ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

Minutes of the Executive Council Meeting

Holiday Inn
Alexandria, Va.

October 21-23, 1976

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ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

MINUTES OF EXECUTIVE COUNCIL MEETING

Holiday Inn
Alexandria, Va.

October 21-23, 1976

Presiding: Philip Hosford, President

The Executive Council convened in the Holiday Inn Hotel in Alexandria, Virginia, on October 21, 1976. The following members were present:

Philip Hosford, President ASCD; Elizabeth Randolph, President-Elect; Delmo Della-Dora, Past President; Joseph Bondi; John Codwell; Sara Davis; Gerald Firth; Donald Frost; Edward Karns; Charles Kingston, Sister Elaine Kohn; Dolores Silva. Betty Treadwell was absent from the meeting.

Also attending were:

Gordon Cawelti, Executive Director ASCD; Chuck Speiker; Geneva Gay, Virginia Berthy; Sara Arlington; Carl Grant; Claude Maybury

The Executive Council was called to order in executive session by Phil Hosford at 7:35 p.m. President Hosford reported that a committee had interviewed Dr. Ruth Long as a candidate for the position of Associate Director of ASCD. She will be on sabbatical leave from her institution for a one year period. Mr. Cawelti explained his rationale for recommending Dr. Long which included:

a. Her availability for one year would permit the staggering of terms of the associate directors to permit greater continuity in the headquarters office.

b. Professional and personal credentials.

c. Her availability at an approximate $11,000 salary, the other half to be paid by the university.

d. Dr. Long would assume the responsibilities of Dr. Gay.

The Council engaged in a lengthy discussion of process and rationale for the selection of Associate Director. Other candidates were discussed.

Mr. Bondi MOVED to table action.

MOTION DEFEATED.
Mr. Della-Dora MOVED to employ Ruth Long as Associate Director from August, 1977, for a one year term at a salary to be worked out by the Executive Director. MOTION CARRIED.

Ms. Davis MOVED that the chair appoint a committee to develop procedures for employment of professional staff. The committee is to report to Executive Council prior to October 22, 1976. SECONDED by Della-Dora and CARRIED.

President Hosford appointed a committee of Mr. Bondi, Mr. Karns and Mr. Della-Dora to be chaired by Della-Dora.

Executive session was adjourned at 8:40 p.m.

1. Approval of Previous Minutes

President Hosford pointed out a few editorial changes which needed to be made in the minutes as they have been distributed.

It was then MOVED by Mr. Bondi and SECONDED by Mr. Codwell "that the previous minutes be approved." MOTION CARRIED.

2. National Election Procedures

It was pointed out that the current slate of candidates for president were all white males, and that the slate had been all black females a year ago, and Mr. Cawelti expressed a concern that this might set a pattern. Mr. Karns pointed out that all of the candidates for Executive Council were white females this year. President Hosford said that the council could not tell the nominating committee what to do, but Mr. Della-Dora said that the board could change its policy on the matter. Mr. Cawelti said that he felt it would be more useful for the candidates to discuss what direction they hoped the Association might take if they were elected rather than the philosophic statements which don't seem to be particularly helpful, in his opinion. There seemed to be a consensus that this might be worth trying and Ms. Berthy was requested to make that provision in the next national election.

3. Expression of Appreciation for Brooks and Hubbel

Mr. Cawelti reported that Elizabeth Brooks had obtained a new position more in line with her professional preparation and that she had been instrumental in helping Ms. Gay develop the very successful National Curriculum Study Institute Program. He suggested that the council might make some expression of appreciation for her work.
It was MOVED by Mr. Kingston and SECONDED by Sr. Kohn "that a letter be sent on behalf of the Executive Council expressing their deep appreciation for her fine service as a member of the ASCD family." MOTION CARRIED unanimously.

President Hosford then pointed out that Dodie Hubbell also had left and that she had been an excellent person working with the Association and he encouraged that similar action be taken for her.

It was moved by Mr. Della-Dora and SECONDED by Ms. Silva "that a letter on behalf of the Executive Council be sent to Dodie Hubbell thanking her for her fine service to ASCD." MOTION CARRIED unanimously.

4. Preview of ASCD Tape Slide Show - What Makes A Professional Grow?

Mr. Cawelti discussed the slide tape show which had been prepared to help explain ASCD purposes and benefits to members and the group saw a preview of the show. Several suggestions were made and duly recorded with Mr. Cawelti indicating that as many of the changes would be made as possible without excessive cost.

The group adjourned for the evening at 10:20 p.m.

The Executive Council convened on October 22, 1976 at 8:30 a.m.

5. Audit Committee Requested to Review Association Dues Structure

Mr. Bralove reported on the FY '76 budget and reviewed the projected FY '77 budget. The Association's portfolio was also discussed and Mr. Cawelti indicated he was inclined to keep the financial advisor who has been retained to give advice on the investment practices. The firm has helped produce growth in the value of the portfolio which had deteriorated substantially over several years because of a bad investment in mutual funds. Mr. Cawelti also pointed out that there was only about a $15,000 fund balance in the FY '76 budget, and expressed concern that this was a very limited amount for that size of budget. He urged that the staff be requested to prepare data dealing with the adequacy of the existing dues structure over the next few years and for the audit committee to review this data in March.

Mr. Della-Dora reported for the Audit Committee (Hosford, Randolph, Frost, Della-Dora) saying that it primarily reviewed the activities of the Executive Director in the interim since the June meeting and that the committee had found the balance of activities in and out of the Washington Office to be very appropriate. He said the Audit Committee was very pleased at how well things had been managed and that the Association has been able to keep the dues at $35 this long.

Mr. Cawelti pointed out that ASCD will very soon be the second largest of the major associations serving professional educators at the leadership level and that he continued to feel that more needed to be done to be responsive to the special interest groups within the Association such as
elementary, middle, and high schools, university persons, supervisors, and curriculum directors. A discussion ensued in which it was clarified that efforts to do this should be encouraged in the years ahead.

6. **St. Louis Selected for Conference Site in 1981**

The Council members reviewed the criteria which have been developed for the selection of the annual conference site. Mr. Cawelti said that as a result of previous council discussion, the staff had focused on New Orleans and St. Louis, even though Chicago would be an excellent site if it had an adequate convention center in proximity to the hotels. After further discussion Mr. Cawelti said that based on all the criteria, particularly high conference attendance at a previous St. Louis meeting, the hotel and convention facilities, and the geographic location in close proximity to large numbers of our members, that he recommended St. Louis as the choice for 1981.

It was MOVED by Ms. Silva and SECONDED by Mr. Frost "that the 1981 conference be held in St. Louis."

Ms. Berthy reported that from her visit to St. Louis she was very impressed with the vitality of the city and the new facilities which have been or are being constructed. Mr. Bonfi asked if there were any major differences between New Orleans and St. Louis in so far as cost and Mr. Speiker said that the St. Louis conference center was less expensive by ten cents per square foot than New Orleans. Mr. Karns pointed out that boards of education are more and more having reservations about sending members of their staff to glamour spots for conferences. President Hosford called for the vote, and the MOTION CARRIED. Mr. Cawelti asked for an expression of appreciation for the fine job that Virginia Berthy had done researching the information needed for this council decision and the council responded accordingly.

7. **The 1980 Yearbook Committee Appointed**

At the council's previous meeting Mr. Leeper had been provided with some options for the chairperson and other members of the 1980 yearbook committee and he presented the following list of persons accordingly:

- Dr. Arthur Foshay, Chairman
- Dr. Theodore Czajkowski
- Dr. Fenwick English
- Dr. Evelyn Lezzer
- Dr. Decker Walker
- Dr. Joel Weiss

Mr. Cawelti pointed out that it has been traditional for the yearbook committee chairperson to have considerable latitude in helping select the members of the committee. In the process of following that practice this year the committee had been formed without the representation of a minority person. To rectify this oversight he recommended that Geneva Gay (who would no longer be on the Association staff at that time), be added to the committee.
It was MOVED by Mr. Bondi and SECONDED by Mr. Codwell "that the persons listed on the committee be appointed with Arthur Foshay designated as chairman, and with the addition of Geneva Gay as a member." MOTION CARRIED.

8. Cost Reductions in Yearbook Program Sought

President Hosford asked for discussions on the topic previously raised to the council dealing with the cost of the yearbook program to Association members. The council reviewed a statement prepared by Mr. Leeper outlining the value of the yearbook and the contribution it makes in the field of education. They also reviewed data dealing with the cost of production and revenue from sales of the yearbook. Mr. Cavelti pointed out that the cost of printing had increased 250% over the last ten years, but that this was obviously due in part to a much larger membership now, and he felt the council should examine the question in terms of whether this was the best way to spend approximately $50,000. However, he did add that over a period of years up until recent times the yearbook produced more revenue than its additional cost, and that it would take a few more years for recent yearbook sales to attribute back into the cost of distribution and printing. Several council members spoke to the topic and felt that the yearbook was a valuable contribution because it permitted in depth treatment of a topic. A lengthy discussion ensued about the variation in the length of the book, the relative advantages and disadvantages of paperback versus hardback, and on how the topics were selected. It was clarified that more contemporary topics are ordinarily treated in the booklet series published each year. President Hosford said he felt perhaps we could propose that the length be kept between 175-225 pages, and that Mr. Codwell MOVED to limit the yearbook to not more than approximately 200 pages. This was SECONDED by Mr. Bondi. Mr. Della-Dora said that he preferred that the group not have a motion on specific ways of cutting costs but that this be dealt with in an administrative way. At this point the motion was WITHDRAWN. Mr. Bondi said that he felt there were several topics such as back to the basics, rising costs, minimum competencies, standardized testing, etc., and that publications should reflect how ASCD stands on these issues. Mr. Karns said he felt it was extremely difficult to project a timely topic as far as five years ahead. Ms. Davis said that is was important to help give direction to both elementary and secondary educators in the topics that were covered.

It was MOVED by Mr. Della-Dora and SECONDED by Mr. Karns to authorize the Executive Director to reduce costs of the Yearbooks and to improve relevancy of topics treated in Yearbooks (in consultation with the Association Director for Publications and the Publications Committee) in accord with the discussions at this session and to report back on actions taken at the next meeting of the Executive Council.

(At this point President Hosford introduced Claude Maybury, chairman of the Working Group on Black Concerns, who remained as a guest for the balance of the meeting.)
Ms. Gay pointed out that it was essential for the Executive Council to give direction to the Publication Committee and Mr. Speaker said that he felt there needed to be a purpose statement distinguishing the yearbook from other kinds of publications or programs. Mr. Frost clarified the discussion by pointing out that the Executive Director was expected to report back to the council on the discussions which had been held.

9. Educational Leadership Rate Increased to Fifteen Dollars

The council reviewed the data on the cost per issue of several of the major journals in the field of education. This information showed that Educational Leadership costs $1.25 per copy to subscribers whereas the Model figure was more like $1.75 with some individual copies costing between $3.00-4.00.

It was MOVED by Mr. Bondi and SECONDED by Mr. Frost that we increase the subscription rate of Educational Leadership from ten dollars to fifteen dollars a year. MOTION CARRIED.

10. RFP Process for Establishing Association Projects Authorized

Mr. Frost introduced members of the Program Development Subcommittee who worked with him in their most recent meeting and called attention of the council to their report (see Appendix item A). This report pointed out problems with the productivity of the working groups and proposed that instead the Board of Directors establish priority projects to be done and then requests for proposals (RFP's) be sent out after the annual conference to all members.

It was MOVED by Mr. Frost and SECONDED by Ms. Randolph "that we adopt the process as identified in sections I, II, III in the report."

Ms. Gay said she felt this looked like a good idea but she wasn't sure we would get the response we are looking for from the RFP announcement. Mr. Frost pointed out that we would not only depend on responses but that we probably would also have to go out to specific persons and solicit responses. Mr. Della-Dora said he felt there should be two or three open hearings to explain what the Association priorities are and to see what proposals might be like.

Mr. Frost accepted a friendly amendment to his motion that "a sentence be added showing that at the annual conference there would be a session held on the RFP process and that this be shown as item 2a in the report." MOTION CARRIED.

Mr. Della-Dora asked if it would be too late to do this for this year's program, and the answer was no. Ms. Randolph said it would be important to get this information out to the affiliated units so that they are aware of the process. Mr. Codwell raised the question as to whether or not the working groups should be disbanded before it was determined that the RFP process was working well. Mr. Frost pointed out that the committees were
funded through 1977 which would give the RFP process sufficient time to get under way. A considerable discussion ensued in which the matter was pursued as to whether or not priorities should be given to some of the working groups who may not have finished their task, even though they were recommended to be discontinued. President Hosford expressed his understanding to be that they would simply go through the RFP process for the FY '77 year. But others felt that they should be given a higher priority if they had been in existence already. Ms. Gay said that the major issue was whether or not the working group process had outlived its utility. Mr. Della-Dora said it was extremely important to assure that there was interaction between the Executive Council and members of the working groups to clarify purposes and agree on activities. Ms. Silva said that she felt that there was a tendency for friends to involve other friends in appointments to the working group structure.

At this point President Hosford called for a vote and the motion (with the friendly amendment) PASSED.

11. Working Groups and the RFP Process

The group then turned its attention to IV which was the section of the report recommending discontinuation of six working groups effective in August, 1977. Ms. Gay pointed out that she felt this was part of the intent of the recommendation.

It was MOVED by Mr. Karns and SECONDED by Mr. Codwell "in order to phase into the new process of eliciting proposals for various projects, the Executive Council recommends that the following working groups' future activities be based upon the new RFP process: Accreditation and Certification of Curriculum Leaders and Supervisors, Black Concerns, Latino Concerns, Supervisory Practices, Emerging Adolescent Learners, Humanistic Education." MOTION CARRIED.

It was MOVED by Mr. Della-Dora and SECONDED by Mr. Frost "that the Research and Theory group be moved up into the category of the other six groups mentioned in the terms of how it was to be dealt with but restate that our original intent was that it be funded for two years." MOTION CARRIED.

(At this point President Hosford introduced Carl Grant who is chairman of the Multi-cultural Education Commission).

The council adjourned and reconvened after lunch.

12. Multi-cultural Position Statement Approved

Mr. Grant discussed the activities of the Multi-cultural Education Commission, and said that they had been working on "the position statement on multi-cultural education." (see Appendix B). He said it was important that the Executive Council make some disposition of this proposed position statement. Mr. Grant also said that additional tasks included helping to conceptualize a multi-media presentation on multi-cultural education and to function as a "watchdog" for the Association
in its program activities (e.g. representativeness on conferences, publications, institutes). A lengthy discussion then ensued about the nature of the commission and there seemed to be a consensus that it was something different than a regular working group because of its name and the importance of its responsibility.

It was then MOVED by Mr. Bondi that we establish a Multi-cultural Education Commission for the year 1976-1977 and 1977-1978 with the proviso that the commission chairman meet with the Executive Council annually to review the work of the Commission during that year.

Mr. Della-Dora pointed out that the "watchdog" function should consumate in a report which would show what our efforts on behalf of multi-cultural education have produced with regard to governance, institutes, etc. Mr. Cawelti raised the question as to why act on 1977-78 now. Mr. Bondi said that this was because Mr. Maybury had felt a lot more work needed to be done and Mr. Maybury replied to preserve black presence in the organization. Mr. Cawelti said that the purpose of the RFP procedure had been to try to get away from Mr. Maybury's contention that a working group or commission is appointed and then the Executive Council turns around and says "what have you been doing?" The new process is intended to have the Executive Council specify very clearly what task they wanted done and then seek persons who have the motivation and time to get something done about them. Ms. Davis said that she felt we needed a multi-cultural group rather than splinter groups if we would be a unified organization.

President Hosford then indicated that he wanted to ask Mr. Bondi, Mr. Della-Dora, and Mr. Grant to draft a motion to deal with this issue. President Hosford then discussed several alternatives as to how the group could proceed at this point.

It was MOVED by Mr. Della-Dora and SECONDED by Mr. Kingston "that a subcommittee be charged with drafting a proposed charge to the Multi-cultural Education Commission and that it consist of Mr. Della-Dora, Ms. Gay, Mr. Bondi, and Mr. Grant to meet and report back sometime during this session." MOTION CARRIED.

President Hosford then said he would appoint the committee previously mentioned. A discussion then followed about what to do with the multi-cultural education position statement. There was a need to have it published and to be broadly considered and President Hosford suggested that if this council acted to transmit it to the board, it could be published in Educational Leadership and the News Exchange with it being identified as having been transmitted by the Executive Council to the board.

It was MOVED by Ms. Randolph and SECONDED by Mr. Frost that the multi-cultural education position statement be approved by the Executive Council and transmitted to the Board of Directors for action. MOTION CARRIED.

13. NIE Study of the Federal Role in Curriculum Development Activity

Mr. Cawelti introduced Jon Schaffarzick from the National Institute of
Education who is heading a task force that has been studying policy questions relating to the role of the institute and the federal government in curriculum development activities. Mr. Schaffarzick gave a brief history of the project and said that there was apparently a good deal of concern about the federal government imposing a national curriculum if it became too heavily involved. He said some felt there should be more of a dissemination effort while others felt that original research should be a top priority for curriculum development. He discussed a conference to be held in November in which a large number of papers have been commissioned to analyze the issue, and said that ASCD had been asked to have a representative present. President Hosford said he would like to see some evaluation of the "hidden curriculum" since nobody is doing this now. Mr. Firth said that teacher training was an important aspect of what the curriculum was actually to become. Mr. Grant said he was concerned about the lack of ethnic and sex representation among the persons who had been invited to give papers on the topic. Mr. Karns observed that only 20% of those utilized are public school people. Mr. Maybury said he felt that the studies need to be more regionalized according to urban, rural, and suburban problems, and that there was a large amount of research available as to what the problems are. Mr. Cawelti said he felt the discussion guides were overly detailed and there needed to be a few simple questions asked if it was to be useful in determining a clear role for the institute. He suggested that the institute ought to focus more of its resources on long term longitudinal studies of the effects of education in the area of the following questions:

1. To what extent do the schools serve to perfect social conditions?
2. To what extent do the schools serve effectively to meet the individual needs (personal)?

In addition he also said the institute ought to address the question of what curriculum development processes (renewal) should be used to enable the schools to pursue a good curriculum serving both of these areas - the personal and social.

President Hosford thanked Mr. Schaffarzick for attending and said that he would assure ASCD representation at the conference.

Mr. Kingston MOVED that we authorize Mr. Cawelti to express the point of view that he had, but Mr. Cawelti said that the consensus was all that was needed. Mr. Cawelti also suggested that at least two representatives attend, with one being a minority person.

14. Report on Houston Conference

Sara Arlington discussed briefly the plans for the Houston conference and passed out the newly printed brochure containing an overview of the activities. She indicated that there were discussions being held with Janet Kirston regarding a placement service to be held during the conference.

15. Members of Working Groups Appointed

Ms. Gay indicated that a number of appointments that had been made since the
last meeting needed to be authorized by the Executive Council and she passed out the list with these names.

It was MOVED by Mr. Bondi that we approve the members as listed below.

**Working Group**

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<td>Marvin Christiansen</td>
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<td>Henry Givens</td>
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<td>Esther McNeill</td>
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<td>Multi-cultural Education Commission</td>
<td>John Vazquez</td>
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<td>Research and Theory</td>
<td>Joseph Federbar</td>
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<td>Kenneth Haskins</td>
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<td>Mildred Middleton</td>
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<td>George Posner</td>
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<td>Flora Roebuck</td>
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MOTION PASSED.

MOVED by Mr. Bondi and SECONDED by Mr. Frost to fill the vacancies on the Black Concerns and Supervisory Practices working groups based on the recommendations of the staff following input from the Executive Council. MOTION PASSED.

16. Latino Concerns Working Group Dissolved

Mr. Speiker reported on the recent scheduled meeting of the Latino concerns in Chicago in which only two members showed up. It was reported that this had been a frequent problem with this group and it was a recommendation of Mr. Speiker and Ms. Gay that the group be dissolved since it had been nonproductive. The question was raised as to whether the Multi-cultural Education Commission could look into whether or not there is a need for a working group in this area and what the task might be. Mr. Maybury said he didn't like to hear the question raised as to whether or not there was a need since he felt he was sure that there was.

Mr. Bondi MOVED that the working group for Latino Concerns be dissolved and that a charge be given to the Multi-cultural Education Commission to survey various Latino educators throughout the country to determine what concerns need addressing by ASCD. Ms. Davis said she'd rather have them submit a project they would like to do. The motion was then WITHDRAWN.

Ms. Gay said that the Executive Council had specifically said that they wanted the Latino working group to develop a manuscript that would explicate the Latino problems.

It was MOVED by Libby Randolph to dissolve the present Working Group on Latino Concerns in accordance with preferences of the staff. SECONDED by Mr. Bondi and MOTION PASSED.

The group adjourned for the day.
17. **Latino Concerns to Follow RFP Procedure**

It was MOVED by Ms. Randolph and SECONDED by Mr. Bondi "to use the RFP procedure to involve Latino members of the association."

President Hosford said that the Latino members should be encouraged to start their proposal now. MOTION CARRIED.

18. **Staff to Produce Videotapes of ASCD Leaders**

Discussion centered around a proposal which had earlier been received from O.L. Davis to obtain videotapes of significant ASCD leaders from the past to be preserved as historical documents. The proposal had asked for $2200 for a committee meeting and travel. Mr. Cawelti reported that there were two such tapes already in existence as a start on this kind of project and that they are being kept at ASCD headquarters now.

It was MOVED by Mr. Bondi and SECONDED by Mr. Codwell "to accept Mr. Davis' letter and refer the request to the Executive Director to be included as feasible with other taping projects under way. The extent of this project would be to get a record of what ASCD meant to the particular individuals involved and to record their interpretation of curriculum movements at the time they were particularly active in ASCD." MOTION CARRIED.

19. **$5000 Appropriated to Help Write Proposal on Alternative Schools with John Dewey Society**

Mr. Speiker reported that the funds were needed to help develop a historical analysis of the alternative school issue and that this would be provided to ASCD within one year. He also reported that no other associations had committed any funds to the project, but that some had given the idea their support. The John Dewey Society leaders intend to approach NIE and NIH for the funding of the project. Mr. Frost reported that the program development subcommittee recommended not supporting this project. Sr. Kohn said that she was enthusiastic about the project and its potential, as did Mr. Della-Dora. Mr. Cawelti said that this had not been identified as a priority matter with the Board of Directors which was the intent of the new funding process, and he expressed concern about the financial outlook for the current fiscal year until income projections begin to better materialize. President Hosford asked whether this might produce a manuscript on alternatives that could be published by the Association, and Mr. Speiker answered, "yes." Mr. Della-Dora said he felt the Association had a very substantial reserve fund and that we could afford to do this if we wanted to allocate the money. Mr. Cawelti asked Mr. Speiker if he would argue for this project if he knew if would not be funded and the answer was yes because there would still be a product (a manuscript). Mr. Karns asked Mr. Speiker to recapitulate briefly what the project would accomplish and Mr. Speiker answered that it would set a framework for a study of the alternative education movement upon which there has been no in depth study. Mr. Codwell said he felt the project appeared to have merit.

Mr. Frost MOVED and Mr. Firth SECONDED that the funding of
the alternative education study as requested by the John Dewey Society not be approved. A show of hands showed five supportive of the motion and six against it.

Mr. Codwell MOVED and Ms. Davis SECONDED "that we approve the proposal of the John Dewey Society." A show of hands showed six supportive of the motion and three against.

Mr. Cawelti asked where these funds were to come from since it was not in the budget and suggested it would have to be from the fund balance.

It was MOVED by Mr. Della-Dora and SECONDED by Ms. Randolph "to take the $5000 from the fund balance." MOTION CARRIED.

20. Grass Roots Process for Identifying Association Priorities Adopted

Mr. Della-Dora reported on a meeting that he had held with President Hosford and Mr. Cawelti last summer to follow through on previous action taken by the Executive Council with regard to a procedure for identifying issues that ASCD members wish to become involved in and providing a means for taking action on them.

It was MOVED by Mr. Della-Dora and SECONDED by Mr. Bondi to adopt the process and timetable identified in Appendix C. MOTION CARRIED.

Mr. Cawelti said that the survey of educational issues would be done with the Executive Council, Board of Directors, and perhaps of a group of "influentials" in the Association. It was suggested that the survey form contain demographic information so as to show, for example, the regions from which responses come and the ethnicity of responders. Mr. Cawelti said this would be done.

21. Proposed Board Handbook to be Sent Out

Mr. Della-Dora discussed the handbook which he and the staff had been working on to orient board members to Association processes.

It was MOVED by Mr. Della-Dora and SECONDED by Ms. Silva "to distribute the Board Handbook at Unit Presidents' meeting and go over it. Ask each unit Board to go over it in a meeting attended by its unit representatives plus other national Board members. Include a reaction/questions sheet in each handbook to be completed and sent in to ASCD headquarters by September of each year. Summarize and report results at October Executive Council Session." MOTION CARRIED.

Mr. Della-Dora also indicated that there was a need for this kind of handbook for information for the general membership and volunteered to try it.

It was MOVED by Mr. Bondi and SECONDED by Mr. Codwell "to ask Mr. Della-Dora to do this." MOTION CARRIED.
Mr. Della-Dora also said there was a need to develop a procedure for developing an inventory of resource people by various areas of expertise, a plan similar to one which had been done in 1971.

It was MOVED by Mr. Della-Dora and SECONDED by Mr. Bondi "that we reinstitute the set of procedures relating to nomination and self-nomination of ASCD members for involvement in ASCD activities as originally established by the Exec. Council on Oct. 1970. (See Appendix D for procedures to be followed). MOTION CARRIED.

22. Guidelines Developed for Collaborating with Professional Organizations

Mr. Cawelti discussed the status of deliberations dealing with a joint office of governmental relations among several major professional educational groups. He called the council's attention to a series of alternatives which had been developed by Mr. Della-Dora and President Hosford last summer. He said that at the moment all of the members of the informal group had agreed to participate except for the National Association of Secondary School Principals and ASCD. It was pointed out that the problem of the name of the organization had not yet been resolved, but felt that it could if it was ASCD's desire to enter into the organization. The matter of the cost of the Association was discussed including the possible dues increase, but Mr. Frost said this was not necessarily inevitable in the event we wished to cut something else out of the Association's activity. Concerns were expressed over lines being drawn between administrator and teacher groups, a point which has previously been discussed by the council. Mr. Della-Dora said he had some preference for the "Common Cause Model" since it was more a grass roots approach. Mr. Bondi said he could not vote for the collaboration proposal if our members would interpret it as our aligning ourselves with "pure administrators." President Hosford said he felt the group should first decide whether or not ASCD should get into increased governmental relations activities and Mr. Cawelti said he felt the board had answered this in the affirmative at their Miami meeting. Mr. Speiker pointed out that a recent membership survey had showed that 75% of the members wanted ASCD to get more into a legislative arena. The group then began to formulate criteria which might be utilized in determining whether or not to collaborate with other professional groups. The question was raised as to whether or not an organization like NEA would be asked to join or permitted to join, and Mr. Cawelti suggested that they quite obviously would not be able to contribute the amount of money which is involved due to the size of their budget.

MOVED by Mr. Bondi and SECONDED by Mr. Della-Dora "that we convey to the board our willingness and support to forming a coalition dedicated to increased governmental relations activities provided the following conditions are met:

1. ASCD maintains its open membership policy. Its autonomy as an Association remains intact.

2. ASCD does not participate in governmental relations activities with a group or groups that engage exclusively in promoting adversarial policies and procedures. For example, if ASCD
joins an administrators collective on governmental relations, it will withdraw from that group if an analysis of its activity suggests that the activity of that collective is directed against teacher concerns as a primary target.

3. ASCD maintains power to veto all proposals on governmental relations that are not consistent with espoused (written in Constitution, Policy Handbook, or resolutions) ASCD values.

4. ASCD pattern of governmental relations reflect cooperation with both administrator and teacher groups.

5. ASCD engages only in activities with groups whose names do not violate the intent of the previous conditions. *includes policy, guideline, legislative development and promotion as well as other forms of governmental relations.

MOTION CARRIED.

The question was then raised as to what next steps should be taken with the criteria for collaboration with other professional organizations. Mr. Cawelti said that the staff should be requested to present the alternative organizational alignments which might be undertaken and that this should be presented to the board in Houston.

It was MOVED by Mr. Firth and SECONDED by Mr. Frost "to request the staff to prepare an analysis of the alternatives which exist for alignment among various organizations, including a recommendation of which groups we should align with, and including a recommendation on method of financing such alignment. The analysis and recommendation should go out simultaneously on the agenda to the Board of Directors and the Executive Council." MOTION CARRIED.

23. Reports of Liaison with Other Organizations

President Hosford discussed his continued participation with the Joint Committee on Guidelines and Standards for Educational Evaluation. They were to meet in Chicago in the week following this Executive Council meeting.

Mr. Cawelti reported on discussions with the John Dewey Society in which R. Freeman Butts will deliver a major paper at the Houston conference and which will be considered for publication.

Mr. Cawelti reported on discussion with the Anti-defamation League about a survey in the News Exchange which will be conducted to determine any anti-prejudice instructional activities under way.

President Hosford reported on a meeting with the American Association of Publishers in New York City in which it was suggested that Mr. Cawelti might seek foundation moneys to study the impact of current efforts to reduce stereotypes in published materials. Publishers report that demands
for all inclusiveness have tended to make it virtually impossible to publish anything these days.

Mr. Cawelti reported on a task force of four ASCD persons who met with him and Mr. Frost in Chicago to ascertain an ASCD position with regard to the career education movement. He said there was not much closure to the meeting but that discussions will continue with the Associate Commissioner for Career Education, Kenneth Hoyt, in January, and a further report would be forthcoming.

24. Joint Statement of Reading Adopted with IRA

Barbara Day had submitted a proposed statement for endorsement by ASCD and several other organizations dealing with the whole area of reading. (see appendix E)

It was MOVED by Ms. Randolph and SECONDED by Ms. Silva "that this council endorse the statement as attached." MOTION CARRIED.

25. Procedures for Selecting Associate Directors

President Hosford had requested Mr. Della-Dora, Mr. Karns, and Mr. Bondi to draft a recommended policy for selecting the Associate Director in the Association. (see appendix F)

It was MOVED by Ms. Silva and SECONDED by Mr. Codwell "to adopt the statement 'Recommended Policies and Procedures for Selection of Associate Director'." MOTION CARRIED.

26. Multi-Cultural Education Commission Extended to 1980

President Hosford had requested Mr. Della-Dora, Mr. Grant, and Mr. Bondi to prepare a statement affording some guidance to the future existence and role of the Multi-cultural Education Commission. One of the functions discussed was that of a "watchdog" role in the Association with regard to publications, institutes and the conference. Mr. Cawelti said he felt that this was the Executive Council's role and that it should not be necessary for another group to do this. Ms. Gay said that she felt that while this was true and the intents were good that the Council is so imbedded in other activities that the job does not get done. Mr. Karns also raised the question as to whether or not this wasn't appropriate for the Review Council to do. Further discussion ensued which provided some changes on the subcommittee's report.

It was then MOVED by Mr. Bondi SECONDED by Mr. Firth "that we accept the charge to the Multi-cultural Education Commission as reported by the subcommittee." (see Appendix G) MOTION CARRIED.

27. Working Paper on Affiliate Unit Policies Forwarded to Board

Mr. Speiker discussed the working paper of affiliate unit policies which had been developed by a committee of state presidents, this having been previously reviewed by the Executive Council, and changes having been
made in the meantime, and a brief discussion ensued. (see Appendix H).

It was MOVED by Mr. Bondi and SECONDED by Mr. Firth "that we transmit this report to the Board of Directors in Houston." (The group had raised questions about one item dealing with the term of the Presidency and the group suggested striking the parenthetical comment in item 8 of page 56 - this was done before action was taken). MOTION CARRIED.

28. Hovet and Jordan Named to Conference Planning Committee

It was MOVED by Mr. Bondi SECONDED by Mr. Codwell that Mary Hovet (Maryland) and Lucille Jordan (Georgia) be named to the Annual Conference Planning Committee for 1978-81." MOTION CARRIED.

29. Gwendolyn Baker Named Chairwoman for Detroit Conference

As a follow up to previous communication which has already been carried out at the suggestion of the Executive Council, it was MOVED by Ms. Randolph and SECONDED by Mr. Firth "that Gwendolyn Baker be named as the chairwoman of the Detroit Annual Conference." MOTION CARRIED.

30. Selection Committee for 1978 Nominating Committee Named

President Hosford had requested that Ms. Randolph serve as a chairwoman of a subcommittee to recommend persons to serve on the selection committee.

It was MOVED by Ms. Randolph and SECONDED by Mr. Bondi "that the following persons be named to the selection committee for the 1978 nominating committee: Delores Silva, Charles Kingston, and John Codwell." MOTION CARRIED.

31. Lucille Heiser Named to Resolutions Committee

Mr. Cawelti reported that Rodney Tillman would be unable to attend Houston and said another person was needed to fill his place.

It was MOVED by Mr. Bondi and SECONDED by Mr. Kingston "that Lucille Heiser (South Carolina) be named to the Resolutions Committee." MOTION CARRIED.

32. $750 Authorized for President's Expense to Turkey

Mr. Cawelti reported that he had previously indicated the need to adjust the $500 rate of ASCD's support for the President's expense during the year of the World Council on Curriculum and Instruction. This meeting is
to be held in August, 1977 in Istanbul, Turkey. He recommended that although it was still a partial contribution, the rate of support be set at $750.

It was MOVED by Mr. Bondi and SECONDED by Mr. Codwell "that $750 be authorized toward this trip." MOTION CARRIED.

President Hosford thanked everyone for their careful attention to the agenda and Mr. Della-Dora thanked the ASCD staff for their hard work in preparing an outstanding packet of materials for use by the Executive Council at this series of sessions.

The group adjourned at 2:30 p.m. October 23.
I. PRINCIPLES AND CONDITIONS UNDERLYING NEED FOR NEW APPROACH TO
PROGRAM DEVELOPMENT

1. It is essential that members continue to be involved in working group
or committee structures.

2. It is desirable to make a greater effort at a grass roots process for
identifying curriculum, instruction, and supervision issues that are of
concern to members.

3. ASCD working groups have generally not been productive because:
   A. ASCD leadership groups have not been sufficiently explicit
      on the task expectations of WG.
   B. Persons on WG generally do not have the time to spend on a
      project after returning home to their jobs.

4. New breakdown of some 20,000 members compels need for a better mechanism
   for responding to needs of such interest groups as high schools, middle
   schools, elementary schools, curriculum development (curriculum directors
   and university persons), supervisors, etc.

5. If ASCD is to lead out and speak out, there is a need for fresh data and
   analyses of issues under consideration rather than just opinion.

II. SUGGESTED PROCESS FOR AUTHORIZING ASCD PROJECTS

1. Ongoing processes identified by EC and board to elicit issues of concern
   to members

March 2. Board of Directors agenda structured to assure discussion of issues and
resulting in a prioritized listing of issues to be worked on during the
   following year.

March-June 3. Staff develops proposal requests and sends out -(Education USA style)

June 4. Program development subcommittee meets one day before EC meeting to review
   proposals received and make recommendation to EC

   EC authorizes committees to work and funds various projects.

   If not proposals are received, EC may set up its own group.
5. Additional proposals may be authorized with President's consent on
recommendation of staff.

March

6. Results of various group's work reported to board
May also be sent out later to board and membership if task is not to be
completed until summer.

III. PROPOSAL REQUEST COMPONENTS

1. Statement of issue

2. Task to be done in response to issue-desired product-completion date

3. Desired composition and size of committee or task force (practitioner
vs theorists, ethnicity, sex, geography)

4. Available resources
   ASCD budget allocation - allowable uses
   ASCD staff
   other individuals and organizations or agencies
   Payment schedule

5. Relevant work known to exist already in this area

6. Dissemination plans
   (see sample RFP on last page)

IV. DISPOSITION OF CURRENT WORKING GROUPS

In order to phase into the new process of eliciting proposals for various
projects, the Program Development Subcommittee recommends that the following
WG be discontinued effective August 31, 1977:

1. Accreditation and Certification of Curriculum Leaders and Supervisors

2. Black Concerns

3. Latino Concerns

4. Supervisory Practices

5. Emerging Adolescent Learners

6. Humanistic Education

That the following WG be discontinued effective August 31, 1978:

Research and Theory
That the decision on the Multicultural Education Commission be made following the commission chairman's report to the EC in October.

V. ADDITIONAL RECOMMENDATIONS

It is recommended:

1. that the term "project" be added to a designation of the various tasks be undertaken rather than using the term "working group".

2. that a limited number of projects be funded but that they be given additional resources to do the job adequately.

3. that a special addition of News Exchange come out in mimeograph form and sent to all members immediately following the annual conference with the request for proposal outlines.

4. that the Associate Secretary for Program Development provide strong leadership in assuring that the various project groups follow out the intent of the Board of Directors.

5. that approximately the same proportion of funding for program development be continued until it is ascertained that the new approach becomes more cost affective (approximately 12%)

6. that no funding be authorized for the videotaping project on past curriculum leaders or for the John Dewey Society proposal on needs for a project on alternative schooling.
SAMPLE REQUEST FOR PROPOSAL (RFP)
"Curriculum Issues in Collective Bargaining Project"

I. STATEMENT OF ISSUE

Instructional leaders have a concern over items that may be appearing in negotiated agreements with teacher unions that are of a curriculum nature that would restrict local curriculum development efforts in a manner not in the best interests of all children. (e.g., teachers with most experience will have first choice of teaching assignments) ASCD has a responsibility for remaining abreast of this phenomenon and alerting members to undesirable provisions to which the board of education might agree.

II. TASK TO BE ACCOMPLISHED - COMPLETION DATE

Conduct a sampling survey of existing teacher-board contracts and pending negotiation item lists (those to be negotiated during the current year) among at least fifty urban districts and 50 suburban districts to ascertain which items are present that are of a curriculum or instruction nature. Prepare recommendations for dealing with the appearance of similar items in other districts. Have manuscript for 75 page ASCD booklet in editor's office by March 1, 1977.

III. DESIRED COMPOSITION AND SIZE OF COMMITTEE

Recommend (but do not contact) at least one person with K-12 curriculum responsibilities, one secondary principal, one elementary principal, one university or other person with expertise in collective bargaining, and one other person for a maximum of five persons. Assure representation of women and minorities who will be helpful in designing survey instrument and making recommendations.

IV. AVAILABLE RESOURCES

On September 1, 1977, ASCD budget will provide for $5000 to be spent for survey expenses and travel. The Associate Secretary for Program Development will be available to assist with the project. Mailing and printing services of national office can be used.

V. RELEVANT WORK KNOWN TO EXIST IN THIS AREA

See related surveys that may have been done by Educational Research Service in Arlington, VA. NEA publications may shed some light - those dealing with CB developments. Contact Mike Lieberman for any information he may be able to provide. Analysis of other research literature.

VI. DISSEMINATION PLANS

1. Results to be announced by association President and/or Executive Director.
2. ASCD booklet to be published no later than June 1, 1978.
3. Report results to Board of Directors in March, 1978, and hold assembly session on this topic in San Francisco.
MEMORANDUM

TO: Executive Council

FROM: Members of the Multicultural Education Commission

RE: Position Statement on Multicultural Education

Attached is a draft on the position statement on multicultural education prepared by the Multicultural Education Commission. This was a part of our original charge. We present this statement to you for your reaction and for Executive Council action on plans for dissemination. Carl Grant, chairman of the MEC, will be happy to discuss this further with you at the Executive Council meeting on October 22, 1976.
MULTICULTURAL EDUCATION

Rationale

ASCD's commitment to multicultural education emanates from the realities of life in the United States. It also emerges from our association's consistent affirmation of democratic processes and humanistic ideals.

We live in a culturally pluralistic society. With the increasing complexity and interdependence of economic, political, and social affairs, similarities and differences among cultural groups become more pronounced. Operating as a single national culture is no longer acceptable as a feasible concept for educational processes and interpersonal behavior. A dynamic realignment of political and economic power among various interest groups in our country and among world nations emphasizes the need for increased understanding of ourselves and others.

Attempts to understand "other" people and bases for "others'" decisions, intentions and values must be broadened beyond historically mono-cultural perspectives. Shifting balances of power reduce abilities of adherents of the dominant culture to control their own destinies, as well as that of "others." It certainly necessitates a deeper re-examination of "others" if we are to understand and coexist with them. Life in a culturally pluralistic society requires fundamental changes in educational philosophies, processes and practices. We might consider these as basic needs for human renewal.

An initial step toward human renewal must emphasize that many different cultures exist in the United States. It must also include a recognition of their right to exist, and an acceptance of the fact that they represent humanity's potential in a very altruistic sense.
Appendix B

Human renewal must further recognize the validity and viability of cultural diversity. As educators, we must strive to understand cultural pluralism and develop an empathy for more than the obvious "trappings" which might characterize a culture. It is therefore time to translate our concern for individual development into the more difficult task of understanding individuals within the context of their cultural group experiences.

As we accept the realities of cultural pluralism, a growing recognition of the worth, dignity and integrity of each individual becomes defined in behavior -- in the cultural context of that individual. Thus, our concern for maximizing individual development of human potential must increasingly be viewed as a continually emerging and evolving one, shaped by different cultural contexts which nourish the growth and development of the individual. There is no single criterion of human potential applicable for all. Instead, complex and varied sets of coherent values, motives, attitudes and attributes, which determine behavior patterns, exist in coherent patterns among cultural groups. Added to this is the effect of economic, political, and social racism against non-white minority groups. All of these factors must be considered meritoriously in our efforts to design educational experiences that will maximize human dignity and potential for all individual students.

Different cultural and social environments have determining influences upon individual perception and behavior. Two such environments are early life experiences and our technological society. The earliest associations of a child form the basis of his/her cultural heritage. Cultural heritage is the essence of relationship patterns, linguistic and expressive communication, and the fundamental values and attitudes through which each child grows. To ignore, or invalidate this living experience for any individual is in effect to distort and diminish the possibilities for developing that person's potential.
Appendix B

The growing impact of life in our highly technological and industrialized society necessitates recognition of cultural pluralism, and should foster active efforts for its positive perpetuation. We are all in danger of being alienated, bureaucratized, and depersonalized by the rationality of the industrial ethos of technology. Not only are ethnic minorities being deculturalized and dehumanized, all of us are being sized and fitted to sets of specifications that are essentially depersonalizing and destructive for human individuality. In a very real sense, members of the majority culture or dominant society are just as invalidated as individuals, as are members of minority groups and cultures, by the superstructure of technical-industrial economic rationality. Cultural pluralism emerges not only as a social fact, but also as a positive ideal to preserve the integrity of all individuals. It is necessary for the development of a more humane society through democratic processes.

Definition

ASCD's commitment to cultural pluralism evolves from a concern for more valid educational futures, and a realization of the social and cultural changes taking place in our society. Cultural pluralism is neither the traditional separatism nor the assimilationist's melting pot. It is a composite which recognizes the uniqueness and value of each culture. Cultural pluralism acknowledges that no group lives in isolation, but, instead, influences and is influenced by others.

In educational terms, the recognition of cultural pluralism has been labeled multicultural education. The essential goals of multicultural education embrace: (1) recognizing and prizing diversity; (2) developing greater understanding of other cultural patterns; (3) respecting individuals
Appendix B

of all cultures; and (4) developing positive and productive interaction among people and experiences of diverse cultural groups.

Multicultural education is conceived by ASCD as a humanistic concept based on the strength of diversity, human rights, social justice, and alternative life choices for all people. It is mandatory for quality education. It includes curricular, instructional, administrative, and environmental efforts to help students avail themselves of as many models, alternatives, and opportunities as possible from the full spectrum of our cultures. This education permits individual development in any culture. Each individual simultaneously becomes aware that every group (ethnic, cultural, social, and racial) exists autonomously as a part of an interrelated and interdependent societal whole. Thus, the individual is encouraged to develop social skills that will enable movement among and cooperation with other cultural communities and groups.

Multicultural education is a continuous, systematic process that will broaden and diversify as it develops. It views a culturally pluralistic society as a positive force where differences are welcomed as vehicles for understanding. It includes programs which are systematic in nature, which enhance and preserve cultural distinctions, diversities, and similarities, and which provide individuals with a wide variety of options and alternatives.

Multicultural education goes beyond an understanding and acceptance of different cultures. It recognizes the right of different cultures to exist, as separate and distinct entities, and acknowledges their contribution to the societal entity. It evolves from fundamental understandings of the interaction of divergent cultures within the cultures of the United States. If multicultural education is to achieve its goals, the concepts that constitute its foundations must pervade the educational experiences of all students.
Appendix B

The concepts of multicultural education seem rather familiar -- and they are. What is new is contextual in nature, a sifting and winnowing to understand these goals in cultural terms. What previously seemed appropriate goals in terms of individuals now gain in perspective by looking at individuals in the context of cultural realities (including both origins and experiences).

The major application factor for multicultural education concerns the quality of the interaction -- that which characterizes content and context of the school in relation to each child's unique cultural group reality. The critical commitment must be to diversification, since without this acceptance and its deliberate advancement, there is little hope of building greater understanding or greater respect for individuals. Therefore, the heart of multicultural education pertains to the interactional dimensions of human behavior, and the development of effective skills to facilitate such functioning. It can be addressed by the type of interaction that is encouraged and structured in the schools' curricula and environment. It includes the broadest range of potential human interaction, both in content and context. Multicultural education emphasizes the development of communication skills to enable cross-cultural and interethnic group interaction. It endorses the development of perceptual, analytical and application skills which can be applied in both formal and informal, personal and institutional settings. It also places a high priority on developing abilities to make dependable, responsible decisions, and to gain, maintain, and exercise political power. The concern for multicultural education is fundamentally a concern for maximizing individual ability -- to use communicative and interactional skills to improve the quality of life in a culturally pluralistic, multiracial and highly technological society.
Appendix B

Application

In practical terms, ASCD's application of multicultural education calls for an examination of educational content and processes. Its goals include the creation and advancement of understanding, along with a respect for differences which can lead to an altruistic development of human potential. A number of suggestions are apparent at both levels (content and process). These are clearly illustrative and are not intended to be comprehensive:


2. Develop new curricula for all levels of schooling which enhance and promote cultural diversity.

3. Provide opportunities to learn about and interact with a variety of ethnic groups and cultural experiences.

4. Include the study of concepts from the humanistic and behavioral sciences, which are applicable for understanding human behavior.

5. Organize curricula around universal human concerns, which transcend usual subject matter disciplines, and bringing multicultural perspectives to bear in the study of such issues.

6. Broaden the kinds of inquiry used in the school to incorporate and facilitate the learning of more humanistic inquiry.

7. Create school environments which radiate cultural diversity.

8. Maximize the school as a multicultural setting, with the idea of utilizing the positive contributions of all groups to common tasks and not just the improvement of deficits for the deprived.
Appendix B

9. Recognize and utilize bilingualism as a positive contribution to the communication process, and include bilingual programs of instruction for monolingual children.

10. Examine rules, norms, and procedures by students and staff with the purpose of facilitating the development of learning strategies and techniques that do not penalize and stigmatize diversity, but rather, encourage and prize it.

11. Institute a system of shared governance in the schools, in which all groups can enter equally in the learning and practice of democratic procedures.

12. Organize time, space, personnel, and resources to facilitate the maximum flexibility and possibility of alternative experiences for all youngsters.

13. Institute staffing patterns (involving both instructional and non-instructional positions) that reflect our culturally pluralistic and multiracial society.

14. Design and implement pre-service and in-service programs to improve the staffs' ability to successfully implement multicultural education.

ASCD is committed to the mandates of multicultural education. The Association endorses the reality of cultural pluralism, as well as the potential for the advancement of human life through the acceptance and prizing of diversity, which makes possible greater understanding among groups with respect for individuals. It recognizes that specific and concrete commitments must be an integral part of all ASCD's activities, and the entire educational enterprise, if we are to more effectively advance the cause of social functioning and education proficiency of our diverse population in these United States.
DISCUSSION GUIDE FOR EXECUTIVE COUNCIL USE IN DEVELOPING IMPROVED PROCEDURES FOR (1) IDENTIFYING ISSUES ASCD MEMBERS WANT ASSOCIATION TO DEAL WITH, (2) PROVIDING MEANS FOR ACTION TO BE TAKEN ON THEM AND INVOLVING MEMBERS

Time sequence:

1. August - Cawelti developed survey instrument to identify how strongly persons (members) feel about a variety of contemporary issues in curriculum, instruction, and supervision. Include a quantifiable rating system and open ended section.

2. September - Tryout of instrument on B of D, EC, etc. and tabulate results.

3. October - Present results and overall format for the procedure to Executive Council for consideration.

4. October through March. Each Executive Council member asks for session at his/her unit annual meeting to conduct grass-roots session on contemporary issues and to use instrument. Neighboring state presidents united.

5. March - Present design of the procedure to B of D for approval and implementation after Executive Council members share results of their "trial runs".

6. May - Provide training session for incoming state unit presidents in Kansas City meeting:
   A. Proposes that each affiliated unit spend time during 1977-78 dealing with procedures for issue identification and ASCD response mechanisms.
   B. Automated slide-tape presentation to introduce topic to persons attending affiliated unit meetings.
   C. Discuss procedures for breaking state meetings into small groups for discussing issues.
   D. Presidents would be helped to see how to come out of their meetings with a rank order of issues and suggestions for how ASCD could respond to them.

7. June - March - State Presidents hold affiliated unit meetings and go through process discussed in Kansas City; forward priorities and response suggestions to ASCD national office.

8. March - Information reviewed by Executive Council and Board of Directors and actions taken to promulgate actions appropriate to priority issues identified.

Discuss and/or decide on how frequently to undertake this same procedure.
Appendix D
Readopted by E.C., Oct. 1976 (See Page 13 of minutes)
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

Minutes of the Executive Council

Annapolis, Maryland
October 20-25, 1970

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Insert #4 - From the Subcommittee on Policies and Procedures

FOR THE "PEOLING" OF ASCD COMMITTEES, COMMISSIONS, COUNCILS, AND OTHER LEADERSHIP ROLES

1. Names should come from as many sources as possible:
   a. Executive Committees of State Units
   b. ASCD Board of Directors, including the Executive Council
   c. ASCD Review Council
   d. Members of the CCC for itself
   e. Chairmen of CCC for all committees, councils and commissions
   f. Groups at National Conference
   g. ASCD members (nomination of self and/or other members)

2. Nominations should come on a form (Della-Dora's proposed form of May, 1970 with modifications).

3. Request for nominations and copy of form should be in the News Exchange and then should be included in specific mailings to the groups named in 1. above. With the request for names there should be a list of the CCC and an indication of which groups need members.

4. Initial screening of individuals for membership on a CCC should be by a subcommittee of the Executive Council. Criteria to be used in the recommendation of individuals to a CCC should include:
   a. Membership in ASCD (if not a member the individual should be willing to become a member).
   b. Competence in the field covered by the working group for which he is proposed. (The charge, goals, and/or function of the CCC must be considered in relation to the talents and interests of the individual).

   The subcommittee shall submit a slate of recommended nominees to the total Executive Council. Said slots should contain three times the nominees needed for each position, if possible. Said slots should also represent appropriate balances regarding role (including generalists and specialists), race, sex, geographic locations, and length of service in ASCD and state units. Chairman of CCC concerned should be consulted.

5. The Executive Council, in making the final decision, should insofar as possible, maintain balances regarding role, race, sex, geographic location, and length of service in ASCD and state units. If possible, the Executive Council should also identify first and second alternates for each position.

6. The lists of nominees should be kept, and individuals on them should be invited to serve ASCD in other ways when appropriate.

7. Procedures for communication should be established to inform those making nominations of the disposition of their recommendations.
Dr. Atkins said that the membership promotion campaign was late getting started so we don’t have an increase to report at this time. He was asked if there had been a significant drop-off in membership. Human members is off by 76 from last year. We have 12,001 human members which is the first number that reflects the dues increase. This is very good. The dramatic decrease in memberships sold at the annual conference may account for this.

2. Subcommittee on Policies and Procedures for the "Peering" of ASCD Committees, Commissions, Councils, and other Leadership Roles:

Dr. Hartsig moved adoption of her report, Dr. Cooper seconded. Dr. Davis is not sure he agrees with the form for getting people. Sometimes when a person fills out a form like that they are under the impression that they will definitely be used. We are running the risk of raising false hopes. It may be that it’s a risk we want to take but we should recognize that it is a risk.

Dr. Hartsig said that the subcommittee would make a list of nominations and the choice would have to be made from those nominations. She would like to leave it open also to include that people could be considered other than those on the slate. Dr. Davis is still concerned that we raise hopes.

Dr. Fields mentioned that the people are told that this becomes a part of our talent file. There is no commitment that a person will be used.

It was suggested that the preamble to the form be modified to state that the names are being used to build up a talent file. A vote was taken and the motion carried as amended.

3. Subcommittee on the Structure and Function of the CCC System:

Mrs. Link reported that the report had been revised after discussion on the report on Wednesday. Item 1 would be in two parts: goals/priorities, and the second part is how it becomes operational. Dr. Greene asked if this was in line with the list of priorities passed out by Dr. Frazier and Mrs. Unrath. Yes, they are compatible with their statement. They would use their own proposal along with the Frazier/Unrath statement as a basis for a more refined document for presentation to the Board in March.

Mrs. Link moved adoption of Recommendation 1, Goals, Priorities, Needs. This would include direction to the Executive Council to prepare a document to be presented to the Board of Directors in March. The document should include the notion that this new statement of Priorities for Action includes the basic concerns in the GNU program and the Quality of Life statement. The motion will include drawing very specifically on the GNU and Quality of Life statement. Dr. Davis seconded. Mrs. Link reminded the group that the vote would not be on acceptance of the Goals and Priorities, but would be a vote on the process.

Dr. Davis thinks that the priorities thing is overdone. Having served on the Board for several years it seems to him that every year we get a new thing on priorities. All the work that this council has done is no good unless we can choose out of all these things something we can do.

Mrs. Link tabled her motion.
INVITATION TO PARTICIPATION IN YOUR ASSOCIATION

The ASCD Executive Council wishes to open up the operation of the activities of the Association to all interested members. Please fill in the spaces below (1) if you believe you are interested enough in the particular commission, council or committee, and (2) if you feel fairly sure that you can commit yourself to attendance at both the March ASCD National Conference and to (probably) two weekends during the year. There is usually some obligation to do some work between meetings, although this varies considerably from group to group.

Certain information is requested below in order to give representation to geographic area, sex, age, "old" and "new" members, and racial or ethnic minority groups.

1. Name ____________________________ Mr. Miss Mrs. First Middle Last Dr.

2. Job Title/Name of Institution ____________________________

3. Mailing Address ____________________________
   Number Street City State Zip

   American Indian___ Asian___ Other (specify)___

5. Number in years in (national) ASCD

6. Commission, Council, Committee of major interest to you (name)

7. What experience or background do you feel is related to the work of the group you have chosen in 6 above.

8. What ASCD Commission, Council or Committee have you served on previously?

9. In what state ASCD activities have you participated?

10. Since the number of vacancies is limited, would you be willing to help the group you listed in the role of resource person, as needed, if you are not selected this time? Yes___ No___

11. Do you feel you can devote the time necessary to do the job, if selected? Yes___ No___ Not sure___

12. If not a member of national ASCD now and appointed, would you agree to join national ASCD? Yes___ No___
An Invitation To Express Your Interest

The Executive Council wishes to open up Association activities to interested members. It especially hopes to use the talents of its members in their areas of greatest interest and competence. It believes that one way to accomplish this is to invite members to nominate themselves for particular activities.

You are invited to complete the form below suggesting yourself for one of the Association’s action groups. Of course, before you do so you ought to consider (a) whether you are interested enough in the particular working group to work hard at it, not only at meetings but also between meetings; and (b) whether you can commit yourself fairly surely to attend the Annual Conference (expenses not paid by the Association) and one or two meetings during the year, generally on weekends (expenses paid).

We hope you will fill in all the information. It is needed in order to give balanced representation to geographic areas, job types, men and women, and racial/ethnic groups.

1. Name: Mr. Miss Dr. First Middle Last

2. Job Title/Name of Institution:

3. Mailing Address: __________________________________________

                        American Indian Puerto Rican Asian Other (specify)

5. Commission or Committee of major interest to you:

6. What in your experience or background do you feel is related to the work of the group you have named in #5?

7. Have you ever served on an ASCD Commission, Council, or Committee? If so, please list.

8. Since the number of vacancies is limited, would you be willing to help the group indicated in #5 in the role of resource person, as needed, if you are not selected at this time? Yes No

Return form to: Association for Supervision and Curriculum Development
               1201 Sixteenth St., N.W.
               Washington, D.C. 20036
September 16, 1976

Dr. Gordon Cawelti, Executive Director
Association for Supervision and Curriculum Development
1701 K. Street, N. W., Suite 1100
Washington, D. C. 20006

Dear Gordon:

Attached is a proposed Joint Statement of Concerns About Present Practices in Pre-First Grade Reading Instruction and Recommendations for Improvement. This statement was drafted by several organizations interested in early childhood education and reading. I represented ASCD on the joint committee authorizing the statement. It is my understanding that these organizations, listed on the first page of the pamphlet layout, have endorsed the statement and that TRA has agreed to the use of its facilities for publication purposes as far as the pamphlet is concerned.

Gordon, would you please present this statement to the Executive Council for the Council's endorsement for publication? If additional information is needed, please be in touch.

Dr. Joanne Nurss, Associate Dean for Academic Programs at Georgia State University, is the current chairperson of the joint committee; she has indicated that the committee will meet shortly after the ASCD Executive Council meeting in October. (I plan to attend this joint committee meeting in October, Gordon, representing ASCD as planned earlier.) We hope that all organizations will have responded by this time so that final editing may be done. It is anticipated that all organizations endorsing the statement will then publish it in their respective journals.

Best regards to you and all Council members.

Sincerely yours,

Barbara Day, Coordinator
Early Childhood Education

Enclosure

cc: Dr. Joanne R. Nurss
PARTICIPATING ORGANIZATIONS:

American Association of Elementary-Kindergarten-Nursery Educators
Association for Childhood Education International
Association for Supervision and Curriculum Development
International Reading Association
National Association of Elementary School Principals
National Association for the Education of Young Children
National Council of Teachers of English

A perspective on Pre-First Graders and the Teaching of Reading...........

Pre-First Graders need...........

Opportunities to express orally, graphically, and dramatically their feelings and responses to experiences

AND

Opportunities to interpret the language of others whether it is written, spoken, or non-verbal.

Teachers of pre-first graders need...........

The combined efforts of professional organizations, colleges, and universities to help them successfully meet the concerns outlined in this document.
Appendix E

Concerns:

(1) A growing number of children are enrolled in pre-kindergarten and kindergarten classes in which highly structured pre-reading and reading programs are being used.

(2) Decisions related to schooling, including the teaching of reading, are increasingly being made on economic and political bases instead of on our knowledge of young children and of how they learn.

(3) In a time of diminishing financial resources, schools often try to make "a good showing" on measures of achievement that may or may not be appropriate for the children involved. Such measures all too often dictate the content and goals of the program.

(4) In attempting to respond to pressures for high scores on widely-used measures of achievement, teachers of young children sometimes feel compelled to use materials, methods, and activities designed for older children. In so doing, they may impede the development of intellectual functions such as curiosity, critical thinking, and creative expression, and, at the same time, promote negative attitudes toward reading.

(5) Teachers of pre-first graders who carry out highly individualized programs without dependence upon commercial readers and workbooks are in need of help to articulate for themselves and the public what they are doing and why.

(6) Many teachers of pre-first graders lack preparation which emphasizes appropriate pre-reading activities as well as instructional procedures for pre-first graders who are either ready to read or are already reading.
RECOMMENDATIONS:

1. Teach reading as an integrated part of the broader communication process that includes listening, speaking, and writing. A language experience approach exemplifies such integration.

2. Provide for a broad range of activities both in scope and in content. Include direct experiences that offer opportunities to communicate in different settings with different persons.

3. Foster children's affective and cognitive development by providing materials, experiences, and opportunities to communicate what they know and how they feel.

4. Continually appraise how various aspects of each child's total development affect his reading development.

5. Use evaluative procedures that reflect the goals and objectives of the instructional program and that are appropriate for the children being assessed.

6. Insure some measure of success for all children in order to help them see themselves as persons who can read and who enjoy reading and exploring language.

7. Plan flexibly in order to accommodate a variety of learning styles and ways of thinking.

8. Respect the language the child brings to school, and use it as a base for language activities.

9. Plan activities that will cause children to become active participants in the learning process rather than passive recipients of knowledge.
10. Provide opportunities for children to experiment with language and simply to have fun with it.

11. Require that the pre-service and in-service teachers of young children be trained in the teaching of reading, emphasizing the relationship of reading to the total language arts program.