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FIGHT FOR EQUALITY AND SCHOOL DESEGREGATION"";  
""THE COURTS, CIVIL RIGHTS, AND THE ESEA""""THREE DIFFERENT KINDS OF DECISIONS IN THE HISTORY OF EDUCATION DESEGREGATION"";  
""CONCLUSION""; ""Further Readings and Resources""; ""Court Cases and Statutes""; ""2. Are Multicultural Counseling Programs in Schools Needed to Improve the Academic Performance of Students?"";  
""OVERVIEW: Saran Donahoo Southern Illinois University Carbondale"";  
""POINT: Deneia M. Thomas Eastern Kentucky University Lynda Brown Wright University of Kentucky""; ""THE RATIONALE FOR MULTICULTURAL COUNSELING PROGRAMS""; ""MULTICULTURAL TRAINING MODELS""  
""The Separate Course Model""""The Integration or Infusion Model"";  
""The Area of Concentration Model""; ""Combining Approaches"";  
""ADDRESSING RACIAL PREJUDICE""; ""RESPONSE TO COUNTERPOINT"";  
""COUNTERPOINT: Jennifer L. Burris, Katrina A. R. Akande, and Sonja M. Feist-Price University of Kentucky""; ""EFFECTIVENESS OF SCHOOL COUNSELING PROGRAMS""; ""BROADER ISSUES IMPACTING THE EFFICACY OF MULTICULTURALLY BASED PROGRAMS""; ""The Danger of Overlooking Issues Not Related to Race/Ethnicity?""; ""Political Agendas""; ""Postmodernism and Cultural Relativism"";  
""CRITIQUES OF RESEARCH METHODOLOGY""""CONCLUSION""; ""Further Readings and Resources""; ""3. Are Traditional University Preparation Programs the Best Way to Prepare Teachers and Administrators to Teach Diverse Student Populations?""; ""OVERVIEW: Frank Brown University of North Carolina at Chapel Hill""; ""POINT: Martin Scanlan Marquette University""; ""DEMOGRAPHIC IMPERATIVE"";  
""PROFESSIONALIZATION OF THE FIELD""; ""Educators as Professionals"";  
""INSTITUTES OF HIGHER EDUCATION""; ""Reforming the Field: Cultivating Expertise""; ""CONCLUSION"";  
""COUNTERPOINT: Carl Byron Keys, II University of Virginia""

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#### Sommario/riassunto

Contributors explore such varied issues as ability grouping, affirmative action, bilingual education, gender bias, illegal aliens in the classroom, mainstreaming and inclusion, and more. Each chapter opens with an introductory essay by the volume editor, followed by point/counterpoint articles written and signed by invited experts, and concludes with further readings and resources.

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