

Education for Pluralism

FRANCIONE N. LEWIS AND RAMON L. SANTIAGO

Videotape Depicts Challenges, Culture of Japanese Americans

First-, second-, and third-generation Japanese women share a unique perspective on aspects of American life in a videotape documentary designed for eleventh-grade American history classes. It is a useful resource for studying the Japanese view of immigration, discrimination, World War II, culture, family, the aged, and women's studies.

Through an interpreter, the 89-year-old Issei (first generation) woman describes the choiceless life of the many women who came to the United States with high expectations for the future. Her current life as an actively involved senior citizen is compared to the challenges of entering America as a picture bride, working in the fields while rearing children.

The Nisei (second generation) woman depicts the life of a working mother, farming, fishing, and working in floral industries while raising several children. Her story provides a glimpse of family life and portrays some values of the culture.

The multitalented Sansei (third generation) woman describes her life as co-leader in a multicultural setting, stressing that children must preserve their heritage. She joins other women in describing the devastating impact of the World War II relocation experience on members of all three generations.

For more information about obtaining this videotape (published Fall 1983) and related costs, contact Marilyn Jones, Project Director, or Masaje Nakamura, Oakland Unified School District, Curriculum and Instruction Building, 314 East 10th St., Oakland, CA 94606.

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Curriculum Stresses Culturally- and Politically-Rich Program for Black Youth

In *Black Children: Their Roots, Culture, and Learning Styles*, (Provo, Utah: Brigham Young University Press, 1982), Janice Hale provides a framework for the early education of black children. Her systematic study and educated hypotheses suggest that an ideal curriculum for black children should be political-cultural, pedagogically relevant, and academically rigorous.

Hale's curriculum stresses education for struggle and survival, rather than for socializing children to accept the value system, history, and culture of the dominant society. To educate students for liberation—so they will function in their own best interest—students are provided songs, arithmetic problems, science experiments, and arts and crafts activities that emphasize the struggle and commitment of blacks. This is done in an educational setting that complements the children's home and community culture. Increasing children's awareness of their identity, commitment to their people, and disdain for oppressive and exploitive situations is emphasized.

Instruction supports the culturally based behavior styles black children bring to the school; for example, students are taught in family-style heterogeneous groupings, not grouped by abilities. To enhance preschool children's readiness for formal instruction, listening, labeling, and storytelling activities are provided to support their mastery of standard English.

Native American Traditions

Educational pamphlets on Native Americans, which accurately portray tribal cultures, histories, and Native American experiences in contemporary society, are currently available. They are valuable for instructing both Indian and non-Indian students.

Through songs, illustrations, descrip-

tions, legends, games, and recipes, *The Child* (January 1982, vol.2,4) includes information on the traditional rearing of Indian children. This issue, written for the third/fourth grade level, emphasizes the importance of names, the use of cradleboards, and discipline for children.

The Family (February 1982, vol. 2,5) uses a comparative study approach to depict the variation between three Indian groups. The descriptions and artwork focus on the nature of housing across groups, the value of extended families, as well as the negative impact that government boarding schools had on family solidarity.

The purpose and dignity of women is sensitively presented in *The Indian Women* (March 1982, vol.2,6) which characterizes the woman's many jobs as mother, family provider, artist, healer, and chief. The way some women gained power and wealth, the importance of religion and ritual, as well as the honor of female spirits for protecting the Indian peoples are also emphasized. Games and legends are also a viable part of this issue.

These pamphlets and many others may be obtained from Daybreak Star Press, United Indians of All Tribes Foundation, Daybreak Star Cultural-Educational Center, Discovery Park, Box 99253, Seattle, WA 98199.

Handbook Assists Schools' International Diversity

To aid those interested in introducing an international dimension to their schools, the National Council on Foreign Language and International Studies offers the new handbook, *Internationalizing Your School: A Resource Guide For Teachers, Administrators, Parents, and School Board Members*. Written by Frank H. Rosengren, Marylee Crofts Wiley, and David S. Wiley, the work is a compendium of books, articles, cassettes, audiovisual material, and films on the subject.

The handbook is not a "blueprint

which any school system can follow" to reach the goal of internationalization since, in the writers' opinion, no single blueprint exists. Rather, it is a starting point, suggesting actions that could be taken immediately by these groups, and setting up a framework that can be used during the planning stages. The authors claim their suggestions are based on experience, are broad enough to apply to rural, city, and suburban schools at all levels from K-12, and have proven their usefulness previously.

The handbook may be obtained for \$7.50 from The National Council on Foreign Language and International Studies, 605 Third Avenue, Seventeenth Floor, New York, NY 10158.

Linguistics and Low-Cost Literature

The ERIC Clearinghouse on Languages and Linguistics of the Center for Ap-

plied Linguistics in Washington, D.C. offers free and low-cost materials for teachers of limited-English-proficiency students, including recently arrived refugees. Materials range from practical manuals to scholarly works prepared by experts in language education.

To meet the needs of refugees, the Clearinghouse offers a series of books, audiotapes, films, and slide presentations. A refugee orientation handbook, *Your New Life in the United States*, is available in four Southeast Asian languages: Vietnamese, Lao, Hmong, Khmer (Cambodian), plus Cantonese Chinese. *Helping Refugees Adjust to Their New Life in the United States* is a version in English designed for service providers and sponsors, while *The Peoples and Cultures of Cambodia, Laos, and Vietnam* describes for Americans the traditions, religions, foods and eating habits, and educational systems of refugees' native countries.

Free materials include over 50 selective two-page minibibliographies ("minibibs") on topics ranging from American culture to vocabulary and second language learning, as well as "Q&A's," short fact sheets on topics of professional and pedagogical importance. Currently, there are four Q&A's: "Foreign Language Careers: Translation," "Microcomputers and Second Language Teaching," "Public Relations for Foreign Languages," and "Testing Speaking Proficiency: The Oral Interview."

Minibibs and Q&A's are available at no charge for single copies, but users are permitted to produce multiple copies for further distribution without permission. For further information, contact ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 3520 Prospect St., NW, Washington, D.C. 20007.

Curriculum Trends: English

CHARLES SUHOR

Computers Stimulate Language Arts

Language arts researchers and teachers are looking beyond the many computer-assisted-instruction drill and practice materials (which typically develop isolated skills such as vocabulary, punctuation, parts of speech) to more sophisticated uses of computers. *Invention, revision, and language experience approaches* are receiving considerable attention.

Invention encourages students to explore various angles of a chosen composition topic. Students' first drafts are more easily revised with computers than with pencil and paper, since word processing and text editing programs permit editing on screen as opposed to time-consuming handwritten revision. Computers also add a dimension to language experience approaches to reading instruction, since the labored transcription of student narratives on charts is replaced in part by typing the materials into the computer, revising them on screen, and making printouts.

Sentence manipulation is also attracting interest. It permits students to create more complex sentences without formal

knowledge of grammatical rules and definitions. Development of effective CAI materials in all these areas is still in early stages, but language arts specialists are determined to develop sophisticated software to compete with the drill-oriented materials presently dominating the field.

For a free mini-packet on computers in the English Language Arts, write User Services, ERIC/RCS, 1111 Kenyon Rd., Urbana, IL 61801

Test-Curriculum Gap Narrowing

Test-makers and state-level testing specialists are showing increased interest in relationships between testing and curriculum, according to Miles C. Olson, University of Colorado. Reporting on the ECS (Education Commission of the States) Large-scale Assessment Conference held last summer in Boulder, Olson said, "There seemed to be a genuine desire for the testing people to join with curriculum specialists. Technicians are finally realizing, first, that they are far more influential than they or anyone else had thought, and second, that they individually and collectively do not have the substantive expertise necessary for such an influential role."

Consistent with recent studies of state and district assessment programs, Olson found that "assessing composition abili-

ties directly through real student writing" held widespread interest. Many conferees reported relatively inexpensive approaches to such assessment as compared to multiple choice testing, which generally lacks credibility among English teachers and supervisors.

1984: A Year for Discussion

George Orwell's 1984 has inspired educators to examine the state of language and society in the coming year. The Smithsonian Institution will sponsor an International Symposium on "The Road After 1984—High Technology and Human Freedom," December 7-10, 1983. A conference on "Orwellian Premonitions and Perspectives: Has the World of 1984 Arrived?" will take place in Milwaukee, March 1-3, under the cosponsorship of NCTE, NEA, and several Wisconsin groups. The theme of the NCTE Spring Conference, April 12-24 in Columbus, Ohio, will be "Charting New Worlds." The Canadian Council of Teachers of English will meet August 19-24 at the University of New Brunswick, Fredericton, for a convention that highlights the theme, "Survival 1984."

In ironic celebration of the Orwell year, a Doublespeak Calendar illustrated by Sandra Boynton is being distrib-

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