

high schools, include such labels as "Changing Landscapes," "The American Family," and "Gadgets." Further information is said to be available by writing to Joseph Trimmer, Director, Project for American Studies, English Department, Ball State University, Muncie, IN 47306.

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Information Resources

BY FRED ROSENAU

THOSE WHO WORK WITH TEACHERS in an effort to bring about change will uncover much useful information in *The Linking Agent's Tool Kit*, a three-volume set of readings and tools that represent some of the findings of the Research and Development Utilization Program sponsored by the National Institute of Education. Included are items such as a trouble-shooter's checklist, problem-solving techniques for administrators, and tips on common evaluation hazards. Price: \$35. Write for a free descriptive brochure on this set of improvement tools and several others from the same R&D effort. Address: The Network, 290 S. Main Street, Andover, MA 01810.

SOME SCHOOLS SEEM ABLE to stimulate children from low-income families to become high achievers. Those schools tend to be staffed by professionals who believe that school learning climate influences educational opportunities and accomplishments, that learning climate can be improved, and that such improvements will benefit low-income kids.

Now Teacher Corps, of the Department of Education's Office of Educational Research and Improvement, has published *School Learning Climate & Student Achievement*. This paperback defines learning climate, reviews pertinent research, and offers specific strategies and activities built upon research. For information, write SSTA Center, c/o Teacher Education Projects, Florida State University, 403 Education Building, Tallahassee, FL 32306.

Also, don't forget ASCD's new filmstrip kit, "Improving School Climate." The kit includes three sound

filmstrips, two miniaudits, and a leader's guide—all aimed at climate improvement. It's available from ASCD at a price of \$95 for members and \$125 for nonmembers.

MANPOWER, CHAIRMAN, MOTHERING, mailman, coed, housewife—have any of those words been giving you difficulty lately? If so, you should look at "Guidelines for Nonsexist Language in APA Journals," single copies of which may be obtained without charge by sending a stamped envelope, addressed back to yourself, to Publication Manual, Change Sheet 2, American Psychological Association, 1200 17th Street, NW, Washington, DC 20036.

And/or some useful suggestions on avoiding sexist writing may be found in "Guidelines for Equal Treatment of the Sexes," offered gratis by Publicity Dept., McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, NY 10021.

IF YOU'RE READY TO MOVE AWAY from the lecture/printed text/essay methodology, and thinking of moving toward off campus learning activities, then you'll want to look through *Experience-Based Learning and the Facilitative Role of the Teacher*, a set of staff development materials for supervisors, teachers, and administrators. The four paperbound volumes provide background readings, learning activities, and annotated references for further study; their titles are *Planning with Students*, *Monitoring Student Progress*, *Evaluating Student Progress*, and *Overview to Experience-Based Learning*. Accompanying the volumes is a compact *Coordinator's Handbook*, designed for both pre-service and in-service use. This new set of handbooks, developed with funding support from the National Institute of Education, is priced at \$13.50. Two ¾" color videotapes are also available for purchase. Order from Order Dept., Far West Laboratory, 1855 Folsom Street, San Francisco, CA 94103 (payment must accompany each order).

THE OFFICE FOR HANDICAPPED INDIVIDUALS (OHI) in the new Office of Special Education and Rehabilitative Services has established a Clearinghouse on the Handi-

capped. It provides direct information services, researches and monitors information operations, and provides technical assistance. The Clearinghouse specializes in knowledge about federal funding, programs, and legislation for serving the handicapped. One of its publications, *Directory of National Information Sources on Handicapping Conditions and Related Services*, is up to date as of May 1980. A single copy may be requested from OHI, if you're an "information or service provider," but it's on sale through the Superintendent of Documents at \$6.50 (stock #017-000-00234-7). Other publications include: *Programs for the Handicapped* (six issues per year), *Selected Federal Publications Concerning the Handicapped*, and *Pocket Guide to Federal Help for the Disabled Person*. Write to OHI at Department of Education, Room 338D, Humphrey Building, Washington, DC 20201.

SOME BRIEF COMMENTS: A Professional Development Series, published by Syracuse University's National Dissemination Center, features such monographs as *Perspectives on Preservice and Inservice Education, Sources and Resources: An Annotated Bibliography on Inservice Education*, and *Involvement: Study of Shared Governance of Teacher Education*. Prices range from \$3 to \$4.50. Ask for a free publication order form from National Dissemination Center, School of Education, 123 Huntington Hall, Syracuse, NY 13210.

Coordinators, curriculum specialists, consultants, and college faculty can turn to a new resource—the *Journal of Staff Development*. The first issue took as its theme "effective staff development programs for secondary teachers." Volume I, Number 1 is available at \$4.95, or a one-year subscription may be ordered for \$16. Better yet, one-year membership in the National Staff Development Council brings you the journal along with other benefits for \$24. Write NSDC, c/o Pat Zigarmi, 206 Oakhill Drive, Oxford, OH 45056.

From the American Association of School Administrators comes a new series of AASA Critical Issues Reports. One of the first is *Teacher Competency: Problems and Solutions*, which looks at such topics as: testing teachers for competency,

evaluation for improvement, inservice education, teacher centers, and so on. Available at \$9.95, prepaid from AASA, 1801 N. Moore Street, Arlington, VA 22209. (Ask for a list of additional titles in this series, such as *Keeping Students in School*.)

The next time you're searching for a nearby consultant with expertise in bilingual education, try *Guide to Human Resource Files*, which lists 40 collections of information about these consultants. Entries specify geographical service area, areas of expertise, and language proficiency. Price: \$3. Order from National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Rosslyn, VA 22209. A toll-free phone line is available: 800/336-4560.

From the Northwest Regional Educational Laboratory comes a five-volume study called *Interorganizational Arrangements for Collaborative Efforts*, soon to appear in ERIC. Included are a literature review, an examination of 11 studies, interviews with managers in 26 successful school improvement projects, a set of ten commissioned papers, and the proceedings of two national seminars.

Continuing merrily into its second year is the Calculator Information Center funded by the National Institute of Education. Your name can be included on the mailing list for future reference bulletins if you write to the Center at 1200 Chambers Road, Columbus, OH 43212.

Fred Rosenau is Washington Representative, Far West Laboratory for Educational Research and Development, San Francisco, California.

Education for Pluralism

BY MAX ROSENBERG
AND CARL GRANT

"EDUCATIONAL INSTITUTIONS have long been among the foremost purveyors of racism and sexism in our society." This is the bitter message conveyed by a pamphlet published earlier this year by the National Council for the Social Studies. Titled *Racism and Sexism: Responding to the Challenge*, the publication is edited by Richard L. Simms and Gloria Contreras.

As noted by Simms, here are some of the basic issues dealt with in the pamphlet:

—To what extent have we designed programs to help students value the diversity of our society?

—Have we worked actively to correct sex role stereotypes?

—Have we taught our students to search for historical truths?

—What skills have we taught in the area of intergroup relations?

—Do our textbooks help eliminate bias based upon race and sex?

—Have we aided our students to avoid a narrow, egocentric view of the world?

The writers emphasize that a fundamental program of change is required. Changes are needed in the basic assumptions that undergird social studies (and other) programs and in teacher education and re-education, the curriculum, educational policies and practices, instructional materials, and more.

Beryle Banfield concludes the final chapter with this thought, "We have two choices: we can either actively cast our lot with those forces genuinely committed to building a better society, or we can do nothing and watch in horror as our society is torn apart."

The address of the National Council for the Social Studies is 3615 Wisconsin Avenue, NW, Washington, DC 20016.

SUGAR AND SPICE IS NOT THE ANSWER. This is the title of a parent handbook on the career implications of sex stereotyping.

This publication represents one of a number of activities designed by The Center for Vocational Education of Ohio State University in its attempt to help achieve sex fairness in education and career development.

The authors consider these chief points: ". . . (H)ow our children's career options are limited by sex stereotyping; why it is important that they not be limited; and what parents can do about it."

The authors of this publication—Louise Vetter, Cheryl M. Lowry, and Carolyn Burkhardt—insist that the schools consciously or unconsciously are failing our children in the matter of sex stereotyping. The schools need to teach that males and females will not have different interests, aspira-

tions, and abilities solely because of their sex.

Sugar and Spice is not the Answer, published in 1977, can be obtained at 1960 Kenny Road, Columbus, OH 43210.

A LOSS OF JOBS BY BLACK PROFESSIONALS was the devastating, unforeseen result of the *Brown v. Topeka Board of Education* case in 1954. Samuel B. Ethridge, on the staff of the National Education Association, analyzes the reasons for this unfair, unjust, and undesirable situation in the October 1979 issue of *Negro Educational Review*. The article is titled "Impact of the Brown Decision on Black Educators."

Ethridge points out that the federal judges involved in the *Brown* case and other desegregation cases, along with school board members in many communities, have thought of all black schools as inferior. Such thinking led to the dismantling of hundreds of all-black schools.

With negative displacement and replacement policies, thousands of black professionals—teachers, principals, and others—have lost their positions. In addition, thousands of educational positions which would have gone to Blacks in segregated schools have been lost since desegregation. It has been and continues to be a case of rank discrimination in hiring and firing practices. Ethridge looks to the future with some hope, noting that recent gains have been made by Blacks and other minority groups in some parts of the country.

"IT HAS BEEN PAINFULLY EVIDENT for many years that minority children generally do not score as well on achievement and intelligence tests as Anglo children." So begins an article in the February 1980 issue of *The Clearing House*. Written by Charles Ford, the article is titled "School Testing Programs and the Minorities."

What can be done? Ford suggests:

1. A systematic analysis of minority children's learning styles should be made.

2. The school's curriculum must be planned to take into account the children's culture.

3. The teaching personnel must be highly sensitive to the living and learning styles of the children.

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