

the total hours authorized by the principal may not exceed the hours a regular employee would have been on the job.

The program is to be tested in several schools and reported back to the School Board for further action.

The Future

CHRISTOPHER DEDE AND
ARTHUR J. LEWIS

■ BRAIN RESEARCH AND EDUCATION

Frank Farley, in his presidential address to the American Educational Research Association, forecasts that "Education in the year 2000 will be radically altered by emerging conceptions of what the brain can do and what we can do to the brain." Farley cites recent research of interest to educators, including "evoked potentials and learning ability," "attentional differences," "sensory styles and teaching/learning environments," and "biological cycles and physical performance."

Educators who want to stay informed regarding fast-breaking developments in brain research can read the *Brain/Mind Bulletin*. This bulletin, published every three weeks, reports on the frontiers of brain and mind research, theory and practice. Articles vary from reports on Frank Farley's speech, above, to discussions of Sheldrake's controversial morphogenetic field theory. Yearly subscriptions of \$15 per year may be sent to Interface Press, P.O. Box 42211, 231 S. Ave. 52, Los Angeles, CA 90042.

■ CREATIVITY AND BRAIN LATERALIZATION

Roger Sperry, recent winner of the Nobel Prize for his research on the brain, writes that "there appear to be two modes of thinking, verbal and nonverbal, represented rather separately in left and right hemispheres, respectively, and that our educational system, as well as science in general, tends to neglect the nonverbal form of intellect." Betty Edwards, in her book *Drawing on the Right Side of the Brain*, provides a clear explanation of the two hemispheres and applies brain research findings to drawing. By following her instructions, the reader is able to release and experience some of the power of the right hemisphere, a truly "mind expanding" experience. Her book is a 1979 publication by I.P. Tarcher, Inc., 9110 Sunset

Blvd., Los Angeles, CA 90069.

■ FUTURE STUDIES IN NEW YORK SCHOOL

The Shallow Intermediate School in Brooklyn, New York, teaches "future studies" to gifted and talented students twice weekly. The curriculum includes "basics for an advanced technological society": computer literacy, ramifications of genetic engineering, impact of robots on the American economy, synthetic body parts, and ecological energy sources. Goals for the program include improved scientific decision making and global rather than tunnel vision thinking. A comprehensive curriculum guide developed by the faculty suggests activities for seventh, eighth, and ninth grade students. Donald Del Seni is the principal—6500 16th Ave., Brooklyn, NY 11204.

■ LITERATURE AS A FUTURES RESOURCE

With the curriculum crowded with subjects competing for class time, building students' skills in envisioning and understanding alternative futures can be difficult unless some other instructional goal is simultaneously served. A resource book for teachers and librarians has recently been published which is designed to aid in using the novel as a means to explore the future. *Images in a Crystal Ball* suggests ways to combine discussions of literary merit and style with explorations of futures-oriented content.

This handbook has four sections: the first delineates instructional strategies teachers and librarians can use to involve students in grades four to nine in literature, using futures as a motivational tool. The second section describes the range of futures images available in works of literary merit, and the third gives summaries and discussion suggestions for about 150 titles (all published between 1964 and 1979). The final section provides a very useful index of themes and topics, thus enabling the reader to locate books involving a particular motif (such as "utopias and dystopias").

Images in a Crystal Ball: World Futures in Novels for Young People was written by Lillian Wehmeyer, Assistant Superintendent for Instruction in San Mateo, California. It is available from Libraries Unlimited (P.O. Box 263, Littleton, CO 80160) for \$18.50.

■ SURVEYING THE FUTURE

One of the most useful publications of

the World Future Society is *Future Survey*, a monthly abstract of books, reports, pamphlets, and articles. Typically, the contents of a given issue are categorized under topics such as People and Resources, Education, Communications Technology, Energy, Science and Technology, Outer Space. Any publication that addresses what is changing, what may happen, or what ought to happen is reviewed in detailed but readable style. The key ideas are identified, and works of special interest are asterisked.

Since January, 1979, *Future Survey* has reviewed over 4,000 titles; each issue averages 100 abstracts. Michael Marien, the editor, has been involved with educational futures for a long time; he was on the staff at the Educational Policy Research Center at Syracuse University in the early 1970s.

Summary volumes containing the information from past issues are also available. *Future Survey Annual 1979* and *Future Survey Annual 1980-81* each list over a thousand citations of publications dealing with trends, forecasts, and policy proposals. These two books supplement the World Future Society's basic volume on the futures field, *The Future: A Guide to Information Sources* (revised second edition), which lists futures-oriented organizations, research projects, individuals, educational programs, books, periodicals, and reports.

The two *Future Survey Annuals* and *The Future: A Guide to Information Sources* cost \$25 each; subscriptions to *Future Survey* are \$28/year for individuals, \$40/year for libraries and institu-

WRITING FOR EDUCATIONAL LEADERSHIP

We welcome manuscripts on any aspect of curriculum, instruction, supervision, or leadership in elementary and secondary education. Papers should be written in direct, readable style and be as brief as possible (five to ten pages typed double-spaced). We reserve the right to edit for brevity, clarity, and consistency of style.

References may be cited as footnotes or listed in bibliographic form at the end of the article. For examples of either style, refer to a recent issue or to Kate L. Turabian, *A Manual for Writers* (University of Chicago Press). Double-space everything, including quotations and footnotes.

Please send two copies. Rejected manuscripts are not returned unless the author provides a self-addressed envelope with the necessary postage.

tions. All are available from the World Future Society, 4916 St. Elmo Ave., Bethesda, MD 10814-5089.

[The World Future Society's Fourth General Assembly, "Communications and the Future" (described in these NEWS NOTES in October, 1981), promises to be excellent. Presenters include Roy Amara, Arthur C. Clark, Marilyn Ferguson, Willis Harman, Hazel Henderson, and Robert Theobald. The conference will be held July 18-22, 1982 at the Sheraton Washington in Washington, D.C.]

■ **EDUCATIONAL TECHNOLOGY**
Don't forget the upcoming National Educational/Computing Conference (NECC-82) in Kansas City, Missouri, on June 28-30, 1982. For information, contact E. Michael Staman, Computer Services, University of Missouri-Columbia, 305 Jesse Hall, Columbia, MO 65211.

■ **LIFE IN 2081**
A generally optimistic view of the human future is portrayed by Gerard K. O'Neill, Princeton physics professor, in his new book *2081*. His guided tour through the world of 2081 includes trips to solar-powered space colonies and travel through underground vacuum floater tunnels at thousands of kilometers per hour. He also portrays possible global trends for political and social institutions. O'Neill bases his forecasts on five "drivers of change"—computers, automation, space colonies, abundant energy, and communications. Teachers and students will find his historical review of the art of prophecy useful in understanding how futurists make forecasts. (Gerard K. O'Neill, *2081*, New York, Simon and Schuster, 1981.)

Educational Resources

NANCY CARTER MODRAK

■ **TRAINING THE MENTALLY HANDICAPPED**
Recent developments in vocational training have demonstrated that the mentally handicapped can be trained to perform relatively complex work skills through the application of systematic

teaching procedures. *Training the Mentally Handicapped for Employment, A Comprehensive Manual*, edited by Richard T. Connis, Jo-Ann Sowers, and Linda E. Thompson, is based on a highly successful habilitation project, the Food Service Vocational Program at the University of Washington. The book contains concrete information on specific training techniques, treatment interventions in the work setting, job placement strategies, and follow-up techniques. It also examines administrative and evaluative skills, funding dynamics, and data collection systems.

The procedures described are primarily based on behavior modification techniques. The authors delineate specific skills needed by the mentally handicapped and detail the systematic training and evaluation components that are inherent to behavioral approaches. The book is addressed to professionals in special education, teachers, administrators, and all medical and mental health practitioners working with the mentally handicapped.

Training the Mentally Handicapped for Employment (192 pages) may be obtained from Human Sciences Press, 72 Fifth Ave., New York, NY 10011, for \$18.95 (ISBN 0-89885-001-0).

■ **PARENTS AID STUDENT ACHIEVEMENT**
The National Committee for Citizens in Education (NCCE) has compiled an annotated bibliography of 36 research studies on the roles parents play in children's education, the roles that are most effective in developing cognitive growth, and the connection between involvement and achievement.

In the foreword to *Parent Participation—Student Achievement: The Evidence Grows*, editor Anne Henderson reaffirms the position of NCCE that "parents are a tremendous resource for public education, one that remains largely untapped." Unfortunately, Henderson says, "parents are often told, and many dedicated educators believe, that once children are in school their education is best left to teachers, that untrained parents unwittingly interfere with today's sophisticated teaching techniques, and that citizens who demand a voice in local education policy create needless conflict that disrupts the learning environment."

Yet these 36 studies indicate otherwise. For instance, Urie Bronfenbrenner, of Cornell University, found from his own research and from reviewing others' that long-term gains in cog-

nitive growth can be achieved by early intervention only if mothers become actively involved in their children's learning. Charles Benson found that children with parents who engage them in educational activities tend to do better in school, even if they are from very disadvantaged backgrounds. Another study of a long-term parent education program found that children who had been in the group for two or three years, beginning when they were only a few months old, were still scoring higher than control group children when they reached third grade.

Parent Participation—Student Achievement (70 pages) is available for \$3.25 plus \$1 for postage and handling from the National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, MD 21044.

■ **OUT OF THE CLASSROOM INTO THE BUSINESS WORLD**
One out of every three teachers in the U.S.—700,000—received pink slips last spring. Unfortunately, teachers are less prepared than most workers to face the business world for new jobs.

Finding Career Alternatives for Teachers (FCAFT) is a career-change guide that zeroes in on the specific problems of the teacher career-changer and offers solutions from the perspective of one who has been both English teacher and business person. Author Anne Miller's interest in teachers and career change grew out of her own experience and that of her friends.

FCAFT is based on a sell-out course of the same name that Miller developed for the New School for Social Research in New York City four years ago. Written in workbook format, FCAFT guides the job-seeking teacher through a step-by-step series of practical exercises and assignments. It shows teachers how to overcome their tendencies to procrastinate, how to develop a career profile, how to market themselves in the business world, and how to use "sizzle" in an interview when they lack specific experience.

According to the Massachusetts Teachers Association, "Miller's workbook is the clearest, cleanest, easiest to use publication of its kind. It is ideally suited for individual use as well as for use in group training sessions."

Finding Career Alternatives for Teachers (84 pages) is available by mail, prepaid, for \$10.95 from Apple Publishing Company, Box 2498 R, New York, NY 10163. (New York residents add tax.)

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