

# REPORT: EDUCATION FOR PLURALISM

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**Eliminating Sexism in the Kalamazoo Public Schools.** The Kalamazoo (Michigan) Public Schools have been much in the news in recent days. The reason: a group of citizens in that community have decided to make a significant impact upon sex discrimination practices in the Kalamazoo school system. The citizens, joined by several Kalamazoo public school staff members, have made in-depth studies of the problem and have offered specific recommendations in such areas as personnel, physical education, elementary textbooks, selected high school courses, and student-oriented issues. The citizens' group, known as the Committee To Study Sex Discrimination (CSSD), insists that it is holding the Kalamazoo Public Schools "accountable for . . . a visible and measurable program of nonsexist education." The CSSD is pressuring the school system in various ways, including the filing of two complaints under federal law. The story of what is happening in Kalamazoo is described in an article in *Inequality in Education*, a publication of the Harvard University Center for Law and Education. Carol Ahlum of the Feminist Press is the author of the article titled, "Kalamazoo: A Model for Change."

**Test Your HRQ (Human Relations Quotient).** "I help my students accept each other on the basis of individual worth, regardless of sex or race or religion or socioeconomic background." Do you? Rate yourself on a scale from 1 to 10. This is the first question of a self-test published by *Teacher* magazine. Titled "Test Your HRQ (Human Relations

Quotient)," the author is the coordinator of this *Educational Leadership* column. It is most important that teachers assess—and from time to time reassess—the quality of the human relations job they are doing in the classroom. This 10-question test may prove a helpful tool. Here are two more sample self-rating questions: "I help my students value the multicultural character of our society and reject stereotypes or caricatures or any derogatory reference to any segment of our community"; "I help my students analyze intergroup tension and conflict with honesty and objectivity and with a will to resolve them on the basis of fairness and cooperation and affirmative action." Test your HRQ.

**\$40 Million for Indian Education.** The federal department of Health, Education, and Welfare reports that grants totaling \$40 million have been awarded this school year to more than 1000 local school districts and to certain organizations for programs aimed at improving the education of American Indians. The programs and projects have been

*\*Editor's Note: This column offers a review of fair and unfair treatment accorded women, the poor, and racial/ethnic minorities in American schools. As educators and citizens we need to share ideas, programs, strategies, experiences in the continuing battle against bias, discrimination, and injustice.*

*Readers are invited to submit appropriate items to: Dr. Max Rosenberg, Detroit Public Schools, 5057 Woodward Ave., Detroit, Michigan 48202.*

developed and implemented with the cooperation of tribes, parents, teachers, and students, "so that the Indian future in education is determined in conjunction with Indian decisions." A 15-member National Advisory Council on Indian Education composed of American Indian and Alaskan Natives made recommendations in the grant awards, and is available to assist the "grantees" in carrying out their programs. This Council serves to advise the U.S. Commissioner of Education on federal programs. It also furnishes Congress with an annual report of its activities.

**Student Pushouts—Indefensible.** The Southern Regional Council and the Robert F. Kennedy Memorial have joined together in publishing a report, *The Student Pushout: Victim of Continued Resistance to Desegregation*. The "pushout" is a student who has been expelled or who, because of "intolerable hostility" directed toward him or her finally quits school. School systems which produce large numbers of pushouts are "indefensible"; they "frustrate national educational goals, cause a huge waste in tax dollars, and produce a steady flow of persons marked for economic and social dependency." An "extraordinarily large and disproportionate number" of the pushouts are minority students. These are some of the major points made by the authors of the report. While this study deals mainly with the South, it makes clear that the problem is a national, not a regional, problem.

**Brown v. Board of Education: An Appraisal.** "After Twenty Years: Reflections Upon the Constitutional Significance of Brown v. Board of Education" is the title of a speech Archibald Cox delivered not long ago to the NAACP Legal Defense and Educational Fund. The speech was printed in the *Civil Rights Digest*. Here are a few highlights: The 1954 U.S. Supreme Court decision was "the first clear national commitment to accomplish an egalitarian revolution in race relations by and within the rule of law." The American people can no longer evade the choice between the all-men-are-created-equal ideal and "the caste

June

## NATIONAL CURRICULUM STUDY INSTITUTE

### Designing a Humanistic Climate in Schools

June 2-4, 1975, New York City (Americana Hotel)

How do current curriculum trends encompass humanistic concerns? Is respect for human beings lost in the process of curriculum development? Are current emphases on educational technology and the present national educational priorities compatible with humanistic education? This Institute will examine these and other questions and will study the management skills needed today to assure sustained efforts to improve the curriculum with a continued emphasis on the preservation of humanistic goals.

Discussion will include:

"Is There a Conflict Between a Management or Accountability Goal Orientation and Concern for the Individual?"

"Components of the Humanistic School"

"Improving the Climate for Learning in Schools"

"Considerations in Evaluating Affective Growth"

**Consultants:** Mark Shedd, Connecticut Commissioner of Education; Arthur Combs, Professor of Education, University of Florida, Gainesville; Eugene Howard, Superintendent, Urbana Public Schools, Illinois; William Maynard, Principal, Cleveland High School, Seattle; Bertram Masia, Director, Office of State Colleges, New Jersey.

ASCD offers a Background Materials Packet with this Institute. It includes *Perceiving, Behaving, Becoming: A New Focus for Education*; *Humanizing the Secondary School*; and *To Nurture Humaneness: Commitment for the '70's*, regularly priced at \$13.75, but sold at a special discount price of \$10.00 to Institute participants.

#### Registration Form

#### Designing a Humanistic Climate in Schools

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system engrained in society." One important fact that we have learned is that "constitutional litigation can be used as an effective substitute for traditional forms of political action." In the great and continuing struggle for justice, "equality must be achieved in the minds and hearts of people." The 1954 decision "proved that we can learn to walk straighter. . . ."

**Ecidujerp Is Prejudice Spelled Backwards. Ecidujerp Prejudice: Either Way It Doesn't Make Sense**—this is the title of a new book written by Irene F. Gersten and Betsy Bliss for young people. The book deals with many questions about prejudice. Why is there prejudice? Is prejudice natural? Is prejudice a form of ignorance? What has prejudice to do with democracy? What can *you* do about prejudice? The message of this book: "Fighting prejudice—America's worst problem—and overcoming the hate that divides people will require all the love and wisdom and courage we have. But the fight is worth it." The book is published by Franklin Watts, Inc., in cooperation with the Anti-Defamation League of B'nai B'rith.

**The Culturally Different Child.** A special issue of *Elementary School Guidance and Counseling* (May 1974) is devoted to "Counseling the Culturally Different Child." The culturally different here considered are black, Cuban, Old Order Amish, American Indian, and Chicano. One major point made is this: Some counselors want to help the culturally different to adjust by joining the melting pot; others want to help the child to be bicultural; still others are not sure what is right. A second major point is: The culturally different child needs what all children need, "autonomy, self-dignity, personal integrity, acceptance, and recognition as a person of value." Some limited attention is also devoted to the culturally different counselor. The editor, in his introduction to this special issue, observes that, with the culturally different, too much emphasis is placed upon "problems" and not enough on the "unique positive differences that should be encouraged, honored, and preserved."

**School Desegregation—A Report From 10 Communities.** Communities faced by desegregation of schools can learn from the experiences of others, "failures as well as successes." This is the main thought of *School Desegregation in Ten Communities*, an investigative report of the U.S. Commission on Civil Rights. The 10 communities include some that received much national attention, and others that received very little. The findings: (a) Careful and sensitive preparation is necessary. (b) Busing is not an insurmountable problem. (c) The feelings of both majority and minority parents must be respected. (d) The news media play an important role. (e) National controversy affects local conditions. "Successful school desegregation is not achieved without substantial effort on the part of many groups and individuals—the school board, the superintendent, the teachers, the news media, civic leaders, and the students themselves." The report emphasizes that every community is different, and each "must determine for itself what will work."

#### In Brief . . .

The Education Research Service *Bulletin* reports that currently in the United States there are 88 women superintendents of local school districts and 132 women superintendents of intermediate school districts. 5 women serve as chief state school officers (in Montana, Nebraska, Wisconsin, Guam, and American Samoa). . . . The Newspaper Fund, a non-profit foundation, has announced plans to increase journalism programs for minority group students. 13 schools of journalism across the country will operate these programs. . . . The National Conference of Christians and Jews (NCCJ) has received a grant of \$250,000 from the Ford Foundation for the development of a Center for Quality Integrated Education. . . . An analysis of 31 educational achievement test batteries indicates that there are "numerous examples" of sex role stereotyping. This is the chief conclusion of an Educational Testing Service report titled *Women and Educational Testing*. . . . □

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