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MULTIETHNIC/MULTICULTURAL EDUCATION PROGRAMS IN
SELECTED SCHOOL DISTRICTS

East Tennessee State University

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**THE IDENTIFICATION AND DEGREE OF IMPLEMENTATION OF
MULTIETHNIC/MULTICULTURAL EDUCATION PROGRAMS
IN SELECTED SCHOOL DISTRICTS**

**A Dissertation
Presented to
the Department of Supervision and Administration
East Tennessee State University**

**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education in Educational Supervision**

**by
Elizabeth Ann Saunders
May, 1983**

APPROVAL

This is to certify that the Advanced Graduate Committee of

ELIZABETH ANN SAUNDERS

met on the

7th day of April, 1983.

The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend that her study be submitted to the Graduate Council and the Dean of the School of Graduate Studies in partial fulfillment of the requirements for the degree Doctor of Education in Educational Supervision.

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Chairman, Advanced Graduate Committee

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Signed on behalf of
the Graduate Council

Elizabeth L. McMahon
Dean School of Graduate Studies

Abstract

THE IDENTIFICATION AND DEGREE OF IMPLEMENTATION OF
MULTIETHNIC/MULTICULTURAL EDUCATION PROGRAMS
IN SELECTED SCHOOL DISTRICTS

by

Elizabeth Ann Saunders

The purpose of this study was: (1) to identify and report the state departments of education in the United States implementing multiethnic/multicultural education programs; (2) to identify and report school districts, identified by their respective state departments of education, implementing multiethnic/multicultural education programs; (3) to determine the types of multiethnic/multicultural education programs, the thrust of the programs, and how the programs were initiated in the school districts; and (4) to determine the degree of implementation of the Curriculum Guidelines for Multiethnic Education, published by the National Council for the Social Studies, in the selected school districts.

A total of thirty-two state departments of education responded. A total of 1,498 school districts, reported by their respective state departments of education, were implementing multiethnic/multicultural education programs. A stratified random sampling of the fifty states was used to select the sample for the study.

Sixteen hypotheses, which were related to questions in Part I and Part II of the questionnaire, were tested. Significant differences were found by testing the hypotheses using the t-test.

No significant differences were found between selected school districts in the southern states and selected school districts in the western states in the degree of implementation of the Curriculum Guidelines for Multiethnic Education.

Significant differences were found between selected school districts in the northeastern states and selected school districts in the north central states in the degree of implementation of the Curriculum Guidelines for Multiethnic Education.

No significant differences were found between selected school districts with 10,000 or more pupils and selected school districts with less than 10,000 pupils in the degree of implementation of the Curriculum Guidelines for Multiethnic Education.

In addition, significant differences were found between selected school districts in the northeastern states and selected school districts in the north central states in the degree of implementation of the Curriculum Guidelines for Multiethnic Education.

DEDICATION

This dissertation is dedicated to Mama Lizzie (Elizabeth Ruth) who taught me to love God, mankind, and education at an early age.

Over thirty years later, I am convinced that the highest goal of education is the development of mankind through each individual.

To Mama Lizzie, With Love--Elizabeth

ACKNOWLEDGMENTS

Completion of a goal is often dependent on those individuals with whom one comes in contact. Completion of this goal would not have been possible without the help and support of these persons:

A special expression of gratitude is needed for the support and understanding of one's family. This is given with love to my parents, Mr. and Mrs. George Saunders, who had to sacrifice much for me to complete the doctoral program. In addition, the successful completion of this project is due to the support and understanding of Mrs. Jimmie Parham and Mr. and Mrs. J. L. Eddings and to my many friends and relatives in Henderson, Tennessee.

An expression of gratitude is necessary to all the members of the Department of Supervision and Administration of East Tennessee State University who were always willing and able to help me. This is especially true of my Doctoral Committee: Dr. Robert Shepard, Chairperson; Dr. Gem Kate Greninger; Dr. William Acuff; Dr. Albert Hauff; and Dr. Edward Dwyer.

Collection of data for this research project was made possible by those many state departments of education administrators and the many administrators in the school districts throughout the United States who were willing to participate in the study.

Last, but of major importance, was the support and encouragement shown to me by Freed-Hardeman College in granting me a Sabbatical Leave; and by Dr. B. J. Naylor who was instrumental in helping me become the recipient of the Sabbatical Leave.

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CHAPTER ONE

Introduction

The American society is as ethnically and culturally diverse as at any time in history, and the state departments of education and the local school districts have a responsibility to reflect the reality of this diversity. Ethnic and cultural pluralism is a societal condition in which members choose the degree to which they practice the cultural values, beliefs, and behaviors of their ethnic background. Many state departments of education and local school districts have adopted policies that require their curriculum to reflect ethnic and cultural pluralism. This was first incorporated into the curriculum through ethnic studies programs that focused on one ethnic group, usually a minority group. These courses followed a chronological approach and focused on major historical heroes. The educational approach to ethnic and cultural studies has now evolved to a multiethnic/multicultural approach often employing conceptual themes such as immigration or ethnic and cultural groups to help students develop conceptual understandings. A multi-ethnic/multicultural approach with organizing themes help students develop critical thinking skills, provides a framework for organizing a multiethnic/multicultural curriculum, and demonstrates the common humanity in the experiences, beliefs, and customs of all ethnic and cultural groups.¹

¹ Anthony V. Codianni and Bruce E. Tipple, "Conceptual Change in Multiethnic/Multicultural Studies," Viewpoints in Teaching and Learning, 56 (Winter 1980), 26.

The multiethnic/multicultural approach must be reflected in the public schools. It cannot be ignored, it must permeate the whole curriculum. Only then will students learn to work and live in harmony with those values, traditions, and behavior patterns different from their own. This is the primary goal of multiethnic/multicultural education.

Attempts have been made to help students learn to work and live in harmony with those whose values, traditions, and behavior patterns are different from their own through increased judicial action and legislation dealing with equality of ethnic minorities in recent years. But correcting injustice is not just a matter of law; it is a matter of the heart, of perceptions, and attitudes. These affect our thoughts and actions in regard to those who are "different" from ourselves; and they affect feelings about ourselves on the part of those of us who are "different."

The public schools have an important role to play in reducing tensions and the injustices, including misgivings about self, that result from unexamined multiethnic/multicultural beliefs and attitudes. To fulfill that role, more is needed than a course or two in multiethnic/multicultural education. James P. Shaver stated that the public schools must be infused with concern and action:

to build awareness of ethnicity as one source of the diversity within our national society; of the contributions of that diversity, as well as why it is a source of tension and dissension; and of the sense of identity and personal pride that many can and do derive from their sense of ethnic or cultural identity.²

² James P. Shaver, ed., Curriculum Guidelines for Multiethnic Education (Washington, D.C.: National Council for the Social Studies, 1976), p. 4.

Public schools have also become a living laboratory in which this nation's commitment to equal opportunity under the law is implemented. Although the law clearly guarantees equal educational opportunity for all citizens, evidence abounds that cultural, ethnic, socioeconomic and sex issues have prevented many individuals from maximizing their educational opportunities. Multiethnic/multicultural education is one response by the establishment to the increased militancy of minorities and women who have felt deprived in educational systems. It is also a response to the challenges posed by school desegregation, which has brought to the schools the opportunity to represent the ethnically and culturally pluralistic vigor of the larger society.³

In recent years, public schools have taken steps to include more information about multiethnic/multicultural groups in their curriculum and to make the school's environment more reflective of the ethnic and cultural diversity within the American society. However, despite the reforms related to multiethnic/multicultural education which public schools have attempted to implement there are a number of crucial questions concerning the relationship between the public school and multiethnic/multicultural education which have not been satisfactorily clarified or resolved. In addition, most of these reform efforts have lacked clear principles, guidelines, and evaluation techniques which reflect current research and learning theory.⁴

³ Helen Villacries Stanton, "Multicultural Education," Viewpoints in Teaching and Learning, 57 (Summer 1981), 77.

⁴ Shaver, p. 5.

An attempt was made in this study to define and clarify the curriculum guidelines for a multiethnic/multicultural education program, to identify state departments of education and school districts in the United States implementing a multiethnic/multicultural education program, and to determine the degree of implementation of the Curriculum Guidelines for Multiethnic Education published by the National Council for the Social Studies in selected school districts in the United States.

The Problem

Statement of the Problem

The problem of this study was to identify the state departments of education and selected school districts in the United States implementing multiethnic/multicultural education programs and to determine the degree of implementation of the programs in the selected school districts.

Sub-Problems of the Study

The following sub-problems were developed in order to identify the state departments of education and selected school districts in the United States implementing multiethnic/multicultural education programs and to determine the degree of implementation of the programs in the selected school districts:

Sub-problem 1. To identify and report the state departments of

education in the United States which were implementing a multiethnic/multicultural education program.

Sub-problem 2. To identify and report selected school districts identified by their respective state departments of education which were implementing a multiethnic/multicultural education program.

Sub-problem 3. To determine the type of multiethnic/multicultural education program, the thrust of the program, and how the program was initiated in the selected school districts.

Sub-problem 4. To determine the degree of implementation of guidelines for multiethnic/multicultural education as practiced in the selected school districts using the Curriculum Guidelines for Multiethnic Education published by the National Council for the Social Studies as the standard.

Significance of the Study

Multiethnic/multicultural education has been one of the significant issues affecting curriculum since its emergence in the 1960's and 1970's. At the beginning of this research it was apparent that although multiethnic/multicultural education had emerged some ten to twenty years ago, there was some uncertainty as to its implementation being an active and viable part of American education. Perhaps it could be said that multiethnic/multicultural education is not a panacea for state departments of education and local school districts. However, it is recommended that state departments of education and local school districts give full consideration to exploring the possible benefits that a multiethnic/multicultural education program could bring to them.

James A. Shaver et al., in Curriculum Guidelines for Multiethnic Education, listed the following broad reasons why state departments of education and local school districts should consider the implementation of multiethnic/multicultural education programs:

1. The increasing demand for recognition and respect for ethnic diversity.
2. The demand for promotion of societal cohesiveness based on the shared participation of ethnically diverse peoples.
3. The maximizing of equality or opportunity for all individuals and groups.
4. The facilitation of constructive societal change that enhances human dignity and democratic ideals.⁵

A concern presently existing in education tends to mandate a fresh look at the implementation of multiethnic/multicultural education programs in public schools. An important concern at the present is recent legislation and court decisions in the United States. In 1968 Congress passed the Bilingual Education Act and in 1974 the Supreme Court ruled in Lau v. Nichols that schools must take steps to help students who "are certain to find their classroom experiences wholly incomprehensible" because they do not understand English. The Supreme Court ruled in 1981 that children of illegal aliens must be provided an education in the public school districts in the state in which their parents reside. Multiethnic/multicultural education is now considered a legitimate concern of the state departments of education and the local school districts. Public schools are now expected to enhance cooperation between minority and majority groups, while guaranteeing that minorities preserve their cultural heritage.⁶

⁵ Shaver, p. 6.

⁶ David Melendez et al., "Pluralism and the Hispanic Student: Challenge to Education," Theory into Practice, 20 (Winter 1981), 7.

As a result, multiethnic/multicultural education programs have been introduced in the curriculum of many American schools. According to Raymond Giles, most of the states have established legislation, regulations, guidelines and/or policies in curriculum, instructional materials, teacher certification and education, staff development and resource centers relevant to multiethnic/multicultural education.⁷ Although these programs have been introduced in the schools, the results of a study conducted by Glenn S. Pate and Jesus Garcia indicated that multiethnic/multicultural education is not an active nor viable part of American education and that it remains a confusing area of study lacking in purpose and direction. This study was conducted using the membership of the Social Studies Supervisors Association of the National Council for the Social Studies.⁸

The information gathered by this survey and an analysis of the findings are expected to be of considerable value to those educators, and other interested parties desiring to keep pace with the implementation of multiethnic/multicultural education programs in public education. It is also believed that the information derived from such an analysis will provide an impetus for those in the field of education who may be planning to initiate a multiethnic/multicultural education program or reform an existing multiethnic/multicultural education program to fit the standards used by the National Council for the Social Studies.

⁷ Raymond Giles, State Legislation, Provision, and Practices Related to Multicultural Education (Washington, D.C.: American Association of Colleges for Teacher Education, 1979).

⁸ Glenn S. Pate and Jesus Garcia, "Multiethnic/Multicultural Education: A Review of Programs," The Clearinghouse, 55 (November 1981), 134.

Definitions of Terms

For the purpose of this study, the following definitions of terms were utilized:

Asian-Related Groups

Asian-related groups include Japanese, Chinese, Asian, Vietnamese, and Koreans.

Blacks

Blacks include Black Americans and Africans.

Cultural Pluralism

Cultural pluralism suggests a type of education which deals with the cultural contributions of all groups within a society.⁹

Degree of Implementation of the Multiethnic/Multicultural Education Program

The degree of implementation refers to the extent to which the Curriculum Guidelines for Multiethnic Education are being accomplished in the multiethnic/multicultural education program.

Ethnic Pluralism

Ethnic pluralism suggests a type of education which deals with the contributions of ethnic groups within a society.¹⁰

Europeans

Europeans include Italians, Irish, Germans, French, Polish,

⁹ Shaver, p. 6.

¹⁰ Shaver, p. 6.

British, Swiss, and Greek.

Initiation of the Multiethnic/
Multicultural Education Program

The initiation of the multiethnic/multicultural program includes the time period proposed for the program to become fully implemented, the source of impetus for implementing the program, the problems encountered in implementing the program, the freedom of the school district in implementing the program, the use of a consultant in in-service, the number of hours of in-service provided, and the sources of in-service materials.

Multicultural Education

The term multicultural education denotes the kind of instruction which provides knowledge about different cultures, which forms attitudes toward various people and which develops patterns of behavior and skills appropriate to diverse cultural settings.¹¹

Multiethnic Education

The term multiethnic education and multiethnic curriculum refers to education and curricula which reflect and are sensitive to the ethnic diversity within American society.¹²

ME/MC

The acronym ME/MC refers to multiethnic/multicultural.

¹¹ Kal Gizi, "Issues in Multicultural Education," Educational Research Quarterly, 6 (Fall 1981), 5.

¹² Shaver, p. 7.

North Central States
(Stratum C)

The north central states (stratum C) refer to the states of Ohio, Indiana, Michigan, Wisconsin, Iowa, Missouri, and North Dakota.¹³

Northeastern States
(Stratum A)

The northeastern states (stratum A) refer to the states of Maine, Massachusetts, Rhode Island, and Pennsylvania.¹⁴

Official

An official refers to the person who is directing the multiethnic/multicultural education program in the school district and the person in the school district to whom the questionnaire was addressed.

Selected School Districts

The selected school districts were the school districts identified by state departments of education in their respective states which were implementing multiethnic/multicultural education programs and selected by the investigator through a stratified random sampling from four sub-populations or strata of the United States.

Southern States (Stratum B)

The southern states (stratum B) refer to the states of Virginia, West Virginia, North Carolina, South Carolina, Georgia, Louisiana,

¹³ U.S. Department of Commerce, Bureau of the Census, State and Metropolitan Area Data Book, A Statistical Abstract Supplement (Washington, D.C.: GPO, 1982), p. 464.

¹⁴ U.S. Department of Commerce, Bureau of the Census, p. 464.

Texas, and the District of Columbia.¹⁵

Spanish-Language Related Groups

The Spanish-language related groups refer to Hispanics, Mexican Americans, Puerto Ricans, and Chicanos.

Staff

The term staff refers to administrative, instructional, and counseling personnel.

Standard

The word standard refers to the use of the Curriculum Guidelines for Multiethnic Education as an established basis for comparison in measuring the extent of implementation of multiethnic/multicultural education programs in school districts in the United States.

Subarea

A subarea is a subdivision of a total. Subareas included the principles, guidelines, and evaluation techniques of the Curriculum Guidelines for Multiethnic Education.

The Curriculum Guidelines for Multiethnic Education

The Curriculum Guidelines for Multiethnic Education are guidelines for designing and implementing ethnic studies programs and for integrating the curricula with ethnic content.

¹⁵ U.S. Department of Commerce, Bureau of the Census, p. 464.

The National Council
for the Social Studies.

The National Council for the Social Studies is the national professional organization for supervisors, instructors, and others in the area of social science.

Thrust of the Multiethnic/
Multicultural Education Program

The thrust of the multiethnic/multicultural education program refers to the ethnic and/or racial groups examined in the program, and the goals of the program.

Type of Multiethnic/Multi-
cultural Education Program

The type of multiethnic/multicultural education program refers to whether the multiethnic/multicultural education program was offered as a course, units within courses, names of the units or courses, the levels within the schools involved in the program, and the specific education programs involved.

Western States (Stratum D)

The western states (stratum D) refer to the states of Montana, Wyoming, Washington, Oregon, California, New Mexico and Alaska.¹⁶

¹⁶ U.S. Department of Commerce, Bureau of the Census, p. 464.

Hypotheses

The following hypotheses, stated in the null format, were tested at the .05 level of significance:

H₀1. There will be no significant difference in the mean scores from the "Principles of Ethnic Pluralism" for respondents in the southern states as compared to respondents from selected school districts in the western states.

H₀2. There will be no significant difference in the mean scores from the "Curriculum Guidelines for Multiethnic Education" for respondents in the southern states as compared to respondents from selected school districts in the western states.

H₀3. There will be no significant difference in the mean scores from the "Evaluation Techniques for Multiethnic Education" for respondents in the southern states as compared to respondents from selected school districts in the western states.

H₀4. There will be no significant difference in the total mean scores from the Curriculum Guidelines for Multiethnic Education for respondents in the southern states as compared to respondents from selected school districts in the western states.

H₀5. There will be no significant difference in the mean scores from the "Principles of Ethnic Pluralism" for respondents from selected school districts in the northeastern states as compared to respondents from selected school districts in the north central states.

H₀6. There will be no significant difference in the mean scores from the "Curriculum Guidelines for Multiethnic Education" for respondents from selected school districts in the northeastern states as

compared to respondents from selected school districts in the north central states.

H₀7. There will be no significant difference in the mean scores from the "Evaluation Techniques for Multiethnic Education" for respondents from selected school districts in the northeastern states as compared to respondents from selected school districts in the north central states.

H₀8. There will be no significant difference in the total mean scores from the Curriculum Guidelines for Multiethnic Education for respondents from selected school districts in the northeastern states as compared to respondents from selected school districts in the north central states.

H₀9. There will be no significant difference in the mean scores from the "Principles of Ethnic Pluralism" for respondents from selected school districts with more than 10,000 pupils as compared to respondents from selected school districts with less than 10,000 pupils.

H₀10. There will be no significant difference in the mean scores from the "Curriculum Guidelines for Multiethnic Education" for respondents from selected school districts with more than 10,000 pupils as compared to respondents from school districts with less than 10,000 pupils.

H₀11. There will be no significant difference in the mean scores from the "Evaluation Techniques for Multiethnic Education" for respondents from selected school districts with more than 10,000 pupils as compared to respondents from school districts with less than 10,000 pupils.

H₀12. There will be no significant difference in the total mean scores from the Curriculum Guidelines for Multiethnic Education for

respondents from selected school districts with more than 10,000 pupils as compared to respondents from school districts with less than 10,000 pupils.

H₀13. There will be no significant difference in the mean scores from the "Principles of Ethnic Pluralism" for respondents from selected school districts who utilized the services of a consultant to provide in-service training for the staff in multiethnic/multicultural education as compared to respondents who did not use a consultant.

H₀14. There will be no significant difference in the mean scores from the "Curriculum Guidelines for Multiethnic Education" for respondents from selected school districts who utilized the services of a consultant to provide in-service training for the staff in multiethnic/multicultural education as compared to respondents who did not use a consultant.

H₀15. There will be no significant difference in the mean scores from the "Evaluation Techniques for Multiethnic Education" for respondents from selected school districts who utilized the services of a consultant to provide in-service training for the staff in multiethnic/multicultural education as compared to respondents who did not use a consultant.

H₀16. There will be no significant difference in the total mean scores from the Curriculum Guidelines for Multiethnic Education for respondents from selected school districts who utilized the services of a consultant to provide in-service training for the staff in multiethnic/multicultural education as compared to respondents who did not use a consultant.

Assumptions

The following assumptions were made pertinent to the investigation of this study.

1. The need for a study in multiethnic/multicultural education can be helpful as a result of acceleration in group pressures for equity in education in recent years.

2. Multiethnic/multicultural education programs are being implemented by some states and local school districts throughout the United States.

3. It is possible to identify the degree to which the selected school districts are implementing multiethnic/multicultural education programs.

4. The number of respondents implementing multiethnic/multicultural education programs will be adequate for the study.

5. State departments of education can identify those school districts in their respective states which are implementing multiethnic/multicultural education programs to some degree.

6. The investigator can determine from Part II of the questionnaire, the Curriculum Guidelines for Multiethnic Education, the degree of implementation of multiethnic/multicultural education in the selected school districts.

7. Respondents answered truthfully the questions in the questionnaire.

8. The instrument utilized in gathering data was valid for the purposes stated.

9. The statistical techniques will be valid in testing the

hypotheses of this study.

10. The research questions asked in this study, although numerous, were relevant to the study.

Limitations

The following limitations were considered pertinent to the study:

1. The study was national in scope, covering the fifty state departments of education and selected school districts throughout the United States reported by their respective state departments of education to be implementing a multiethnic/multicultural education program.

2. A questionnaire survey instrument with definite responses was used to obtain the information or data gathered from the selected school districts surveyed.

3. A summated rating scale based upon a Likert-type scale was accepted to measure the degree of implementation of multiethnic/multicultural education programs in the selected school districts.

4. The study was limited to four months: from November, 1982 through February, 1983.

5. The review of literature for this study was limited to cover a minimum of ten years. It was also limited in content to those existing materials established by an ERIC computer search and available in the East Tennessee State University Library; through inter-library loan; and the files and library of the National Council for the Social Studies.

6. Data from the survey used in the study were limited to a 50 percent return of the survey.

Questions to Be Answered by the Study

Part I of the questionnaire dealt with questions relating to the

type of multiethnic/multicultural education program, the thrust of the program and how the program was initiated by the selected school districts.

The questions dealt with in this part of the study were as follows:

1. What was the pupil population of the selected school districts?
2. What was the apparent racial majority group in the student population of the selected school districts?
3. To what extent was the selected school districts involved in multiethnic/multicultural education programs?
4. What span of time had elapsed from inception to implementation of multiethnic/multicultural programs for the selected school districts?
5. What period of time was proposed for the program to become fully implemented for the school districts?
6. What specific educational programs and/or divisions of the selected school districts were involved in a multiethnic/multicultural education program?
7. What levels within the schools were involved in the multiethnic/multicultural education program?
8. Was the multiethnic/multicultural program offered as a separate course(s)?
9. Was the multiethnic/multicultural education program offered as units within courses?
10. What ethnic and/or racial groups were examined in the program?
11. What was/were the source/sources of impetus for implementing a multiethnic/multicultural education program for the selected districts?
12. What specific goals were developed for the implementation of a multiethnic/multicultural education program by the selected school

districts?

13. Did the selected school districts adopt the multiethnic/multi-cultural education program on an individual basis or on a cooperative basis with other educational agencies?

14. What problems were encountered in implementing the multiethnic/multicultural education program by the selected school districts?

15. Was a consultant used to provide in-service training for the selected school districts and if so, in what phases of the multiethnic/multicultural program did he/she participate?

16. What was the approximate number of hours of multiethnic/multi-cultural education in-service training provided for the staff during the first year of the multiethnic/multicultural education program implementation?

17. What was the sex of the officials who were directing the multiethnic/multicultural education program?

18. What were the number of years in the present position of the officials directing the multiethnic/multicultural education programs?

19. What were the ages of the officials directing the multiethnic/multicultural education programs?

20. What were the ethnic backgrounds of the officials directing the multiethnic/multicultural education programs?

21. What was the unique cultural knowledge of the officials who were directing the multiethnic/multicultural education programs?

Part II of the questionnaire dealt with questions designed to elicit information from selected school districts relating to three general areas characteristic of multiethnic/multicultural education

standards which include: (1) "Principles of a Multiethnic/Multicultural Education Program" (numbers 1-4), (2) "Guidelines for a Multiethnic/Multicultural Education Program" (numbers 5-26) and (3) "Evaluation of a Multiethnic/Multicultural Education Program" (numbers 27-28).

Specifically, these questions were:

1. Did the selected school districts' multiethnic/multicultural education program teach the principle that ethnic diversity should be recognized and respected at the individual, group, and societal levels?

2. Did the selected school districts' multiethnic/multicultural education program teach the principle that ethnic diversity provides a basis for societal cohesiveness and survival?

3. Did the selected school districts' multiethnic/multicultural education program teach the principle that equality of opportunity must be afforded to all members of ethnic groups?

4. Did the selected school districts' multiethnic/multicultural education program teach the principle that ethnic identification for individuals should be optional in a democracy?

5. Did ethnic pluralism permeate the total environment of the selected school districts' multiethnic/multicultural education programs?

6. Did instructional materials treat ethnic differences and groups honestly, realistically and sensitively in the selected school districts' multiethnic/multicultural education programs?

7. Did the selected school districts' libraries and resource centers contain a variety of materials on the histories, experiences and cultures of many different ethnic groups?

8. Did the policies and procedures of the selected school

districts' multiethnic/multicultural education programs foster positive interactions among the different ethnic group members?

9. Were the staffs of the selected school districts' multiethnic/multicultural education programs multiethnic and multiracial?

10. Did the selected school districts' multiethnic/multicultural education programs reflect the ethnic learning styles of students?

11. Was the selected school districts' multiethnic/multicultural education programs designed to help students learn how to function effectively in different cultural environments and master more than one cognitive style?

12. Did the selected school districts' multiethnic/multicultural education programs make provisions for continuous opportunities for students to develop a better sense of self?

13. Did the selected school districts' multiethnic/multicultural education programs help the student to understand the wholeness of the experiences of ethnic groups?

14. Was there an inclusion of both positive and negative aspects of ethnic group experiences in the selected school districts' multiethnic/multicultural educational program?

15. Was there a promotion of values, attitudes, and behavior which support ethnic pluralism in the selected school districts' multiethnic/multicultural education programs?

16. Did the selected school districts' multiethnic/multicultural education programs help students examine differences within and among ethnic groups?

17. Did the selected school districts' multiethnic/multicultural

educational program help students develop decision-making abilities, social participation skills, and a sense of political efficacy needed for effective citizenship?

18. Did the selected school districts' multiethnic/multicultural education program help students develop the ability to distinguish facts from interpretations and opinions?

19. Did the selected school districts' multiethnic/multicultural education programs help students develop skills in finding and processing information?

20. Did the selected school districts' multiethnic/multicultural education programs help students try out cross-ethnic experience and reflect upon them?

21. Did the selected school districts' multiethnic/multicultural education programs help students to view and interpret events, situations, and conflict from diverse ethnic perspectives and points of view?

22. Did the selected school districts' multiethnic/multicultural programs present the perspectives of each ethnic group as valid ways to perceive the past and present?

23. Did the selected school districts' multiethnic/multicultural education programs conceptualize and describe the development of the United States as a multidirectional society?

24. Did the selected school districts' multiethnic/multicultural education program use multiethnic literature and art to promote empathy for people of different ethnic groups?

25. Did the selected school districts' multiethnic/multicultural education programs foster the view that ethnic group languages were

legitimate communication systems?

26. Did the selected school districts' multiethnic/multicultural education programs make maximum use of local community resources?

27. Did the assessment procedures used with students in the selected school districts' multiethnic/multicultural education programs reflect their ethnic cultures?

28. Did the selected school districts' multiethnic/multicultural education programs conduct ongoing, systematic evaluations of the goals, methods, and instructional materials used in teaching about ethnicity?

Organization of the Study

The organization of the study was as follows:

Chapter 1 contains an introduction, statement of the problem, significance of the study, definitions of terms, hypotheses, assumptions, limitations of the study, questions to be answered by the study, and organization of the study.

A review of related literature is presented in Chapter 2.

The research method and instruments used in the study are described in Chapter 3.

Chapter 4 includes the data and the findings.

The summary, conclusions and recommendations are given in Chapter 5.

CHAPTER TWO

Review of Related Literature

Introduction

Multicultural/multiethnic education has developed from a number of educational concepts that fluctuated in popularity over the past thirty years including intergroup education, intercultural education, human relations, ethnic studies, and multiethnic studies. A major tenet of multicultural/multiethnic education is cultural and ethnic pluralism. As used by most writers, cultural and ethnic pluralism is translated into the right of individuals to maintain their ethnic and cultural identity while sharing a common culture with Americans from many national origins. When translated into educational programs, ethnic studies programs have been the most common result. This has resulted in a limited definition of multicultural education. Other equally critical cultural components include sex, religion, age, socioeconomic status, and physical, mental, and emotional exceptionalities. The objective of the multiethnic/multicultural education is to help all students reach their potential. To accomplish this, educators must understand that students' differences are based on more than intellectual ability. The ability of educators to help students reach their potential is diminished if there is a lack of understanding of cultural factors that affect a student's learning and behavior patterns in school.¹

¹ Donna M. Gollnick, "Multicultural Education," Viewpoints in Teaching and Learning, 56 (Winter 1980), 1.

As a result of this lack of understanding of cultural factors that affect a student's learning and behavior patterns, there has been a growing emphasis on the concept of multiethnic/multicultural education the past few years. Schools have developed in-service programs on the subject for teachers and other school personnel. State departments of education have mandated multicultural requirements for candidates seeking certification and recertification.² The increasing interest in multiethnic/multicultural education has created widespread disagreement and confusion about the standards (principles, guidelines and evaluation techniques) a multiethnic/multicultural education program should follow and about the proper relationship which should exist between the public schools and the multiethnic/multicultural identities. Educators and social scientists hold different ideas and recommend conflicting policies to the public schools.

Multiethnic/multicultural education has begun to make inroads into some public schools. However, there is a need to review and identify these programs. There is also a need to gain an understanding of how school district officials perceive these programs.

Multiethnic/multicultural education has become almost an instant part of the curriculum. This instant change has become one of the most controversial curriculum issues in American education. However, this development of multiethnic/multicultural education programs can be traced back to various periods in the history of the United States.

² Allan C. Ornstein and Daniel U. Levine, "Multicultural Education: Trends and Issues," Childhood Education, 58 (March/April 1982), 241.

Historical Development of Multiethnic/
Multicultural Education

The historical development of multicultural education is usually traced back to the period around the turn of the century when the massive immigration from Eastern and Southern Europe was taking place. It has been estimated that around thirty to forty million people entered this country between 1880 and 1920, and that the total population more than doubled during this period from approximately fifty million to over one hundred million. This large number of humans, called the largest human migration in the history of the world, was accompanied by industrialization, urbanization, and the growth of large-scale corporations. These developments, in turn, created severe social problems, including overcrowded city ghettos, increasing crime and political conflicts, violent labor conflicts and increasing discontent among the working poor people.³

In the face of such problems, the large number of immigrants was viewed with great fear by the dominant, native-born groups and ignited the reactionary nativist movement which reached its height during and after the First World War. This movement was directed mainly at white ethnic groups of Eastern and Southern European origins, particularly the Poles, Italians, Greeks and Slavs. It resulted in widespread violence against these groups, including several lynchings.⁴

Nativism was helped and aided by the Americanization movement,

³ Bob H. Suzuki, "Multicultural Education: What's It All About?," Integrated Education, 17 (January-April 1979), 43.

⁴ Suzuki, p. 44.

which had as its major goal the assimilation of the new immigrants into the mainstream of American society. The public schools played a major role in this effort to "Americanize" the children of the immigrants. They required children to take an Anglo-centric curriculum, punished them for using their native tongues, and ignored the cultural traditions and values of their parents.⁵

This was also the period when IQ testing was begun on a large scale, especially during World War I when almost two million military men were subjected to the test. Based on the results of this testing, it was claimed that white ethnics of Eastern and Southern European origins were genetically inferior in intelligence since their IQ scores were ten to fifteen points below that of native-born groups. These findings were later used to argue for the passage of the National Origins Quota Act of 1924, which greatly restricted further immigration from Eastern and Southern European countries on the basis that people from these countries were of inferior racial make-up. The law also completely stopped further immigration from Asia.⁶

As a result of the nativist and Americanization movements, millions of white ethnics were made to fit into the American culture. The cultural identities of these groups were almost totally wiped out. The cultural identities of these groups are only now being painfully revived.⁷

⁵ Andrew T. Kopan, "Melting Pot: Myth or Reality?" in Cultural Pluralism, ed. Edgar G. Epps (Berkeley, California: McCutchan Publishing, 1974), p. 40.

⁶ Suzuki, p. 45.

⁷ Kopan, p. 41.

Only a few people raised their voices in protest against the unreasonable demand for complete assimilation imposed on the new immigrants. One of them was the philosophy Horace Kallen, who was the first to express openly his views on the philosophy of cultural pluralism and to argue for it as an alternative to Anglo-conformity. While he knew that some assimilation into a common mainstream of American culture was inevitable, he still maintained that the preservation of the culture and life-style of the different ethnic groups in American society would aid the common culture and help extend and strengthen democracy.

The protests of Kallen and other pluralists were eventually outnumbered by the powerful forces of Americanization. The new immigrants were seen as a grave threat to the developing social order, and, therefore, drastic measures were thought necessary to assimilate them as rapidly as possible. Consequently, Anglo-conformity, often highly disguised in the Melting Pot metaphor, became the main theme and has strongly influenced the shaping of the social institutions, particularly the schools, even to this day.⁸

During the past two decades, however, the philosophy of cultural pluralism has experienced a strong revival, largely as a result of the social unrest of the 1960's. Up until the sixties, most social scientists viewed racial minorities as simply the last of the ethnic groups to move to the cities. They predicted that these minorities would follow the path of the white ethnic groups who had preceded them, and that they would eventually assimilate and gain upward mobility. Thus,

⁸ Suzuki, p. 45.

most Americans were unprepared for the outbreak of urban riots in the 1960's.

The resulting conflicts in the field of education over such issues as school desegregation and community control forcefully called attention to the state of schooling for minority children and to the conditions and practices that were happening in most urban inner-city schools. These conflicts also clearly revealed that the monocultural bias toward Anglo-conformity was widespread in American schools, and was seriously damaging the minds of minority children, leading to the demands by minority groups for ethnic studies as an alternative to the existing curriculum of the schools.⁹

In the early 1970's, two other developments gave further impetus to the eventual development of multiethnic/multicultural education. One was the rising ethnic consciousness of those white ethnic groups, mostly of the working-class backgrounds, who had been subjected to the Americanization process described above. These groups began reacting against the belittling attitudes of many middle-class, native-born groups toward working-class white ethnics and called for the setting-up of white ethnic studies as a way of reinstilling ethnic pride.¹⁰

The other development was the feminist movement, which began an attack on sexism in American society. Many of the issues raised by the feminists, such as discrimination and low self-expectations, were alike

⁹ James A. Banks, Teaching Strategies for Ethnic Studies (Boston: Allyn and Bacon, 1975), p. 13.

¹⁰ Banks, p. 14.

in many ways to those raised earlier by minorities and white ethnic groups. In particular, in the field of education, women began calling for the institution of women's studies and for the removal of sex-role stereotyping in the schools.

Some have characterized both the white-ethnic and women's movements as backlash reactions caused by their resentment toward the gains made by minority groups. However, these groups must be credited for calling attention to the class-biased and sexist nature of American schools and for adding their voices to the growing demand for alternative and more pluralistic approaches to education.¹¹

The concept of multiethnic/multicultural education has evolved only in the past six to eight years, primarily as a result of some convergence in these different movements among the minorities, white ethnics, and women. This convergence has occurred partly because of the recognition that all the groups involved were basically seeking the same ultimate goal--a more democratic society in which there would be much greater equality in all spheres of life. It has also occurred because of the growing realization that the persistent problems of racism, sexism, and inequality in education could not be understood simply by studying each of the groups in isolation. These problems, as many people realized, could only be understood by studying all groups in society. Thus, viewed from this perspective, multiethnic/multicultural education is seen as being relevant to all students, regardless of ethnic backgrounds.¹²

However, the proponents of multiethnic/multicultural education feel

¹¹ Suzuki, p. 45.

¹² Banks, p. 9.

that the development of policy and legislation relevant to their interests has not occurred quickly enough, nor is the available support sufficient. If there is to be an adequate and effective policy that will aid the development of multiethnic/multicultural education, strategies for accomplishing this must be developed. If there is to be legislation that will support multiethnic/multicultural activity in the nation's schools, techniques for promoting it will also be needed.

Development of Policy and Legislation in
Multiethnic/Multicultural Education
in Local School Districts

Unfortunately, there is no comprehensive information available on the implementation of multiethnic/multicultural education programs in local school districts. However, there does exist some evidence of isolated situations where the multiethnic/multicultural education program activity within a local school district has affected the policy in that system. A case in point is the Ann Arbor, Michigan Public Schools.

In response to racial discontent and disruption that occurred in their schools during the early seventies, the Ann Arbor, Michigan Public School System adopted a report that specified the incorporation of multiethnic content, concepts, and principles throughout the entire educational system. The adoption of this report began to establish policy within and beyond the district. Established at the local level, it had implications for developing a policy in the surrounding teacher training institutions that placed pre-service teachers in the Ann Arbor public schools. It also caused the 1972-73 Master Agreement between the local board of education and the teacher's association to reflect new

policy that directly affected teacher training. In addition, it affected policy in at least two local teacher training institutions. Other local districts in Michigan independently adopted a similar policy. For example, Jackson, Michigan Public School System established a policy that required all teachers to have training in multicultural education prior to receiving tenure.¹³

In other states, informal attempts to establish policies have been accomplished. For example, Wichita Public Schools, Wichita, Kansas, has not formally adopted policy in multicultural education, but it is the practice of that district to provide training in multicultural education for all new teachers entering the system. Lake Washington School District, Kirkland, Washington, cooperates with Seattle Pacific University to provide multicultural instruction for teachers as the result of local initiative.¹⁴ Another example is that of the Hastings Teacher Corps Project in Hastings, Florida. This project was a cooperative effort sponsored by the St. John's County School Board and the University of Florida, Jacksonville. This project centered around a graduate course for in-service teachers involved with Teacher Corps. The course was designed to cover three areas: (1) identification and description of the elements of cultural perspectives as evidenced in self and other cultural groups, (2) development of strategies for implementing cultural aspects of multicultural education in various areas of the curriculum,

¹³ Gwendolyn C. Baker, "Policy Issues in Multicultural Education," The Journal of Negro Education, 68 (Summer 1979), 258.

¹⁴ Patricia K. Brown, "The 1980's Decade for Ethnic Studies?," The History Teacher, 12 (May 1979), 360.

and (3) design of curriculum experiences which not only emphasized multicultural settings, but also reinforced basic skills.¹⁵ Thus, there is some evidence of multicultural training taking place at the local level, but in these situations the stimulus was provided by federal legislation in the form of Title IV of the 1964 Civil Rights Law and Title VII of the Elementary School Aid Act. Currently, local involvement as it relates to the initiation of local policy for the promotion of multicultural education needs to be encouraged.¹⁶

Development of Policy and Legislation on
Multiethnic/Multicultural Education in
State Departments of Education

Several aspects of the development of multiethnic/multicultural education policy and legislation have occurred on the state level. The variety of approaches used to accomplish either teacher in-service training or curriculum revision are numerous. They range from a more conservative approach such as the one included in the California Education Code to a more comprehensive approach as that encouraged by the Iowa State Board of Education.

Article 3.3 of the California Code requires "multicultural education in school districts with one or more schools composed of at least 25 percent minority students: and that districts provide teachers and other staff with in-service training in the history and current problems of racial and ethnic minorities."¹⁷ This legislation encourages multicultural

¹⁵ Mary Alice Wolfe and Ann H. Stoddard, "Multicultural Education Can Make a Difference," Delta Kappa Gamma Bulletin, 68 (Fall 1981), 15.

¹⁶ Baker, p. 259.

¹⁷ Baker, p. 260.

education only for certain schools. It overlooks the important aspect that multiethnic/multicultural education is as important for the non-minority child as well as for the minority child.

The following approach used by the state of Iowa is more comprehensive:

The Iowa State Board of Education encourages school districts to initiate in all subject areas at all grade levels curriculum changes, teaching practices, and instructional materials which foster respect and appreciation for the cultural and racial pluralism of this country, and the achievement and contributions of minority groups, ethnic groups, and women as well as men.¹⁸

This approach is more inclusive and represents one of the few statements that is explicit as to the inclusion of women. These are but two examples of the kind of policy and/or legislation that exists on the state level.

The Multicultural Education Commission of the American Association of Colleges for Teacher Education, under a grant from the National Institute of Education, conducted a survey in 1976 of state legislation, provisions, and practices related to multicultural education. The survey was designed to solicit from state departments of education the degree to which each state was involved in multicultural education. Recognizing the confusion that exists over the definition of "multicultural" and what is included, the survey instrument asked for responses to activities in the following specific areas: (1) provisions for multicultural education and ethnic studies, (2) provisions for bilingual/bicultural education teacher education requirements, (3) specific

¹⁸ Brown, p. 360.

departments and persons assigned to coordinate multicultural education, (4) in-service training, and (5) curricular resources. As a result of the survey, the following information was obtained:

Thirty-four states address multicultural education through legislation, regulation, guidelines, and/or major policies.

Nineteen State Boards of Education have issued resolutions, position, and policy statements, or priority/goal statements related to multicultural education.

Twenty-one State Education Agencies (SEA's) have developed guidelines, regulations, or teacher certification requirements in order to comply with legislation or mandates from the State Board of Education.

In addition to the State Boards of Education and State Education Agencies, several states reported that other agencies had also produced Policy Statements related to the need for multicultural education, i.e., New York State Board of Regents provided a statement of policy on equal opportunity for women. The Vermont State Advisory Committee to the U.S. Commission on Civil Rights published a report that highlighted the need for teachers and teacher training related to human rights and minority groups.¹⁹

Development of Policy and Legislation on
Multiethnic/Multicultural Education
in the Federal Government

Much of the multiethnic/multicultural education, however, is taking place perhaps because of recent federal legislation. Even though that legislation has not been particularly aggressive or comprehensive, it has provided a stimulus for some activity. According to Giles and Gollnick,²⁰ there was little support for multiethnic/multicultural education on the

¹⁹ American Association for Colleges of Teacher Education, State Legislation, Provisions and Practices Related to Multicultural Education (Washington, D.C.: American Association for Colleges of Teacher Education, 1978).

²⁰ Raymond Giles and Donna Gollnick, Pluralism and the American Teacher: Issues and Case Study (Washington, D.C.: American Association for Colleges of Teacher Education, 1977), p. 115.

federal level prior to the passage of Title IX of the Elementary and Secondary Education Act of 1965 (ESEA). The Ethnic Heritage Program legislation in 1972, which emerged from ESEA, appears to have been the first to encourage the study of ethnic and racial minority culture by children in the United States.²¹

Other federal legislations that have implications for multiethnic/multicultural education have been primarily contained in Title IV of the 1964 Civil Rights Bill, Title VII of the Emergency School Aid Act of 1972, and in Title VII of the 1972 amendments of ESEA. Other legislations, such as the Title VI of the Civil Rights Act, are often cited as having enhanced multiethnic/multicultural education but these tend to fall more into the affirmative action or civil rights categories.²²

While these legislative moves may not have been deliberate attempts on the part of the federal government to support multiethnic/multicultural education, it is perhaps accurate to say that they have an impact on the development and promotion of multiethnic/multicultural education.

The impact that professional and related education organizations can have on multiethnic/multicultural education cannot be overlooked. As a part of the survey that was conducted by the Multicultural Education Commission and the American Association for Teacher Education, a profile of multicultural education activities of professional and related education organizations was compiled. The following information was obtained from the profile:

²¹ Brown, p. 359.

²² Baker, p. 261.

Thirty-three of the thirty-nine responding organizations indicated they had activities related to multicultural/bilingual education.

Eighty percent stated that the funding for this activity came from membership.

Almost 60 percent reported they had developed policy statements on multicultural or bilingual education.²³

In a survey conducted by the Multicultural Education Commission of the American Association of Colleges for Teacher Education, it was encouraging to note that at the time of the study (1976), 68 percent of the states had passed legislation, promulgated regulations and/or guidelines, and developed policies relevant to multiethnic/multicultural education. Of these states, 55 percent of the state boards of education had taken definite steps to adopt policy statements relevant to multiethnic/multicultural education. Teacher certification relating to multiethnic/multicultural education is being affected in approximately 55 percent of these thirty-four states.²⁴

Unfortunately, there is no information available on the implementation of multiethnic/multicultural education programs in local school districts that is comprehensive enough to present for discussion. Most of what is available is in piecemeal fashion.

One of the organizations included in this profile has taken a major step toward the implementation of policy. The National Council for the Accreditation of Teacher Education (NCATE) is devoted to the evaluation and accreditation of teacher education programs throughout the country. The National Council has been authorized by the Council on Post-Secondary

²³ Baker, p. 258.

²⁴ American Association for Colleges of Teacher Education, 1978.

Accreditation (COPA) to adopt standards and procedures for accreditation and to determine the accreditation status of institutional programs for preparing teachers and other professional school personnel.²⁵

Accreditation is determined by how an institution is assessed by the standards used in conducting the evaluation of its teacher training program. Prior to 1979, these standards did not include reference to multicultural education but the revised standards, that went into effect as of January 1, 1979, do address multicultural teacher education. These standards have had an impact on schools, colleges, and departments of education. However, if multiethnic/multicultural education is to become a reality in the formal school setting, the total environment of the school must reflect a commitment to multicultural education.²⁶

Guidelines for Designing and Implementing Multiethnic/Multicultural Studies

Several organizations have developed guidelines for educators to use in the implementation of multiethnic/multicultural curricula. One example is the Curriculum Guidelines for Multiethnic Education developed by a Task Force of the National Council for the Social Studies. These twenty-seven guidelines provide direction to the nation's schools for designing and implementing multiethnic/multicultural study programs and for integrating their curricula with ethnic content. The guidelines address the school environment with heavy emphasis on the curriculum.²⁷

²⁵ Gollnick, p. 1.

²⁶ Helen Villacries Stanton, "Multicultural Education," Viewpoints in Teaching and Learning, 57 (Summer 1981), 76.

²⁷ Gollnick, p. 12.

The National Council for the Social Studies recognized that the nation's schools needed sound guidelines for designing and implementing ethnic studies programs and for integrating their curricula with ethnic content. In 1975 the Council applied for and received, from the United States Office of Education, an Ethnic Heritage Studies grant (Title IX of ESEA) to develop and disseminate guidelines for ethnic studies programs and to train teachers at the National Council for the Social Studies national and regional conferences to use the guidelines to improve instruction related to ethnicity in their schools.²⁸

The National Council for the Social Studies' President Jean Claugus, according to the stipulations of the grant, appointed two groups to implement the project: the National Council for the Social Studies Task Force on Ethnic Studies Curriculum Guidelines and the National Council for the Social Studies Ethnic Heritage Advisory Council. The main job of the Task Force was to formulate and write the Guidelines. The Task Force worked closely with the Advisory Council throughout the development of the project. The reactions of other individuals and groups to various drafts of the Guidelines were solicited by the Task Force. Therefore, the Guidelines reflect current learning theory, research, and the thinking and experiences of many individuals and groups.²⁹

At their first meeting, the Task Force and the Advisory Council agreed upon the following principles which set the foundation and boundaries for the Guidelines:

1. Effective ethnic studies instruction can best take place within

²⁸ Shaver, p. 5.

²⁹ Shaver, p. 6.

a school atmosphere which has institutional norms that recognize and are sensitive to ethnic diversity.

2. The Guidelines should focus on ethnic pluralism and not on cultural pluralism.

3. Educators in each subject area in the school have a responsibility for incorporating studies related to American ethnic groups into their units and lessons.

4. Teachers at all grade levels from preschool to twelfth grade and beyond should modify their curricula and teaching strategies so that these reflect the ethnic diversity of American life and culture.

5. Ethnic studies are needed by all students regardless of their ethnic, social class, or racial background.³⁰

These Guidelines are divided into three sections. "Principles for a Multiethnic/Multicultural Education Program" constitutes the first section. The principles include statements that describe the view of society on which the guidelines are predicated. The principles for a multiethnic/multicultural education program and an explanation of each principle are as follows:

1. Ethnic cultural diversity should be recognized and respected at the individual, group and societal levels. Simply admitting the existence of ethnic diversity is not enough. Acceptance of and respect for differences in ethnic and cultural values, traditions, and behavior are called for. The call for acceptance and respect is based on the belief that the existence and expression of differences can improve the quality

³⁰ Shaver, p. 7.

of the life for individuals, for ethnic and cultural groups, and for society as a whole.³¹

2. Ethnic and cultural adversely provide a basis for societal cohesiveness and survival. This position maintains the right of ethnic and cultural groups to socialize their young into their cultural patterns as long as such practices are consistent with human dignity and democratic ideals. Therefore, the individual's primary group association--family relations, friendship groups, religious affiliations--may be heavily influenced by ethnic and cultural traditions. At the same time, the members of ethnic and cultural groups have both the right and the responsibility to help shape the significant institutions of the larger society.³²

3. Equality of opportunity must be afforded to all members of ethnic and cultural groups. Recognition and respect for ethnic and cultural groups need legal enforcement of equal economic, political, and educational opportunity by the larger society. Anything less relegates ethnic and cultural groups and their members to the inferior status which has too often limited the quality of their lives.³³

4. Ethnic and cultural identification for individuals should be optional in a democracy. It is inconsistent with a democratic ideology to mandate ethnic and cultural affiliation. In an idealized democratic

³¹ James A. Banks et al., "Principles for Multiethnic/Multicultural Education Program" in Curriculum Guidelines for Multiethnic Education, ed. James P. Shaver (Washington, D.C.: National Council for the Social Studies, 1976), p. 10.

³² Banks, "Principles," p. 11.

³³ Banks, "Principles," p. 12.

society the individual is free to choose his or her group allegiances. Association should be voluntary, a matter of personal choice. However, in our society members of some ethnic and cultural groups have this option while many others do not. One of our societal goals should be to maximize the opportunity for ethnic individuals to choose their group identification.³⁴

The "Guidelines for Multiethnic Education" follow in the second section. They describe the ideal characteristics of school environments consistent with ethnic and cultural pluralism. The guidelines and an explanation of each guideline are as follows:

5. Ethnic and cultural pluralism should permeate the total school environment. Effective teaching about American ethnic and cultural groups can best take place within an educational setting which accepts, encourages, and respects the expression of ethnic, cultural, and racial diversity. To attain this kind of educational atmosphere, the total school environment must be reformed, not merely courses and programs. The school's informal or "hidden" curriculum is just as important as, perhaps in some ways more than, the formalized course of study.³⁵

6. School policies and procedures should foster positive multi-ethnic/multicultural interactions, understandings among teachers, students, and the supportive staff. School governance should protect the individual's right to: (1) retain esteem for his/her home environment, (2) develop a positive self-concept, (3) develop empathy and insight into and respect for the ethnicity of others, and (4) receive

³⁴ Banks, "Principles," p. 14.

³⁵ Banks, "Principles," p. 18.

an equal educational opportunity.³⁶

7. The school staff should reflect the ethnic and cultural pluralism within American society. Members of different ethnic and cultural groups must be part of the school's instructional, administrative, and supportive staffs if the school is truly multiethnic/multicultural. School personnel--teachers, principals, cooks, custodians, secretaries, students, and counselors--make as important contributions to multiethnic/multicultural environments as do courses of study and instructional materials.³⁷

8. Schools should have systematic, comprehensive, mandatory, and continuing staff development programs. Effective professional staff development should begin at the preschool level and continue as in-service when educators are employed by schools. The focus should be on helping the staff members to: (a) clarify and analyze their feelings, attitudes, and perceptions toward their own and other ethnic and cultural groups, (b) acquire content about and understanding of the historical experiences and sociological characteristics of American ethnic and cultural groups, (c) increase their instructional skills within multiethnic/multicultural school environments, (d) improve their skill in curriculum development as it relates to ethnic and cultural pluralism, and (e) increase their skill in creating, selecting, evaluating, and revising instructional materials.³⁸

9. The curriculum should reflect the ethnic and cultural learning styles of the students within the school community. Although differences

³⁶ Banks, "Principles," p. 19.

³⁷ Banks, "Principles," p. 20.

³⁸ Banks, "Principles," p. 20.

among students are accepted in an effective multiethnic/multicultural school, major goals must also be to teach the students how to function effectively in social settings different from the ones in which they were socialized, and to help them to master new cognitive styles and learning patterns. The successful multiethnic/multicultural school helps students be aware of and able to acquire cultural and cognitive alternatives, thus enabling them to function successfully within other cultural environments as well as their own.³⁹

10. The multiethnic/multicultural curriculum should provide students with continuous opportunities to develop a better sense of self. This development should include at least three areas: (a) students should be helped to develop accurate self-identities, (b) the multiethnic/multicultural curriculum should help students to develop improved self-concepts, and (c) it should help students to develop greater self-understanding.⁴⁰

11. The curriculum should help students to understand the totality of the experiences of American ethnic and cultural groups. The many dimensions of ethnic experiences and cultures should be studied. The curriculum should help students to understand the essential historical experiences and basic cultural patterns of ethnic groups, and the critical contemporary issues and social problems confronting each of them, as well as the dynamic diversity of the experiences, cultures, and individuals within each ethnic group.⁴¹

12. The multiethnic/multicultural curriculum should help students

³⁹ Banks, "Principles," p. 22.

⁴⁰ Banks, "Principles," p. 23.

⁴¹ Banks, "Principles," p. 24.

understand that there is always a conflict between ideals and realities in human societies. The unquestioning approach and the "tell it like it is" approach both result in distortions. In a sound multiethnic/multi-cultural curriculum, emphasis should be neither on the ways in which the United States has "fulfilled its noble ideals" nor on the "sins committed by the Anglo-Americans" or any other groups of Americans. Rather, students should be encouraged to examine the democratic values that emerged in America, why they emerged, how they are defined in various periods, and to whom they referred in different eras. Students should also examine the extent to which these values as ideals have or have not been fulfilled, and the continuing conflict between values such as freedom and equality, as well as between ideals in other human societies.⁴²

13. The multiethnic/multicultural curriculum should explore and clarify ethnic and cultural alternatives and options within American society. Teachers should help students understand the options related to their own ethnicity as well as the nature of ethnic and cultural alternatives and options within American society. Students should be helped to understand that, ideally, all individuals should have the right to select the manner and degree of identifying or not identifying with their ethnic or cultural groups.⁴³

14. The multiethnic/multicultural curriculum should promote values, attitudes, and behaviors which support ethnic and cultural pluralism. Ethnicity is a salient factor in the lives of many Americans. It helps individuals answer the question, "Who am I?" by providing them with a

⁴² Banks, "Principles," p. 25.

⁴³ Banks, "Principles," p. 26.

sense of peoplehood identity, and cultural, and spiritual roots. It provides a filter through which events, life styles, norms, and values are processed and screened. It provides a means through which identity is affirmed, heritages are validated, and some preferred associates are selected.⁴⁴

15. The multiethnic/multicultural curriculum should help students develop their decision-making abilities, social participation skills, and sense of political efficacy as necessary bases for effective citizenship in an ethnically and culturally pluralistic nation. The multiethnic/multicultural curriculum must enable students to gain knowledge and apply it. Students need a rich fund of sound knowledge. Facts, concepts, generalizations, and theories differ in their capability for organizing particulars and in predictive capacity; concepts and generalizations have more usefulness than mere collections of miscellaneous facts.⁴⁵

16. The multiethnic/multicultural curriculum should help students develop the skills necessary for effective interpersonal and interethnic group interactions. Effective interpersonal interaction across ethnic group lines is difficult to achieve. The problem is complicated by the fact that individuals bring to cross-ethnic interaction situations set and expectations which influence their own behavior, including their responses to the behavior of others. These expectations are formed on the basis of what their own groups deem to be appropriate behavior and what each individual believes he or she knows about other ethnic or cultural groups. Much knowledge about ethnic or cultural groups is

⁴⁴ Banks, "Principles," p. 27.

⁴⁵ Banks, "Principles," p. 29.

stereotyped, distorted, and based on distant observations, scattered, superficial contacts, and incomplete factual information.⁴⁶

17. The multiethnic/multicultural curriculum should be comprehensive in scope and sequence, should present holistic views of ethnic and cultural groups, and should be in integral part of the total school curriculum. Students learn best from well-planned, comprehensive, continuous, and interrelated experiences. In an effective multiethnic/multicultural curriculum, the study of ethnicity should be integrated into all courses and subject-matter areas from preschool through twelfth grade and beyond. This study should be carefully planned to encourage the development of progressively more complex concepts and generalizations. It should also involve students in the study of a variety of ethnic and cultural groups.⁴⁷

18. The multiethnic/multicultural curriculum should include the continuous study of the cultures, historical experiences, social realities, and existential conditions of ethnic and cultural groups, including a variety of racial compositions. The multiethnic/multicultural curriculum should involve students in the continuous study of ethnic groups of different racial compositions. Also, the multiethnic/multicultural curriculum should include the consistent examination of significant aspects of ethnic and cultural experiences influenced by or related to race.⁴⁸

19. Interdisciplinary and multidisciplinary approaches should be

⁴⁶ Banks, "Principles," p. 31.

⁴⁷ Banks, "Principles," p. 32.

⁴⁸ Banks, "Principles," p. 33.

used in designing and implementing the multiethnic/multicultural curriculum. No single discipline can adequately explain all of the components of the life styles, cultural experiences, and social problems of ethnic or cultural groups. Knowledge from any one discipline is insufficient to help individuals make adequate decisions on the complex issues raised by poverty, oppression, powerlessness, and alienation. To delineate these requires the concepts and perspectives of such disciplines as the various social sciences, history, literature, music, art, and philosophy.⁴⁹

20. The curriculum should use comparative approaches in the study of ethnic and cultural groups and ethnicity. The study of ethnic and cultural group experiences should not be a process of "one-upmanship." It should not promote the idea that any one ethnic group has a monopoly on talent and worth or incapacity and weakness, but, instead, the idea that each individual and each ethnic group has worth and dignity. Students should be taught that persons from all ethnic groups have common characteristics and needs, although they are affected differently by certain social situations and may use different means to respond to their needs and to achieve their objectives.⁵⁰

21. The curriculum should help students to view and interpret events, situations, and conflict from diverse ethnic perspectives and points of view. To gain a more complete understanding of both our past and present, students should look at events and situations from the perspectives of Anglo-Americans and from the perspectives of people who

⁴⁹ Banks, "Principles," p. 35.

⁵⁰ Banks, "Principles," p. 35.

are Jewish American, Polish American, Filipino American, and Puerto Rican American. This approach to teaching is more likely to make our students less ethnocentric and more able to accept the fact that almost any event or situation can be legitimately looked at from many perspectives.⁵¹

22. The curriculum should conceptualize and describe the development of the United States as a multidirectional society. Multiethnic/multicultural education from the early years of school and on, must redress the intellectually invalid and distorting imbalances by illuminating the variety of cultural experiences which have composed the total American experience.⁵² Multiethnic/multicultural education must deal consistently with the development of the entire geo-cultural United States--that area which, in time, was to become the United States and the peoples encompassed by that area.

23. The school should provide opportunities for students to participate in the aesthetic experiences of various multiethnic/multicultural groups. Multiethnic/multicultural groups should not be studied only at a distance. Students should read and hear the past and contemporary writings of members of different ethnic and culture groups. Poetry, music, art, architecture, short stories, folklore, essays, plays, and novels should be used.⁵³

24. Schools should foster the study of ethnic group languages as legitimate communication systems. A multiethnic/multicultural curriculum recognizes the reality of language diversity and promotes the attitude

⁵¹ Banks, "Principles," p. 35.

⁵² Banks, "Principles," p. 36.

⁵³ Banks, "Principles," p. 37.

that all languages and dialects are valid communicating systems among some groups and for some purposes. The program requires a multi-disciplinary focus on language and dialect.⁵⁴

25. The curriculum should make maximum use of local community resources. An effective multiethnic/multicultural curriculum should include a variety of multiethnic/multicultural groups not only nationally, but also in the local community. The local community should be used as a "laboratory" where students can develop and use intellectual, social, and political action skills in the local multiethnic/multicultural community. Planned field trips and individual or group research projects are helpful.⁵⁵

The "Evaluation Techniques of Multiethnic Education" is the third and final section. The purpose of the evaluation section is the assessment of specific school environments to determine the extent to which they reflect the idealized school described in the Guidelines. The evaluation techniques and an explanation of each technique are as follows:

26. The assessment procedures used with students should reflect their multiethnic/multicultural background. Novel as assessment devices which reflect the cultures of multiethnic/multicultural youths need to be developed and used. Also, teacher-made tests and other routine classroom assessment techniques should reflect the cultures of ethnic youths.⁵⁶

27. Schools should conduct ongoing, systematic evaluations of the

⁵⁴ Banks, "Principles," p. 39.

⁵⁵ Banks, "Principles," p. 39.

⁵⁶ Banks, "Principles," p. 40.

goals, methods, and instructional materials used in teaching multiethnic/multicultural studies. Schools must set up attainable goals and objectives for multiethnic/multicultural education. To evaluate the extent to which these goals and objectives are accomplished, school personnel must judge--and with evidence--what occurs in their own school in three broad areas: (1) school policies and governance procedures; (2) everyday practices of staff and teachers; and (3) curricular programs and offerings, academic and nonacademic preschool through grade twelve.⁵⁷

A study utilizing these Guidelines was conducted by Glenn Pate and Jesus Garcia. The study was conducted in order to determine the extent of multiethnic/multicultural education in public and private instruction and the types of programs offered in the United States. The study involved an extensive survey in the Spring of 1980 with the membership of the Social Studies Supervisors Association of the National Council for the Social Studies. The questionnaire used in the study was in two parts. Part I contained seven questions designed to determine the types of programs and the thrust of each. Part II included twenty-eight items drawn from the Curriculum Guidelines for Multiethnic Education written by a Task Force of the National Council for the Social Studies and published by the National Council for the Social Studies.⁵⁸

The investigator used the same questionnaire for Part II of the survey that Glenn Pate and Jesus Garcia used as Part II of their

⁵⁷ Banks, "Principles," p. 41.

⁵⁸ Glenn S. Pate and Jesus Garcia, "Multiethnic/Multicultural Education: A Review of Programs," The Clearinghouse, 55 (November 1981), 134.

questionnaire in the previously cited study.

Summary

An attempt has been made in this chapter to review the historical development of multiethnic/multicultural education. Also, an attempt was made to explore the development of multiethnic/multicultural education policy and legislation which has taken place in local school districts, state departments of education, and on the federal and national levels. In addition, a discussion of the guidelines for designing and implementing multiethnic/multicultural studies was presented. Lastly, a study utilizing the guidelines for designing and implementing multiethnic/multicultural studies was presented.

CHAPTER THREE

Methodology and Procedures

Introduction

This chapter contains the research design, selection of the sample, procedures followed in gathering the data, and a description of the instrument used in the study. In addition, an explanation is given of the techniques followed in the statistical analysis of the data.

Research Design

The techniques of descriptive research were used in this study. Descriptive research describes and interprets what is. It is concerned with conditions that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are emerging. It is also called nonexperimental research because the researcher does not manipulate the variables or arrange for events to happen. The events that are described would have happened even though there had been no analysis.¹

The survey method, used to gather data for the study, collects data from a relatively large number of cases at a particular time. It is concerned with the generalized statistics that result when data are gathered from a number of individual cases.²

¹ John W. Best, Research in Education, 3rd ed. (Englewood Cliffs, New Jersey: Prentice-Hall, 1977), p. 116.

² Best, p. 118.

Selection of the Sample

The nature of the study was such, that only selected school districts implementing multiethnic/multicultural education programs were chosen as being representative to determine the degree of implementation of multiethnic/multicultural education programs as measured by The National Council for the Social Studies' Curriculum Guidelines for Multiethnic Education in the school districts in the United States. This selection was considered to be manageable by the investigator.

Initial contact was made with the chief state school officers in the fifty state departments of education. A letter of transmittal (see Appendix C) was sent to the chief state school officer of each of the fifty state departments of education. The letter gave an explanation of the study and directions to fill out an enclosed stamped postcard (see Appendix D) with the following information: if the particular state department of education would agree to participate in the survey regarding the implementation of multiethnic/multicultural education programs, the status of implementation of multiethnic/multicultural education programs by the particular state department of education; and the name and address of an official in the state department of education who would be designated to participate in the study.

When the postcards were returned, the designated state official was sent a letter of transmittal (see Appendix E) and a self-addressed envelope. The official was asked to list the school districts within the state which were implementing a multiethnic/multicultural education program and was supplied a form (see Appendix F) for listing any such school districts.

When the lists of school districts were received, it was not feasible to gather information on all the school districts. The alternative was to select a sample, a subgroup of the school districts, and collect data on the sample.

The sampling procedure used in this study was stratified random sampling. Prior knowledge of the population enabled the researcher to identify various subpopulations or strata. Following the identification of the strata, appropriate random sampling procedures were employed in the various strata.

The sampling procedure produced the following selection process.

1. The fifty states were divided into the following four strata: northeastern states, southern states, north central states, and western states.³

2. The northeastern states were designated as stratum A, the southern states as stratum B, the north central states as stratum C, and the western states as stratum D.

3. The school districts were listed according to the stratum in which they fell.

4. The number of school districts in each stratum was totaled. Stratum A consisted of 121 school districts, stratum B consisted of 586 school districts, stratum C consisted of 210 school districts, and stratum D consisted of 581 school districts.

5. The number of school districts from each stratum to use in the

³ U.S. Department of Commerce, Bureau of the Census, State and Metropolitan Area Data Book, A Statistical Abstract Supplement (Washington, D.C.: GPO, 1982), p. 464.

sample was determined. To be as economical as possible and at the same time ensure representativeness of the sample, 20 percent of the total school districts in each stratum was used for the sample. The sample size for stratum A was 24 school districts, the sample size for stratum B was 117 school districts, the sample size for stratum C was 42 school districts, and the sample size for stratum D was 116 school districts.

6. After the sample size was determined for each stratum, the school districts within each stratum were selected according to the sample size using a table of random numbers published by Walter Borg and Meredith D. Gall.⁴ The selected school districts sampled totaled 299.

Data Collection

After determining the sample of school districts to be surveyed in the study, the investigator communicated by mail with each of the officials from the sample of school districts which resulted in each receiving a letter of transmittal (see Appendix G) along with the individual survey instrument. Accompanying the survey was a stamped, self-addressed envelope to facilitate the return of the completed survey instrument.

It was explained to all survey participants that their responses would be treated collectively, data would not be reported by individual school districts, names or individuals, and complete anonymity would be maintained.

⁴ Walter R. Borg and Meredith D. Gall, Educational Research, An Introduction (New York: Longman, 1979), pp. 734-36.

Participants were instructed to complete both parts of the survey instrument. Ample time was allowed for each participant to complete the instrument.

Instrument Used

Part I of the Questionnaire

Part I of the questionnaire (see Appendix H) contained questions related to demographic data and a series of questions designed to gather information concerning the type of multiethnic/multicultural program, the thrust of the program, and how the program was initiated in the selected school districts.

Responses from officials in the selected school districts to questions in Part I of the questionnaire were compiled for each possible question. The number of responses tallied for each of the possible answers was summated for each question. The percent of tallies for each possible response for each question was calculated. This was done by dividing the total number of responses for each question into the number of responses tallied for each possible response to that question. Tables illustrating these responses were constructed which included both the raw data and percentage of response to each item.

Part II of the Questionnaire

Part II of the questionnaire (see Appendix H) consisted of twenty-eight questions taken from the Curriculum Guidelines for Multiethnic Education. The Guidelines were divided into three parts. "Principles of Ethnic Pluralism" constitutes the first section. "Guidelines for

Multiethnic Education" follow in the second section. "Evaluation of the Multiethnic Education Program" is the third and final section.

The questions in Part II of the questionnaire were designed to gather information on the degree of implementation of the principles for a multiethnic/multicultural education program, to determine the degree that participants had implemented the guidelines for multiethnic/multicultural education programs, and to determine the degree of implementation of the evaluation techniques used in multiethnic/multicultural education programs. Officials in the selected school districts were asked to respond to these statements on the following continuum: to a very large extent, to a fairly large extent, to a moderate extent, to a slight extent, or not at all.

Responses from officials in the selected school districts to questions in Part II of the questionnaire were treated by utilizing a summated scale based upon the Likert Type scaling system. This approach involved the use of a five-point (1-5) scale scored as follows:

- 1 - not at all
- 2 - to a slight extent
- 3 - to a moderate extent
- 4 - to a fairly large extent
- 5 - to a very large extent

Results of individual questions were analyzed to determine the extent of implementation of particular curriculum guidelines for multiethnic/multicultural education programs in the selected school districts. This was accomplished by summing the tally for each of the possible responses to each of the possible questions and calculating a mean score

for each question. A mean score for each question was established by dividing the total number of scores assigned to responses on the five-point (1-5) scale by the total number of responses.

The data gathered from these responses were reported in tables. Raw scores were reported in tables which included the sums of all of the possible responses to items on a five-point scale. The tables also included the mean score for each item of response from officials of the selected school districts.

Statistical Analysis Procedures

For the purpose of statistical treatment, the null format for each hypothesis was tested. The use of the null hypotheses is a succinct way to test data against expectation. The null hypothesis asserts that there is no difference between population means and that any difference found is unimportant and incidental. The data from the completed instruments were transferred to computer coding sheets and were statistically analyzed at East Tennessee State University.

Sixteen hypotheses were tested for significant differences. Mean scores were calculated from responses received on Part II of the questionnaires from respondents of the selected school districts using the t test for independent samples. The formula for the t test is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

For this study, the test statistic is \underline{t} and the general formula converts the sampling distribution of the mean into one of the \underline{t} -distributions. In this way, the researcher could compare the observed value of the test statistic with the critical values in order to make the decision to reject or fail to reject the null hypothesis. The minimum acceptable level for determining significant difference was the .05 level of significance using a two-tailed test.

Data tabulated from the findings were analyzed and presented in appropriate tables and narratives.

CHAPTER FOUR

Analysis of Data

The purpose of this study was: (1) to identify and report the state departments of education in the United States which were implementing a multiethnic/multicultural education program; (2) to identify and report school districts identified by their respective state departments of education which were implementing a multiethnic/multicultural education program; (3) to determine the type of multiethnic/multicultural education program, the thrust of the program, and how the program was initiated in the school districts; and (4) to determine the degree of implementation of multiethnic/multicultural education as practiced in the school districts using the Curriculum Guidelines for Multiethnic Education published by the National Council for the Social Studies as the standard.

This chapter contains data gathered from a survey of the fifty state departments of education and school districts located in various areas of the United States. The collection of data and findings derived from the preliminary postcard survey, the school district survey, and the questionnaire survey will be discussed in the first section of the chapter. The findings will be analyzed in relation to the Curriculum Guidelines for Multiethnic Education published by the National Council for the Social Studies in the second section of the chapter. The third part of the chapter includes a report of the results obtained from data which had been treated to test the sixteen hypotheses as set forth in

Chapter 1. The general procedure for statistical treatment of the data, for the most part, was outlined in Chapter 3. However, in this chapter, it will be necessary to elaborate further on some of the procedures in order to clarify the output those procedures produced.

Analysis of the Sample

A preliminary postcard survey was conducted among the fifty chief executive officers of the fifty state departments of education to determine: (1) if the state departments would participate in a survey regarding the implementation of multiethnic/multicultural education programs, and (2) if the state departments of education had implemented multiethnic/multicultural education programs (see Appendix D for postcard survey). The respondents also were asked to designate a specific member (or themselves) to participate in the study. Responses to the postcard survey are shown in Table 1.

Table 1

Multiethnic/Multicultural Education Postcard Survey Return from the Fifty State Departments of Education Officials

Item	Number	Percent
State departments of education reported implementing multiethnic/multicultural education programs	32	64
State departments of education reported not implementing multiethnic/multicultural education programs	7	14
State departments of education not responding	<u>11</u>	<u>22</u>
Total	50	100

Based on a return of 39 of the 50 state departments of education, 32 of the respondents indicated that they had implemented multiethnic/multicultural education programs and would participate in the study. Officials from seven state departments of education indicated that they had not implemented multiethnic/multicultural education programs. Eleven states did not respond to the postcard survey.

Mailings were sent to the designated officials of the 32 state departments of education identified by the chief state school officers in the postcard survey. Materials sent to this group of officials included a letter of transmittal (see Appendix E), and a form for listing school districts in their state which were believed to be implementing multiethnic/multicultural education programs (see Appendix F).

The total number of school districts reported to be implementing multiethnic/multicultural education programs was 1,498. When the lists of 1,498 school districts were received, it was not feasible to gather information on all of the school districts. The alternative was to select a sample, a subgroup of the school districts, and collect data on the sample.

A total of 299 school districts were identified as participants in the study as a result of the stratified random sampling of the list of 1,498 school districts from 32 state departments of education.

Distribution and Return of Questionnaire

The data relative to the number of questionnaires that were distributed to and returned by the 299 school districts are shown in Table 2.

Table 2

Distribution of Questionnaires Sent and Returned
from School Districts

Organization	Questionnaires Mailed (N=299)	Questionnaires Returned	
		Number	Percent
School Districts	299	210	70

The distribution and return of questionnaires from the 299 school districts which were identified as a result of the stratified random sampling of the list of 1,498 school districts received from the state departments of education are shown in Table 2. A total of 210 of the school district officials responded, representing a 70 percent return. Listings of the number of school districts, according to their respective states returned questionnaires used for this study, are shown in Table 3.

Table 3

School Districts, According to Their Respective
States, that Returned Questionnaires Used
for This Study

State	Number of School Districts	State	Number of School Districts
Alaska	4	New Mexico	2
California	49	Ohio	3
Georgia	2	Pennsylvania	2
Iowa	1	Rhode Island	2
Indiana	21	South Carolina	2
Louisiana	5	Texas	61
Maine	14	Virginia	2
Michigan	3	Washington	13
Missouri	3	Wisconsin	2
Montana	2	West Virginia	12
North Carolina	1	Wyoming	2
North Dakota	2	Total	210

The three states where it was reported that they had the highest number of school districts implementing multiethnic/multicultural education programs found in this study were Texas, California, and Indiana.

The degree of involvement in implementing multiethnic/multicultural education programs of school districts as determined from returned questionnaires is illustrated in Table 4.

Table 4
Degree of Involvement in Implementing Multiethnic/
Multicultural Education Programs in
School Districts

Degree of Involvement in Implementing Multiethnic/Multicultural Education Programs	School District	
	Responses	Percent (N=210)
No involvement and no plans for future involvement in implementing multiethnic/multicultural education programs	14	6.7
Anticipating future implementation of multiethnic/multicultural education programs	10	4.8
In planning stage for near-future implementation of multiethnic/multicultural education programs	3	1.4
Currently implementing multiethnic/multicultural education programs	175	83.3
Was involved in implementing multiethnic/multicultural education programs, but program was discontinued	6	2.9
No response	2	1.0
Total	210	100.0

School district officials from 210 school districts returned questionnaires. Of the 210 respondents, 14 respondents indicated that their school districts had no involvement with multiethnic/multicultural education programs, and 10 respondents said that they anticipated future implementation of multiethnic/multicultural education programs. Respondents from three school districts indicated that their school districts were in the planning stage for near-future implementation, while 175 respondents indicated that they were currently implementing multiethnic/multicultural education programs. Respondents from six school districts indicated that they had been involved in implementing multiethnic/multicultural education programs but the programs were discontinued. Respondents of two of the questionnaires did not respond to any of the categories listed, therefore, their responses were listed in the category of "no response." The reasons cited for discontinuing the multiethnic/multicultural education programs in the school districts as determined from returned questionnaires are illustrated in Table 5.

Of the six respondents who indicated that they had been involved in implementing multiethnic/multicultural education programs but the programs had been discontinued, four responses were given to indicate that the multiethnic/multicultural education programs had been discontinued because of budget cuts. Three responses were given that indicated the programs were cut because of money from the federal government was discontinued. No responses were given to indicate that the programs were discontinued because of lack of support from key personnel, and no responses were given to indicate that communicating fundamental concepts of the multiethnic/multicultural education programs was the reason the programs were

discontinued. Three responses were given that indicated that turnover of key personnel was the reason the programs were discontinued, and no responses were given to indicate other reasons for discontinuing the programs.

Table 5

Reasons Cited for Discontinuing Multiethnic/Multi-cultural Education Programs in School Districts

Reasons for Discontinuing Multiethnic/ Multicultural Education Programs	School District	
	Responses	Percent (N=6)
Budget cuts	4	66.7
Money from federal government discontinued	3	50.0
Lack of support from key personnel	0	0
Communicating fundamental concepts of the multi-ethnic/multicultural education program	0	0
Turnover of key personnel	3	50.0
Other	0	0

Purpose of the Questionnaire

The survey instrument was administered for three purposes:

1. To establish demographic data on school districts participating in the study, to determine the type of multiethnic/multicultural education program, the thrust of the program, and how the program was initiated in the school districts (Part I of the instrument).
2. To determine the degree of implementation of the guidelines for

multiethnic/multicultural education as practiced in the school districts using the Curriculum Guidelines for Multiethnic Education published by the National Council for the Social Studies as the standard (Part II of the instrument).

3. To compare the difference in information concerning demographic data and the degree of implementation of multiethnic/multicultural education programs using the Curriculum Guidelines for Multiethnic Education published by the National Council for the Social Studies as the standard (hypotheses).

Part I of the Questionnaire

Questions designed to gather demographic data and information concerning the means of initiating the programs, the types of programs, and the thrust of the multiethnic/multicultural education programs in the school districts were included in Part I of the questionnaire (see Appendix H). The questions in Part I were designed primarily to determine:

1. The pupil population and the racial make-up of the pupil population for the school districts.
2. The span of time having elapsed since the initial decision to implement the multiethnic/multicultural education programs.
3. The period of time proposed for the programs to become fully implemented.
4. The educational programs involved.
5. The levels within the schools involved in the multiethnic/multicultural education programs.

6. The offering of multiethnic/multicultural education programs as separate courses.

7. The offering of the multiethnic/multicultural education programs as requirements or electives.

8. The offering of the multiethnic/multicultural education programs as units within courses.

9. Titles of courses in which units on multiethnic/multicultural education were offered.

10. Ethnic and/or racial groups examined in the multiethnic/multicultural education programs.

11. The sources of impetus for implementing multiethnic/multicultural education programs.

12. The educational goals developed for the programs.

13. The degrees of autonomy in the decisions to implement the multiethnic/multicultural education programs.

14. Problems encountered in implementing the multiethnic/multicultural education programs.

15. The utilization of a consultant to provide in-service training in multiethnic/multicultural education.

16. Phases of the multiethnic/multicultural education program implementation in which a consultant participated.

17. The number of hours of in-service training provided for staff in multiethnic/multicultural education.

18. The sources of in-service training materials for personnel involved in implementing the multiethnic/multicultural education programs.

19. Recommendations for the implementation of multiethnic/

multicultural education programs.

20. The sex, number of years in position, age, ethnic background and unique cultural knowledge of the person heading the multiethnic/multicultural education program in each of the districts.

Pupil Population of the
Selected School Districts

Data in Table 6 indicated that of the 210 school districts, 9 percent had a pupil population of less than 1,000 students. Almost one-half of the school districts had a pupil population between 1,000 and 6,000, while 13.8 percent had a pupil population between 6,000 and 10,000. The school districts with a pupil population between 10,000 and 20,000 was 11.9 percent, while 3.3 percent of the school districts had a pupil population between 20,000 and 50,000. The school districts with a pupil population between 50,000 and 75,000 was 8 percent and no responses to this category were given on 24 of the questionnaires received.

Table 6
Pupil Population of School Districts by
Numbers and Percentages

Category	Responses	Percent of Total
Less than 1,000	19	9.0
1,000 - 6,000	98	46.7
6,000 - 10,000	29	13.8
10,000 - 20,000	25	11.9
20,000 - 50,000	7	3.3
50,000 - 75,000	8	3.8
75,000 - 100,000	0	0
100,000 or greater	0	0
No response	<u>24</u>	<u>11.4</u>
Total	210	100.0

The Majority Racial Group in
the Pupil Population in the
School Districts

Data in Table 7 indicates one-half of the school districts indicated that white Americans were the majority group in their pupil population. One-fourth of the school districts indicated that Mexican-Americans were the majority group in their pupil population, while 3.8 percent of the school districts indicated that Chicanos were the majority group in their pupil population. An additional 1.9 percent indicated that Black Americans were the majority racial group in the student population. American Indians were cited as the majority racial group in the student population of 1.4 percent of the school districts, while 1.4 percent of the school districts indicated that Puerto Ricans were the majority group. Vietnamese Americans were cited as the majority racial group in the student population of 1 percent of the school districts. European Americans were cited as the majority racial group in the student population of 1 percent of the school districts. Four responses were in the "other" category and no responses were given in this category on 22 of the questionnaires received.

Length of Time Since Initial
Decision Was Made to Introduce
Multiethnic/Multicultural
Education Programs in
School Districts

The span of time that had elapsed since the initial decision was made to introduce multiethnic/multicultural education programs into school districts is displayed in Table 8. Officials of 76 of the 210 school districts indicated that the initial decision to introduce

Table 7

Majority Racial Group in the Pupil Population
of the School Districts

Racial Group	Number	Percent of Total (N=210)
Black Americans	4	1.9
Indian Americans	3	1.4
Japanese Americans	0	0
Chinese Americans	0	0
Vietnamese Americans	2	1.0
Korean Americans	0	0
Jewish Americans	0	0
Mexican Americans	53	25.2
Puerto Ricans	3	1.4
Chicanos	8	3.8
European Americans	2	1.0
White Americans	109	51.9
Other	4	1.9
No response	22	10.5
Total	210	100.0

multiethnic/multicultural education programs was made over nine years ago. Of the 210 school districts, 65 stated that the decision to introduce multiethnic/multicultural education programs had been made less than six years ago. Other responses to the question were as follows: 19 of the school district officials indicated that the initial decision

to introduce multiethnic/multicultural education programs was made six years ago; 19 school district officials responded that the initial decision to introduce multiethnic/multicultural education programs was made seven years ago; seven school district officials said that the initial decision to introduce multiethnic/multicultural education programs was made eight years ago; and three school district officials said the initial decision to introduce multiethnic/multicultural education programs had been made nine years ago. No responses were given in this category on 21 of the questionnaires received.

Table 8

Lengths of Time Since Initial Decision Was Made to
Introduce Multiethnic/Multicultural Education
Programs into School Districts by
Numbers and Percentages

Category	School Districts	
	Responses	Percent (N=210)
Less than 6 years ago	65	31
6 years ago	19	9
7 years ago	19	9
8 years ago	7	3.3
9 years ago	3	1.4
Over 9 years ago	76	36.2
No response	21	10.0
Total	210	100.0

Periods of Time Proposed for
the Multiethnic/Multicultural
to Become Fully Implemented

In planning the implementation of the multiethnic/multicultural education programs, the periods of time proposed by the school districts for the programs to become fully implemented are shown in Table 9. Of the responses, 56 respondents stated that a period of three years was proposed for their programs to become fully implemented. Respondents from 45 school districts indicated that they had proposed a period of one year or less for the multiethnic/multicultural education programs to become fully implemented. Two years was the period of time proposed by respondents from 37 school districts, while respondents from 37 school districts indicated a period of five years or more for the multiethnic/multicultural education programs to become fully implemented. Finally, no responses were given in this category and the time period of four years for 35 of the questionnaires received.

Table 9

Periods of Time Proposed for the Multiethnic/Multi-
cultural Education Programs to Become Fully
Implemented in School Districts by
Numbers and Percentages

Category	School Districts	
	Responses	Percent (N=210)
1 year or less	45	21.4
2 years	37	17.6
3 years	56	26.7
4 years	0	0
5 years or more	37	17.6
No response	<u>35</u>	<u>16.7</u>
Total	210	100.0

Multiethnic/Multicultural Education
Programs and Specific Educational
Programs in School Districts

Educational programs in the school districts which were representative of participation to some degree with multiethnic/multicultural education programs are categorized in Table 10. Respondents reported the implementation of multiethnic/multicultural education programs in such programs as curriculum and instruction, federal programs, counseling and guidance, vocational education, adult education and special education. Open responses were also reported on the questionnaire relative to other programs. Some of them included bilingual education programs and teacher education programs.

Table 10

Multiethnic/Multicultural Education Programs in
School Districts by Numbers and Percentages

Programs	School Districts	
	Responses	Percent (N=210)
Curriculum and instruction	168	80.0
Special education	2	1.0
Counseling and guidance	73	34.8
Adult education	20	9.5
Vocational education	23	11.0
Federal programs	112	53.3
Other	27	12.9

Levels within the Schools That
Were Involved in Multiethnic/
Multicultural Education Programs

Of the 210 school districts, 80.5 percent indicated that multiethnic/multicultural education programs were implemented in the elementary school as is shown in Table 11.

Table 11

Levels within the Schools Involved in Multiethnic/
Multicultural Education Programs in
School Districts

Level	School Districts	
	Responses	Percent (N=210)
Kindergarten	156	74.3
Elementary	169	80.5
Middle grades	155	73.8
Junior high	117	55.7
High school	153	72.9
Other	20	9.5

Also, 74.3 percent indicated that multiethnic/multicultural education programs were implemented in kindergarten. An additional 73.8 percent indicated that multiethnic/multicultural education programs were implemented in the middle grades. Responses of 72.9 percent of the respondents indicated that their high schools were involved in multiethnic/multicultural education programs and 55.7 percent indicated that their junior high schools were involved in implementing multiethnic/

multicultural education programs. Other responses (9.5 percent) were also reported on the questionnaire relative to the levels involved in the multiethnic/multicultural education programs. One of the most frequent responses included was adult education programs.

Multiethnic/Multicultural Education
Programs Offered as Separate
Courses in School Districts

The respondents were asked if the multiethnic/multicultural education programs were offered as separate courses. The responses to this question are found in Table 12. Over one-half (53.3 percent) indicated that the multiethnic/multicultural education programs were not offered as separate courses while 35.7 percent said they were offered as separate courses. No responses were given in this category for 11 percent of the questionnaires received.

Table 12

Reporting School Districts that Offered Multiethnic/
 Multicultural Education Programs as
 Separate Courses

Actions	School Districts					
	Yes	Percent	No	Percent	No Response	Percent
Multiethnic/multi-cultural education programs offered as separate courses	75	35.7	112	53.3	23	11

Multiethnic/Multicultural Education
Programs Offered as Required and
Elective Courses in the School Districts

The respondents were asked if the courses in the multiethnic/multi-cultural education programs were required or elective courses. The responses to this question are found in Table 13. About one-fourth of the respondents (24.8 percent) indicated that the courses in the multiethnic/multicultural education programs were elective courses, while 15.2 percent indicated that the multiethnic/multicultural education program courses were required courses. No responses were given in this category for 60 percent of the questionnaires received.

Table 13

Reporting School Districts that Offered Multiethnic/
 Multicultural Education Program Courses as
 Required and Elective Courses

	School Districts					
	Required	Per- cent	Elective	Per- cent	No Response	Per- cent
Courses in multi- ethnic/multi- cultural education	32	15.2	52	24.8	126	60

Multiethnic/Multicultural Education
Programs Offered as Units within
Courses

Responses to a question designed to determine if the multiethnic/multicultural programs were offered as units within courses are included in Table 14. One-half of the responses from respondents indicated "yes"

while 23.8 percent responded "no." No responses were given in this category for 25.7 percent of the questionnaires received.

Table 14

Reporting School Districts that Offered Multiethnic/
Multicultural Education Program as Units
within Courses

Actions	School Districts					
	Yes	Per- cent	No	Per- cent	No Response	Per- cent
Multiethnic/multicultural education program offered as units within courses	106	50.5	50	23.8	54	25.7

Titles of Courses in Which the
Multiethnic/Multicultural
Education Programs Were Offered

If the multiethnic/multicultural education program was offered as units within courses, respondents were asked to respond with the titles of the courses in which the multiethnic/multicultural education program was offered. The information relative to this question is found in Table 15. History was indicated by 44.3 percent of the respondents as the course in which the multiethnic/multicultural education program was offered. On the other hand, languages was indicated by 41.4 percent as the course in which the multiethnic/multicultural education program was offered. However, 40 percent indicated literature as the course in which the program was offered. Geography was the course in which the multiethnic/multicultural education was offered in 28.1 percent of the responses,

while art had 26.2 percent. An additional 24.8 percent indicated that music was the course in which the program was offered and 23.2 percent indicated that sociology was the course in which the program was offered. Economics was cited by 16.2 percent, while political science was cited by 13.3 percent of the respondents. Respondents were invited to list other courses in which the multiethnic/multicultural education program was offered. Some of them included: career education, global futures, language assistance courses and Black Studies.

Table 15

Titles of Courses in Which the Multiethnic/Multicultural
Education Program Are Offered

Courses	School Districts	
	Responses	Percent (N=210)
History	93	44.3
Sociology	49	23.3
Political Science	28	13.3
Economics	34	16.2
Geography	59	28.1
Literature	84	40.0
Languages	87	41.4
Art	55	26.2
Music	52	24.8
Other	29	13.8

Ethnic and/or Racial Groups
Examined in the Multiethnic/
Multicultural Education Programs

Responses to a question designed to determine what ethnic and/or racial groups were examined in the multiethnic/multicultural education programs are included in Table 16. Spanish-language related groups were examined in 66.7 percent of the school districts' multiethnic/multicultural education programs, while 64.3 percent indicated that Blacks were examined in their multiethnic/multicultural education programs. American Indians were examined in 56.2 percent of the programs, while White Americans were examined in only 51.9 percent and Asians in 49 percent. European Americans were examined in 41 percent of the programs. An additional 38.1 percent examined Jews in their programs. Respondents were invited to list other racial and/or ethnic groups examined in their programs. The racial and/or ethnic groups were listed as Franco-Americans and Eskimos.

Table 16

Ethnic and/or Racial Groups Examined in the Multiethnic/
 Multicultural Education Programs

Ethnic and/or Racial Group	School Districts	
	Responses	Percent (N=210)
Blacks	135	64.3
American Indians	118	56.2
Asians	103	49.0
Jews	80	38.1
Spanish-language related groups	140	66.7
European Americans	91	43.3
White Americans	109	51.9
Europeans	86	41.0
Other	10	4.8

Sources of Impetus for Implementing
Multiethnic/Multicultural Education
Programs in the School Districts

A state legislative mandate was named by respondents as the main impetus for implementing the multiethnic/multicultural education programs as shown in Table 17. A federally-funded project was named by 34.8 percent as the reason for implementing the multiethnic/multicultural education program. The chief education officer of the state was identified 31.4 percent of the time, while 21.9 percent indicated that citizen groups were the source of impetus for implementing the programs. Employee groups were cited as a source 17.6 percent of the time and student demands were cited as the source for 3.8 percent of the respondents. They were invited to list other sources of impetus for implementing the multiethnic/multicultural education programs. Some of the other responses listed which were sources of impetus were optional state programs and boards of education.

Table 17

Sources of Impetus for Implementing Multiethnic/Multi-cultural Education Programs in School Districts
by Numbers and Percentages

Sources of Impetus	School Districts	
	Responses	Percent (N=210)
Chief education officer	66	31.4
State legislative mandate	90	42.9
Federally-funded project	73	34.8
Employee groups	37	17.6
Citizen groups	46	21.9
Student demands	8	3.8
Other	15	7.1

Specific Goals Developed for the
Multiethnic/Multicultural
Education Programs

A wide variety of goals developed for the implementation of multi-ethnic/multicultural education programs were represented in the responses of respondents who were asked to check all that applied to their programs and add others that were not listed on the questionnaire as is shown in Table 18. The most popular response to this question was one dealing with improving attitudes in which 130 of the 210 school districts listed this reason. In other words, to improve attitudes was listed as a goal for implementing multiethnic/multicultural education programs in 61.9 percent of the school districts. Officials from 61 percent of the districts listed an increase in understanding of other groups as a goal in the implementation of their multiethnic/multicultural education programs, while 57.1 percent listed the goal of appreciating and accepting other groups in the implementation of their education programs. To acquire factual information on other groups was listed by 53.8 percent of the respondents as their goal. Reducing prejudice was listed by 48.1 percent, while learning to appreciate the concept of the total society was listed for only 40.5 percent of the respondents.

Respondents were invited to list other goals developed for the implementation of multiethnic/multicultural education programs. Those reported by respondents included: student achievement, appreciation of other cultures, to provide language assistance for limited English proficiency students and to foster ethnic pride.

Table 18

Specific Goals Developed for Implementation of Multi-
ethnic/Multicultural Education Programs in School
Districts by Numbers and Percentages

Items	School Districts	
	Responses	Percent (N=210)
To reduce prejudice	101	48.1
To increase understanding of other groups	128	61.0
To appreciate and accept other groups	120	57.1
To acquire factual information on other groups	113	53.8
To appreciate the concept of a total society	85	40.5
To improve attitudes	130	61.9
Other	26	12.4

Degree of Autonomy in Decision to Implement Multiethnic/Multicultural Education Programs

Sixty percent of the respondents indicated that their school districts were free to make their own decision regarding implementation of multiethnic/multicultural education programs (Table 19), while only 21.9 percent of the respondents indicated they were required for receipt of federal funds to implement the multiethnic/multicultural education programs. One other response listed by 6.2 percent was that the school district was mandated by the state to implement a multiethnic/multicultural

education program. No responses were given in this category for 11.9 percent of the questionnaires received.

Table 19

Degrees of Autonomy in Decision to Implement Multiethnic/
Multicultural Education Programs in School Districts
by Numbers and Percentages

Items	School Districts	
	Responses	Percent (N=210)
Free to make own decision	126	60.0
Required for receipt of Federal funds	46	21.9
Other	13	6.2
No response	25	11.9
Total	210	100.0

Problems Encountered in Implementing
Multiethnic/Multicultural
Education Programs

The question regarding problems encountered in implementing multi-ethnic/multicultural education programs resulted in a variety of responses. This was a question in which the respondent was asked to check all responses which applied to his/her situation. The results of this question are shown in Table 20. Respondents indicated that allotting time for in-service training and work on planning and implementation was the single greatest problem (56.2 percent). The second greatest problem seemed to be bringing reluctant personnel into full participation,

resulting in 33.3 percent responses. Communicating fundamental concepts of the multiethnic/multicultural education program was listed by 23.8 percent of respondents. Turnover of key personnel was listed by 22.9 percent, while lack of funds was listed by 21.4 percent of the respondents. Only 7.1 percent listed maintaining and collecting documentation.

Table 20

**Problems Encountered in Implementing the Multiethnic/
Multicultural Education Programs in the School
Districts by Numbers and Percentages**

Categories	School Districts	
	Responses	Percent (N=210)
Bringing reluctant personnel into full participation	70	33.3
Maintaining and collecting documentation	15	7.1
Turnover of key personnel	48	22.9
Lack of funds	45	21.4
Allotting time for in-service training and work on planning and implementation	118	56.2
Communicating fundamental concepts of the multiethnic/multicultural education program	50	23.8
Other	25	11.9

Other responses listed by the respondents included the following: community prejudice, gathering materials and locating trained teachers.

Consultants Used in
In-service Training

Respondents were asked if consultants were used in in-service training for the implementation of the multiethnic/multicultural education programs, and if so, what phases of the program were they used. The responses to this question are found in Table 21. Of the 210 respondents, 96 indicated that they had not used consultants in in-service training. This number represents 45.7 percent of the respondents. On the other hand, 42.9 percent of the respondents indicated that they had used consultants for in-service training in multiethnic/multicultural education. No responses were given in this category for 11.4 percent of the questionnaires returned.

Table 21

Reporting School Districts that Used Consultants in
Multiethnic/Multicultural Education In-service
Training by Numbers and Percentages

Actions	School Districts					
	Yes	Percent	No	Percent	No Response	Percent
Consultant used in in-service training	90	42.9	96	45.7	24	11.4

The respondents who said they had used consultants were asked to indicate the phases of the program in which the consultants were used. This information is found in Table 22. The following phases were listed for their selection, as well as space being provided for their open

responses: orientation, implementation, operation, and evaluation. The most popular response to this question from respondents was the orientation phase. However, 24.3 percent of the respondents said that consultants were used in the evaluation phase. In the implementation phase, 21 percent indicated that consultants were used. No responses were listed for the operational phase. "Other" was checked by 1.4 percent of the respondents, but no additional phases were included.

Table 22

Phases of the Multiethnic/Multicultural Education
Program in Reporting School Districts in Which
Private Consultant Participated by
Numbers and Percentages

Phases	School Districts	
	Responses	Percent (N=210)
Orientation	59	28.1
Implementation	44	21.0
Operational		
Evaluation	51	24.3
Other	3	1.4

Hours of In-service Training

Responses to a question designed to determine how many hours, if any, of in-service training were provided for the staff during the first year of implementation are included in Table 23. The percentages of officials that responded that no released time was provided was 5.7

percent, while 42.9 percent responded that they had spent between one and ten hours in in-service training. Only 14.8 percent indicated that they were provided between eleven and twenty hours of in-service training. The percentage of respondents who said they spent between twenty-one and thirty hours on in-service training was 3.3 percent. The final selection, over thirty hours of in-service training, was selected by 16.7 percent of the respondents. No responses were given in this category for 16.7 percent of the questionnaires returned.

Table 23

Hours of Multiethnic/Multicultural Education In-service
Training Provided for Staff During First Year of
Multiethnic/Multicultural Education Program
Implementation in Reporting School
Districts by Numbers and
Percentages

In-service Hours	School Districts	
	Responses	Percent (N=210)
None	12	5.7
1 - 10	90	42.9
11 - 20	31	14.8
21 - 30	7	3.3
Over 20	35	16.7
No response	35	16.7
Total	210	100.0

Sources of In-service
Training Material

A wide variety of sources of in-service training material were represented in the responses as respondents were asked to check all that applied and to add others that were not listed. These sources of in-service training are represented in Table 24. The most often mentioned source was workshops. A large majority (157) of the 210 respondents reported involvement with multiethnic/multicultural education workshops. Less popular responses included reading books and periodicals, and university and college courses. The least mentioned source listed on the questionnaire was intensive short courses in multiethnic/multicultural education.

Table 24

Most Important Sources of In-service Training Materials
for Staff Involved in Implementing Multiethnic/
Multicultural Education Programs in Reporting
School Districts by Numbers and Percentages

Items	School Districts	
	Responses	Percent (N=210)
Reading books and periodicals	66	31.4
Workshops	157	74.8
University and college courses	54	25.7
Intensive short courses in multiethnic/multicultural education	38	18.1
Other	17	8.1

Some respondents added other sources not included in the questionnaire to include colleagues and experimentation.

Recommendations of Respondents for
School Districts Contemplating
Implementation of Multiethnic/
Multicultural Education Programs

The percentage of respondents who highly recommended the implementation of multiethnic/multicultural education programs was 49.5 percent (Table 25), while 30 percent indicated that they would recommend the implementation of multiethnic/multicultural education programs with few reservations. The percentage of the respondents who recommended the implementation of multiethnic/multicultural education programs on a limited basis only was 1.9 percent. The same percentage (1.9 percent) said they would not recommend the implementation of multiethnic/multicultural education programs, while 6.2 percent offered no opinion. The response of "other" was checked by 10.5 percent of the respondents, but no comments were included.

Table 25

Recommendations of Respondents for School Districts
Contemplating Implementation of Multiethnic/
Multicultural Education Programs by
Numbers and Percentages

Items	School Districts	
	Responses	Percent (N=210)
Highly recommend	104	49.5
Recommend with few reservations	63	30.0
Recommend on limited basis only	4	1.9
Definitely do not recommend	4	1.9
No opinion	13	6.2
Other	22	10.5
Total	210	100.0

Sex, Number of Years in Position,
Age, Ethnic Background and the
Unique Cultural Knowledge of the
Persons Heading the Multiethnic/
Multicultural Education Programs in
the School Districts

The sex, number of years in position, age, ethnic background and the unique cultural knowledge of the respondents who were heading the multiethnic/multicultural education programs in the school districts are shown in the following tables.

Table 26 shows persons who were heading the multiethnic/multicultural education programs in the school districts who were male was 51.4 percent, while 33.8 percent of the persons heading the programs were females. No responses were given in this category for 14.8 percent of the questionnaires returned.

Table 26

The Sex of the Persons Heading the Multiethnic/Multi-cultural Education Programs in the Reporting School Districts by Numbers and Percentages

Sex	School Districts	
	Responses	Percent (N=210)
Male	108	51.4
Female	71	33.8
No response	31	14.8
Total	210	100.0

The person heading the program who had been in the present position from one to two years was 18.1 percent, while 29 percent indicated that the person heading the multiethnic/multicultural program had been in the present position from three to five years. The percentage of respondents who indicated that the person heading the program had been in the present position from six to eight years was 9 percent. Nine to ten years was the response given by 7.6 percent of the respondents, while 21 percent stated that the person heading the multiethnic/multicultural education program had been in the present position for over ten years. No responses were given in this category for 15.2 percent of the questionnaires returned.

Table 27

The Years in Position of the Persons Heading the
Multiethnic/Multicultural Education Programs in
the Reporting School Districts by Numbers
and Percentages

Years in Position	School Districts	
	Responses	Percent (N=210)
1 - 2 years	38	18.1
3 - 5 years	61	29.0
6 - 8 years	19	9.0
9 - 10 years	16	7.6
Over 10 years	44	21.0
No response	32	15.2
Total	210	100.0

Concerning the age of the persons heading the multiethnic/multi-cultural education programs, the age groupings were as follows: 1.4 percent were twenty-two to twenty-nine years old; 16.2 percent were thirty to thirty-nine years old; 33.8 percent were forty to forty-nine years old; 34.3 percent were fifty to fifty-nine years old and none of were sixty years old or over. No responses were given in this category for 14.3 percent of the questionnaires returned.

Table 28

The Ages of the Persons Heading the Multiethnic/
Multicultural Education Programs in the
Reporting School Districts by
Numbers and Percentages

Age Groups	School Districts	
	Responses	Percent (N=210)
22 - 29	3	1.4
30 - 39	34	16.2
40 - 49	71	33.8
50 - 59	72	34.3
60 or over	0	0
No response	30	14.3
Total	210	100.0

Table 29 shows results on the question of ethnic backgrounds of the persons who were heading the multiethnic/multicultural programs. The respondents responded as follows: 15, (or 7.1 percent), indicated

Black American; 3, (1.4 percent), indicated Indian American; 3, (1.4 percent), indicated Jewish American; 25, (11.9 percent), indicated Mexican American; 1, (0.5 percent), indicated Puerto Rican; 5, (2.4 percent), indicated Chicano; 3, (1.4 percent), indicated European American; and 124, (59 percent), indicated White American. No responses were given in this category for 14.8 percent of the questionnaires returned.

Table 29

The Ethnic Backgrounds of the Persons Heading the
Multiethnic/Multicultural Education Programs in
the Reporting School Districts by Numbers
and Percentages

Ethnic Backgrounds	School Districts	
	Responses	Percent (N=210)
Black American	15	7.1
Indian American	3	1.4
Japanese American	0	0
Chinese American	0	0
Jewish American	3	1.4
Mexican American	25	11.9
Puerto Rican	1	0.5
Chicano	5	2.4
European American	3	1.4
White American	124	59.0
No response	<u>31</u>	<u>14.8</u>
Total	210	100.0

On the question of relating the person's unique cultural knowledge to the program (Table 30), the responses were as follows: 106, (or 50.5 percent), were involved in in-service preparation; 89, (or 42.4 percent), did independent reading, 95, (or 45.2 percent), had college preparation; 98, (or 46.7 percent), utilized experiences in the cultural community or ethnic group in this country; and 45, (or 21.4 percent), stated travel. One other response listed by 12, (or 5.7 percent), of the respondents was the desire to teach the course.

Table 30

The Unique Cultural Knowledge of the Persons Heading
the Multiethnic/Multicultural Education Programs
in the Reporting School Districts by
Numbers and Percentages

Item	School Districts	
	Responses	Percent (N=210)
College preparation	95	45.2
In-service preparation	106	50.5
Independent reading	89	42.4
Experience in the cultural community or ethnic group in this country	98	46.7
Travel	45	21.4
Other	12	5.7

Part II of the Questionnaire

Twenty-eight statements relative to multiethnic/multicultural education program guidelines were extracted from the Curriculum Guidelines for Multiethnic Education published by the National Council for the Social Studies. These guidelines were used as Part II of the questionnaire. These guidelines were designed to gather information relating to the principles, curriculum guidelines, and evaluation techniques that actually existed in the selected school districts. Respondents representing the school districts responded to items in Part II of the questionnaire (see Appendix H). The Guidelines were related to three general subareas of the multiethnic/multicultural education program, which included: (1) principles of multiethnic/multicultural (questions 1-4); (2) curriculum guidelines (questions 5-26); and (3) evaluation techniques (questions 27 and 28).

Responses were treated by utilizing a summated rating scale based upon the Likert-type scaling system. This approach involved the use of a five-point (1-5) scale scored as follows:

- 1 - not at all
- 2 - to a slight extent
- 3 - to a moderate extent
- 4 - to a fairly large extent
- 5 - to a very large extent

Results of individual questions were analyzed to determine the degree of implementation of the multiethnic/multicultural education programs. This was accomplished by the summated tally of each of the possible responses to each question and calculated mean score for each question.

The highest possible mean score was 5 and the lowest was 1. Raw scores, percentages of responses, and means were calculated for each question and are included in tables which follow.

Finally, a similarly analytical procedure as above was used to determine the degree of implementation of the Curriculum Guidelines for Multiethnic Education in the questionnaire that were grouped into the three general subareas. The means of each general area and the grand mean were calculated and presented in tables prepared for data analysis and discussion.

Principles of Ethnic Pluralism

Responses to four statements received from representatives of the school districts concerning the degree of implementation of the principles of ethnic pluralism are illustrated in Table 31. The statements in this subarea were formulated to describe the view of society on which the Curriculum Guidelines for Multiethnic Education are predicated. These statements and responses are discussed in the following paragraphs:

1. A principle taught in our multiethnic/multicultural education program is that ethnic diversity should be recognized and respected at the individual, group, and societal levels. Respondents to this multiethnic/multicultural education program principle indicated that the school district (mean score of 3.6) generally believe that ethnic diversity should be recognized and respected at the individual, group, and societal levels.

2. A second principle taught in our multiethnic/multicultural education program is that ethnic diversity provides a basis for societal cohesiveness and survival. Respondents rated this principle in the

Table 31

Responses from School Districts to Statements on a Five-Point Summated Scale Relating to the Subarea of Principles of Ethnic Pluralism by Rankings and Percentages

Ranking of Principles of Ethnic Pluralism	School Districts (N=210)										
	Scale 5		Scale 4		Scale 3		Scale 2		Scale 1		Mean
	N	%	N	%	N	%	N	%	N	%	
A principle taught in our ME/MC education program is that ethnic diversity should be recognized and respected at the individual, group, and societal levels	69	32.9	76	36.2	32	15.2	0	0	5	2.4	3.6
A second principle taught in our ME/MC education program is that ethnic diversity provides a basis for societal cohesiveness and survival	24	11.4	81	38.6	43	20.5	27	12.9	7	3.3	3.0
A third principle taught in our ME/MC education program is that equality of opportunity must be afforded to all members of ethnic groups	68	32.4	71	33.8	41	19.5	0	0	3	1.4	3.6
A fourth principle taught in our ME/MC education program is that ethnic identification for individuals should be optional in a democracy	39	18.6	45	21.4	54	25.7	12	5.7	31	14.8	2.8

Rankings of Principles of Ethnic Pluralism
 5 - very large extent 2 - slight extent
 4 - fairly large extent 1 - not at all
 3 - moderate extent

category of "moderate extent" approval (mean score 3.0).

3. A third principle taught in our multiethnic/multicultural education program is that equality of opportunity must be afforded to all members of ethnic groups. Respondents from the school districts approved of it at the "moderate extent" level and above (mean score of 3.6).

4. A fourth principle taught in our multiethnic/multicultural education program is that ethnic identification for individuals should be optional in a democracy. Ratings received from the school district representatives were at the "slight extent" level and above (mean score of 2.8) for this principle.

Curriculum Guidelines for Multiethnic Education

Responses to the twenty-two statements relating to the subarea of the Curriculum Guidelines for Multiethnic Education are illustrated in Table 32. The statements in Table 32 are discussed individually in the following paragraphs:

5. Ethnic pluralism permeates the total environment in our multiethnic/multicultural education program. Ratings of "moderate extent" were received from respondents (mean score of 3.2) concerning the multiethnic curriculum guidelines relative to ethnic pluralism permeating the total environment of multiethnic/multicultural education programs.

6. Instructional materials in our multiethnic/multicultural education program treats ethnic differences and groups honestly, realistically, and sensitively. Respondents responding to this statement rated it at the "moderate extent" level and above with a mean score of 3.6.

Table 32

Responses from School Districts to Statements on a Five-Point Summated Scale Relating to the Subarea of Curriculum Guidelines for Multiethnic Education by Rankings and Percentages

Curriculum Guidelines for Multiethnic Education	School Districts (N=210)										
	Scale 5		Scale 4		Scale 3		Scale 2		Scale 1		Mean
	N	%	N	%	N	%	N	%	N	%	
Ethnic pluralism permeates the total environment in our ME/MC education program	42	20.0	67	31.9	50	23.8	19	9.0	4	1.9	3.2
Instructional materials in our ME/MC education program treats ethnic differences and groups honestly, realistically, and sensitively	64	30.5	75	35.7	42	20.0	2	1.0	0	0	3.6
In our ME/MC education program, the libraries and resource centers have a variety of materials of the histories, experiences, and cultures of many different ethnic group members	56	26.7	50	23.8	57	27.1	15	7.1	5	2.4	3.3
The policies and procedures of our ME/MC education program foster positive interactions among the different ethnic group members	57	27.1	75	35.7	31	14.8	12	5.7	5	2.4	3.4

Ranking of Curriculum Guidelines for Multiethnic Education

- 5 - very large extent
- 4 - fairly large extent
- 3 - moderate extent
- 2 - slight extent
- 1 - not at all

Table 32 (continued)

Curriculum Guidelines for Multiethnic Education	School Districts (N=210)										
	Scale 5		Scale 4		Scale 3		Scale 2		Scale 1		Mean
	N	%	N	%	N	%	N	%	N	%	
In our ME/MC education program, staffs (administrative, instructional, counseling, and supportive) are multiethnic and multiracial	30	14.3	40	19.0	63	30.0	28	13.3	21	10.0	2.7
Our program in ME/MC education reflects the ethnic learning styles of students	37	17.6	51	24.3	41	19.5	42	20.0	9	4.3	2.9
Our ME/MC education program is designed to help students learn how to function effectively in different cultural environments and master more than one cognitive style	26	12.4	71	33.8	27	17.6	28	13.3	21	10.0	2.9
In our ME/MC education program, provision is made for continuous opportunities for students to develop a better sense of self	79	37.6	69	32.9	30	14.3	4	1.9	1	0.5	3.7
In our ME/MC education program, the students are helped to understand the wholeness of the experiences of ethnic groups	36	17.1	51	24.3	61	29.0	31	14.8	0	0	3.0
In our ME/MC education program, there is an inclusion of both positive and negative aspects of ethnic group experiences	26	12.4	49	23.3	71	33.8	30	14.3	7	3.3	2.9

Table 32 (continued)

Curriculum Guidelines for Multiethnic Education	School Districts (N=210)										
	Scale 5		Scale 4		Scale 3		Scale 2		Scale 1		Mean
	N	%	N	%	N	%	N	%	N	%	
In our ME/MC education program, there is a promotion of values, attitudes, and behaviors which support ethnic pluralism	57	27.1	60	28.6	62	29.5	2	1.0	0	0	3.4
Our program in ME/MC education helps students examine differences within and among ethnic groups	28	13.3	90	42.9	59	28.1	5	2.4	0	0	3.3
Our program in ME/MC education helps students develop decision-making abilities, social participation skills, and a sense of political efficacy needed for effective citizenship	53	25.2	60	28.4	44	21.0	25	11.9	0	0	3.3
Our program in ME/MC education helps students develop the ability to distinguish facts from interpretations and opinions	45	21.4	60	28.6	64	30.5	13	6.2	0	0	3.2
Our program in ME/MC education helps students to develop skills in finding and processing information	64	30.5	55	26.2	48	22.9	16	7.6	0	0	3.4
Our program in ME/MC education helps students try out cross-ethnic experiences and reflect upon them	19	9.0	64	30.5	44	21.0	48	22.9	3	1.4	2.8

Table 32 (continued)

Curriculum Guidelines for Multiethnic Education	School Districts (N=210)										Mean
	Scale 5		Scale 4		Scale 3		Scale 2		Scale 1		
	N	%	N	%	N	%	N	%	N	%	
Our program in ME/MC education helps students to view and interpret events, diverse ethnic perspectives and points of view	14	6.7	74	35.2	72	34.3	22	10.5	0	0	3.0
Our program in ME/MC education presents the perspectives of each ethnic group as valid ways to perceive the past and the present	19	9.0	69	32.9	63	30.0	27	12.9	0	0	2.9
Our program in ME/MC education conceptualizes and describes the development of the United States as a multi-directional society	21	10.0	83	39.5	45	21.4	25	11.9	6	2.9	3.0
Our program in ME/MC education uses multiethnic literature and art to promote empathy for people of different ethnic groups	55	26.2	46	21.9	53	25.2	22	10.5	4	1.9	3.2
Our program in ME/MC education fosters the view that ethnic group languages are legitimate communication systems	38	18.1	45	21.4	44	21.0	50	23.8	6	2.9	2.9
Our program in ME/MC education makes maximum use of local community resources	21	10.0	47	22.4	74	35.2	34	16.2	3	1.4	2.8

7. In our multiethnic/multicultural program, the libraries and resource centers have a variety of materials of the histories, experiences, and cultures of many different ethnic group members. This multiethnic curriculum guideline was rated at the "moderate extent" level with a mean score of 3.3.

8. The policies and procedures of our multiethnic/multicultural education program foster positive interactions among the different ethnic group members. Respondents rated this multiethnic curriculum guideline at the "moderate extent" level with a mean score of 3.4.

9. In our multiethnic/multicultural education program, staff (administrative, instructional, counseling, and supportive) are multiethnic and multiracial. A rating of "slight extent" and above for this multiethnic curriculum guideline with a mean score of 2.7 was observed.

10. Our program in multiethnic/multicultural education reflects the ethnic learning styles of students. Respondents to this statement rated it at the "slight extent" to "moderate extent" level with a mean score of 2.9.

11. Our multiethnic/multicultural education program is designed to help students learn how to function effectively in different cultural environments and master more than one cognitive style. This multiethnic curriculum guideline was rated at the "slight extent" to "moderate extent" level by respondents with a mean score of 2.9.

12. In our multiethnic/multicultural education program, provision is made for continuous opportunities for students to develop a better sense of self. This multiethnic curriculum guideline was rated at the "moderate extent" level and above with a mean score of 3.7.

13. In our multiethnic/multicultural education program, the students are helped to understand the wholeness of the experiences of ethnic groups. This multiethnic curriculum guideline was rated at the "moderate extent" level by respondents with a mean score of 3.0.

14. In our multiethnic/multicultural education program, there is an inclusion of both positive and negative aspects of ethnic group experiences. Responses to this multiethnic curriculum guideline was at the "slight extent" to "moderate extent" level with a mean score of 2.9.

15. In our multiethnic/multicultural education program, there is a promotion of values, attitudes, and behaviors which support ethnic pluralism. This multiethnic curriculum guideline received a rating in the "moderate extent" level from respondents with a mean score of 3.4.

16. Our program in multiethnic/multicultural education helps students examine differences within and among ethnic groups. Respondents rated this multiethnic curriculum guideline at the "moderate extent" level with a mean score of 3.3.

17. Our program in multiethnic/multicultural education helps students develop decision-making abilities, social participation skills, and a sense of political efficacy needed for effective citizenship. This multiethnic curriculum guideline was rated at the "moderate extent" level by respondents with a mean score of 3.3.

18. Our program in multiethnic/multicultural education helps students develop the ability to distinguish facts from interpretations and opinions. Respondents rated this multiethnic curriculum guideline at the "moderate extent" level with a mean score of 3.2.

19. Our program in multiethnic/multicultural education helps

students to develop skills in finding and processing information. This curriculum guideline was rated at the "moderate extent" level with a mean score of 3.4.

20. Our program in multiethnic/multicultural education helps students to try out cross-ethnic experiences and reflect upon them. This multiethnic curriculum guideline was rated at the "slight extent" level with a mean score of 2.8.

21. Our program in multiethnic/multicultural education helps students to view and interpret events, diverse ethnic perspectives and points of view. This multiethnic curriculum guideline was rated at the "moderate extent" with a mean score of 3.0.

22. Our program in multiethnic/multicultural education presents the perspectives of each ethnic group as valid ways to perceive the past and the present. Respondents rated this multiethnic curriculum guideline at the "slight extent" to "moderate extent" level with a mean score of 2.9.

23. Our program in multiethnic/multicultural education conceptualizes and describes the development of the United States as a multi-directional society. This multiethnic curriculum guideline was rated at the "moderate extent" level and had a mean score of 3.0.

24. Our program in multiethnic/multicultural education uses multi-ethnic literature and art to promote empathy for people of different ethnic groups. This multiethnic curriculum guideline was rated at the "moderate extent" level by the respondents from the selected school districts with a mean score of 3.2.

25. Our program in multiethnic/multicultural education fosters the

view that ethnic group languages are legitimate communication systems. Respondents rated this multiethnic curriculum guideline at the "slight extent" to "moderate extent" level with a mean score of 2.9.

26. Our program in multiethnic/multicultural education makes maximum use of local community resources. This multiethnic curriculum guideline was rated at the "slight extent" level and above with a mean score of 2.8.

Evaluation Techniques for the Multiethnic Education Program

Two statements relative to the subarea of evaluation techniques for multiethnic education programs are illustrated in Table 33. Respondents were asked to rank the two statements relative to the subarea of evaluation techniques for multiethnic education programs. These statements and the responses received are discussed in the following paragraphs:

27. The assessment procedures used with students in our multiethnic/multicultural education program reflect their ethnic cultures. Responses received were generally in the category of the "slight extent" level and above with a mean of 2.5.

28. Our multiethnic/multicultural education program conducts ongoing, systematic evaluations of the goals, methods, and instructional materials used in teaching about ethnicity. Responses received in this category had a mean score of 2.7 and were generally in the "slight extent" level and above.

Table 33

Responses from School Districts to Statements on a Five-Point Summated Scale Relating to the Subarea of Evaluation Techniques of Multiethnic/Multicultural Education Programs by Rankings and Percentages

Evaluation Techniques for Multiethnic Education	School Districts (N=210)										
	Scale 5		Scale 4		Scale 3		Scale 2		Scale 1		Mean
	N	%	N	%	N	%	N	%	N	%	
The assessment procedures used with students in our ME/MC education program reflect their ethnic cultures	9	4.3	47	22.4	59	28.1	59	28.1	6	2.9	2.5
Our ME/MC education program conducts ongoing, systematic evaluations of the goals, methods, and instructional materials used in teaching about ethnicity	20	9.5	42	20.0	71	33.8	48	22.9	1	0.5	2.7

Ranking of Evaluation Techniques for Multiethnic Education

- 5 - very large extent
- 4 - fairly large extent
- 3 - moderate extent
- 2 - slight extent
- 1 - not at all

Testing of Hypotheses

Sixteen hypotheses were developed to be tested. Hypotheses one through eight were stated to test for significant differences in the mean scores from the principles of ethnic pluralism, curriculum guidelines for multiethnic education, evaluation techniques for multiethnic education, and total mean scores from the Curriculum Guidelines for Multiethnic Education from respondents.

Hypotheses nine through sixteen were developed to test for significant differences in the mean scores from the principles of ethnic pluralism, curriculum guidelines for multiethnic education, evaluation techniques for multiethnic education, and the total mean scores from the Curriculum Guidelines for Multiethnic Education for selected school districts with 10,000 or more pupils as compared to the mean scores of selected school districts with less than 10,000 pupils.

Analysis of Data

Data tabulated from the responses of the selected school districts were analyzed and presented in the following narratives and tables.

Hypothesis 1 stated that there will be no significant difference in the mean scores from the "Principles of Ethnic Pluralism" for respondents in the northern states as compared to respondents in the western states.

Analysis of the data revealed no significant difference in the mean scores for respondents in the southern states than for those respondents in the western states in the subarea of principles of ethnic pluralism as evidenced by a mean score of 3.0500 with a standard deviation of 1.463 for the southern states and a mean score of 3.3681 with a standard

deviation of 1.314 for the western states. Statistical treatment of the data resulted in a t-value of -1.43 and a probability of 0.153. Therefore, the null hypothesis failed to be rejected. The investigator concluded that the mean scores for respondents from selected school districts in the southern states did not differ significantly from the mean scores for respondents in the western states in the subarea of principles of ethnic pluralism. Data for hypothesis 1 are presented in Table 34.

Table 34

A Comparison of Principles of Ethnic Pluralism Between
Selected School Districts in Southern States and
Selected School Districts in Western States

	N	\bar{X}	S	t-value	P
Principles of Ethnic Pluralism					
Selected school districts in southern states	85	3.05	1.46		
Selected school districts in western states	72	3.36	1.31	-1.43	.153*
t = 1.43		df = 154		*P > .05	

Hypothesis 2 stated that there will be no significant difference in the mean scores from the "Curriculum Guidelines for Multiethnic Education" for respondents in the southern states as compared to respondents in the western states.

Analysis of the data revealed no significant difference in the mean scores for respondents in the southern states than for those respondents

in the western states in the subarea of the curriculum guidelines for multiethnic education as evidenced by a mean score of 3.1155 with a standard deviation of 1.368 for the southern states and a mean score of 3.0979 with a standard deviation of 1.179 for the western states. Statistical treatment of the data resulted in a t-value of 0.09 and a probability of 0.931. Therefore, the null hypothesis failed to be rejected. The investigator concluded that the mean scores for respondents in the southern states did not differ significantly from the mean scores for respondents in the western states in the subarea of curriculum guidelines for multiethnic education. Data for hypothesis 2 are presented in Table 35.

Table 35

A Comparison of Curriculum Guidelines for Multiethnic Education Between Selected School Districts in Southern States and Selected School Districts in Western States

	N	\bar{X}	S	t-value	P
Curriculum Guidelines for Multiethnic Education					
Selected school districts in southern states	85	3.11	1.36	.09	.931*
Selected school districts in western states	72	3.09	1.17		

t = .09

df = 154

*P > .05

Hypothesis 3 stated that there will be no significant difference in the mean scores from the "Evaluation Techniques for Multiethnic Education" for respondents in the southern states as compared to respondents in the western states.

Analysis of the data also revealed no significant difference in the mean scores for respondents in the southern states than for respondents in the western states in the subarea of evaluation techniques for multiethnic education as evidenced by a mean score of 2.8294 with a standard deviation of 1.333 for the southern states and a mean score of 2.5556 with a standard deviation of 1.241 for the western states. Statistical treatment of the data resulted in a t-value of 1.33 and a probability of 0.185. Therefore, the null hypothesis failed to be rejected. The investigator concluded that the mean scores for respondents in the southern states did not differ significantly from the mean scores for respondents in the western states in the subarea of evaluation techniques for multiethnic education. Data for hypothesis 3 are presented in Table 36.

Hypothesis 4 stated that there will be no significant difference in the total mean scores from the Curriculum Guidelines for Multiethnic Education for respondents in the southern states as compared to respondents in the western states.

Analysis of the data revealed no significant difference in the total mean scores for respondents in the southern states than for respondents in the western states from the Curriculum Guidelines for Multiethnic Education as evidenced by a total mean score of 3.0857 with a standard deviation of 1.340 for the southern states and a total mean

Table 36

A Comparison of Evaluation Techniques for Multiethnic
Education Between Selected School Districts in
Southern States and Selected School
Districts in Western States

	N	\bar{X}	S	t- value	P
Evaluation Techniques for Multiethnic Education					
Selected school districts in southern states	85	2.82	1.33		
Selected school districts in western states	72	2.55	1.24	1.33	.185*
t = .09		df = 153		*P > .05	

score of 3.0977 with a standard deviation of 1.170 for the western states. Statistical treatment of the data resulted in a t-value of -0.06 and a probability of 0.952. Therefore, the null hypothesis failed to be rejected. The investigator concluded that the total mean scores for respondents in the southern states did not differ significantly from the total mean score for respondents in the western states from the Curriculum Guidelines for Multiethnic Education. Data for hypothesis 4 are presented in Table 37.

Hypothesis 5 stated that there will be no significant difference in the mean scores from the "Principles of Ethnic Pluralism" for respondents in the northeastern states as compared to respondents in the north central states.

Table 37

A Comparison of the Total Mean Differences from the
Curriculum Guidelines for Multiethnic Education
 Between Selected School Districts in Southern
 States and Selected School Districts
 in Western States

	N	\bar{X}	S	t-value	P
<u>Total Mean Differences from the Curriculum Guidelines for Multiethnic Education</u>					
Selected school districts in southern states	85	3.08	1.34		
Selected school districts in western states	72	3.09	1.17	.06	.952*
t = .06		df = 154		*P > .05	

Analysis of the data revealed a significant difference in the mean scores for respondents in the northeastern states than for respondents in the north central states in the subarea of principles for ethnic pluralism as evidenced by a mean score of 2.5556 with a standard deviation of 1.518 for the northeastern states and a mean score of 3.8214 with a standard deviation of 1.465 for the north central states. Statistical treatment of the data resulted in a t-value of -2.91 and a probability of .006. Therefore, the null hypothesis was rejected. The investigator concluded that the mean scores for respondents in the northeastern states did differ significantly from the mean scores for respondents in the north central states in the subarea of principles of ethnic pluralism. Data for hypothesis 5 are presented in Table 38.

Table 38

A Comparison of Principles of Ethnic Pluralism Between
Selected School Districts in Northeastern States and
Selected School Districts in North Central States

	N	\bar{X}	S	t-value	P
Principles of Ethnic Pluralism					
Selected school districts in northeastern states	18	2.55	1.51		
Selected school districts in north central states	35	3.82	1.46	-2.91	.006*
t = -2.91		df = 33		*p < .05	

Hypothesis 6 stated that there will be no significant difference in the mean scores from the "Curriculum Guidelines for Multiethnic Education" for respondents in the northeastern states as compared to respondents in the north central states.

Analysis of the data revealed a significant difference in the mean scores for respondents in the northeastern states than for respondents in the north central states in the subarea of curriculum guidelines for multiethnic education as evidenced by a mean score of 2.5657 with a standard deviation of 1.498 for the northeastern states and a mean score of 3.4416 with a standard deviation of 1.383 for the north central states. Statistical treatment of data resulted in a t-value of -2.07 and a probability .047. Therefore, the null hypothesis was rejected. The investigator concluded that the mean scores for respondents in the northeastern states did differ significantly from the mean scores for

respondents in the north central states in the subarea of curriculum guidelines for multiethnic education. Data for hypothesis 6 are presented in Table 39.

Table 39

A Comparison of Curriculum Guidelines for Multiethnic Education Between Selected School Districts in Northeastern States and Selected School Districts in North Central States

	N	\bar{X}	S	t-value	P
Curriculum Guidelines for Multiethnic Education					
Selected school districts in northeastern states	18	2.56	1.49		
Selected school districts in north central states	35	3.44	1.38	-2.07	.047*
t = -2.07		df = 32		*P < .05	

Hypothesis 7 stated that there will be significant difference in mean scores from the "Evaluation Techniques for Multiethnic Education" for respondents in the northeastern states as compared to respondents in the north central states.

Analysis of the data revealed a significant difference in the mean scores for respondents in the northeastern states than for respondents in the north central states in the subarea of evaluation techniques for multiethnic education as evidenced by a mean score of 1.8889 with a standard deviation of 1.231 for the northeastern states and a mean score of 2.7857 with a standard deviation of 1.336 for the north central states.

Statistical treatment of the data resulted in a t-value of -2.44 and a probability of .020. Therefore, the null hypothesis was rejected. The investigator concluded that the mean scores for respondents in the northeastern states did differ significantly from the mean scores for respondents in the north central states in the subarea of evaluation techniques for multiethnic education. Data for hypothesis 7 are presented in Table 40.

Table 40

A Comparison of Evaluation Techniques for Multiethnic
Education Between Selected School Districts in
Northeastern States and Selected School
Districts in North Central States

	N	\bar{X}	S	t-value	P
Evaluation Techniques for Multiethnic Education					
Selected school districts in northeastern states	18	1.88	1.23		
Selected school districts in north central states	35	2.78	1.33	-2.44	.020*
t = -2.44		df = 37		*P < .05	

Hypothesis 8 stated that there will be no significant difference in the total mean scores from the Curriculum Guidelines for Multiethnic Education for respondents in the northeastern states as compared to respondents in the north central states.

Analysis of the data also revealed a significant difference in the total mean scores for respondents in the northeastern states than for

respondents in the north central states from the Curriculum Guidelines for Multiethnic Education as evidenced by a total mean score of 2.5159 with a standard deviation of 1.456 for the northeastern states and a total mean score of 3.4490 with a standard deviation of 1.369 for the north central states. Statistical treatment of the data resulted in a t-value of -2.25 and a probability of .031. Therefore, the null hypothesis was rejected. The investigator concluded that the mean scores for respondents in the northeastern states did differ significantly from the total mean scores for respondents in the north central states from the Curriculum Guidelines for Multiethnic Education. Data for hypothesis 8 are presented in Table 41.

Table 41

A Comparison of the Total Mean Differences from the Curriculum Guidelines for Multiethnic Education Between Selected School Districts in the Northeastern States and Selected School Districts in the North Central States

	N	\bar{X}	S	t-value	P
<u>Total Mean Differences from the Curriculum Guidelines for Multiethnic Education</u>					
Selected school districts in northeastern states	18	2.51	1.45	-2.25	.031*
Selected school districts in north central states	35	3.44	1.36		
t = -2.25	df = 32	*P < .05			

Hypothesis 9 stated that there will be no significant difference in the mean scores from the "Principles of Ethnic Pluralism" for school districts with more than 10,000 pupils as compared to school districts with less than 10,000 pupils.

Analysis of the data revealed no significant difference in the mean scores for school districts with more than 10,000 pupils than for school districts with less than 10,000 pupils in the subarea of principles of ethnic pluralism as evidenced by a mean score of 3.5938 with a standard deviation of 1.517 for the school districts with more than 10,000 pupils and a mean score of 3.2314 with a standard deviation of 1.449 for the school districts with less than 10,000 pupils. Statistical treatment of the data resulted in a t-value of 0.66 and a probability of .526. Therefore, the null hypothesis failed to be rejected. The investigator concluded that the mean scores for school districts with more than 10,000 pupils did not differ significantly from the mean scores for school districts with less than 10,000 pupils in the subarea of principles of ethnic pluralism. Data for hypothesis 9 are presented in Table 42.

Hypothesis 10 stated that there will be no significant difference in the mean scores from the "Curriculum Guidelines for Multiethnic Education" for school districts with more than 10,000 pupils as compared to school districts with less than 10,000 pupils.

Analysis of the data revealed no significant difference in the mean scores for school districts with more than 10,000 pupils than for school districts with less than 10,000 pupils in the subarea of curriculum guidelines for multiethnic education as evidenced by a mean score of 3.5284 with a standard deviation of 1.498 for school districts with more

Table 42

A Comparison of Principles of Ethnic Pluralism Between
Selected School Districts with 10,000 or More Pupils
and Selected School Districts with Less Than
10,000 Pupils

	N	\bar{X}	S	t-value	P
Principles of Ethnic Pluralism					
Selected school districts with 10,000 or more pupils	8	3.59	1.51		
Selected school districts with less than 10,000 pupils	202	3.23	1.44	.66	.526*
t = .66		df = 7		*P > .05	

than 10,000 pupils and a mean score of 3.1004 with a standard deviation of 1.322 for school districts with less than 10,000 pupils. Statistical treatment of the data resulted in a t-value of .80 and a probability of .452. Therefore, the null hypothesis failed to be rejected. The investigator concluded that the mean scores for school districts with more than 10,000 pupils did not differ significantly from the mean scores for school districts with less than 10,000 pupils in the subarea of curriculum guidelines for multiethnic education. Data for hypothesis 10 are presented in Table 43.

Hypothesis 11 stated that there will be no significant difference in the mean scores from the "Evaluation Techniques for Multiethnic Education" for school districts with more than 10,000 pupils as compared to school districts with less than 10,000 pupils.

Table 43

A Comparison of Curriculum Guidelines for Multiethnic
Education Between Selected School Districts with
10,000 or More Pupils and Selected School
Districts with Less Than 10,000 Pupils

	N	\bar{X}	S	t- value	P
Curriculum Guidelines for Multiethnic Education					
Selected school districts with 10,000 or more pupils	8	3.52	1.49		
Selected school districts with less than 10,000 pupils	202	3.10	1.32	.80	.452*

t = .80

df = 7

*P > .05

Analysis of the data revealed no significant difference in the mean scores for school districts with more than 10,000 pupils than for school districts with less than 10,000 pupils in the subarea of evaluation techniques for multiethnic education as evidenced by a mean score of 2.8125 with a standard deviation of 1.462 for school districts with more than 10,000 pupils and a mean score of 2.6411 with a standard deviation of 1.309 for school districts with less than 10,000 pupils. Statistical treatment of the data resulted in a t-value of .33 and a probability of .754. Therefore, the null hypothesis failed to be rejected. The investigator concluded that the mean scores for school districts with more than 10,000 pupils did not differ significantly from the mean scores for school districts with less than 10,000 pupils in the subarea of evaluation techniques for multiethnic education. Data for hypothesis 11 are presented in Table 44.

Table 44

A Comparison of Evaluation Techniques for Multiethnic
Education Between Selected School Districts with
10,000 or More Pupils and Selected School
Districts with Less Than 10,000 Pupils

	N	\bar{X}	S	t- value	P
Evaluation Techniques for Multiethnic Education					
Selected school districts with 10,000 or more pupils	8	2.81	1.46		
Selected school districts with less than 10,000 pupils	202	2.64	1.30	.33	.754*
t = .33		df = 7		*P > .05	

Hypothesis 12 stated that there would be no significant difference in the total mean scores from the Curriculum Guidelines for Multiethnic Education for school districts with more than 10,000 pupils as compared to school districts with less than 10,000 pupils.

Analysis of the data also revealed no significant difference in the total mean scores for school districts with more than 10,000 pupils than for school districts with less than 10,000 pupils from the total mean scores from the Curriculum Guidelines for Multiethnic Education as evidenced by a total mean score of 3.4866 with a standard deviation of 1.485 for the school districts with more than 10,000 pupils and a mean score of 3.0863 with a standard deviation of 1.304 for the school districts with less than 10,000 pupils. Statistical treatment of the data resulted in a t-value of .75 and a probability of .477. Therefore,

the null hypothesis failed to be rejected. The investigator concluded that the mean scores for school districts with more than 10,000 pupils did not differ significantly from the total mean scores for school districts with less than 10,000 pupils from the Curriculum Guidelines for Multiethnic Education. Data for hypothesis 12 are presented in Table 45.

Table 45

A Comparison of the Total Mean Differences from the Curriculum Guidelines for Multiethnic Education Between Selected School Districts with 10,000 or More Pupils and Selected School Districts with Less Than 10,000 Pupils

	N	\bar{X}	S	t-value	P
<u>Total Mean Differences from the Curriculum Guidelines for Multiethnic Education</u>					
Selected school districts with 10,000 or more pupils	8	3.48	1.48		
Selected school districts with less than 10,000 pupils	202	3.08	1.30	.75	.477*

t = .75

df = 7

*P > .05

Hypothesis 13 stated that there will be no significant difference in the mean scores from the "Principles of Ethnic Pluralism" for respondents who utilized the services of a consultant to provide in-service training to the staff in multiethnic/multicultural education as compared to respondents who did not use a consultant.

Analysis of the data revealed no significant difference in the mean scores for respondents who used the services of a consultant to provide in-service training in multiethnic/multicultural education for the staff than for respondents who did not use the services of a consultant as evidenced by a mean score of 3.7556 with a standard deviation of .808 for respondents who used the services of a consultant and a mean score of 3.5443 with a standard deviation of .108 for respondents who did not use the services of a consultant. Statistical treatment of the data resulted in a t-value of 1.53 and a probability of .127. Therefore, the null hypothesis failed to be rejected. The investigator concluded that the mean scores for respondents who used the services of a consultant did not differ significantly from the mean scores for respondents who did not use the services of a consultant in the subarea of principles of ethnic pluralism. Data for hypothesis 13 are presented in Table 46.

Table 46

A Comparison of Principles of Ethnic Pluralism Between Selected School Districts Which Utilized a Consultant and Selected School Districts Which Did Not Utilize a Consultant

	N	\bar{X}	S	t-value	P
Principles of Ethnic Pluralism					
Selected school districts which utilized consultants	90	3.75	.808		
Selected school districts which did not utilize consultants	96	3.54	1.05	1.53	.127*

t = 1.53

df = 176

*P > .05

Hypothesis 14 stated that there will be no significant difference in the mean scores from the "Curriculum Guidelines for Multiethnic Education" for respondents who utilized the services of a consultant to provide in-service training for the staff in multiethnic/multicultural education as compared to respondents who did not use a consultant.

Analysis of the data revealed a significant difference in the mean scores for respondents who used the services of a consultant to provide in-service training in multiethnic/multicultural education for the staff than for respondents who did not use the services of a consultant as evidenced by a mean score of 3.7273 with a standard deviation of .533 for respondents who used the services of a consultant and a mean score of 3.2812 with a standard deviation of .932 for respondents who did not use the services of a consultant. Statistical treatment of the data resulted in a t-value of 4.04 and a probability of .000. Therefore, the null hypothesis was rejected. The investigator concluded that the mean scores for respondents who used the services of a consultant did differ significantly from the mean scores for respondents who did not use the services of a consultant in the subarea of curriculum guidelines for multiethnic education. Data for hypothesis 14 are presented in Table 47.

Hypothesis 15 stated that there will be no significant difference in the mean scores from the "Evaluation Techniques for Multiethnic Education" for respondents who utilized the services of a consultant to provide in-service training for the staff in multiethnic/multicultural education as compared to respondents who did not use a consultant.

Table 47

A Comparison of Curriculum Guidelines for Multiethnic
Education Between Selected School Districts Which
Utilized a Consultant and Selected School
Districts Which Did Not Utilize
a Consultant

	N	\bar{X}	S	t- value	P
Curriculum Guidelines for Multiethnic Education					
Selected school districts which utilized consultants	90	3.72	.533		
Selected school districts which did not utilize consultants	96	3.28	.932	4.04	.000*
t = 4.04		df = 152		*P < .05	

Analysis of the data revealed a significant difference in the mean scores for respondents who used the services of a consultant to provide in-service training in multiethnic/multicultural education for the staff than for respondents who did not use the services of a consultant for the subarea of evaluation techniques for multiethnic education as evidenced by a mean score of 3.1722 with a standard deviation of .992 for respondents who used the services of a consultant and a mean score of 2.7969 with a standard deviation of .0936 for respondents who did not use the services of a consultant. Statistical treatment of the data resulted in a t-value of 2.65 and a probability of .009. Therefore, the null hypothesis was rejected. The investigator concluded that the mean scores for respondents who used the services of a consultant did differ

significantly from the mean scores of respondents who did not use the services of a consultant in the subarea of evaluation techniques for multiethnic education. Data for hypothesis 15 are presented in Table 48.

Table 48

A Comparison of Evaluation Techniques for Multiethnic Education Between Selected School Districts Which Utilized a Consultant and Selected School Districts Which Did Not Utilize a Consultant

	N	\bar{X}	S	t-value	P
Evaluation Techniques for Multiethnic Education					
Selected school districts which utilized consultants	90	3.17	.992		
Selected school districts which did not utilize consultants	96	2.79	.936	2.65	.009*

t = 2.65

df = 181

*p < .05

Hypothesis 16 stated that there will be no significant difference in the total mean scores from the Curriculum Guidelines for Multiethnic Education for respondents who utilized the services of a consultant to provide in-service training for the staff in multiethnic/multicultural education as compared to respondents who did not use a consultant.

Analysis of the data also revealed a significant difference in the total mean scores from the Curriculum Guidelines for Multiethnic Education for respondents who used the services of a consultant to provide in-service

in multiethnic/multicultural education for the staff than for respondents who did not use the services of a consultant as evidenced by a total mean score of 3.6917 with a standard deviation of .510 for respondents who used the services of a consultant and a total mean score of 3.2842 with a standard deviation of .911 for respondents who did not use the services of a consultant. Statistical treatment of the data resulted in a t-value of 3.79 with a probability of .000. Therefore, the null hypothesis was rejected. The investigator concluded that the total mean scores from the Curriculum Guidelines for Multiethnic Education for respondents who used the services of a consultant differed significantly from the total mean scores for respondents who did not use the services of a consultant. Data for hypothesis 16 are presented in Table 49.

Table 49

A Comparison of the Total Mean Differences from the
Curriculum Guidelines for Multiethnic Education
Between Selected School Districts Which
Utilized a Consultant and Selected
School Districts Which Did Not
Utilize a Consultant

	N	\bar{X}	S	t-value	P
<u>Total Mean Differences from the Curriculum Guidelines for Multiethnic Education</u>					
Selected school districts which utilized consultants	90	3.69	.510		
Selected school districts which did not utilize consultants	96	3.28	.911	3.79	.000*

t = 3.79

df = 151

*P < .05

Summary

Data of results from questionnaires received from thirty-nine state departments of education and 210 selected school districts were presented in this chapter. Demographic and general information were received, as well as data concerning the perceptions of respondents from selected school districts regarding the implementation of multiethnic/multi-cultural education programs in their school districts. These data were gathered by using a two-part questionnaire. Part I of the questionnaire was used to gather the demographic and general information from the selected school district officials. Part II of the questionnaire used the Curriculum Guidelines for Multiethnic Education published by the National Council for the Social Studies as the standard to measure the implementation of multiethnic/multicultural education programs as perceived by the respondents from the selected school districts.

Information presented in Chapter 4 included data from Part I of the questionnaire, data from Part II of the questionnaire, and data that were derived from testing the hypotheses.

CHAPTER FIVE

Summary, Conclusions, and Recommendations

The purpose of this study was to identify the state departments of education and selected school districts in the United States implementing multiethnic/multicultural education programs and to determine the degree of implementation of the programs in the selected school districts.

A summarization of this investigation, the findings, conclusions, implications and recommendations for further research are presented in this chapter.

Research Procedure

Sixteen hypotheses were tested for significant differences. Mean scores were calculated from responses received on Part II of the questionnaires from officials in the selected school districts, using t-tests. In each case the .05 level of significance was utilized to either reject or fail to reject the null hypotheses. Appropriate tables illustrating the calculations and results of these tests were presented.

Summary of Findings: Part I of the Survey

The following findings were based upon the data gathered from the responses of respondents to the questionnaire survey:

1. Respondents from 175 school districts reported that they were currently implementing multiethnic/multicultural education programs. However, 33 respondents reported to be either anticipating future implementation of multiethnic/multicultural education programs, in planning

stage for near future implementation or were involved in implementing multiethnic/multicultural education programs but programs were discontinued.

2. Of the 210 respondents, 36.2 percent indicated that the initial decision to introduce multiethnic/multicultural education programs into their school districts was made over nine years ago. However, 31 percent of the respondents indicated that the initial decision to introduce multiethnic/multicultural education programs in their districts was less than six years ago.

3. Of the 210 respondents, 26.7 percent indicated that the time proposed for the multiethnic/multicultural education program to become fully implemented was three years. However, 21.4 percent of the respondents indicated that the time proposed for the multiethnic/multicultural education program to become fully implemented was one year or less.

4. A wide variety of specific educational programs in the school districts were found to be involved in multiethnic/multicultural education programs. They included curriculum and instruction, special education, counseling and guidance, adult education and federal programs. The highest percentages of programs reported were in the category of curriculum and instruction (80 percent for the school districts).

5. A wide variety of levels within the schools in the school districts were involved in multiethnic/multicultural education programs. They included kindergarten, elementary, middle grades, junior high, high school and adult education. The highest percentage of programs reported were in the category of the elementary level (80.5 percent for the school districts).

6. Of the 210 respondents, 35.7 percent of them indicated that the multiethnic/multicultural education program was offered as a separate course. However, 53.3 percent indicated that the multiethnic/multicultural education program was not offered as a separate course. Responses from 15.2 percent of the respondents indicated that the multiethnic/multicultural education course was required while 24.8 percent indicated that the course was elective.

7. Of the 210 respondents, 50.5 percent indicated that the multiethnic/multicultural education program was offered as units within courses. However, 23.8 percent indicated that the program was not offered as units within courses. For the respondents who indicated that the program was offered as units within courses, a wide variety of titles of courses were given. They included history, sociology, political science, economics, geography, literature, languages, art, music, language assistance courses, Black Studies and career education. The highest percentages of course titles reported were in the category of history (44.3 percent of the school districts).

8. A wide variety of ethnic and/or racial groups were examined in the multiethnic/multicultural education programs in the selected school districts. They included Blacks, American Indians, Asian-related groups, Jews, Spanish-language related groups, European Americans, Europeans, Whites, Franco-Americans, and Eskimos. The highest percentages of ethnic and/or racial groups examined in the programs were in the category of Spanish-language related groups (66.7 percent for the school districts).

9. A majority of the respondents indicated that a state legislative mandate was the main impetus for implementing a multiethnic/multicultural

education program in the school district. Of the 210 respondents, 42.9 percent gave this reason. However, 34.8 percent indicated that the source of impetus was a federally funded project and 31.4 percent stated the chief education officer of the state was the source of impetus.

10. A wide variety of goals developed for implementation of multi-ethnic/multicultural education programs were reported in the responses received from the respondents. The most often mentioned responses to this question was either to improve attitudes or to increase understanding of other groups in 60 percent of the school districts. However, one-half of the respondents indicated either to appreciate and accept other groups as a goal or to acquire factual information on other groups as a goal of the program.

11. A great majority of respondents said their districts were autonomous as to the implementation of multiethnic/multicultural education programs. This was the response of 60 percent of the respondents.

12. The respondents indicated that allotting time for in-service training and work on planning and implementation and bring reluctant personnel into full participation were the greatest problems related to implementing the multiethnic/multicultural education programs.

13. In the utilization of a consultant for in-service in multi-ethnic/multicultural education, the school districts were about evenly divided. The percentage of respondents who used a consultant was 42.9 percent while those who did not use a consultant was 45.7 percent. However, for the respondents who reported they used the services of a consultant, the most often reported use of consultants was for the orientation phase.

14. The most used source of in-service training material for the multiethnic/multicultural education programs was multiethnic/multicultural education workshops.

15. The vast majority of respondents highly recommended the implementation of multiethnic/multicultural education programs. In fact, over 50 percent highly recommended the implementation of multiethnic/multicultural education programs, and over 30 percent recommended the programs with few reservations.

16. The highest number of school districts surveyed had a pupil population of 1,000 to 6,000 (46.7 percent).

17. The apparent racial makeup of the pupil population in the majority of school districts surveyed was white (51.9 percent) and Mexican American (25.2 percent).

18. The persons heading the multiethnic/multicultural education programs in the majority of school districts surveyed were male (51.4 percent), white (59 percent), with either three to five years or over ten years in the present position, in the age range of fifty to fifty-nine years, or forty to forty-nine years, and with an unique cultural knowledge of in-service preparation in multiethnic/multicultural education, experience in the cultural community or ethnic group in this country or college preparation.

Conclusions Based on Part I of the Survey

Based on the findings in Part I of the survey, the following conclusions were warranted:

1. A majority of the 210 school districts surveyed were currently

implementing multiethnic/multicultural education programs.

2. Budget cuts was the main reason given by the school districts which had discontinued their programs.

3. The initial decision to introduce the multiethnic/multicultural education program in the school districts was over nine years ago.

4. The period of time proposed for the program to become fully implemented in the school districts was three years.

5. Curriculum and instruction was the specific educational program in which the multiethnic/multicultural education program was offered.

6. The level within the schools in the school districts involved in multiethnic/multicultural education was the elementary level.

7. The multiethnic/multicultural education programs in the school districts were offered as units within courses. School districts which offered the program as separate courses, the courses were on an elective basis.

8. History and language were the courses in which the school districts offered the multiethnic/multicultural education programs.

9. Spanish-language related groups were the ethnic group most often examined in the multiethnic/multicultural education programs in the school districts.

10. The source of impetus for implementing the multiethnic/multicultural education programs was a state legislative mandate.

11. The specific goal developed for the implementation of the multiethnic/multicultural education in the school districts was to improve attitudes.

12. The school districts were free to make their own decision to

implement a multiethnic/multicultural education program.

13. Allotting time for in-service training and work on planning and implementation was the problem encountered by the school districts.

14. The school districts were almost evenly divided on the use of a consultant to provide in-service training. However, more school districts did use a consultant than those who did not.

15. Those school districts which used a consultant, the consultants were used in the orientation phase of the programs.

16. One to ten hours of in-service were provided the staff during the first year of the multiethnic/multicultural program implementation.

17. The most important source of in-service training materials was workshops.

18. The respondents highly recommended the implementation of multiethnic/multicultural education programs.

19. The pupil population of the school districts surveyed ranged from 1,000 to 6,000 students and the majority racial makeup of the pupil population was white.

20. The persons heading the multiethnic/multicultural education programs in the school districts were white, males, in the forty to fifty-nine age range, three to five years in the present position and the unique cultural knowledge was experience in the cultural community or ethnic group in this country.

Summary of Findings: Part II of the Survey

Statements from the Curriculum Guidelines for Multiethnic Education (Part II of the questionnaire) are listed by subareas in order according

to the degrees of implementation by the respondents. After each statement, the mean scores received for each particular category of mean scores (4.0 and over, between 3.0 and 4.0, and under 3.0) are given. The higher mean scores reflect a greater degree of implementation. There is a possible score in each case of 5.0, and the lowest possible score is 1.0.

Subarea 1: Principles of Ethnic Pluralism. Mean scores of the following principles of ethnic pluralism were 3.0 or higher in the subarea of principles of ethnic pluralism:

A principle taught in our multiethnic/multicultural education program is that ethnic diversity should be recognized and respected at the individual, group, and societal levels (3.6 mean score).

A third principle taught in our multiethnic/multicultural education program is that equality of opportunity must be afforded to all members of ethnic groups (3.6 mean score).

A second principle taught in our multiethnic/multicultural education program is that ethnic diversity provides a basis for societal cohesiveness and survival (3.0 mean score).

The mean score of the following statement was between 2.0 and 3.0 in the subarea of principles of ethnic pluralism:

A fourth principle taught in our multiethnic/multicultural education program is that ethnic identification for individuals should be optional in a democracy (2.8 mean score).

Subarea 2: Curriculum guidelines for multiethnic education. Mean scores of the following statements were over 3.5 in the subarea of curriculum guidelines for multiethnic education:

In our multiethnic/multicultural education program, provision is made for continuous opportunities for students to develop a better sense of self (3.7 mean score).

Instructional materials in our multiethnic/multicultural education program treats ethnic differences and groups honestly, realistically, and sensitively (3.6 mean score).

The mean scores of the following statements were over 3.0 in the subarea of curriculum guidelines for multiethnic education:

The policies and procedures of our multiethnic/multicultural education program foster positive interactions among the different ethnic group members (3.4 mean score).

In our multiethnic/multicultural education program, there is a promotion of values, attitudes, and behaviors which support ethnic pluralism (3.4 mean score).

Our program in multiethnic/multicultural education helps students to develop skills in finding and processing information (3.4 mean score).

Our program in multiethnic/multicultural education helps students develop decision-making abilities, social participation skills, and a sense of political efficacy needed for effective citizenship (3.3 mean score).

In our multiethnic/multicultural education program, the libraries and resource centers have a variety of materials on the histories, experiences, and cultures of many different ethnic group members (3.3 mean score).

Our program in multiethnic/multicultural education helps students examine differences within and among ethnic groups (3.3 mean score).

Our program in multiethnic/multicultural education helps students develop the ability to distinguish facts from interpretations and opinions (3.2 mean score).

Ethnic pluralism permeates the total environment in our multiethnic/multicultural education program (3.2 mean score).

Our program in multiethnic/multicultural education uses multiethnic literature and art to promote empathy for people of different ethnic groups (3.2 mean score).

The mean scores of the following statements were 3.0 in the subarea of curriculum guidelines for multiethnic education:

Our program in multiethnic/multicultural education helps students to view and interpret events, diverse ethnic perspectives and points of view (3.0 mean score).

Our program in multiethnic/multicultural education conceptualizes and describes the development of the United States as a multi-directional society (3.0 mean score).

In our multiethnic/multicultural education program, the students are helped to understand the wholeness of the experiences of ethnic groups (3.0 mean score).

Mean scores of the following statements were under 3.0 in the subarea of curriculum guidelines for multiethnic education:

Our program in multiethnic/multicultural education reflects the ethnic learning styles of students (2.9 mean score).

Our multiethnic/multicultural education program is designed to help students learn how to function effectively in different cultural environments and master more than one cognitive style (2.9 mean score).

In our multiethnic/multicultural education program, there is an inclusion of both positive and negative aspects of ethnic group experiences (2.9 mean score).

Our program in multiethnic/multicultural education fosters the view that ethnic group languages are legitimate communication systems (2.9 mean score).

Our program in multiethnic/multicultural education presents the perspectives of each ethnic group as valid ways to perceive the past and the present (2.9 mean score).

Our program in multiethnic/multicultural education makes maximum use of local community resources (2.8 mean score).

Our program in multiethnic/multicultural education helps students try out cross-ethnic experiences and reflect upon them (2.8 mean score).

In our multiethnic/multicultural education program, staffs (administrative, instructional, counseling, and supportive) are multi-ethnic and multiracial (2.7 mean score).

Subarea 3: Evaluation techniques of multiethnic education. Mean scores of the following statements were 2.5 or over in the following subareas of evaluation techniques of multiethnic education:

Our multiethnic/multicultural education program conducts ongoing, systematic evaluations of the goals, methods, and instructional materials used in teaching about ethnicity (2.7 mean score).

The assessment procedures used with students in our multiethnic/multicultural education program reflect their ethnic cultures (2.5 mean score).

Summary of Data from Tests of the Hypotheses

The degree of implementation of multiethnic/multicultural education programs was determined from responses received from 210 respondents. The t-test was used to test for significant differences in mean scores on Part II of the questionnaire (Curriculum Guidelines for Multiethnic Education) using a variety of factors which existed among and in the school districts surveyed. The factors that were used in making comparisons in the school districts exclusively were: (1) geographical locations of the school districts in the United States, (2) pupil population in the school districts, and (3) the utilization of consultants to provide in-service training in multiethnic/multicultural education for the staff in the school districts.

Hypotheses 1 through 4 were concerned with the differences between the school districts in the southern states and the school districts in the western states in the degree of implementation of the Curriculum Guidelines for Multiethnic Education for the subareas of principles of ethnic pluralism, curriculum guidelines for multiethnic education, evaluation techniques for multiethnic education and the total difference for these subareas. Analysis of data resulted in no significant differences between the selected school districts in the southern states and western states in each of the subareas and the total difference for the subareas. Null hypotheses 1 through 4 failed to be rejected.

Hypotheses 5 through 8 were concerned with the differences between the school districts in the northeastern states and the school districts in the north central states in the degree of implementation of the Curriculum Guidelines for Multiethnic Education subareas of principles

of ethnic pluralism, curriculum guidelines for multiethnic, evaluation techniques for multiethnic education and the total differences for these subareas. Significant differences occurred for each of these subareas and the total difference for these subareas. Null hypotheses 5 through 8 were rejected.

Hypotheses 9 through 12 were concerned with the differences between the school districts with 10,000 or more pupils and the school districts with less than 10,000 pupils in the degree of implementation of the Curriculum Guidelines for Multiethnic Education subareas of principles of ethnic pluralism, curriculum guidelines for multiethnic education, evaluation techniques for multiethnic education and the total difference for these subareas. Analysis of data resulted in no significant differences between the school districts with 10,000 or more pupils and the school districts with less than 10,000 pupils in each of the subareas and the total difference for the subareas. Null hypotheses 9 through 12 failed to be rejected.

Hypotheses 13 through 16 were concerned with the differences between the school districts which utilized the services of a consultant to provide in-service training for the staff in multiethnic/multicultural education and the school districts which did not utilize the services of a consultant. The Curriculum Guidelines for Multiethnic Education was used to measure the degree of implementation of the subareas of principles of ethnic pluralism, curriculum guidelines for multiethnic education, evaluation techniques for multiethnic education and the total difference for these subareas. Analysis of the data resulted in no significant differences between the school districts in the subarea of principles of

ethnic pluralism. Null hypothesis 13 failed to be rejected. Significant differences occurred between the school districts in the subareas of curriculum guidelines for multiethnic education, evaluation techniques for multiethnic education and the total difference for the subareas. Null hypotheses 14, 15, and 16 were rejected.

Conclusions Based on the Hypotheses

Based on the findings in the study, the following conclusions were warranted:

1. The school districts in the southern states and the school districts in the western states did not differ in the degree of implementation of the Curriculum Guidelines for Multiethnic Education subareas of principles of ethnic pluralism, curriculum guidelines for multiethnic education, evaluation techniques of multiethnic education and the total difference for the subareas.

2. The school districts in the northeastern states and the school districts in the north central states did differ significantly in the degree of implementation of the Curriculum Guidelines for Multiethnic Education subareas of principles of ethnic pluralism, curriculum guidelines for multiethnic education, evaluation techniques for multiethnic education and the total difference for the subareas. The school districts in the north central states rated higher on all of the subareas and the total difference for the subareas as measured by the Curriculum Guidelines for Multiethnic Education.

3. The school districts with 10,000 or more pupils and the school districts with less than 10,000 pupils did not differ in the degree of

implementation of the Curriculum Guidelines for Multiethnic Education subareas of principles of ethnic pluralism, curriculum guidelines for multiethnic education, evaluation techniques for multiethnic education and the total difference for the subareas.

4. The school districts which utilized the services of a consultant to provide in-service training for the staff in multiethnic/multicultural education and the school districts which did not utilize the services of a consultant differed significantly in the degree of implementation of the Curriculum Guidelines for Multiethnic Education subareas of curriculum guidelines for multiethnic education, evaluation techniques for multiethnic education and the total difference for the subareas. Although the school districts which utilized the services of a consultant rated higher in each subarea and the total difference for the subareas, no significant difference occurred in the subarea of principles of ethnic pluralism.

Implications

A descriptive research study was conducted by surveying the fifty state departments of education and administering a questionnaire to officials from selected school districts to gather information relative to the identification of multiethnic/multicultural education programs, the thrust of the programs, how the programs were initiated, and the degree of implementation of the Curriculum Guidelines for Multiethnic Education in selected school districts in the United States. The information gained from the literature and the data gathered made

possible some useful implications for the implementation of the Curriculum Guidelines for Multiethnic Education in education.

It seems that if school administrators in the school districts in the United States are interested in improving the educational process and developing the goals of reducing prejudice, increasing understanding of other groups, appreciating and accepting other groups, acquiring factual information on other groups, appreciating the concept of a total society and improving attitudes, a multiethnic/multicultural education program may be helpful. A multiethnic/multicultural education program, when properly implemented, also results in all the students in the school district seeing themselves reflected in their curriculum regardless of their race, ethnicity or cultural background and a beginning step in reducing racial isolation and conflict and a positive step toward racial harmony.

The respondents in this study reported that a state legislative mandate was the source of impetus for implementing their programs. If a state legislative mandate must be the primary source of impetus to implement the multiethnic/multicultural education program successfully, this implies that the chief education officer in the state, the governor, and the state education association must be committed to the implementation of the Curriculum Guidelines for Multiethnic Education in the school districts in the state and must make a long-term commitment to expend the time, energy, and money to make the state legislators aware of their commitment.

Another implication from the study is in the form of a caution. Interested school administrators in the school districts should be aware

that development and implementation of a multiethnic/multicultural education program will take at least three years.

Providing in-service training, at least during the first year of implementing the multiethnic/multicultural education program, seems to be important to a successful implementation of the program in the school district. Many of the school districts involved in the study continued multiethnic/multicultural education in-service training well after the initial stages of orientation and implementation. Also, the use of a consultant to conduct in-service training is an important consideration, especially in the orientation phase. The reason that consultants were not used consistently by respondents in this study may be that the school districts that had implemented multiethnic/multicultural education programs had staff members who possessed knowledge in the area and were capable of providing in-service training.

It appears that on the basis of the Curriculum Guidelines for Multiethnic Education, all guidelines present in a fully implemented multiethnic/multicultural education program may not exist in the school district during the early years of implementation. School administrators in the school districts need not feel that they must attempt to develop and implement all the guidelines at once to begin a multiethnic/multicultural education program. A school district administrator may wish to begin implementation at the administrative level and filter the program down through one level each year. Implementation of the multiethnic/multicultural education program in this way might take one to two years to reach instructional personnel in the school districts. Implementation of a multiethnic/multicultural education program in the school district

may also depend upon the resources available, the expertise available, and the attitude of the staff relative to change.

Finally, perhaps a small beginning has been made in researching the identification and degree of implementation of multiethnic/multicultural education programs in the school districts in the United States. A multiethnic/multicultural education program can help not only the students and teachers, but it can help administrators and superiors develop an awareness and understanding of individuals from diverse groups. Perhaps this research will encourage others to conduct research in the identification and degree of implementation of multiethnic/multicultural education in school districts in the United States and other areas of multiethnic/multicultural education.

Recommendations for Further Research

There is obviously a need for more research concerning the implementation of multiethnic/multicultural education programs in the school districts in the United States. Some suggestions for further study consist of the following:

1. A "before and after" study extended over a period of several years with a school district that is presently in the initial stages of implementing a multiethnic/multicultural education program.
2. An in-depth case study of a school district implementing a multiethnic/multicultural education program, including in-depth interviews with staff, administrators and students.
3. A study similar to this one that would include community colleges and/or universities involved in multiethnic/multicultural

education.

4. Further research on responses of administrators, staff and students involved in multiethnic/multicultural education for an analysis of possible relationships between multiethnic/multicultural education and attention to the affective areas of learning, such as values, beliefs, attitudes, and other subjective matters.

5. An enlargement of the present study which includes a larger sample of school districts in the United States.

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BIBLIOGRAPHY

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APPENDICES

APPENDIX A

**CONSENT LETTER GRANTING PERMISSION TO
USE SURVEY INSTRUMENT**

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843-4232

Office of
THE DEPARTMENT OF EDUCATIONAL
CURRICULUM AND INSTRUCTION
TELEPHONE 713-845-8384

August 6, 1982

Elisabeth A. Saunders
East Tennessee State University
Box #20155
Johnson City, Tennessee 37614

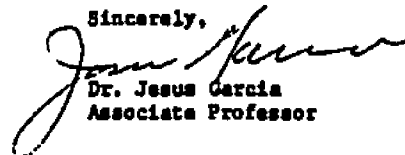
Dear Ms. Saunders:

Enclosed is a copy of the study Glenn and I published recently in
Clearing House.

In addition, I have enclosed a copy of the instrument we used to complete the study. Feel free to use the document if it is appropriate for your doctoral study.

Please feel free to contact me if you need additional information.

Sincerely,



Dr. Jesus Garcia
Associate Professor

cc. Glenn Pace

APPENDIX B

CONSENT LETTER GRANTING PERMISSION TO USE THE
CURRICULUM GUIDELINES FOR
MULTIETHNIC EDUCATION



National Council for the Social Studies

3501 New York Avenue, N.W. • WASHINGTON, D.C. 20018
 36th Wisconsin Avenue, N.W. • WASHINGTON, D.C. 20018
 (202) 966-7840

December 9, 1982

Ms. Elizabeth A. Saunders
 East Tennessee State University
 Box # 20155
 Johnson City, TN 37614

Dear Ms. Saunders:

This is in response to your letter of November 10th in which you requested "permission to use and reproduce excerpts from the NCSS Curriculum Guidelines for Multiethnic Education for your study".

I have checked with our Publications Director regarding your request. He has informed me that there is no problem in your using portions of the NCSS Guidelines in your study/dissertation as long as you assign the appropriate credit and your study is unpublished. If your study is published, you will need to apply to the Publications Office for formal permission to use these excerpts. However, there does not appear to be a question that such permission would be granted.

Please feel free to contact me if you have further questions or if I can be of additional assistance.

Sincerely,

Deborah J. Drucker
 Association Liaison

APPENDIX C

POSTCARD COVER LETTER



East Tennessee State University

Department of Supervision and Administration • Box 19000A • Johnson City, Tennessee 37614-0002 • (615) 929-4415, 4430

November 8, 1982

Dear Chief State School Officer:

In collaboration with Dr. Robert Shepard, Department of Educational Supervision and Administration, East Tennessee State University, I am conducting a survey of selected school districts and state departments of education throughout the United States in order that current information might be obtained regarding the implementation of multiethnic/multicultural education programs in education today.

Because of your professional knowledge and vantage point of educational leadership in your state, I would sincerely appreciate your completing the enclosed self-addressed, postage-paid postcard and return it as soon as possible. The purpose of these questions is to determine if your agency will agree to participate in a questionnaire survey regarding the implementation of multiethnic/multicultural education programs and if so, to identify the appropriate person on your staff to participate in the actual survey. Your recommendation of this participant is of vital importance to insure the validity of the survey findings. The participant will be asked to provide us with a list of school districts in your state which are known to be involved to any degree with multiethnic/multicultural education.

A summary of the findings of this survey will be made available to you, if you request.

Thank you for your cooperative effort and assistance in the completion of these questions.

Sincerely yours,

Elizabeth A. Saunders

Elizabeth A. Saunders
Doctoral Student
ETSU Department of
Supervision and Administration

Robert H. Shepard

Dr. Robert Shepard
Advisory Committee, Chairperson
Associate Professor
ETSU Department of Supervision
and Administration

Enclosure: Postcard

APPENDIX D

POSTCARD SURVEY

After having read the accompanying letter, please respond to the following questions as indicated:

1. Has your state educational department implemented multiethnic/multicultural education programs to any degree? Yes No
2. If the answer to #1 is yes, would your state participate in a questionnaire survey study regarding the implementation of multiethnic/multicultural education programs by your state educational department?
 Yes No
3. If the response to #2 is yes, to whom may I write on your staff (or yourself, if you wish) to participate in the study?

(Please print)

Name _____ Title _____

Address _____

Signature

State

APPENDIX E .

**LETTER OF TRANSMITTAL WHICH ACCOMPANIED THE
SCHOOL DISTRICT FORMS**



East Tennessee State University

Department of Supervision and Administration • Box 19000A • Johnson City, Tennessee 37614-0002 • (615) 929-4419, 4430

Dear

You were recently contacted in a letter regarding your participation in a survey of school districts to determine the degree of implementation of multiethnic/multicultural education programs in education today. At that time you were informed that you would be asked to provide a list of school districts in your state which are known to be involved to any degree with multiethnic/multicultural education.

You will find enclosed school districts forms for your convenience in listing those school districts in your state which are involved to any degree with multiethnic/multicultural education. Again, may we stress that your endorsement of our survey is not required, but your cooperation in helping us to identify these school districts which are involved with multiethnic/multicultural education in your state is very necessary for the validity of our study.

Also, we have enclosed a stamped, self-addressed envelope for your convenience in returning the school district forms. Once again, we wish to express our sincere appreciation for your kind cooperation in agreeing to assist us in our study, and we will be most grateful for your time in participation.

Sincerely yours,

Elizabeth A. Saunders

Elizabeth A. Saunders
 Doctoral Student
 ETSU Department of Supervision
 and Administration

Robert W. Shepard

Dr. Robert Shepard
 Advisory Committee, Chairperson
 Associate Professor
 ETSU Department of Supervision
 and Administration

Enclosures:

- School district forms
- Stamped, self-addressed envelope

APPENDIX F

SCHOOL DISTRICT FORM

SCHOOL DISTRICTS IMPLEMENTING MULTIETHNIC/MULTICULTURAL EDUCATION PROGRAMS
(Please print or type)

SCHOOL DISTRICT	CHIEF SCHOOL OFFICER	ADDRESS	CITY	STATE	ZIP

APPENDIX G

**LETTER OF TRANSMITTAL WHICH ACCOMPANIED THE
SURVEY INSTRUMENT**

January 18, 1983

To Persons Selected for the Study:

Under the direction of Dr. Robert Shepard of the Graduate School at East Tennessee State University, I am conducting a survey of school districts and state departments of education throughout the United States in an effort to determine the degree of implementation of multiethnic/multi-cultural education programs in education. The information gathered by this survey is expected to be of value to those educators desiring to keep pace with the development of multiethnic/multicultural education programs in public education.

Your state department of education has recently participated in the first phase of my study and has identified your school district as being involved to some degree with multiethnic/multicultural education. I therefore strongly urge your participation in this study. The instrument has been thoroughly field tested and should require no more than twenty minutes of your time. If your schedule does not permit your personal involvement, I would sincerely appreciate your designating the appropriate member of your administrative staff to complete the instrument. If your school district has been incorrectly identified as having implemented a multiethnic/multi-cultural education program, please indicate this by answering the first question only on the questionnaire.

I have enclosed a stamped, self-addressed envelope for your convenience in returning the questionnaire.

Responses will be treated collectively, data will not be reported by school districts, names or individuals and complete anonymity will be maintained. I would appreciate your completing and returning the questionnaire as soon as possible. I will greatly appreciate your assistance and cooperation in this endeavor.

Sincerely yours,

Elizabeth A. Saunders
Doctoral Student
ETSU Department of
Supervision and Administration

Dr. Robert Shepard
Advisory Committee, Chairperson
Associate Professor
ETSU Department of Supervision
and Administration

Enclosures:

Questionnaire
Stamped, self-addressed envelope

APPENDIX H

SURVEY INSTRUMENT

Survey
of
Multicultural and Multicultural Education Programs

Compiler's Address

Elizabeth A. Saunders

Doctoral Student of Educational
Supervision

Box # 20125

East Tennessee State University

Johnson City, Tennessee 37610

To be Completed by respondent:

(Name) _____

(Title) _____

(city) _____ (state) _____ (zip) _____

I would appreciate your completing and returning this questionnaire as soon as possible.

Purpose of the Survey

The major goals of this survey are to determine the current degree of the implementation of multicultural and multicultural (ME/MC) education programs presently existing in your educational agency and to determine the types of programs, the thrust of each, and how the programs came into being in your situation. This survey is divided into two parts: (1) the first part is designed to gather information concerning the initiation of the programs, the types of programs and the thrust of each; (2) the second part is designed to gather information concerning the degree of implementation of the programs using the "Curriculum Guidelines for Multicultural Education" published by the National Council for the Social Studies as the standard.

Instructions for Completing Part I of the Survey

Please read the items carefully and check the number of the responses that best fits your situation. On some items some of the responses will exactly fit your situation, but check the response which comes closest to your situation. (Please use margins for additional remarks.)

Survey of Multicultural and Multicultural Education Programs

Part I

No. _____

State _____

For Computer
use only
(col.)

A. To what extent are you currently involved with ME/MC education programs? (If you must check responses A-1 or A-2, no further response is necessary. However, your return of the questionnaire is requested and will be appreciated.)

- (1) _____ A-1 Not involved in ME/MC education programs and do not plan to become involved
- (2) _____ A-2 Anticipating future implementation of ME/MC education programs
- (3) _____ A-3 In planning stage for near-future implementation
- (4) _____ A-4 Currently implementing ME/MC education program
- (5) _____ A-5 Was involved in implementing ME/MC education programs, but the programs were discontinued

If A-5 was checked, indicate the reason(s).
(Check all that apply.)

- (6) _____ A-6 Budget cuts
- (7) _____ A-7 Money from federal government discontinued
- (8) _____ A-8 Lack of support from key personnel
- (9) _____ A-9 Communicating fundamental concepts of the ME/MC education program
- (10) _____ A-10 Turnover of key personnel
- (11) _____ A-11 Other _____

B. When was the initial decision made to introduce ME/MC education programs by your school district?

- (12) _____ B-1 Less than 5 years ago
- (13) _____ B-2 5 years ago
- (14) _____ B-3 7 years ago
- (15) _____ B-4 8 years ago
- (16) _____ B-5 9 years ago
- (17) _____ B-6 Over 9 years ago

C. In your school district when planning to initiate a NE/NC education program, what time period was proposed for the program to become fully implemented?

(189) _____ C-1 1 year or less
 (189) _____ C-2 2 years
 (189) _____ C-3 3 years
 (211) _____ C-4 4 years
 (221) _____ C-5 5 years or more

D. What specific educational programs in your school district are furnished in NE/NC education programs? (Check all that apply.)

(131) _____ D-1 Curriculum and Instruction
 (20) _____ D-2 Special education
 (21) _____ D-3 Counseling and guidance
 (26) _____ D-4 Adult education
 (27) _____ D-5 Vocational education
 (28) _____ D-6 Federal program
 (29) _____ D-7 Other _____

E. What levels within the schools under your school district are involved in a NE/NC education program? (Check all that apply.)

(30) _____ E-1 Elementary
 (31) _____ E-2 Elementary
 (32) _____ E-3 Middle grades
 (33) _____ E-4 Junior high
 (34) _____ E-5 High school
 (35) _____ E-6 Other _____

F. Is the NE/NC education program referred to as a separate course(s)?

(36) _____ F-1 Yes
 (37) _____ F-2 No

If yes, indicate whether the course/course is/are required or elective.

(38) _____ F-3 Required
 (39) _____ F-4 Elective

G. Is the NE/NC education program offered as units within courses?

(40) _____ G-1 Yes
 (41) _____ G-2 No

If yes, indicate the title(s) of the course(s). (Check all that apply.)

(42) _____ G-3 History
 (43) _____ G-4 Sociology
 (44) _____ G-5 Political science
 (45) _____ G-6 Economics
 (46) _____ G-7 Geography
 (47) _____ G-8 Literature
 (48) _____ G-9 Languages
 (49) _____ G-10 Art
 (50) _____ G-11 Music
 (51) _____ G-12 Other _____

H. What ethnic and/or racial groups are covered in the NE/NC education program? (Check all that apply.)

(52) _____ H-1 Blacks
 (53) _____ H-2 American Indians
 (54) _____ H-3 *Latin-American
 (55) _____ H-4 Jews
 (56) _____ H-5 **Spanish-American Related Groups
 (57) _____ H-6 European American
 (58) _____ H-7 Whites
 (59) _____ H-8-0* Hispanic
 (60) _____ H-9 Other _____

I. What name/were the source/sources of support for implementing a NE/NC education program by your school district? (Check all that apply.)

(61) _____ I-1 Chief education officer
 (62) _____ I-2 State legislative mandate
 (63) _____ I-3 Federally-funded project
 (64) _____ I-4 Employee groups
 (65) _____ I-5 Citizen groups
 (66) _____ I-6 Student demands
 (67) _____ I-7 Other _____

* Latin-American refers to Japanese, Chinese, Vietnamese, Korean, etc.
 ** Spanish-American related groups refer to Hispanics, Mexican Americans, Puerto Ricans, Cubans, Spanish, etc.
 *** Groups refer to Italian, Irish, Germans, French, Polish, British, Greek, etc.

- J. What specific goals were developed for implementation of a NE/NC education program by your school district? (Check all that apply.)
- (68) J-1 To reduce prejudice
 - (69) J-2 To increase understanding of other groups
 - (70) J-3 To appreciate and accept other groups
 - (71) J-4 To acquire factual information on other groups
 - (72) J-5 To appreciate the concept of a total society
 - (73) J-6 To improve attitudes
 - (74) J-7 Other _____

- K. Your school district was generally:
- (75) K-1 Free to make your own decision as to implement or not to implement a NE/NC education program
 - (76) K-2 Required to implement a NE/NC education program as a prerequisite for receipt of federal revenue
 - (77) K-3 Other _____

- L. What problems were encountered in implementing a NE/NC education program by your school district? (Check all that apply.)
- (81) L-1 None
 - (82) L-2 Bringing reluctant personnel into full participation
 - (83) L-3 Maintaining and collecting documentation
 - (84) L-4 Turnover of key personnel
 - (85) L-5 Lack of funds
 - (86) L-6 Allotting time for in-service training and work on plan and implementation
 - (87) L-7 Communicating fundamental concepts of the NE/NC education program
 - (88) L-8 Other _____

- M. Was a private consultant used to provide in-service training?
- (89) M-1 Yes
 - (90) M-2 No

- If you, indicate the phase/phases of your NE/NC education program in which he/she participated. (Check all that apply.)
- (111) M-3 Orientation
 - (112) M-4 Implementation
 - (113) M-5 Evaluation
 - (114) M-6 Other _____

- N. Approximately how many hours of NE/NC education in-service were provided the staff during the first year of the NE/NC education program implementation?
- N-1 None
 - N-2 1-10
 - N-3 11-20
 - N-4 21-30
 - N-5 Over 30

- O. What were the most important sources of in-service training materials for personnel involved in implementing the NE/NC education program for your school district? (Check all that apply.)
- O-1 Reading books and periodicals
 - O-2 Workshops
 - O-3 University and college courses
 - O-4 Intensive short courses on NE/NC education programs from private consultants
 - O-5 Other _____

- P. What is your recommendation for a school district contemplating the implementation of NE/NC education programs?
- P-1 Highly recommend
 - P-2 Recommend with few reservations
 - P-3 Recommend on limited basis only
 - P-4 Definitely do not recommend
 - P-5 No opinion
 - P-6 Other _____

- Q. What is the pupil population of your school district?
- Q-1 Less than 1,000
 - Q-2 1,000/5,000
 - Q-3 5,000/10,000
 - Q-4 10,000/20,000
 - Q-5 20,000/30,000
 - Q-6 30,000/75,000
 - Q-7 75,000/100,000
 - Q-8 100,000 or greater

8. What is the appropriate subgroup of your target population? (Check the subject group.)

- (20) Black American
- (21) American Indian
- (22) Japanese American
- (23) Chinese American
- (24) Vietnamese American
- (25) Korean American
- (26) Jewish American
- (27) Puerto Rican
- (28) European American
- (29) White American
- (30) Other
- (31)

Please complete the following background information about the person who is head of your W/NC education program:

5. Sex:

- 5-1 Male
- 5-2 Female

7. Time in present position:

- (32) 1-2 years
- (33) 2-5 years
- (34) 6-8 years
- (35) 9-10 years
- (36) Over 10 years

8. Age:

- (37) 22-29
- (38) 30-39
- (39) 40-49
- (40) 50-59
- (41) 60 or over

9. Ethnic background:

- (42) Black American
- (43) Indian American
- (44) Japanese American
- (45) Chinese American
- (46) Korean American
- (47) Jewish American
- (48) Mexican American
- (49) Puerto Rican
- (50) European American
- (51) White American
- (52) Other

9. How does the W/NC education program relate to the unique cultural knowledge of the person who is head of the program?
- (72) 9-1 College preparation
 - (73) 9-2 In-service preparation
 - (74) 9-3 Independent reading
 - (75) 9-4 Experience in the cultural community or ethnic group in this country
 - (76) 9-5 Travel
 - (77) 9-6 Other

CRITERION GUIDELINES FOR MULTICULTURAL EDUCATION

In 1976 the National Council for the Social Studies formulated and disseminated guidelines for ethnic studies programs. "Principles of Ethnic Studies" are divided into three sections. The first section (numbers 1-41) includes statements that describe the view of society on which the guidelines are predicated. "Curriculum Guidelines for Multicultural Education" follow in the second section (numbers 42-85). They describe the ideal characteristics of school environments consistent with ethnic pluralism as described in the Principles. "Evaluation of the Multicultural Education Program" is the third and final section (numbers 86-95). The purpose of the evaluation section is the assessment of specific school environments to determine the extent to which they reflect the idealized school described in the guidelines. Accompanying the conclusion that exists over the definitions of multicultural and multiracial and that is included, the survey instrument asks for responses to activities in multicultural education and ethnic studies.

PART II - SURVEY OF MULTICULTURAL AND MULTIRACIAL EDUCATION
SECTION I - PRINCIPLES OF ETHNIC STUDIES

<p>The following section of this survey is designed to determine what conditions actually exist in your educational agency as a result of the W/NC education program implementation. Please check () the block to the right of each statement that is not applicable to your own W/NC education program situation.</p>	1. A principle taught in our W/NC education program is that ethnic diversity should be recognized and respected at the individual, group, and societal levels.	1	2	3	4	5	
	2. A formal principle taught in our W/NC education program is that ethnic diversity provides a basis for societal cohesiveness and survival.						
	3. A major principle taught in our W/NC education program is that equality of opportunity must be afforded to all members of ethnic groups.						
	4. A fourth principle taught in our W/NC education program is that ethnic identification for individuals should be optional in a democracy.						
		1	2	3	4	5	

PART II - SURVEY OF MULTIRACIAL AND MULTICULTURAL EDUCATION (CONTINUED)
SECTION II - CURRICULUM CRITERIA FOR MULTIRACIAL EDUCATION

	1	2	3	4	5
	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
3. Racial pluralism permeates the total environment in our W/C education program.					
4. Instructional materials in our W/C education program create ethnic differences and groups knowledge, positively, and generally.					
7. In our W/C education program, the literature and resources students have a variety of the literature, experiences, and values of many different ethnic group members.					
8. The policies and procedures of our W/C education program foster positive interactions among the different ethnic group members.					
9. In our W/C education program, studies (administrative, instructional, counseling, and supportive) are multidisciplinary and interdisciplinary.					
10. Our program in W/C education reflects the ethnic leadership styles of students.					
11. Our W/C education program is designed to help students learn how to function effectively in different national environments and meet more than one ethnicity (W/C).					
12. In our W/C education program, provision is made for continuous opportunities for students to develop a better sense of self.					
13. In our W/C education program, the students are helped to understand the value of the experience of ethnic groups.					
14. In our W/C education program, there is an inclusion of both positive and negative aspects of ethnic group experiences.					
15. In our W/C education program, there is a protection of values, attitudes, and behaviors which support ethnic allegiances.					
16. Our program in W/C education helps students examine differences within and among ethnic groups.					

PART II - SURVEY OF MULTIRACIAL AND MULTICULTURAL EDUCATION (CONTINUED)
SECTION II - CURRICULUM CRITERIA FOR MULTIRACIAL EDUCATION (CONTINUED)

	1	2	3	4	5
	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
17. Our program in W/C education helps students develop decision-making abilities, social participation skills, and a sense of political efficacy needed for effective citizenship.					
18. Our program in W/C education helps students develop the ability to distinguish facts from interpretations and attitudes.					
19. Our program in W/C education helps students to develop skills in conflict and negotiating resolution.					
20. Our program in W/C education helps students try to cross-ethnic boundaries and reflect upon them.					
21. Our program in W/C education helps students to view and interpret events, always ethnic perspectives and points of view.					
22. Our program in W/C education presents the perspective of each ethnic group as valid ways to resolve the past and the present.					
23. Our program in W/C education emphasizes and describes the development of the cultural system as a multi-directional society.					
24. Our program in W/C education uses materials of different ethnic groups.					
25. Our program in W/C education features the view that ethnic group languages are legitimate communication systems.					
26. Our program in W/C education uses materials of local community traditions.					
SECTION III - EVALUATION OF THE MULTIRACIAL EDUCATION PROGRAM					
27. The assessment procedures used with students in our W/C education reflect their ethnic values.					
28. Our W/C education program connects explicit, systematic evaluation of the goals, content, and instructional materials used in teaching about ethnicity.					

