New Educational Pluralism Column Is Started. This new column grew out of a proposal by the ASCD Working Group on Cultural Pluralism in Instructional Materials. Three other proposals of this Working Group are of special interest: (a) a resolution that all ASCD members be directed to examine, analyze, and evaluate all curriculum materials so as "to eliminate biased materials from American schools"; (b) the establishment of a National Center for Instructional Materials in a Pluralistic Society; (c) the adoption of an equal educational opportunities amendment to the U.S. Constitution. The members who served on this committee are: Carl Downing, Maxine Dunfee, M. Lucia James, Emelina Pacheco, Evelyn Jones Rich, and Max Rosenberg (Chairperson).

Changes in Indian Education Long Overdue. "Most Indian children are taught by foreigners who speak a foreign language, and who for years have treated Indians as inferior and inadequate"—this is one of the highlights of a special report on Indian education issued recently by the National Advisory Council on Vocational Education. Following are some other highlights from that report:

- "We have never had a sensible and consistent policy for Indian education."
- Dropout rates for Indians are twice the national average.
- More than 20 percent of Indian men have had less than five years of schooling.
- The reason for the sorry state of affairs is that "non-Indians control the educational process."

The report offers a number of recommendations for the necessary massive changes in Indian education that are so long overdue.

No Equal Opportunities for Mexican Americans. The U.S. Commission on Civil Rights

*Readers are invited to submit appropriate items—reports, publications, policy statements, and descriptions of programs, projects, research, etc., to: Dr. Max Rosenberg, Detroit Public Schools, 5057 Woodward Ave., Detroit, Michigan 48202.
has been investigating barriers to equal educational opportunities for Mexican Americans in the public schools of the Southwest. The sixth and final report, titled Toward Quality Education for Mexican Americans, emphasizes that the findings reflect "a systematic failure of the educational process, which not only ignores the educational needs of Chicano students but also suppresses their culture and stifles their hopes and ambitions."

The Commission Report notes that the educational system sets up conditions which impede—an ignoring of the students' language and culture, unsatisfactory textbooks and courses, ignorant and insensitive teachers and counselors, and biased tests. The report offers nearly a dozen pages of recommendations to solve the problem of the "schools' denial of equal educational services" to Mexican American children and youth.

**Sexist Teaching in the Classroom.** "Sexist Teaching—What You Can Do About It" is the title of an article which appeared earlier this year in Teacher magazine. The author, H. Thompson Fillmer, is a professor at the University of Florida. Dr. Fillmer points out that in the American elementary school classroom sex role stereotyping is all too common (even though 88% of all elementary teachers are women). Two self tests are provided: one for the teacher titled "How Sexist Are You?" and a second one that can be used in evaluating sexism in textbooks. In effect, Dr. Fillmer's article constitutes a prescription for change.

**Eliminate Ethnic Bias.** Eliminating Ethnic Bias in Instructional Materials: Comment and Bibliography is a valuable addition to the literature of education in a pluralistic society. The publication points to "sound evidence of what the situation is, why something should be done about it, what efforts have promise, and where they (teachers) may secure adequate resources to combat effectively ethnic bias in the preparation and use of instructional materials." The writers had two chief purposes: (a) "to sharpen the awareness of readers as their own insights were deepened," and (b) "to ease the search for relevant information and challenging strategies." Published by ASCD, and edited by Maxine Dunfee of Indiana University, the pamphlet is a product of the ASCD Working Group on Ethnic Bias in the Preparation and Use of Instructional Materials.

**Social Studies Textbook Survey.** In 1966 the Michigan State Legislature passed a Social Studies Textbook Act which requires the State Department of Education to determine if social studies textbooks used in Michigan schools include the contributions and achievements of minorities. The latest survey, titled 1974 Michigan Social Studies Textbook Study, reports that today's social studies texts "do seem to more adequately reflect the multi-ethnic, multi-racial, and pluralistic nature of our society, both past and present." This conclusion is in sharp contrast to the first survey which was published in 1968. The 1968 survey found that "not one" of the books in widespread use in Michigan schools was adequate. The 1974 survey includes the reviews and ratings of 18 new textbooks. The current textbook ratings: 13 percent excellent, 37 percent good, 26 percent fair, 20 percent poor, and 4 percent very poor.

**Career Education—Trick or Treat?** Many black people in America are concerned about career education. Some believe it may be one more "trick aimed at tracking black youth into learning skills that school personnel decide they should learn." So assert Annette G. Kearney of Michigan State University and Robert L. Clayton of the American College Testing Service in an article in the November 1973 issue of The School Counselor. Black people, state Kearney and Clayton, have a history of treats which turned out to be tricks, and therefore career education needs "serious examination." A number of crucial questions about career education are raised and examined. One way to ensure that it is not a trick, suggest the writers, is to involve the
A Taxonomy of Educational Competencies

— FOR CLASSROOM INSTRUCTION
— FOR INSTRUCTIONAL LEADERSHIP

Educators are talking about competency-based education but not many are defining what it is or how it is measured. The Institute for Staff Development has recently prepared a handbook which defines a set of competencies for two critical areas of education and some suggestions for assessment. This practical guide helps to clarify some fundamental issues and provides a starting point for anyone concerned with improving the competence of those responsible for providing quality education for students.

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blacks and the “have-nots” in planning, implementing, and evaluating career education programs.

Chronicle of Race and Schools. Integrated Education: Minority Children in Schools is a bi-monthly magazine which reports significant school developments concerning black, Indian, Spanish-speaking, and other minority groups. In addition to the articles which deal with various aspects of integrated and segregated education, one continuing feature of special interest is titled “Chronicle of Race and Schools,” a month-by-month record of events that affect the education of minority groups in the United States on a national, state-by-state, and community-by-community basis.

Education for an Open Society. “An open society is more likely to come into being if teachers and administrators want it and also if we work for it. Those who believe that the schools are not to be involved in social change and that educators must keep out of the arena of social action are really arguing that education and educators should preserve all the oppressive forces which currently exist. For example, all the teachers who use the biased textbooks are helping instill racist and sexist concepts. They share this responsibility with the administrators and supervisors who help select the texts and with the authors and publishers. Typically we say, ‘What can we do about it when all those political and economic powers are at work?’ Consider the answer of Rosa Parks who decided she was too tired to stand in the back of the bus and therefore sat in front. How long would those textbooks continue to be published and purchased if just a few teachers in each school said, ‘I refuse to use tainted textbooks! Give me a proper text and I’ll use it?’”—Delmo Della-Dora and James E. House, co-editors, 1974 ASCD Yearbook, Education for an Open Society, pp. 7-8.