When necessary for sharing or reporting between districts or with the county and state officer, the microcomputers will communicate with each other. It is expected that the cost of this system will be lower than with the traditional network.

Washington Students Learn Work Ethic

The 360-acre Lincoln Tree Farm in Pierce County, Washington, is the site of a full-day vocational program for high school students interested in out-of-doors careers. The farm has been owned and operated by the Tacoma School District since the 1930s.

The primary objective of this hands-on, learn-by-doing vocational program is to develop a work ethic that will make students employable. This includes timely and regular attendance, concern for safety, performing to the best of one's ability, and pride in one's work.

Each semester, a maximum of 45 students who are 16 years of age or older enroll in the program. The students are divided into groups of ten to learn forest working skills such as tree planting, firewood cutting, Christmas tree culturing, trail construction, and game bird banding. In this manner, they learn to work as a team.

Second semester students develop their leadership skills by taking responsibility for grading crew members, getting tools to the job sites, giving instruction in the use of tools, and supervising clean-up.

Superintendents Poor at Conflict Management

School superintendents, particularly those with doctorates, are often ill-equipped by their training to manage conflict, according to one study.

Although the study used a small, nonrandom sample, the results suggest that compared to city managers, superintendents' technical training and relative autonomy interfere with their ability to manage conflict.

Superintendents are prepared to be professionally committed and, hence, to think they should not compromise. Confronted with a conflict, they frequently resign because they see no alternative when their strategies do not work. They do not accept the give and take of political bargaining. City managers view conflict as a part of their jobs. While educators worry about a split board, the city manager accepts such disagreement as a fact of life.

The pilot study was done by Harmon Zeigler, Center for Educational Policy and Management, University of Oregon. An excerpt from the study is available for $3 (prepaid) from CEPM Publications, College of Education, University of Oregon, Eugene, OR 97403. A more complete report will be available later.

Census Shows Education Levels Up

According to the 1980 census, two-thirds of the U.S. population 25 years of age or older has a high school diploma. In the 1970 census, just over half the people in that age group had a diploma. In 1970, 12 percent of the over-25 population had completed four or more years of college; that figure reached 17 percent in 1980.

The 1980 census showed Asians having the highest percentage of high school graduates with 74 percent of the over-25 Asian population having a diploma. This figure was 69 percent for the over-25 white population, 51 percent for the black population, and 43 percent for the Hispanic population.

Education for Pluralism

FRANCIONE N. LEWIS
AND RAMON L. SANTIAGO

Instructional Module Brings Literature to Life

Teachers in history, social studies, language, literature, or bilingual classes will be interested in Guasabara in Silence, an audiovisual instructional module. Developed by former school teacher Milagros Hernández, the module is based on an award-winning short story by the noted Puerto Rican author Nelson Rafael Collazo. The story, originally written in Spanish, dramatically traces the progress of the Taino Indian civilization that inhabited Puerto Rico before the Spaniards colonized the island. The module consists of over 150 slides depicting some of the most beautiful scenery in the Puerto Rican mountains, a Spanish-English edition of the short story, a cassette with the script, and a detailed and resource-filled teacher's guide.

The author of the materials traveled to the historical site where the Taino Indians resided and photographed local residents who bear a striking resemblance to the Tainos. Professional photographers and actors were used to ensure a high quality production. The module offers teachers the opportunity to provide students with historical, linguistic, and cultural content while expanding their cultural awareness.

Although the materials were originally developed for use with Puerto Rican students on the island, they are equally suitable for students of all languages and cultural backgrounds.
Bilingualism in the National Interest

Following the advice of Congressman Paul Simon and the President's Commission on Foreign Languages and International Education, the National Association for Bilingual Education will devote its 12th Annual International Bilingual/Bicultural Conference to the relationship between languages and trade and commerce, foreign and domestic relations, and education.

The conference, to be held in Washington, D.C., February 15-19, 1983, will feature speakers from the fields of business, government, diplomacy, national defense, and education in an effort to demonstrate convincingly and dramatically that bilingualism is in the national interest of any nation, but especially of the United States. The conference will also feature a nationwide writing contest among K-12 students who have participated or are participating in bilingual programs and who will write essays on some aspects of the conference theme.

Participants will have the opportunity to visit model bilingual and ESL classes and enjoy diverse cultural activities. For additional information contact NABE Assessment Group, based on the Office of Intergroup Relations' previous experience with an ad hoc Committee on Selected School Problems, from which emerged the manual, Improving Environment of Schools: Problems and Strategies. Designed to suggest solutions to problems related to school desegregation/integration, interpersonal and intergroup relations, and school-community relations, the manual identifies 21 possible interactions and 26 sources of school-related problems that school districts often address. Such interactions as student-student, teacher-parent, and administrative staff-community are considered as they affect curriculum, morale, and institutional racism, among other problems. The manual lists gener-
ic problems as well as possible solutions stated broadly enough for a school or district to proceed in a manner appropriate to the available resources.

For more information: Rubin Burton, Assistant Chief, Office of Intergroup Relations, California State Department of Education, 455 Capitol Mall, Suite 400, Sacramento, CA 95814.

Resources

NANCY CARTER MODRAK

Administering Writing Programs: A Workshop Leader’s Handbook. Loose-leaf book for conducting workshops for people who are responsible for writing program improvement. Covers program implementation, resources, and critical elements. Includes agendas for training sessions, training instructions, participant materials, and additional resources. Available for $9.95 plus $1.50 shipping from The Network, 290 S. Main St., Andover, MA 01810. Phone: (617) 470-1080.

A Conceptual Framework for Energy Education. Tool for curriculum specialists, writers of textbooks, and producers of other forms of curriculum materials (not addressed to teachers or students); offers comprehensive picture of what experienced energy educators feel should be included in K-12 energy education. 140-page looseleaf book. Available for $13.50 (or $4 for microfiche) from the National Technical Information Service, U.S. Department of Commerce, Springfield, VA 22161.

Global Education: A Personal Experience. Audiovisual kit to familiarize teachers and principals with global education—its issues, where it fits into the curriculum, its goals and objectives, and available resources. Kit includes background material, a handbook, cassette tape, and slide/tape presentation and script. Available from the American Association of School Administrators, 1801 N. Moore St., Arlington, VA 22209, for $89.95. (Stock number 021-00862. Orders of two to nine receive a 10 percent discount; orders of ten or more receive a 20 percent discount.)

Parents’ Record of Educational Progress (PREP). How to Insure Your Child’s Success in School. Discusses child development, motivation, health and school records, learning and personality styles, parenting, and the 3 Rs. 78-page spiral-bound book. Copies may be purchased for $10 each plus $1 for postage from PREP, 8679 Valley Flores Dr., Canoga Park, CA 91304. Phone: (213) 348-6403.


Teaching About Credit: Activities for Secondary Classes. Classroom aids for teaching about credit. Package consists of eight lessons and includes a 45-page pamphlet, a Consumer Handbook to Credit Protection Laws, and student activities worksheets. Package may be purchased for $1 from the Public Affairs Department, Federal Reserve Bank of St. Louis, P.O. Box 442, St. Louis, MO 63166. Phone: (314) 444-8444.

Think Aloud. Increasing Social and Cognitive Skills—A Problem-Solving Program for Children. Primary Level. Twenty-three structured lessons to teach six- to eight-year-olds how to make full use of their cognitive skills to guide social behavior and cope with daily problems. 240 pages, 3-ring binder. Item Number 2545, $34.95 each. To order, write to Research Press, Box 317760, Champaign, IL 61820, or call (217) 352-3273.

UNICEF’s 1983 Children’s Art Wall Calendar and Engagement Calendar. Wall calendar ($2.50) is illustrated with children’s artwork; engagement calendar ($6) features 60 color photographs reflecting the role of water in work, play, religion, art, and history around the world. Available from the U.S. Committee for UNICEF, 331 E. 38th St., New York, NY 10016. Phone: (800) 228-1666, toll free.

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