

**Nicholas Colangelo, Dick Dustin, and Cecilia H. Foxley, eds. *Multicultural Nonsexist Education: A Human Relations Approach*, 2nd edition. (Dubuque, IA :Kendall/Hunt Publishing Company, 1985) 544 pp., \$28.95.**

Despite earlier efforts to reduce prejudice and eliminate discrimination, the decade of the 1980s continues to be marked by ongoing assaults on human dignity. Enforcement of earlier hard-earned civil rights laws are declining, oppression of various groups and individuals in our society continues, and attitudes of prejudice and examples of discrimination are reported in the media on a regular basis. Adults are often unable or unwilling to confront their own values, beliefs, and behaviors concerning human oppression. As a result, young people are often presented with inaccurate, incomplete, or inadequate information concerning forces which help to shape our institutions and culture.

*Multicultural Nonsexist Education* focuses on four important conceptual areas: 1) human relations training; 2) multicultural education; 3) nonsexist education; and 4) special issues related to stereotyping of various minority groups. Each of these conceptual areas constitutes one section of the textbook. Each section includes a brief introduction; selected readings from a variety of relatively recent sources in the professional literature; several possible discussion questions, projects, or activities which may be used as study aids to provide readers with opportunities to practice and develop human relations skills; and a bibliography of additional print and film resources. After each section a short true-false self-test or fill-in the blank questions (with answers) are provided as a self-check for the reader.

The editors view human relations training as the overarching and organizing concept for the other three closely related concepts. They argue that human relations recognize the humanness of people which denotes the commonality of people and their individuality. Human relations includes interactions which recognize these commonalities (similarities) and individualities (differences) which allow for an interchange of attributes (values, feelings, beliefs, and attitudes) and skills (listening, genuineness, self-disclosure, and confrontation). It is important for teachers to utilize human relations techniques to facilitate student growth in the classroom by creating an effective learning environment.

Multicultural education recognizes human diversity and argues that to understand people, one needs to know about their cultural group. Multicultural education is defined as promoting "the viewpoint that while people can be identified by groups, group identification is consistent with understanding, cooperation, and interdependence among groups." Ethnic studies focus on the richness of cultural groups where attention is given to individuals as members of an ethnic group. An overall goal of multicultural education programs is to reduce and eliminate prejudice

and stereotyping.

Nonsexist education seeks to allow young people to develop their skills, interests, and knowledge without being concerned about sex role stereotyping. Both girls and boys are encouraged to consider non-traditional roles. In addition, attention to sex roles portrayed in textbooks and other instructional materials (both print and non-print) must be examined and revised as necessary. An emerging issue which educators currently need to address is equity in computer education as related to access to computers, time on computers, and the content of computer instruction. Initial research evidence suggests that female students do not have as much opportunity for computer instruction as do male students.

In addition, other members of our society are often stereotyped incorrectly due to age, infirmity, lifestyle preferences, physical or mental disability, or other characteristics. It is important that prejudice against these individuals and groups be reduced as well.

The readings offer a framework for human relations education by providing a comprehensive approach to the topic. They provide examples of how prejudice and stereotypes can be addressed in the classroom. The readings are from a variety of sources and represent several perspectives. The works of over fifty authors are included. Many of the authors are well-known educators and professionals within the field of education.

Today several states require some type of human relations education for both future teachers and for experienced educators. This comprehensive textbook incorporates the content and spirit of various state mandated human relations programs. It could be used with pre-service teacher candidates as well as for professional staff development programs for experienced educators. As a part of professional development, educators need to give serious consideration to human interaction and human conflict both in and outside the classroom.

The publication of the second edition of *Multicultural Nonsexist Education* comes at an opportune time in our history. Educators, as leaders and role models, need to be aware of the numerous subtle and not so subtle threats to human dignity as they prepare to teach young people both knowledge and skills and help them formulate their values, attitudes, and beliefs. Educators at all levels need to examine how our institutions have made it possible for one group (most often white males) to dominate other groups such as racial and ethnic minorities, women, the elderly, handicapped, and others without power. This textbook is a contribution toward that long sought for and somewhat elusive goal of human dignity for all citizens of the United States and throughout the world. Users of the textbook should become more aware and more understanding of the numerous ongoing forms of human oppression.

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