

# The Blumenfeld Education Letter

"My people are destroyed for lack of knowledge." HOSEA 4:6

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The purpose of this newsletter is to provide knowledge for parents and educators who want to save the children of America from the destructive forces that endanger them. Our children in the public schools are at grave risk in 4 ways: academically, spiritually, morally, and physically — and only a well-informed public will be able to reduce these risks.

"Without vision, the people perish."

## Multiculturalism: The New Anti-Americanism

Much is being written these days by professional educators about multicultural education, but few among the lay public actually know what it is. Despite this widespread public ignorance, multicultural education is now an integral part of the American school curriculum. In fact, multicultural education is now considered so important that the National Council for Accreditation of Teacher Education (NCATE) has given it a very prominent place in teacher education programs.

The NCATE's publication, *Standards for the Accreditation of Teacher Education* (July 1982), states: ❖

Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. . . . This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in differential cultural settings.

Provision should be made for instruction in multicultural education in teacher education programs. Multicultural education should receive attention in courses, seminars, directed readings, laboratory and clinical experiences, practicum, and other types of field exercises.

Multicultural education should include, but would not be limited to experiences which: (1) promote analytical and evaluative abilities to confront issues such as participatory democracy, racism and sexism, and the parity of power; (2) develop skills for values clarification including the study of the manifest and latent transmission of values; (3) examine the dynamics of diverse cultures and the implications for developing teaching strategies; and (4) examine linguistic variations and diverse learning styles as a basis for the development of appropriate teaching strategies.

Although NCATE's requirements for teacher training, which became effective in January 1979, are quite explicit, nowhere in the NCATE's publication is there a definition or description of what multicultural education really is. We get hints in the requirements. We are told of "culturally diverse and complex human encounters" and "differential cultural settings." We are also told that multicultural education has something to do with racism, sexism, parity of power, values clarification, the transmission of values both manifest and latent, the dynamics of diverse cultures, linguistic variations, etc.

But what does it mean in language that

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