

Education for Pluralism

Max Rosenberg

Understanding You and Them

"Don't teach about an individual as belonging to *one* group; do teach about an individual as belonging to *many* groups."

"Don't make ethnic studies solely the study of a group by students of that group; do make ethnic studies the study of all groups by all students."

These are two of the *do's* and *don't's* regarding ethnic studies noted in a new and helpful publication written by Carlos E. Cortes, with Fay Metcalf and Sharryl Hawke.

Four elements of ethnic studies are analyzed and clarified: the proper role of the curriculum, teaching activities, identifying and evaluating instructional materials, and evaluation instruments.

The 61-page pamphlet is titled *Understanding You and Them: Tips for Teaching About Ethnicity*.

For further information: Social Science Education Consortium, 855 Broadway, Boulder, Co. 80302.

Theory or Practice?

"Equal rights are not enough." This phrase serves as the title of the first article in a special edition of *Unesco Features* issued not long ago. Sex equality under the law is a fine first step; but it clearly is not enough.

Toby Burke, author of the

theme article, points out that in most countries of the world this is, as yet, nothing more than idealistic, unapplied theory. There is a great and pressing need for national planning for a fuller and more equitable use of woman-power, with a great emphasis upon equal educational opportunity for women. Women are especially in need of career counseling. These are a few of the "essential" steps, writes Burke, that will lead finally to true equality of education and employment.

This issue of *Unesco Features*, titled "1975: International Women's Year," provides insights into the current role played by women in different societies: Latin America, Jamaica, Tobago, the Soviet Union, the Philippines, China, Egypt, Senegal, and the U.S.

Indian Education Awards

According to the U.S. Department of Health, Education, and Welfare, more than 1,000 grants to improve the quality of education for American Indian children and youth have been awarded to public school districts in 40 states across the country. These grants will enable schools during Fiscal Year 1976 to establish, maintain, or expand programs. The grants total \$31.8 million.

The largest award this year—a grant of \$811,425—is

going to the Gallup-McKinley County School District. This district has the largest Indian enrollment in the nation.

These awards are funded under the Indian Education Act of 1972. Since the passage of this act, nearly \$90 million has funded 3,239 programs in our nation's schools.

Art and Multicultural Education

Multicultural education cuts across all curricular areas. Consider the arts.

The May 1976 issue of *Viewpoint*, the bulletin of the School of Education at Indiana University, is devoted to the theme: "Challenge and Change in Art Education." The very first article is titled, "The Arts in a Multicultural Society Project."

The article, written by Jessie Lovana-Kerr and Enid Zimmerman, describes the arts education component of a larger multicultural education development program. To be relevant, write the authors, multicultural teacher education programs must include "active participation in culturally different learning experiences," and art education "has the natural potential to stress the diverse values inherent in the arts."

Limiting the Dream

The Japanese American

Supervisors and Curriculum Directors:

Inventory of Teacher Knowledge of Reading

— Revised —

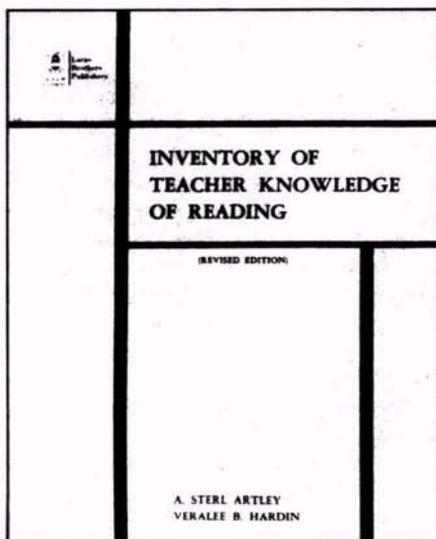
by Drs. A. Sterl Artley and Veralee Hardin
Professors of Education
University of Missouri—Columbia

is now available to:

- Assess the effectiveness of government funded programs where teacher information is a factor
- Provide data as to topics or items of information which indicate needs for inservice education
- Provide an instrument to measure the teacher information variable and its effect on pupil achievement

For information and sample items, write:

Lucas Brothers Publishers
909 Lowry Street
Columbia, Missouri 65201



Curriculum Project, Inc., develops and disseminates instructional materials that deal with Japanese Americans and Asian Americans.

One of its projects, *Prejudice In America: The Japanese Americans*, won an award for excellence from the American Library Association. The project raised this searching question: "How meaningful are the ideals of a society when it sets up double standards for some of its people—limiting the dream to some, rejecting others?"

Reinventing Sex Role

"What can we childhood educators do to reinvent sex role in more positive and human directions?" This is the basic question raised and answered in a new booklet published by the

Association for Childhood Education International.

The booklet, *Growing Free: Ways To Help Children Overcome Sex-Role Stereotypes*, has much to offer. The causes and cures of sex stereotyping are analyzed. Trends are described. A number of "idea sparkers" are proposed. Change strategies are recommended. The resource section identifies many tools.

A summation is suggested by Shirley D. McCune and Martha Matthews:

Nonsexist education is quality education. Working towards its achievement provides each of us with opportunities not only for personal growth, but also for contributing to the reform of our schools and for developing a society in which every child and adult is freer to achieve his or her full potential.

Desegregation and Cultural Pluralism

STRIDE—Service, Training, and Research in Desegregated Education—is designed to assist school districts in the process of desegregation. Based at the Far West Laboratory for Educational Research and Development in San Francisco, the program was established by the U.S. Office of Education. Services are provided on request and without charge to participating school districts.

Not long ago STRIDE conducted a series of regional conferences dealing with the following concerns: community relations, cultural pluralism, analysis of learning materials for "multicultural suitability," and administrative strategies for pluralistic education.

The major addresses made in those conferences have been brought together in a publication titled: *School Desegregation and Cultural Pluralism*. The publication includes a statement by Asa Hilliard, Dean of the School of Education, San Francisco State University, which should be of particular interest to members of ASCD:

Cultural Pluralism as a concern in education grows out of our pressing problems: disproportionate failure rates among various ethnic groups, dropouts, intergroup conflicts, personal alienation, student dissatisfaction, and teacher dissatisfaction. A teacher's part in changing this process is important. Teachers are not responsible for everything that goes wrong in a school, but teachers are responsible for much of what goes wrong . . . Let's forget the part we are not responsible for and deal with the part for which we are responsible.

Attacking Institutional Sexism

School systems across the country are conducting sexism workshops for staff members.

Seventy-five counselors from the Philadelphia Public Schools participated in such workshops earlier this year.

Goals of the sexism workshops were to help each counselor look at his or her own feelings; make a conscious effort to be non-sexist in educational and career explorations with students; be sensitive to the sexist attitudes of other staff members in the school; and develop a plan of action that would reduce sexist attitudes and stereotypic role definition in schools. Small group meetings were also held to consider what each counselor could accomplish realistically in her or his own setting.

The workshops were sponsored by the Office of Community Affairs and approved for funding under Title IV of the Civil Rights Act of 1964.

Resource Center for Educators

The Racism and Sexism

Resource Center for Educators has been established jointly by the Council on Interracial Books for Children and the Foundation for Change.

The Resource Center provides a number of services in the battle against sexism and racism; develops original materials; makes appropriate reprints available; offers training for school systems and other groups; publishes evaluations of textbooks and storybooks; and collects referral sources—studies, curricula, lesson plans, bibliographies, and other materials.

A few notable titles from the current catalog of materials are: *Sexism and Racism in Popular Basal Readers*; *Stereotypes, Distortions, and Omissions in U.S. History Textbooks*; *Checklist To Rate Your School for Racism and Sexism*; and *From Racism to Pluralism*. [E]

For further information: The Resource Center, Room 300, 1841 Broadway, New York, New York 10023.

Index to Advertisers

The Continental Press, Inc.	56	Human Development Training Institute	Back Cover
Executive High School Internships of America	50	Little, Brown and Company	70
Forrest T. Jones & Co.	62	Lucas Brothers Publishers	79
Guidance Associates	52	Monroe. The Calculator Company	76
Houghton Mifflin Company	44	Scholastic Book Services	58, 66, 74

Copyright © 1976 by the Association for Supervision and Curriculum Development. All rights reserved.