Criteria: What’s Happening? At the 1974 ASCD Annual Conference, as is true each year, a number of resolutions were adopted. One resolution was somewhat unusual in that it not only recommended to the ASCD membership that textbooks and other learning materials should be evaluated for fair treatment of women and minority groups, but also included a list of 20 specific criteria which should be used in the process. It would be of interest to many to know what has happened since then. Consider these three questions:

1. Do you, your school, your school system, or state department of education have copies of the “Criteria for Evaluating the Treatment of Minority Groups and Women in Textbooks and Other Learning Materials”?

2. Do you, your school, your school system, or state department of education make effective use of the ASCD criteria in the rejection/adoption process?

3. What more can or should ASCD do to ensure that more and more educators are sensitized to the issues surrounding the selection, purchase, and use of learning materials, so that all American children will develop a fair and balanced and truly understanding image of the role of women and the role of racial-ethnic-religious groups in American life?

Minorities in Policy-Making Positions. “If the conditions of minorities are to change in this country, many more minority educational administrators must be included in the decision-making process regarding matters that relate to minority students. The influence, prestige, and power of minority administrators must be increased so that they may become participants in the decision-making process, not objects of it.”

This is a major conclusion of a research study prepared by the Recruitment Leadership and Training Institute. This Institute, located at Temple University, provides technical and developmental assistance to projects funded under the federal Education Professions Development Act. The research study, titled Minorities in Policy-Making Positions in Public Education, reports a survey of 48 school districts which vary both in size and in relative proportion of white and minority populations.

The Institute study notes that there are “no magic formulas” to solve the problem of underutilization of minorities in policy-making positions. However, a number of practical steps which can be taken by school systems are recommended: survey the professional staff; develop an affirmative action program; contact directors of administrative training programs and other leadership training programs; utilize various recruitment sources, such as intergroup agencies and minority organizations. The addresses of such programs and agencies and organizations are listed in the research study for those who are seriously interested.

SEGO Project. “To help counselors and other educators recognize and change the detrimental...”

* 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.
and limiting effects of sex role stereotyping, which prevent children from developing and utilizing their full capabilities—this is the goal of those involved in the Sex Equality in Guidance Opportunities (SEGO) Project. Fifty-one counselors (one from each state and the District of Columbia) participated in an intensive 4-day training workshop in sex fair guidance practices and attitudes. It was planned that each of these 51 individuals, called "State Trainers," would then conduct workshops in his/her own state under the Project's direction and funding. Some of the workshop themes: the implications of Title IX, the law forbidding sex discrimination in educational institutions, research on sex roles, values clarification, and strategies for change. SEGO Project is funded by the U.S. Office of Education under a contract to the American Personnel and Guidance Association.

Education for a New Pluralism. The Institute on Pluralism and Group Identity of the American Jewish Committee, among its varied activities, publishes material to promote better understanding among America's diverse groups. One of its new publications is titled The Schools and Group Identity: Educating for a New Pluralism. This booklet, edited by Judith Herman, deals with a number of issues in the area of ethnic studies. It also describes a number of multiethnic programs which are in use in different school systems. Special attention is devoted to the ethnic studies involvement at the state government level—what the policies are and what they should be in such matters as mandated curricula, textbook selection procedures, and teacher certification requirements. Ms. Herman makes it clear that in all multiethnic instruction, "Emphasis should be on defining and achieving social justice, on conflict resolution, and on processes whereby we can live in a unified society without any group surrendering its uniqueness."

Urban Vocational Education. The National Advisory Council on Vocational Education last December issued a "Report on Urban Vocational Education." The Council held hearings in five major cities across the country. A chief and tragic finding is the unbelievably high rate of minority youth unemployment, "up to 35 percent!"

In the hearings it was emphasized by many that schools could do much more to address the problems of sex and race discrimination in career counseling, training, and placement. In addition to the problem of discrimination, the

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hearing dealt with other kinds of problems: the narrow range of occupational offerings, inadequate preparation in basic English and math, the limited vocational training opportunities which have been provided, and the woeful inadequacy of current faculty and facilities. The report concludes with a series of recommendations directed at local, state, and federal authorities.

Teaching Strategies. "Ethnic studies will teach them (students and teachers) that there are other ways of living and being, and that to be racially and ethnically different does not mean that one is inferior or superior," writes James A. Banks in his new book Teaching Strategies for Ethnic Studies. Widely known for his work in the area of ethnic studies, Banks has written his latest book to help teachers "attain the content, strategies, concepts, and resources needed to teach comparative ethnic studies and to integrate ethnic content into the regular curriculum." The book is divided into two parts. Part I presents the rationale—significance, trends, goals, key concepts, planning the program. In Part II each chapter deals with another cultural group: Native Americans, European Americans, Afro-Americans, Mexican Americans, Asian Americans, Puerto Rican Americans, and Cuban Americans.

The book concludes with two evaluation instruments: (a) "Evaluating the Total Multicultural Program," and (b) the ASCD-adopted "Criteria for Evaluating the Treatment of Minority Groups and Women in Textbooks and Other Learning Materials" (written, incidentally, by the coordinator of this column).

Los Puertorriqueños en la Tierra Prometida (Puerto Ricans in the Promised Land). In 1972 the U.S. Commission on Civil Rights sought to hold a hearing in New York City to investigate denial of equal opportunities to Puerto Ricans. Scheduled to run for four days, the hearing was cut short because of serious disruptions. However, a special issue of the Civil Rights Digest was published, which describes the events, and also goes beyond to record and interpret some of the bitter experiences of Puerto Ricans in the U.S. Piri Thomas, a Puerto Rican, is the author of the special issue of the Digest. He writes:

I am sure of one thing among others, and that is that the Commission on Civil Rights saw and heard from its brief but intense contact with us Puerto Ricans that our plight is a for-real cosa (thing). We as adults can, and have, stood a loud of punishment because of the inequity of justice in America. But it is more than anyone can bear to see our helpless children molded into nothingness and warped beyond repair—mentally, morally, spiritually, and worst of all secretly. Any parent, regardless of ethnic background, would and must draw the line at this educational, emotional, social, and physical genocide.

Report in Brief . . .

The Educational Testing Service operates the Minority Graduate Student Locater Service to help graduate schools identify students among minority groups. College graduates and undergraduates (seniors and 2nd-term juniors) are eligible to participate. . . . "Family Roots" is a special-interest project of Park East High School in New York City. Students are recording the histories of four families, one Black, one Jewish, and two Puerto Rican—and their up-and-down experiences when they immigrated to New York. . . . Earlier this year the Sidney Hillman Foundation presented its 25th annual awards for achievements in mass communications. One award went to the Boston Globe for "forthright and sensitive" coverage of that city's school integration crisis. . . . The Consortium of 13 States for Upgrading Indian Education recently held its first meeting in Washington. Among its first recommendations: (a) parent committees should be trained to be more effective in planning Indian education projects; (b) state education agencies should work more closely with other organizations in developing programs for Indian students. . . .