

The Future as a Dimension of Education: A Bibliographic Essay

By Leonard S. Kenworthy

Discovering and Inventing the Future

One of the most far-reaching changes in recent times has been the discovery of "the future" by an increasing number of educators, as an increasingly important dimension of our lives today.

Of course human beings have always been somewhat interested in the future and have speculated about it, whether that vague term meant merely tomorrow or a few years hence. In recent years, however, prognostications about the foreseeable future have moved from speculation to scientific projections, forecasts, and predictions.

People are becoming increasingly aware, also, that the future is not predetermined and that it will not necessarily be a linear extension of the present. A sizeable number of people are convinced that we can select among alternative futures, that we can manage change, and that we can "invent" our future.

The implications of such thinking for education are tremendous—influencing the formulation of educational policies, introducing the future as a dimension in all aspects of the curriculum, and inserting courses on the future into the ongoing programs of secondary schools.

Some General Resources on the Future

Librarians, curriculum specialists, school administrators, social studies teachers, and others will find that the most extensive services on studying about the future are provided by the World Future Society (P.O. Box 19285, 20th Street Station, Washington, D.C. 20036). That group has a film library, a book sales service, and other materials, in addition to its bimonthly magazine *The Futurist* (\$10 a year). It is more school-oriented than other organizations in this rapidly developing field.

Probably the best introduction to ideas about the future is still Alvin Toffler's extremely popular *Future Shock* (Random House, 1970, 505 pp., \$8.95, also available as a Bantam paperback for \$1.95), about how individuals and groups today are overwhelmed by change. Included in that volume is a chapter on "Education in The Future Tense."

Three volumes which represent compilations of writings by several authors are *The Futurists*, edited by Alvin Toffler (Random House, 1972, 321 pp., a paperback for \$4.50); *Here Comes Tomorrow: Living and Working in the Year 2000*, written by staff members of the Wall Street Journal (Princeton, N.J., Dow Jones Books, 1967,

196 pp., \$1.85); and the special issue of *Daedalus* for the summer of 1967, *Toward the Year 2000*, reprinted as a hardcover book by Houghton Mifflin and now available as a Beacon Press paperback (1969, 400 pp., \$2.95).

Each of these volumes has its merits. *Here Comes Tomorrow* is by far the easiest to read. *Toward the Year 2000* is probably best on a wide range of topics. *The Futurists* includes more on the methods used in predicting the future, includes several writers from abroad, and is the most recent of these three books.

There are several books by a single author or by two collaborators. Four of them are singled out for mention here. One is Buckminster Fuller's *Utopia or Oblivion: The Prospects for Humanity* (Bantam, 1969, 366 pp., \$1.25), written in his inimitable style and replete with such captivating chapter titles as "The Music of the New Life" and "How to Maintain Man as a Success in the Universe."

Another is John McHale's volume on *The Future of the Future* (Braziller, 1969, 322 pp., \$7.95 and also available as a Ballantine paperback for \$1.50). It emphasizes the physical aspects of the earth more than the others.

Herman Kahn has teamed up with co-authors in two books on the future. One is entitled *The Year 2000: A Framework for Speculation* (Macmillan, 1968, 431 pp., \$9.95). The other is the more recent volume on *Things to Come: Thinking About the 70's and 80's* (Macmillan, 1972, 262 pp., \$6.95). Especially useful in the latter volume is the compact list of fifteen long-term trends in western culture.

Of the many books which attempt to deal with suggested solutions to contemporary world problems, Lester Brown's *World Without Borders* (Random House, 1972, 395 pp., \$8.95 and as a Vintage paperback for \$2.95) is the most comprehensive and readable. In this remarkable book Brown makes an inventory of the world's major problems, suggests some keys to the future, deals with the creation of a global economy and global infrastructure, and comments on ways of shaping the future.

Space precludes lengthy comments on all the important books which deal with single issues, but any such list would certainly include such volumes as Daniel Bell's *The Coming of the Post-Industrial Society* (Basic Books, 1971, 507 pp., \$12.50); Lester Brown's *In the Human Interest* (W. W. Norton, 1974, 190 pp., \$6.95) on resources and population; the M.I.T. Project Team's report on *The Limits to Growth* (Universe Books, 1973, 205

pp., \$6.50 and as a Signet paperback for \$1.25); Gunnar Myrdal's *The Challenge of World Poverty* (a Vintage paperback for 1970, 530 pp., \$2.95) and Barbara Ward and René Dubos' *Only One Earth: The Care and Maintenance of a Small Planet* (W. W. Norton, 1972, 225 pp., \$6.00).

Resources on Education and the Future

Today's boys and girls will live out their lives in the closing decades of the twentieth century and the opening decades of the twenty-first century. They should therefore be intensely interested in the world of the future. Alert, realistic educators need to be informed about the foreseeable future and take it into consideration in their thinking, planning, and teaching.

There have been many books in recent years criticizing the schools as archaic, irrelevant, and even dangerous for children and young people. A few have concentrated on reforms.

Of late there are a few books which relate the future to the present. Probably the most useful volume of this type is the one edited by Alvin Toffler and called *Learning for Tomorrow: The Role of the Future in Education* (a Random House paperback, 1974, 421 pp., \$2.95). This book describes how the idea of the future can be applied in schools today. Three parts comprise this extremely provocative paperback: "Images of the Future and Individual Development," "The Place of the Future in the Curriculum," and "Directions and Resources." All of the thousands of persons connected with education should read this book.

Readers interested in how specialists attempt to predict the possible or probable future will find some data in *The Potential of Educational Futures* by Michael Marien and Warren Ziegler (Wadsworth, 1972, 126 pp., \$5.95) and in Harold Shane's *The Educational Significance of the Future* (Phi Delta Kappa Publications, 1973, 116 pp., \$3.95). Both books also deal specifically with suggestions for including the future as a dimension in contemporary school programs. Both are compact, comprehensive, and readable.

Another volume along similar lines is the one edited by Richard W. Hostrop and entitled *Foundations of Futurology in Education* (Homewood, Illinois, ETC Publications, 1973, 249 pp., \$7.95). It is a compilation of articles by outstanding educators in the U.S.A.

Two very different types of books are Douglas Heath's *Humanizing Schools: New Directions, New Decisions* (a Hayden paperback, 1971, 228 pp., \$3.25) in which the author, a psychologist, pleads for humanistic schools in the future; and Josephine B. Margolin and Marion R. Misch's *Computers in the Classroom* (Macmillan, 1970, 382 pp., \$14.00), an interdisciplinary view of trends in educational technology and suggestions for alternative uses of machines in improving education in the future.

It is hoped that my pamphlet on *The International*

Dimension of Education (Association for Supervision and Curriculum Development, 1970, 120 pp., \$2.25) will provide many readers with a framework and practical suggestions for programs which introduce teachers and students to the emerging world community of our day—and of tomorrow.

The Association for Supervision and Curriculum Development also has two, one-hour audio tapes on "Alternative Futures in Education" which record the views of several pioneering American educators. These cassettes are sold for \$12 each.

A few curriculum guides on the future have been produced for high school courses, but they are so tentative at the present time, that they are not listed here. As new ones appear, they are likely to be mentioned in issues of *The Futurist* magazine.

Special Resources for Students on the Future

It will probably not surprise most readers that there are almost no books for elementary school children on the future. One such book is Geoffrey Hoyle's *2010: Living in the Future* (Parents' Magazines Press, 1974, 63 pp., \$4.59), written for children in grades three to five. It is reviewed on page 279. Representative of books which deal with specific problems of the future, written for younger pupils, is R. J. Lefkowitz's *Fuel for Today and Tomorrow* (Parents' Magazine Press, 1974, 64 pp., \$4.59), written for grades three and four. It is reviewed on page 280.

There are more books, however, for older students. Of course these are in addition to books for adults, which many high school students can read with profit and with pleasure.

Four volumes deal with a broad range of topics relating to the future. One of them is Irving Falk's compilation of short articles by well-known writers on a variety of topics, such as science, medicine, communications, and a global outlook. It is entitled *Prophecy for the Year 2000* (Messner, 1970, 256 pp., \$4.95). A second is Kenneth Goldstein's *The World of Tomorrow* (McGraw-Hill, 1968, 128 pp., \$4.45). It covers the oceans, outer space, transportation, health, and the environment and is enlivened by many illustrations, some of them in color. The third is D. S. Halacy Jr.'s *Century 21: Your Life in the Year 2001 and Beyond* (McCrae Smith, 1968, 182 pp., \$3.95), a book which could be used by junior high school pupils. The fourth is Desmond King-Hele's *The End of the Twentieth Century?* (St. Martin's Press, 1970, 206 pp., \$5.95), a text with some of the same topics as the other volumes already mentioned, but also including material on leisure, living in towns, "surgical sorcery," and mass persuasion.

The Julian Messner Company deserves commendation for a recent series, each book of which deals with one problem of the future. Known as Tomorrow's World Series, it includes Nigel Hey's *How Will We Feed the*

Hungry Billions: Food for Tomorrow's World, Reed Millard's *How Will We Meet the Energy Crisis: Power for Tomorrow's World*, Sterling McLeod's *How Will We Move All the People? Transportation for Tomorrow's World*, and Reed Millard's *Clean Air—Clean Water: For Tomorrow's World*. Each printed in 1971, consists of 180 to 190 pages, and sells for \$4.29. They contain fascinating information, well presented for high school and even some junior high school readers. These books are a welcome addition to the limited literature on the future for today's students.

Then there is a group of books for students which are action-oriented, suggesting ways in which young people can work for a better world. One such volume is Timothy J. Cooney and James Haughton's *It's Up to You: A Guide for Changing the System* (Ives Washburne, 1971, 104 pp., \$4.25). Separate chapters cover ways we can deal with waste, weapons, racism, congress and corruption, and creating a new-society program. Matt Warner's *Your World—Your Survival* (Abelard-Schuman, 1970, 128 pp., \$4.25) concentrates on what young people can do about pollution. A series of articles which originally appeared in the *Christian Science Monitor* is now obtainable in the book *What You Can Do* (McKay, 1971, 86 pp., \$3.95). In it are chapters on spanning the generation gap, crime, peace, race relations, pollution, business ethics, poverty, and old age. Quite different is a

paperback on *Creating the Future: A Guide to Living and Working for Social Change*, by Charles Beitz and Michael Washburn (Bantam paperback, 1974, 422 pp., \$1.95). The early chapters deal with vocations and social change. A section on reconstructing communities and on movements for ecology, peace, minority groups, women, and for pressure politics follows. There are also chapters on vocations in key areas for change—the mass media, education, law, health, business, politics, technology, the church, labor, and the federal government. The final chapter is devoted to efforts to create a world community.

Conclusion

This brief survey of books on the future may assist some readers in selecting reading material for their own enrichment; suggest books they should purchase for school and public libraries and for course work; and convince them of the growing importance of this movement. I hope so—for students and teachers alike need to take active part in building a better tomorrow for everyone on our tiny planet.

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