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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.

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## 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.

4. We must develop and apply appropriate criterion-referenced tests that point out the performance of minority children.

Ford feels that criterion-referenced testing provides greater test validity.

THE NATIONAL INSTITUTE OF EDUCATION (NIE) has announced a program of support for research on school desegregation.

The desegregation team, seeking to improve the education of children in multiracial and multilingual schools, points out that, "Our premise is that desegregation is essential to equal educational opportunity, which is, in turn, a necessary precursor to achieving equality of opportunity for social, political, and economic participation of all Americans, regardless of race, sex, or national origin. The research seeks to generate knowledge to assist in the transition from dual to unitary school systems and to improve practice in those schools, in order to provide quality educational environments for all children."

The desegregation research team has suggested a number of research subject areas. Some of them are:

—The desegregation process and its impacts.

—The role of administrative leadership and of staff development.

—Approaches to integration within desegregated schools.

—Big city segregation problems.

—Desegregation in multicultural, multilingual settings.

Questions about the NIE announcement should be directed to Ronald D. Henderson, Desegregation Studies, National Institute of Education, 1200 19th Street, NW, Washington, D.C. 20208.

SOME SHORT SUBJECTS TO CONSIDER: Legislative bills are being considered in several states to require that "scientific creationism" be taught in public schools, in addition to teaching about evolution. According to an article in the April 1980 issue of *Church and State* we may soon be "confronted with mandatory two-model courses of creationist design. The creationists have made it clear that this is their goal. . . ."

*Ethnic Studies, Bilingual/Bicultural Education and Multicultural Teacher Education in the United States: A Directory of Higher Education Programs and Personnel* was published in 1979. It is the result of a survey of more than 3,000 post-secondary educational institutions. For more information, write David E. Washburn, Director, The Ethnic Studies and Mul-

ticultural Teacher Education Project, Bloomsburg State College, Bloomsburg, PA 17815.

A tremendous change in women's sex-role attitudes in the last 15 years has been reported by the Winter 1980 issue of the *ISR Newsletter* of the Institute for Social Research at the University of Michigan. Among the factors which affected the attitudes of women and caused them to adopt egalitarian sex roles are these—the women were younger, had more education, and had better educated husbands. The address of the Institute is 426 Thompson Street, P.O. Box 1248, Ann Arbor, MI 48106.

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