Canadian Ministry of Education. This bibliography is intended primarily for educators and educational policy-makers and focuses on public policy and general futures literature. Copies sell for \$25 and may be ordered from The Ontario Institute for Studies in Education, Publication Sales, 252 Bloor Street West, Toronto, Ontario M5S 1V6, Canada.

An even more international focus underlies *Reflections on the Future Development of Education: A Selective and Annotated Bibliography* (3 parts). This work is published by UNESCO; part I appeared in June 1979, part II in 1980, and part III will be issued shortly. Topics covered include education and the individual, education and society, international cooperation in education, and education facilities. For information on the

availability of Part III and prices write Rosemary De Carlo, UNESCO Division of Educational Policy and Planning, 7 Place de Fontenoy, Paris, France.

## ■ COMPUTERS AND CHILDREN

For the past decade, one of the foremost authorities on using information technology to help children learn has been Seymour Papert, Professor of Mathematics and Education at MIT. Papert worked with Piaget for a number of years, building a foundation of knowledge on how children's thought patterns are affected by their developmental stages. More recently, he has been designing and testing an "artificial intelligence" based language called LOGO which is a tool for helping children understand mathematics. (Texas Instruments has been studying the feasibility of marketing a microcomputer version of LOGO for educational enrichment in school and home.)

*Mindstorms: Children, Computers, and Powerful Ideas* sums up Papert's work. It explains LOGO and gives many examples of the results of his research, but goes beyond this to present an overall philosophy of how computers should be used to guide children's learning. Too often, he feels, we use computers to program children (drill and practice experiences that teach the child to be like a computer) rather than let children program computers with a flexible, mathematically-based language such as LOGO.

Using his approach, Papert feels children can acquire a sense of mastery over technology while simultaneously building their scientific and higher order cognitive skills. His arguments are persuasive and powerful. *Mindstorms* is available in hardback from Basic Books for \$12.95.

## ■ THIRD WORLD EDUCATIONAL FUTURES

Teachers and administrators interested in global education from a futures perspective may wish to get in touch with Jerome C. Glenn about his latest project. Glenn has been active in the futures field for more than a decade; few educators have spanned broader interests during that period. He was influential in the development and popularization of the "futures wheel" and "SYNCON" teaching

techniques, helped shape the Committee for the Future (space exploration) and the Future Options Room (forecasting), and most recently has worked in the Third World on long-range educational planning.

Glenn is helping Dominica (an island in the Caribbean with the lowest per capita income in the world) build visions of its future with a "Dominica 2000" project. Their goal is to evolve a shared plan for enhancing individual and societal potential in this country through education and an understanding of the future. He would welcome the chance to create bridges between Dominicans and those in the U.S. who have similar interests and goals. For further information, write Jerome C. Glenn, Partnership for Productivity, c/o Ministry of Education and Health, Roseau, Dominica, West Indies.

## ■ JUDGING FUTURES WORK

As educators turn to future forecasts as one guide for curriculum development, they find increasing numbers of articles appearing in the press, in popular periodicals, and in professional journals. Because the quality of these articles varies from bad to excellent, educators need ways to sift the good from the bad. Roy Amara, President of the Institute for the Future, has developed a set of criteria for judging the work of futurists ("The Futures Field: How to Tell Good Work from Bad," *Futurist*, April 1981, pp. 63-71).

The general criteria are organized within three main categories of criticism: conceptual explicitness, analytical clarity, utilitarian objectives. Three questions are posed within each category. For example, questions associated with conceptual explicitness are: (1) Are the futurist's premises explicit? (2) Are the purposes of the activity explicit? (3) Are the futurist's values explicit? Amara's questions and his discussion of these questions will enable educators to approach the growing literature on futures with increased confidence.

## ■ FUTURE STUDIES AT URBAN JUNIOR HIGH SCHOOL

Periodically, this column will include brief descriptions of future studies. Readers are invited to send descriptions of such programs to either Christopher Dede, University of Houston at Clear Lake City,

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I certify that the statements made by me are correct and complete. (Signed) John H. Bralove, Business Manager.

Houston, TX 77058 or Arthur Lewis, College of Education, University of Florida, Gainesville, FL 32611.

Four social studies teachers at Culver City Junior High School (near the airport in Los Angeles) have been teaching future studies to ninth grade students for the past six years. Their program blends basic study skills, critical thinking, and affective development and has been successful for the school's mixture of Black, Oriental, Arab, Chicano, Latin American, American Indian, and Caucasian students.

Eight ten-week modules have now been developed: The City, Ocean Studies, Science Fiction I and II, Developing Nations, Ecology and Conservation, Future Technologies, and Conflict. Specific skills taught are reading, writing and speaking, research techniques, listening, problem solving, creativity, critical thinking, test taking, and working independently or with others.

Content includes describing past, present, and future trends; identifying desirable and undesirable future projection paths; media literacy; making quality of life decisions; identifying and analyzing new technolo-

gies and their effects; and becoming active in shaping the future. For more information, write Future Studies Team, Ninth Grade Social Studies Department, Culver City Junior High School, 4601 Elenda Street, Culver City, CA 90230.

**Note to Readers:** The authors of these columns welcome feedback and contributions. Address items to Editor, *Educational Leadership*, 225 N. Washington Street, Alexandria, VA 22314.

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