

## DOCUMENT RESUME

ED 109 006

95

SO 008 420

**TITLE** Title IX Ethnic Heritage Project Analysis: A Study of Title IX, ESEA, Ethnic Heritage Projects Funded by the U. S. Office of Education, Health, Education and Welfare, July 1, 1974, through June 30, 1975.

**INSTITUTION** Illinois State Office of Education, Chicago. Urban and Ethnic Education Section.

**SPONS AGENCY** Office of Education (DHEW), Washington, D.C.

**PUB DATE** Jun 75

**NOTE** 76p.; Prepared in conjunction with the Illinois/Chicago Project for Inter-Ethnic Dimensions in Education, a joint ESEA Title IX project between the Illinois State Office of Education and the University of Illinois at Chicago Circle

**AVAILABLE FROM** Urban and Ethnic Education Section, Illinois Office of Education, 188 W. Randolph Street, Chicago, Illinois 60601; (limited number of copies free upon request)

**EDRS PRICE** MF-\$0.76 HC-\$4.43 PLUS POSTAGE

**DESCRIPTORS** Cross Cultural Studies; \*Curriculum Development; Curriculum Evaluation; \*Curriculum Research; Directories; Educational Development; Educational Objectives; Elementary Secondary Education; Ethnic Groups; \*Ethnic Studies; \*Program Descriptions; \*Projects

**IDENTIFIERS** Elementary Secondary Education Act Title IX; ESEA Title IX

**ABSTRACT**

In 1974, the Ethnic Heritage Studies Branch of the Office of Education granted awards to 42 institutions throughout the United States. A questionnaire was developed and completed by all projects to detail the component activity and goals of each individual project. This report summarizes those questionnaires, providing ready reference to the projects and their activities. Part 1 contains project descriptions which include awards, title, director, staff, bibliographies, field tests, deadlines, other related projects, and unique aspects about the project. Part 2 categorizes each project by whether it focuses on secondary resources, bibliographies, units, and establishing resource centers or focuses on in-depth ethnographic studies of a particular neighborhood using mainly primary sources. The third part categorizes the projects according to evaluation form, curriculum materials development, curriculum models used, media material development, academic discipline, personnel materials development, ethnic groups to be studied, and ethnic and community group participation. (DE)

## TITLE IX ETHNIC HERITAGE PROJECT ANALYSIS

A Study of Title IX, ESEA, Ethnic Heritage Projects  
funded by the U.S. Office of Education,  
Health, Education and Welfare

July 1, 1974, through June 30, 1975

Prepared by

The Urban and Ethnic Education Section  
Illinois Office of Education  
188 West Randolph Street  
Chicago, Illinois 60601

In Conjunction With

THE ILLINOIS/CHICAGO PROJECT FOR INTER-ETHNIC DIMENSIONS IN EDUCATION  
A Joint Project Between The Illinois Office of Education and  
The University of Illinois at Chicago Circle

WUN 2 19.5

## TABLE OF CONTENTS

	PAGE
I, TITLE PAGE . . . . .	i
II, TABLE OF CONTENTS . . . . .	ii
III, TITLE IX ETHNIC HERITAGE PROJECTS . . . . .	2
A. Project Descriptions . . . . .	4
B. Project Codes . . . . .	42
IV, PROJECT GOALS AND OBJECTIVES . . . . .	44
A. Introduction . . . . .	44
B. Objectives . . . . .	45
V, PROJECT SCOPE . . . . .	47
A. Introduction . . . . .	47
B. Index . . . . .	48
C. Activities and Ethnic Groups to be Studied . . . . .	50
VI, QUESTIONNAIRE . . . . .	64

TITLE IX ETHNIC HERITAGE  
PROJECTS

00004

# TITLE IX ETHNIC HERITAGE PROJECT ANALYSIS

## Introduction

In June of 1974 the Ethnic Heritage Studies Branch of the Office of Education, H.E.W., granted awards to 42 institutions throughout the United States. This followed an intense period of activity from the point of signing of the \$2.375 million appropriations (Dec. 1973), through publication of the guidelines, to the awarding of grants. Over 1500 proposals were submitted and evaluated by a team of experts who utilized criteria established by the Ethnic Heritage Studies Branch.

There are 38 actual projects with four having joint relationships because of commonalities and agreements. The foci of the individual projects are varied but all fall within the guideline parameters as established by H.E.W.

The project directors of the Title IX programs met in Washington, D. C., on October 20, 21, 22, 1974, at the request of H.E.W. This was an opportunity for sharing, learning, and furthering preparation for various aspects of the individual projects. Growing out of the expressed needs of the participants was the desire to have an overall analysis of the 38 projects. This would allow for greater understanding of each project's activities and encourage the sharing of information and resources, as well as reduce possible duplication of efforts. Communication of this information would then be more complete than the amassing of 38 separate abstracts, listing of projects, or circulation of a newsletter. A questionnaire was developed and completed by all projects to detail the component activity and goals of each individual project.

This report summarizes those questionnaires, providing ready reference to the projects and their activities. It is exciting to note the scope of activities and innovative approaches planned and being utilized in a developing field which is in desperate need of better materials for the classroom and intergroup understanding.

To facilitate the use of this report information the following points serve as a guide and explanation.\*

1. Many questionnaire items were left blank (no response). This may indicate information unknown or not available to the respondent or that the question was not understood. Usually non-response was indicative of lack of actual or planned activity in that area.
2. In several of the categories, the questionnaire provided a "possible" response; these responses were disregarded in the final analysis in lieu of the more positive responses.

\*Note: For further information on a particular component regarding that project we suggest you contact the project director.

3. Information presented from the questionnaire in this report is not intended to represent the official activities of individual projects. Changes in aspects of the projects may occur as well as leadership. Trends and directions indicated should aid implementation, growth, and achievement of goals between programs.
4. The questionnaire analysis was divided into three parts: (1) project description, (2) goals and objectives, and (3) scope of activities. It was possible to analyze goals and objectives utilizing a computer. The scope of activities lent itself to a charting presentation, and the project description covered all other information contained in the questionnaire.
5. The dual projects of BUFNYS and KNGSCR completed a questionnaire for each segment of their projects. In the analysis, however, the responses were combined and treated as one project.



PROJECT AWARD:	Frederick Douglass Museum of African Art
CODE:	AFRIMU
TITLE:	Development of Curriculum Materials Emphasizing Afro-American Heritage
DIRECTOR:	Warren Robbins 318 A Street, N.E. Washington, D. C. 20002 202-547-7424
CO-DIRECTOR:	George Spicely
STAFF:	Ms. Heidi Hemmen Anita Jones - Researcher
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	To be developed utilizing own library resources on African Art.
FIELD TEST:	Sample field testing with teachers in district. Pre-servicing of teachers at museum.
DEADLINES:	Curriculum materials finalized end of March or early April. Workshops completed end of May.
OTHER PROJECTS:	Museum perpetually involved in African Studies K-12, school visitations, workshops, etc.
UNIQUE ASPECT:	The fact that these are materials taken from a museum environment providing an aesthetic and philosophical approach to ethnic studies.

PROJECT AWARD: Alabama Center for Higher Education

CODE: ALABED

TITLE: Ethnic Heritage Studies Project

DIRECTOR: Dr. Leavy W. Oliver  
Chairperson, Division of Social and Behavioral  
Sciences  
Miles College  
Birmingham, Alabama 35203  
205-780-6490 X216

STAFF: Mr. Richard Hannan

SKILLS: Research

STATE AND LOCAL POLICY: None at present, perhaps in future.

BIBLIOGRAPHIES: No response

FIELD TEST: No response

DEADLINES: No response

OTHER PROJECTS: No response

UNIQUE ASPECT: To get participation and contributions of Blacks  
in the growth and development of America in their  
correct perspectives.



PROJECT AWARD: Alaska State Operated School System

CODE: ALASKS

TITLE: Ethnic Studies Materials for Alaska Native Children  
and Teachers of Native Children.

DIRECTOR: David W. Lannigan  
Associate Superintendent  
650 International Airport Road  
Anchorage, Alaska 99502  
907-274-1645

CO-DIRECTOR: — Dick Bower —  
Director, Research and Development  
650 International Airport Road  
Anchorage, Alaska 99502

STAFF: Contractual consultants

STATE AND LOCAL POLICY: Unknown

BIBLIOGRAPHIES: None

FIELD TEST: To be integrated with existing textbook and evaluated  
by teachers, students and parent advisory committee.

DEADLINES: None

OTHER PROJECTS: Unknown

UNIQUE ASPECT: Dramatizing an existing textbook with films.

PROJECT AWARD:	Anti-Defamation League of B'nai B'rith
CODE:	ANTIDF
TITLE:	Task Force on Cultural Pluralism
DIRECTOR:	Walter Plotch National Education Director 315 Lexington Avenue New York, New York 10016 212-689-7400
STAFF:	No response
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	No response
FIELD TEST:	Will spend several days working with local New York City School System testing the curriculum model.
DEADLINES:	April 6 - Conference
OTHER PROJECTS:	Fordham University - Teacher Corps - Cultural Plural
UNIQUE ASPECT:	Its concern for theoretical issues 1) the definition of cultural pluralism 2) attempt to determine the best way cultural plural may be learned at various age and grade levels.

PROJECT AWARD: Bakersfield College

CODE: BAKERC

TITLE: M.E.CH.I.C.A. - Materiales para Estudios Chicanos Inter-Culturales

DIRECTOR: Jesus G. Nieto  
1801 Panorama Drive  
Bakersfield College  
Bakersfield, California 93305  
805-871-9120 X332

STAFF: Dr. Augustine Garcia - Bilingual Education  
John Lyman - Curriculum Development  
Michael Clark - Evaluation

STATE AND LOCAL POLICY: California State Education Code  
In-Service Training in Historical Culture and Heritage of Ethnic Minorities in California.

BIBLIOGRAPHIES:

FIELD TEST: No response

DEADLINES: June 1975

OTHER PROJECTS: A development of A.V. materials (videotapes) in Chicano Studies.

UNIQUE ASPECT: The inter-training of the curricula development phase with the training of personnel. The Inter-national - Inter-cultural dimensions is additionally important. The exchange of faculty and students of Bakersfield College and the Mexican government is equally unique and important.

PROJECT AWARD: Children's Museum of Boston

CODE: BOSCHM

TITLE: Ethnic Discovery Project

DIRECTOR: Jim Zien - Director Community Services  
The Jamaica Way  
Boston, Massachusetts 02130  
617-522-4800

CO-DIRECTOR: Karen Weisel

STAFF: Alan Bell - Afro-American History  
Joan Lester - Native American Cultural  
Tunney Lee - City Planning  
Bill Zayas - Hispanic Programs

STATE AND LOCAL POLICY: Potential appropriations support under program, relate funds for desegregation. Also Governor's Task Force on Ethnicity.

BIBLIOGRAPHIES: Resources - Boston Public Library, Cambridge Public Library both compiling bibliographical materials related to ethnic education.

FIELD TEST: Try-out and revise process with museum staff of new programs before they are put into a finished form.

DEADLINES: May 31, 1975 - Completion of Ethnic Discovery material for formal evaluation.

OTHER PROJECTS: WEBB-TV (public broadcasters) film series featuring children of diverse ethnic backgrounds - Topper Care \$2.5 million.  
Cambridge Public Library - Ethnic group programs - Joseph Sakey, Director.  
Office of the Boston Bicentennial (Boston 200) - Ethnic events and celebrations.

UNIQUE ASPECT: The wholly process-orientated approach which emphasizes activities, techniques, methods and kinds of experience in which anyone, anywhere can engage in order to discover personal ethnic heritage and ethnicity in a community.

PROJECT AWARD: Contemporary Jewish Studies - Brandeis

CODE: BRNDIS

TITLE: Brandeis Ethnic Studies Project

DIRECTOR: Dr. Leon Jick  
Brandeis University  
Waltham, Massachusetts 02154  
617-647-2656

CO-DIRECTOR: Dr. Barry Chazan

STAFF: Chazan, Associate Director

STATE AND LOCAL POLICY: Parochial and Private school programs do have policy of Ethnic Studies.

BIBLIOGRAPHIES: No response

FIELD TEST: Five school systems in the Boston area.

DEADLINES: Spring.- Experiential materials  
Field test  
Evaluation

OTHER PROJECTS: No response

UNIQUE ASPECT: No response

PROJECT AWARD: Buffalo Public Schools

CODE: BUFNYS

TITLE: Ethnic Heritage Curriculum Development

DIRECTOR: Ms. Marilyn L. Rosenblat  
Director of Curriculum, Evaluation and Development  
Room 721 City Hall  
Buffalo, New York 14202  
916-842-4613

CO-DIRECTOR:

STAFF:

STATE AND LOCAL POLICY: Indian Assistance Act ESAA  
Small LEA commitment from curriculum development.

BIBLIOGRAPHIES: No response

FIELD TEST: All materials to be tested by the following: K-6 -  
Teacher in-service and Resource Aide Program; 7-9 -  
Multi-disciplinary course being developed and taught  
in Pilot Middle School for grade 7 & 8 students;  
Grade 9-12 - Black Videotape Library to multi-ethnic  
and training and inservice.

DEADLINES: June 1975

OTHER PROJECTS: Indian Assistance Act

UNIQUE ASPECT: Curriculum material is immediately available for  
classroom use to any teacher wishing to participate  
in evaluating its impact on classroom instruction. C  
be expanded or modified with relative ease.

PROJECT AWARD: California State Department of Education

CODE: CALSED

TITLE: California Ethnic Heritage Program

DIRECTOR: Fred Gunskey - Acting Director  
721 Capitol Mall, Room 634  
Sacramento, California 95814  
916-445-9482

STAFF: Mrs. Pat Brown - Project Specialist  
Master teacher in multi-cultural

STATE AND LOCAL POLICY: School Code exists for Ethnic Studies -  
California Education Code, Article 33,  
Section 13344 (school staff in-service)

BIBLIOGRAPHIES: Will identify materials not in present use  
in standard bibliographies.

FIELD TEST: Teacher teams will be reviewing in classroom  
for evaluation and analysis.

DEADLINES: At end of January will have completed  
standardized instruments. Most reviews will  
be done by end of June. Writing of  
annotations will follow.

OTHER PROJECTS: Administration of teacher in-service  
training for multi-cultural program  
involving schools having at least 25%  
minorities (or approximately 450 school  
districts in California)..

UNIQUE ASPECT: Two regional groups of teacher teams at  
work screening and selecting curriculum  
materials and methods for K-6 instruction,  
articulating ethnic heritage studies with  
the regular curriculum (in all disciplines).



PROJECT AWARD: Charleston County School District

CODE: CHARLC

TITLE: The Ethnic History of South Carolina

DIRECTOR: Dr. Hunter Draper  
Social Studies Head  
3 Chisholm Street  
Charleston, South Carolina 24401  
803-782-8461

CO-DIRECTOR: Mrs. Elizabeth Alston  
3 Chisholm Street  
Charleston, South Carolina 24401

STAFF: Dr. Robert Ackerman - Ethnic History  
Dr. Lawrence Bryant - Ethnic History & Methodology  
Dr. A. V. Huff - Ethnic History

STATE AND LOCAL POLICY: No state legislation, appropriations, school code, state board policy or private and parochial school programs.

BIBLIOGRAPHIES: No bibliographies. Resource centers - Charleston County and Dart Libraries, Charleston Library Society, South Carolina Historical Society, South Carolinian Library.

FIELD TEST: 1970-1971 Syllabus to be used in Charleston County Middle Schools. Teacher in-service on Syllabus usage will be conducted.

DEADLINES: November/December 1974 - Plan and select supplementary materials. January/February/March 1975 - Instrument on South Carolina History Content. April/May 1975 - Field Test. June 1975 - Evaluation.

OTHER PROJECTS: United States Office of Education, Division of Library Programs, Research and Developmental Branch to Miriam B. Wilson, Foundation to develop library resources in the Field of Black Studies and to provide educational and research material with a wide application.

UNIQUE ASPECT: Encompasses ethnic participation of various individuals and groups.

PROJECT AWARD: Cleveland Board of Education  
Intercollegiate Curriculum Ethnic Studies

CODE: CLEVSC

TITLE: Cleveland Ethnic Heritage Studies Development Program

DIRECTOR: Dr. Karl Bonutti - Director of Research  
Cleveland State University  
Cleveland, Ohio 44119  
216-687-4531

CO-DIRECTOR: Gene Veronesi - Director of Curriculum  
8400 Schenley Avenue  
Cleveland, Ohio 44119  
216-696-2929 X381

STAFF: Ken Korach - Ethnic Communities  
David Weinberg - Ethnic History  
Walter Conte - Social Studies Curriculum  
Ellen Gambill - Literature/Languages

STATE AND LOCAL POLICY: No legislation or appropriations. Local school districts committed to implement Ethnic Heritage Study Act.

BIBLIOGRAPHIES: Presently developing an annotated bibliography of ethnic publications primarily related to Cleveland and Ohio.

FIELD TEST: April - field test materials in selected public and parochial Cleveland schools.

DEADLINES: April - Unit Testing. September 1975 - implementation of ethnic studies in public/parochial schools at Elementary, Junior High and High School.

OTHER PROJECTS:

UNIQUE ASPECT: Development of units to be integrated in existing curricula and development of resource materials for teachers.

PROJECT AWARD: Cuba Schools of New Mexico

CODE: CUBASC

TITLE: Cuba Schools Ethnic Heritage Studies

DIRECTOR: Carlos Atencio - Assistant Superintendent  
P.O. Box 68  
Cuba, New Mexico 87013  
505-289-3358

CO-DIRECTOR:

STAFF:

STATE AND LOCAL POLICY: Some enabling state legislation. No state appropriations. State Board policy does exist for Ethnic Education. No parochial and private school programs.

BIBLIOGRAPHIES: No response

FIELD TEST: No response

DEADLINES: No response

OTHER PROJECTS: No response

UNIQUE ASPECT: The development of video tape materials that include student/community people in the compilation of content as well as process.

PROJECT AWARD: City University of New York  
CODE: CUNY  
TITLE: Curriculum Development Program in Comparative Ethnic  
DIRECTOR: Moyibi J. Amoda  
Professor  
City College of the City University of New York  
138th and Convent Avenue  
New York, New York 10031  
212-621-7117  
CO-DIRECTOR: Paul Ritterband  
Associate Professor  
105 Goelhals Hall  
New York, New York 10031  
212-621-7117  
STAFF: Valasquez  
SKILLS: Puerto Rican History  
STATE AND LOCAL POLICY: No response  
BIBLIOGRAPHIES: Prospective annotations broken down for five ethnic  
FIELD TEST: No response  
DEADLINES: April for Bibliography and Research  
OTHER PROJECTS: No response  
UNIQUE ASPECT:

PROJECT AWARD:	Dilenowisco Education Cooperative
CODE:	DILENO
TITLE:	Dilenowisco Ethnic Heritage Program
DIRECTOR:	Linda Johnson 1032 Virginia Lane Norton, Virginia 24273 703-679-2180
CO-DIRECTOR:	
STAFF:	Tom Bledsoe - Curriculum Specialist Claude Bolling - Audio-Visual Design
STATE AND LOCAL POLICY:	No response
BIBLIOGRAPHIES:	To be developed
FIELD TEST:	Design materials to be tested within two schools which are a part of the cooperative.
DEADLINE:	No response
OTHER PROJECTS:	None
UNIQUE ASPECT:	Advisory Council

PROJECT AWARD: Duquesne University Tamburitzans

CODE: DUQUES

TITLE: Development of an Ethnic Heritage Studies Kit for Croatians

DIRECTOR: Walter W. Kolar  
1801 Boulevard of the Allies  
Pittsburgh, Pennsylvania 15219  
412-281-9192

CO-DIRECTOR: Nicholas Joroanoff

STAFF: Charles Gribble

SKILLS: Linguistics

STATE AND LOCAL POLICY: None

BIBLIOGRAPHIES: Developing own bibliographies on folk arts (public domain).

FIELD TEST: Teachers in-service, February 18 and 25 - Committee with Girl Scouts. April 14-18 - 5th graders from Pittsburgh and surrounding areas, week long project.

DEADLINES: Teachers in-service - February 18 and 25. Week long project - April 14-18.

OTHER PROJECTS: None (except Graduate program in folk arts).

UNIQUE ASPECT: Most of the materials of this specific area (Croatians), has never been compiled in any presentable form; deals strictly with folk arts as a living tradition.

PROJECT AWARD: Florida State University

CODE: FLASTU

TITLE: A Project in Intercultural Understanding  
Greek-Americans

DIRECTOR: Byron G. Massialas  
Professor, Science and Human Affairs Education  
Florida State University  
Tallahassee, Florida 32306  
904-644-5038

CO-DIRECTOR:

STAFF: Elena Nikolaïdi - Professor of Voice, Music, Voice Art  
of Greek and other ethnic groups.  
Panayiotis Lagos  
Migrations - Urban Settlement Patterns, Social Structure

STATE AND LOCAL POLICY: None

BIBLIOGRAPHIES: To be completed by Center for Migration Studies.

FIELD TEST: Will be field tested in Tallahassee Schools and in other  
parts of community where Greek ethnic-Americans live.

DEADLINES: Winter 1975 - Completion of three curriculum units to  
be field tested.

OTHER PROJECTS: No response

UNIQUE ASPECT: Brings in input of tremendous resources of ethnic groups  
in America. Provides for explanation, approval and  
optimization in the public school system curriculum.



PROJECT AWARD: Department of Scandanavian Studies  
Gustaves Adolphus College

CODE: GUSTAD

TITLE: Scandanavian Ethnic Heritage Studies

DIRECTOR: Roland Thorstensson  
Gustaves Adolphus College  
St. Peter, Minnesota 56082  
507-931-4300 X503

CO-DIRECTOR: Byron Nondstrom

STAFF: Linda Wallenberg

SKILLS: Languages

STATE AND LOCAL POLICIES: None - potential State Board policy

BIBLIOGRAPHIES: Primary and Secondary sources - Scandanavians in the  
United States. Emphasis on Resource Center directory  
and Field Experience directory.

FIELD TEST: Local schools may be drawn upon to test a variety of  
products. Also the Concordia College summer language  
camps will be a test vehicle.

DEADLINES: Resource materials - April, 1975  
Unit testing of limited models - May, 1975  
Field test of linguistic and experiential models - Aug.

OTHER PROJECTS: Ethnic Studies task force - Minneapolis  
Public Schools - Minnesota Ethnic Project - Educational  
Services Division, Minnesota Historical Society

UNIQUE ASPECT: We propose to deal equally with all Scandanavian groups  
in this region thus avoiding parochialism of other  
Scandanavian group proposals aimed at a single ethnic  
concentration.

PROJECT AWARD: Harvard University Press  
Harvard University

CODE: HARVDU

TITLE: Harvard Ethnic Encyclopedia - Stage I

DIRECTOR: Oscar Handlin  
Fellows of Harvard College  
Harvard University Press  
1350 Massachusetts Avenue  
Cambridge, Massachusetts 02138

CO-DIRECTOR: Ann Orluv  
Editor for Behavioral Sciences  
Harvard University Press

STAFF: Joseph Berton - Research Director, Historian,  
Linguist, Bibliographer  
Debby Beardsly - Administrative Secretary

STATE AND LOCAL POLICY: No response

BIBLIOGRAPHIES: Being developed.

FIELD TEST: Market research - consultation with interested  
parties and organizations.

DEADLINES:

OTHER PROJECTS:

UNIQUE ASPECT:

PROJECT AWARD: State Historical Society of Wisconsin  
CODE: HISTWI  
TITLE: Old World Wisconsin and Ethnic America  
DIRECTOR: Dr. Richard Zeitlin  
State Historical Society of Wisconsin  
816 State Street  
Madison, Wisconsin 53706  
608-262-6326  
STAFF: Michael Berry - Finnish language, Researcher  
Brian Beltman - German groups  
STATE AND LOCAL POLICY: None  
State contributes money to Old World Wisconsin Museum  
BIBLIOGRAPHIES: No response  
FIELD TEST: Workshops for teachers on how to use project material  
especially areas of the groups studied.  
DEADLINE: June 30, 1975  
OTHER PROJECTS: None  
UNIQUE ASPECT: No response

PROJECT AWARD: University of Illinois at Chicago Circle and  
Illinois Office of Education

CODE: ILUICC

TITLE: Illinois/Chicago Project for Inter-Ethnic  
Dimensions in Education

DIRECTOR: Edward V. Kolyczsko  
Department of Education - UICC  
P.O. Box 4348  
ECB - Room 3042  
Chicago, Illinois, 60680  
312-996-8591

CO-DIRECTOR: Joseph Frattaroli  
Illinois Office of Education  
188 W. Randolph  
Chicago, Illinois 60601  
312-793-3606

STAFF: Gerald Temaner - Media Productions  
Jane Buresh - History of Education  
Patricia McCulloch - Evaluation

STATE AND LOCAL POLICY: State School Code requires (History) teaching the  
Role and Contribution of Blacks and other Ethnic  
Groups - No appropriations or State Board Policy  
as yet. Private and Parochial school programs and  
modeled after state efforts.

BIBLIOGRAPHIES: No response

FIELD TEST: No response

DEADLINES: To 12/74 - Resource Collecting  
To 2/75 - Curriculum Development  
Spring 1975 - In-Service - Field Testing

OTHER PROJECTS: National Project in Ethnic America  
Midwest Project - American Jewish Committee  
National Opinion Center - University of Chicago

UNIQUE ASPECT: The substantive continuous involvement of ethnic  
communities in all areas of the project activities.

PROJECT AWARD: Indiana University at South Bend

CODE: INDFND

TITLE: Ethnic Heritage Studies Program

DIRECTOR: Dr. Richmond Calvin  
Director of Ethnic Heritage  
1825 Northside Blvd.  
Bloomington, Indiana 47401  
219-237-4391

CO-DIRECTOR: Donna Golluick  
South Bend, Indiana 46615

STAFF: Karen Rasmussen - Western European History

STATE AND LOCAL POLICY: In Indiana Department of Education they have had a Department of Ethnic Studies in existence for one year. (Janet Bell - Director)

BIBLIOGRAPHIES: Developing one bibliography for project based upon bibliographies in existence.

FIELD TEST: Yes. In Social Studies during the last 9 weeks of school in grades 9-12 and grades 3-6. Would provide for teachers involvement in field test process.

DEADLINES: End of January - bibliography ready for publication.  
February 28th - Ethnic Resource booklet completed.  
Field testing last nine weeks of school.

OTHER PROJECTS: Indiana University has multi-cultural program and also State's Ethnic Studies Department.

UNIQUE ASPECT: Ethnic Resource Booklet designed for teacher use including resource persons; learning package will be developed and tested by teachers.

PROJECT AWARD: Japanese American Citizens League

CODE: JACL

TITLE: Analysis of Curricular Materials in Social Science Pertaining to Japanese Americans

DIRECTOR: Patricia J. Nakano  
22 Peace Plaza, Suite 203  
San Francisco, California 94133  
415-563-3203

CO-DIRECTOR: Roy Hirabayshi

STAFF:

STATE AND LOCAL POLICY: In-service training for teachers, State Education Code, Article 3.3. Also provisions in the Code that curriculum must contain the role and contributions of the various ethnic groups.

BIBLIOGRAPHIES: California Statewide

FIELD TEST: San Mateo and Los Angeles School Districts in conjunction with the State Department of Education.

DEADLINES: First compendium - January 1975  
Second compendium - March 1975

OTHER PROJECTS: All programs ethnically oriented.

UNIQUE ASPECT: Incorporation of ethnic heritage into the total instructional program; potential impact in changing pre-service for teachers and adding an in-service program.

PROJECT AWARD: Kirkwood Community College

CODE: KIRKCC

TITLE: Czech Ethnic Heritage Studies

DIRECTOR: Florence Masters  
6301 Kirkwood Blvd. N.W.  
Cedar Rapids, Iowa 52406  
319-398-5565

CO-DIRECTOR:

STAFF:

STATE AND LOCAL POLICY: None

BIBLIOGRAPHIES: No response

FIELD TEST: Pilot program in High School in Spring 1975.  
Field Testing in High School and Community College  
in Fall 1975.

DEADLINE: June 30 - 100 hours instruction.

OTHER PROJECTS:

UNIQUE ASPECT: Complete teaching and learning kit. Interdisciplinary  
individualized models.



PROJECT AWARD: University of Scranton, Kings College  
CODE: KNGSCR  
TITLE: Ethnic Minorities in Northeastern Pennsylvania  
DIRECTOR: Dr. Michael D. DeMichele  
Professor of History  
University of Scranton  
Scranton, Pennsylvania 18510  
717-347-3321 X215  
CO-DIRECTOR: Dr. John L. Earl  
University of Scranton  
STAFF: Numerous people from the community.  
STATE AND LOCAL POLICY: None  
BIBLIOGRAPHIES: Ethnic Bibliography of Pennsylvania  
John Bodnar Publisher  
Pennsylvania Historical and Museum Commission  
FIELD TEST: Feedback from current usage at several levels.  
DEADLINES: Summer 1975  
OTHER PROJECTS: None  
UNIQUE ASPECT: Grass roots ethnic direction to curriculum and  
theoretical developments: Role of the local ethnic  
community in the educational process.

PROJECT AWARD:	Mankato State College
CODE:	MANKAT
TITLE:	A Model Program in Multi-Ethnic Heritage Studies
DIRECTOR:	Michael Fagin Assistant Professor - Minority Studies Mankato State College Mankato, Minnesota 56001 507-395-6509
CO-DIRECTOR:	Harry Huy DeMarc
STAFF:	Glenn White
SKILLS:	Curriculum Development
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	No response
FIELD TEST:	Elementary and Secondary Schools will be used as test stations.
TEACHINGS:	Testing in classroom K-6 and college level. Review by curriculum specialist - State Department of Education. Review by curriculum committee of project.
DEADLINES:	No response
OTHER PROJECTS:	No response
UNIQUE ASPECT:	A multi-ethnic approach to total education.

PROJECT AWARD: National Education Association  
New Jersey Educational Association

CODE: NEANJ

TITLE: NEA/NJEA - Multi-Ethnic Heritage Institute

DIRECTOR: Donald Shire  
NEA Headquarters  
202-833-4000

CO-DIRECTOR: Donald McNeely  
NJEA Headquarters  
202-609-1599

STAFF: Murray Shereshevsky - Project Coordinator  
Curriculum and Social Science, Urban Science  
609-599-4561 X52 (office)  
201-233-6928 (home)

Christine Kirk - Researcher

STATE AND LOCAL POLICY: No response

BIBLIOGRAPHIES: In preparation

FIELD TEST: General curriculum model reviewed with  
consultors, teachers, local groups. Field  
testing of developed curriculum at local  
level in classrooms.

BEADLINES: March 15 - field testing completed. Results  
to be reviewed.

OTHER PROJECTS: No response

UNIQUE ASPECT: One of the few projects which involves teachers  
and community at the developmental process  
level. Distributed through Association to  
get into schools as opposed to through  
superintendents.

PROJECT AWARD: New York State Education Department

CODE: NYSTED

TITLE: Italo-American Curriculum Studies (K-12)

DIRECTOR: Dr. Josephine Danna  
Bureau of Social Studies  
N.Y.S. Education Department  
Washington Avenue  
Albany, New York 12224  
518-474-1460

STAFF: Jacob Hotchkiss

SKILLS: Social Studies Education - Media

STATE AND LOCAL POLICY: None  
State Board Policy-- Regents Postion Paper

BIBLIOGRAPHIES: No

FIELD TEST: Materials will be fed to schools for feedback and  
will then be redesigned.

DEADLINES: Planning to - 12/1/74  
Data Collection to - 3/1/75  
Curriculum Design to - 3/15/75  
Workshop and Preparation of Material to - 5/1/75  
Workshops to - 4/1/74 to 5/31/75  
Revisions to - 6/30/75

OTHER PROJECTS: None

UNIQUE ASPECT: A cross-cultural comparison of fieldwork data  
(anthropological) from two Italian Communities, one  
in South Italy and the other in New York State.

PROJECT AWARD: Center for Urban Education - Oregon

CODE: OREGED

TITLE: Increasing the Understanding of Multi-Ethnic Heritage.

DIRECTOR: Kent Layden  
Associate Director of CUE  
245 S.W. Bancroft St.  
Portland, Oregon 97201  
503-224-1144

CO-DIRECTOR:

STAFF:

STATE AND LOCAL POLICY: None  
School Code - expressed as cultural appreciation through human activities.

BIBLIOGRAPHIES: Reviewing local research on ethnic groups in Portland. Will produce overview of this literature as it affects our project focus.

FIELD TEST: Materials developed will be piloted in two school systems in Portland area (Public School of Portland - 2 classrooms, Beaverton Public Schools - 1 classroom - suburban). Materials will be revised subsequent to pilot study, teacher review panel and Advisory Council review. Revised materials will be field tested in selected and representative sample will be drawn.

DEADLINES: Simulation/game - May 1975 - prototype by February.

OTHER PROJECTS: Portland Office of Neighborhood Associations.

UNIQUE ASPECT: That we are devising interactive processes beginning with classroom activity which lead learners of whatever age (beyond Junior High School) into the community to investigate ethnicity themselves.

PROJECT AWARD: Rhode Island State Department of Education

CODE: RHISED

TITLE: The Rhode Island Ethnic Heritage Studies Program

DIRECTOR: Dr. Charles Mojkowski  
Coordinator, Ethnic Heritage Studies  
Rhode Island Department of Education  
Room 220, 22 Hayes Street  
Providence, Rhode Island 02908

STAFF: None

STATE AND LOCAL POLICY: None

BIBLIOGRAPHIES: One subproject is developing bibliographies of newspapers available in the New England area relating to the ethnic experience (primary concentration on Portuguese and French). Rhode Island College Ethnic Studies Program has over the last three years developed rather extensive bibliographies which will be used by the project and its clients.

FIELD TEST: Field testing will take place over an extended period of time of the materials being developed by the various subprojects. Rhode Island College has prepared three curriculum kits which will be field tested by the middle of March in three school systems in Rhode Island in half a dozen junior high or middle schools with primary focus in history and social studies. The language materials being prepared by the University of Rhode Island will not be ready for field testing until this fall. The two curriculum kits (Portuguese and Spanish) developed by the Providence School System for grades 2-6 will hopefully be field tested in the school system before the end of the project.

DEADLINES: Field testing of one portion of project by middle of March.

OTHER PROJECTS: No, with the exception of Rhode Island College's work on ethnic studies over the last three years, developing active community group participation, building archives, and developing curriculum units.

UNIQUE ASPECT: A cooperating and comprehensive attempt to do one program for the whole state joining various institutions of education or ethnic groups in a joint venture.

PROJECT AWARD:	Rutgers Graduate School of Education
CODE:	RUTGER
TITLE:	Institute for Ethnic and Intercultural Understanding
DIRECTOR:	Dr. E. C. Condon Associate Professor of Language Education Rutgers Graduate School of Education 10 Seminary Place New Brunswick, New Jersey 08903 201-247-3485
STAFF:	Dr. Carmen Ross
SKILLS:	Intercultural Relations and Ethnic Studies Education
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	In preparation
FIELD TEST:	All instructional materials to be field tested in last school quarter by teachers of cooperating schools trained in program. Reaction sheet and advisory groups also to evaluate.
MAJOR DEADLINES:	No response
OTHER MAJOR PROJECTS:	None
UNIQUE ASPECT:	Its support of cultural pluralism in the United States as implemented by Federal legislation.

PROJECT AWARD: South Dakota State Department of Education  
CODE: SDAKED  
TITLE: Indian Ethnic Heritage Curriculum Development Project  
DIRECTOR: Josie White Eagle  
Director of Indian Education  
State Capitol  
Pierre, South Dakota 57501  
STAFF: Phil Uik  
SKILLS: Curriculum development, values clarification,  
human relations training.  
STATE AND LOCAL POLICY: None  
BIBLIOGRAPHIES: No response  
FIELD TEST: Will field test in 12 school districts. Each  
school has a project coordinator.  
DEADLINES:  
OTHE PROJECTS: No response  
UNIQUE ASPECT: No response



PROJECT AWARD: Southwest Educational Development Laboratory

CODE: SEDLAB

TITLE: Ethnic Heritage Studies Program: Czechs, Germans and Poles in Texas

DIRECTOR: Dr. Preston Kronkosky  
8101 Hillrise Drive  
Austin, Texas 78759  
512-345-2062

STAFF: Dr. Jan L. Perkowski

SKILLS: Slavic Languages and Literature

STATE AND LOCAL POLICY: State has legislation for bilingual and bicultural education. Public school goals knowledge of the art, music, literature, drama and other culturally related forms of various cultural groups and their contributions.

BIBLIOGRAPHIES: No response

FIELD TEST: Design to include formative feedback from classroom teachers regarding the materials and activities at the unit level. Also assessment of the affective and cognitive changes in pupils resulting from exposure to the Texas Heritage Units.

DEADLINE: No response

OTHER PROJECTS: No response

UNIQUE ASPECT: No response

PROJECT AWARD: Southeast Michigan Regional Ethnic Heritage Studies Center

CODE: SEMICH

TITLE: Development of An Ethnic Heritage Studies Program in Southeast Michigan

DIRECTOR: Otto Feinstein  
71 E. Ferry  
Detroit, Michigan 48202  
313-872-2225

CO-DIRECTOR: Wynni DeWitt

STAFF: Foster Brown

STATE AND LOCAL POLICY: None. Catholic Archdiocese has some funds for Ethnic Studies.

BIBLIOGRAPHIES: Annotated bibliography of materials in the core libraries of the Resource Centers.  
Review of existing materials used in schools.

FIELD TEST: In the second stage of the Resource Center training program, we propose developing the teachers curriculum materials to be tested by them in their classrooms.

DEADLINES: No response

OTHER PROJECTS: No response

UNIQUE ASPECT: The development of a network of Resource Centers located in 16 major educational institutions in Metropolitan Detroit which will hopefully provide the base for institutionalization of ethnic studies programs in schools.

PROJECT AWARD: Department of Theatre - Southern Illinois University  
CODE: SIU  
TITLE: Drams and Theatre Heritage of Baltic-American Youth  
DIRECTOR: Alfred Straumanis  
Professor of Theatre  
SIU - Department of Theatre  
Carbondale, Illinois 62901  
618-453-5741  
STAFF: Andre Sedries  
SKILLS: Translator  
STATE AND LOCAL POLICY: School State Code requires teaching the Role and  
Contribution of Blacks and other Ethnic groups.  
No appropriations.  
BIBLIOGRAPHIES: Baltic Drama (annotated)  
FIELD TEST: Products will be field tested in the form of a  
performance of one of the translated plays.  
DEADLINES: 2/15/75 - History of Baltic Drama  
3/30/75 - Essays related to plays in first volume  
5/30/75 - First Volume of Baltic Plays  
OTHER PROJECTS: No response  
UNIQUE ASPECT: Preparation of materials useable for producing  
curriculum materials.

PROJECT AWARD: Social Science Education Consortium Inc.

CODE: SSEC

TITLE: Analysis and Dissemination of Ethnic Heritage Studies Curriculum Materials

DIRECTOR: Irving Morrisett  
855 Broadway  
Boulder, Colorado 80301  
303-492-8155

STAFF: Edith King - Materials Analysis  
Robert Watford - Social Studies Curriculum  
James Giese - History Minority Groups

STATE AND LOCAL POLICY: No response

BIBLIOGRAPHIES: Are developing annotative bibliographies of social studies, social science curriculum materials K-12 as well as annotated bibliographies of student and teacher resource materials.

FIELD TEST: Teachers will field test resource kits, evaluate and present feedback. Kits will be revised. Special persons will be trained in the use of kits.

DEADLINES: Collection of materials - 10/1/74  
Analysis of materials - 12/1/74  
Development of Resource Kits - 3/1/75  
Field Test of Kits - 2/1/75  
Revise and production - 6/3/75

OTHER PROJECTS: No response

UNIQUE ASPECT: Its comprehensiveness. The development and applying of a system for analysis of the ethnic heritage content and educational soundness of curriculum materials.

PROJECT AWARD:	University of Connecticut
CODE:	UCONNT
TITLE:	The Peoples of Connecticut
DIRECTOR:	William D'Antonio Professor of Sociology University of Connecticut Storrs, Connecticut 06268 - 203-486-4422
CO-DIRECTOR:	Fred Grupp
STAFF:	Harold Abramson - Ethnicity and Religion Matt Magda - Oral History Archivist
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	None yet
FIELD TEST:	Being developed
DEADLINES:	Curriculum packages starting in April.
OTHER PROJECTS:	None
UNIQUE ASPECT:	Our attempt to establish a Social Science equivalent of Agrio-Extension Model in Connecticut cities, "beginning with extensive contacts with ethnic groups and making them aware of the ways in which university personnel and knowledge may be helpful to them.

PROJECT AWARD:	University of Hawaii
CODE:	UHAWAI
TITLE:	Ethnic Resource Center for the Pacific
DIRECTOR:	Melvin Ezer, Professor of Education College of Education University of Hawaii Honolulu, Hawaii 96821 808-373-9294
STAFF:	Robin Lee
SKILLS:	Media Specialist
STATE AND LOCAL POLICY:	None
BIBLIOGRAPHIES:	No response
FIELD TEST:	Teacher evaluation of new materials.
DEADLINE:	No response
OTHER PROJECTS:	No response
UNIQUE ASPECT:	Its multi-ethnic/multi-racial staff thrust and staff.

PROJECT AWARD:	Washington University
CODE:	WASHU
TITLE:	Ethnic Heritage in Urban Neighborhoods
DIRECTOR:	Sandra Schoenberg Social Science Institute Washington University St. Louis, Missouri 63130 314-726-3406
CO-DIRECTOR:	Marvin Cummins - Associate Director
STAFF:	Carolyn Toft - Research Director - History and Urban Studies Marvin Cummins - Sociologist, Public Policy William Harrison - Urban History Roger Takes - Curriculum
STATE AND LOCAL POLICY:	No response
BIBLIOGRAPHIES:	Bibliographies of Ethnic Materials on St. Louis.
FIELD TEST:	No response
DEADLINES:	Slides/tapes - April 15 Booklets - June
OTHER PROJECTS:	Social Studies Project, Education Department, Washington University
UNIQUE ASPECT:	The urban neighborhood base

TITLE IX ETHNIC HERITAGE PROJECT CODES

AFRIMU	Frederick Douglass Museum of African Art
ALABED	Alabama Center for Higher Education
ALASKS	Alaska State Operated Schools
ANTIDF	Anti-Defamation League of B'nai B'rith
BAKERC	Bakersfield College
BOSCHM	Children's Museum
BRNDIS	Brandeis University
BUFNYS	New York State University College @ Buffalo/Buffalo City School District
CALSEE	California State Department of Education
CHARLC	Charleston County School District
CLEVSC	Cleveland Public Schools
CUBASC	Cuba Independent Schools
CUNY	City College of the City University of New York
DILENO	Dilenowisco Educational Cooperative
DUQUES	Duquesne University Tamburitzans
FLASTU	Florida State University
GUSTAD	Gustavus Adolphus College
HARVDU	Harvard University
HISTWI	State Historical Society of Wisconsin
ILUICC	State of Illinois/University of Illinois at Chicago Circle
INDFND	Indiana University Foundation
JACL	Japanese American Citizens League
KIRKCC	Kirkwood Community College
KNGSCR	King's College/University of Scranton
MANKAT	Mankato State College
NEANJ	National Education Association/New Jersey Educational Association
NYSTED	New York State Education Department
OREGED	Center for Urban Education-Oregon
RHISED	Rhode Island Department of Education
RUTGER	Rutgers University
SDAKED	South Dakota Department of Education and Cultural Affairs
SEDLAB	Southwest Educational Development Laboratory
SEMICH	Southeast Michigan Regional Ethnic Heritage Studies Center
SIU	Southern Illinois University
SSEC	Social Science Education Consortium
UCONNT	University of Connecticut
UHAWAI	University of Hawaii
WASHU	Washington University



## PROJECT GOALS AND OBJECTIVES

# RATINGS OF GOALS AND OBJECTIVES

## Introduction

The second part of the questionnaire administered to Project Directors contained a list of 28 objectives of the projects. The director was asked how important each of the twenty-eight goals or objectives was to the project. They were to respond on a scale ranging from Major importance (4) to Not at all important (1). The results from the 40 project directors were then factor analyzed to group these objectives into various clusters. All together seven clusters or types of items were identified.

As a brief way of summarizing some of the data on the objectives, we present in the following table the relative importance of secondary resources as opposed to primary resources for each project as indicated by the Project Directors' ratings of these objectives. This indicates in a general way the stress placed by different projects on two clusters of goals:

### Cluster I -- Focus on Secondary Resources, Bibliographies, Units and Centers

1. Making bibliographies or indexes of secondary sources.
2. Producing curriculum units or modules.
3. Establishing a single resource center.
4. Establishing a network of resource centers.

### Cluster II -- Focus on Primary Resources and Neighborhoods

1. In-depth ethnographic studies of a particular neighborhood or neighborhoods.
2. Collecting primary sources (e.g., oral histories, diaries, artifacts)
3. Collecting secondary sources (e.g., books, pamphlets)
4. Making bibliographies or indexes of primary sources.

Nearly all projects attributed importance to ethnic group influence on the project, student attitudinal changes, appreciation of cultural pluralism as well as individual ethnic group contributions, and the input of educational personnel. It was the two clusters listed above that seemed to represent a real difference in emphases.

FOR IDENTIFICATION OF THE PROJECT CODES, REFER TO PAGE 42.

## SUMMARY OF PROJECT OBJECTIVES

### Relative Stress on Secondary Bibliographies, Units and Resource Centers Versus Primary Resources in Neighborhood Context

#### Greater Stress on Cluster I (Secondary Bibliographies, Units and Resource Centers)

AFRIMU  
ANTIDF  
BUFNYS  
CLEVSC  
CUNY  
DUQUES  
KIRKCC  
MANKAT  
OREGED  
RHISED.  
SEDLAB  
SEMICH  
SSEC  
UHAWAI

#### Greater Stress on Cluster II (Primary Resources, Neighborhood Ethnography)

ALASKS  
BAKERC  
BRNDIS  
CUBASC  
DILENO  
FLASTU  
GUSTAD  
HARVDU  
HISTWI  
ILUICC  
JACL  
NEANJ  
NYSTED  
SIU  
WASHU

Other projects gave approximately equal emphasis to each cluster, with the exception of CALSED and CHARLC which had missing data.

## PROJECT SCOPE

# PROJECT SCOPE OF ACTIVITIES

## Introduction

The third portion of the questionnaire dealt with forms of evaluation, projected activities in terms of grade level, curriculum models, media materials, areas of development, personnel and materials development, and ethnic groups to be studied. Additionally, the project directors were asked to indicate the degree to which ethnic and community groups would be involved in their project.

The following points should assist you in reviewing this portion of the analysis:

1. For the purpose of brevity, several of the response areas were grouped together inasmuch as they were quite similar in meaning. These are:
  - (a) curriculum and resource evaluation;
  - (b) higher education to include university and doctoral program, and adult education to include pre-service of teachers; and
  - (c) community and ethnic group leaders.
2. Directions for use of this section of the analysis:
  - To find projects developing media materials. . .
    - (a) Look on page 48 to find Category IV, Media Material Development.
    - (b) Media Material Development is to be found on pages 54 and 55.
    - (c) Turn to pages 54 and 55 to note projects proposing development of the various media materials.
    - (d) Use project code sheet, page 42, and project description sheets to further identify these projects.
  - More specifically:

Which projects are developing media materials for blacks, grades K-6?

An example would be AFKIMU, which is supported by the data shown on pages 51 and 52, Curriculum Materials Development; pages 54 and 55, Media Material Development; and pages 60 and 61, Ethnic Groups to be Studied.

FOR IDENTIFICATION OF THE PROJECT CODES, REFER TO PAGE 42. In reviewing this Section of the analysis, you may also wish to consider the questionnaire included at the back of the study for the type of questions posed.

# INDEX

PAGE

I.	Evaluation Form. . . . .	50
	A. Advisory Council Observations	
	B. Cognitive Outcomes	
	C. Attitudinal Outcomes	
	D. Curriculum Evaluation	
II.	Curriculum Materials Development . . . . .	51
	A. K-6	
	B. 7-9	
	C. 10-12	
	D. Junior College	
	E. Higher Education	
	F. Adult Education	
III.	Curriculum Models Used . . . . .	53
	A. Conceptual/master Theme	
	B. Integrated	
	C. Multi-discipline	
IV.	Media Material Development . . . . .	54
	A. Slides	
	B. Films	
	C. Video-tape	
	D. Cassettes	
V.	Areas of Development . . . . .	56
	A. History	
	B. Social Studies	
	C. Language Arts	
	D. Music/Art	
	E. Drama	
	F. Other	
VI.	Personnel/Materials Development. . . . .	58
	A. Teacher pre-service	
	B. Teacher in-service/use of materials	
	C. Teacher Attitude Change	
	D. Communal/Ethnic Leaders	
VII.	Ethnic Groups to be Studied. . . . .	60
	A. Blacks	
	B. Latinos (Chicano/Mexican)	
	C. German	
	D. Polish	
	E. Italian	
	F. Serbian	
	G. Greek	
	H. Native American	

## INDEX

PAGE

I. Japanese	
J. Chinese	
K. Other	
VIII. Ethnic and Community Group Participation. . . . .	62
A. Major decision-making	
B. Preparation of materials	
C. Pro-forma Involvement	
D. Selection of Ethnic Groups for Study	
E. Selection of Project Personnel	
F. Other	

# I. EVALUATION FORM

D. Curriculum/Resource Evaluation

C. Attitudinal Outcomes

B. Cognitive Outcomes

A. Advisory Council

AFRIMJ  
BAKERC  
BOSCHM  
BRNDIS  
CLEVSC  
CUNY  
DILENO  
DUQUES  
FLASTU  
HARVDU  
ILUICC  
INDFND  
JACL  
KNGSCR  
MANKAT  
OREGED  
RHISED  
RUTGER  
SDAKED  
SEDLAB  
SEMICH  
SSEC  
UCONNT

ALABED  
BAKERC  
BOSCHM  
BUFNYS  
CHARLC  
CUBASC  
DUQUES  
FLASTU  
ILUICC  
INDFND  
JACL  
KNGSCR  
MANKAT  
OREGED  
SEDLAB  
SEMICH  
UHAWAI

BAKERC  
CUBASC  
CLEVSC  
DUQUES  
FLASTU  
HISTMI  
ILUICC  
INDFND  
JACL  
KIRKCC  
OREGED  
RHISED  
RUTGER  
SEDLAB  
SIU  
UHAWAI

AFRIMJ  
ALASKS  
BAKERC  
BOSCHM  
CHARLC  
CLEVSC  
CUBASC  
DILENO  
DUQUES  
FLASTU  
GUSTAD  
HARVDU  
HISTMI  
ILUICC  
JACL  
KIRKCC  
KNGSCR  
MANKAT  
NEANJ  
OREGED  
RHISED  
RUTGER  
SDAKED  
SEMICH  
SIU  
UCONNT  
WASHU



## II. CURRICULUM MATERIALS DEVELOPMENT

A. K-6			B. 7-9			C. 10-12		
Major	Minor	Existing	Major	Minor	Existing	Major	Minor	Existing
AFRIMU	ANTIDF	BOSCHM	AFRIMU	ANTIDF	CHARLC	AFRIMU	ANTIDF	CLEVSC
ALABED	CUBASC	CALSED	BOSCHM	CUBASC	CLEVSC	ALABED	CUBASC	CUBASC
BOSCHM	KIRKCC	CLEVSC	BRNDIS	CUNY	CUBASC	ALASKS	RHISED	INDFND
BRNDIS	KNGSCR	CUBASC	BUFNYS	NEANJ	DILENO	BAKERC	SDAKED	KIRKCC
BUFNYS	SIU	INDFND	CHARLC	SDAKED	INDFND	BOSCHM	UHAWAI	
CLEVSC	UCONNT	JACL	CLEVSC	UHAWAI	KIRKCC	BRNDIS	WASHU	
DUQUES	UHAWAI		DILENO		MANKAT	BUFNYS		
HISTWI			FLASTU			CLEVSC		
ILUICC			GUSTAD			CUNY		
NYSTED			ILUICC			DILENO		
RHISED			KIRKCC			FLASTU		
SDAKED			KNGSCR			GUSTAD		
SEDLAB			NEANJ			HARVDU		
SIU			NYSTED			KIRKCC		
			OREGED			KNGSCR		
			RUTGER			NYSTED		
			SIU			OREGED		
			UCONNT			RUTGER		
						SIU		
						UCONNT		

D. Junior College			E. Higher Education			F. Adult Education		
Major	Minor	Existing	Major	Minor	Existing	Major	Minor	Existing
ALABED	AFRIMU	KIRKCC	ANTIDF	AFRIMU	CUBASC	ALABED	AFRIMU	KIRKCC
BAKERC	RHISED		BAKERC	CUBASC	DILENO	BOSCHM	GUSTAD	
BOSCHM	SIU		BOSCHM	RHISED	INDFND	DILENO	KNGSCR	
CUNY	UCONNT		CUNY		KIRKCC	HARVDU	UCONNT	
GUSTAD			DUQUES		MANKAT	KIRKCC		
HARVDU			FLASTU			ILUICC		
KIRKCC			GUSTAD			OREGED		
KNGSCR			HARVDU					
OREGED			ILUICC					
			KIRKCC					
			KNGSCR					
			OREGED					
			RUTGER					
			SIU					
			SSEC					
			UCONNT					
			WASHU					

### III. CURRICULUM MODELS USED<sup>1</sup>

A. Conceptual/Master Theme			B. Integrated			C. Multi-discipline		
Major	Minor	Existing	Major	Minor	Existing	Major	Minor	Existing
BOSCHM	CUBASC	ANTIDF	AFRIMU	NEANJ	ANTIDF	BAKER	NEANJ	ANTIDF
BRNDIS		CLEVSC	ALABED		BUFNYS	BOSCHM	RHISED	BOSCHM
CLEVSC		CUBASC	ALASKS		CLEVSC	BRNDIS		BUFNYS
GUSTAD		MANKAT	BRNDIS		MANKAT	CLEVSC		CLEVSC
ILUICC			CLEVSC			CUNY		DILENO
JACL			FLASTU			DUQUES		ILUICC
KIRKCC			GUSTAD			FLASTU		
KNKSCR			ILUICC			GUSTAD		
NYSTED			JACL			HARVDU		
RUTGER			KNKSCR			KIRKCC		
SIU			MANKAT			KNKSCR		
UCONNT			NEANJ			NEANJ		
WASHU			NYSTED			OREGED		
			OREGED			RUTGER		
			RHISED			SEDLAB		
			RUTGER			UHAWAI		
			SDAKED					
			SEDLAB					
			UCONNT					
			UHAWAI					

<sup>1</sup>RUTGER will use a variety of the 3 models.

# IV. MEDIA MATERIAL DEVELOPMENT

A. Slides			B. Films			C. Video-tape		
Major	Minor	Existing	Major	Minor	Existing	Major	Minor	Existing
AFRIMU	CLEVSC	ANTIDF	AFRIMU	CLEVSC	ANTIDF	AFRIMU	CLEVSC	ALABED
BAKERC	WASHU	BOSCHM	ALASKS		BOSCHM	ALASKS	CUBASC	BUFNYS
BRNDIS		DILENO	BRNDIS		DILENO	ANTIDF	RHISED	CUBASC
DILENO		HISTWI	DILENO		HISTWI	BAKERC	SIU	DILENO
DUQUES		ILUICC	DUQUES		ILUICC	BRNDIS		HISTWI
FLASTU		KIRKCC	FLASTU		MANKAT	DILENO		ILUICC
GUSTAD		MANKAT	ILUICC		SDAKED	DUQUES		SEMICH
ILUICC		SDAKED	KNGSCR		SEDLAB	FLASTU		
KIRKCC		SEDLAB	NYSTED			ILUICC		
KNGSCR		SEMICH	OREGED			KIRKCC		
NYSTED			RHISED			KNGSCR		
OREGED			UCONNT			NYSTED		
RHISED			UHAWAI			OREGED		
UCONNT						UCONNT		
UHAWAI								

# IV. MEDIA MATERIAL DEVELOPMENT continued

## D. Cassettes

Major	Minor	Existing
BAKERC	CLEVSC	BOSCHM
BRNDIS	WASHU	DILENO
DILENO		HISTWI
DUQUES		SDAKED
FLASTU		SEDLAB
GUSTAD		SEMICH
KIRKCC		
KNGSCR		
NYSTED		
OREGED		
RHISED		
UCONNT		
UHAWAI		

# V. AREAS OF DEVELOPMENT

A. History			B. Social Studies			C. Language Arts		
Major	Minor	Existing	Major	Minor	Existing	Major	Minor	Existing
AFRIMU	CUBASC	BOSCHM	AFRIMU	CUBASC	BOSCHM	AFRIMU	KNGSCR	BOSCHM
ALABED	NEANJ	CHARLC	ALABED	NEANJ	CHARLC	ALABED	NEANJ	DILENO
ALASKS	SDAKED	CUBASC	ALASKS	WASHU	CUBASC	BAKERC	NYSTED	ILUICC
ANTIDF		DILENO	ANTIDF		DILENO	BUFNYS	SDAKED	INDFND
BAKERC		ILUICC	BAKERC		ILUICC	CLEVSC	UCONNT	KIRKCC
BOSCHM		KIRKCC	BOSCHM		INDFND	DILENO		MANKAT
BRNDIS		MANKAT	BRNDIS		JACL	FLASTU		SEDLAB
CLEVSC		SEDLAB	BUFNYS		KIRKCC	GUSTAD		
CUNY			CLEVSC		MANKAT	ILUICC		
DILENO			DILENO		SEDLAB	KIRKCC		
FLASTU			DUQUES			NEANJ		
GUSTAD			FLASTU			RHISED		
HISTWI			GUSTAD			SIU		
ILUICC			HISTWI			UHAWAI		
KIRKCC			ILUICC					
KNGSCR			KIRKCC					
NEANJ			KNGSCR					
NYSTED			NEANJ					
RHISED			NYSTED					
SEDLAB			OREGED					
SIU			RHISED					
UCONNT			RUTGER					
UHAWAI			SDAKED					
			SEDLAB					
			SIU					
			SSEC					
			UCONNT					
			UHAWAI					

# V. AREAS OF DEVELOPMENT continued

D. Music/Art			E. Drama			F. Other		
Major	Minor	Existing	Major	Minor	Existing	Major	Minor	Existing
AFRIMU	CUBASC	BOSCHM	AFRIMU	CUBASC	CUBASC			
ALABED	HISTWI	CUBASC	BUFNYS	GUSTAD	KIRKCC			
BAKERC	ILUICC	DILENO	FLASTU	NEANJ	SIU			
BUFNYS	NEANJ	HISTWI	KIRKCC	NYSTED				
CLEVSC	NYSTED	ILUICC	KNGSCR	SDAKED				
DILENO	SDAKED	KIRKCC	NEANJ					
DUQUES	UCONNT	MANKAT						
FLASTU		SEDLAB						
GUSTAD								
ILUICC								
KIRKCC								
KNGSCR								
NEANJ								
RHISED								
UHAWAI								

(Note: Only two others named:  
ethnic studies and home economics)

# VI. PERSONNEL/MATERIALS DEVELOPMENT

A. Teacher Pre-Service			B. Teacher In-Service/Use of Materials			C. Teacher Attitude Change		
Major	Minor	Existing	Major	Minor	Existing	Major	Minor	Existing
ANTIDF	HARVDU	BOSCHM	AFRIMU	CUBASC	ALABED	ANTIDF	HARVDU	BOSCHM
BAKERC	ILUICC	INDFND	ALASKS	HARVDU	BOSCHM	BAKERC	NEANJ	BUFNYS
CUNY	JACL	MANKAT	ANTIDF	JACL	BUFNYS	BOSCHM	SEDLAB	INDFND
DUQUES	UCONNT	UHAWAI	BAKERC	NEANJ	CHARLC	BRNDIS	UCONNT	
FLASTU			BOSCHM	NYSTED	CUBASC	BUFNYS		
GUSTAD			BRNDIS		INDFND	CHARLC		
KNGSCR			BUFNYS		UHAWAI	CUNY		
OREGED			CUNY			ILUICC		
RUTGER			DILENO			KIRKCC		
SEDLAB			DUQUES			KNGSCR		
SEMICH			FLASTU			NEANJ		
SIU			GUSTAD			NYSTED		
SSEC			HISTWI			OREGED		
			ILUICC			RHISED		
			KIRKCC			RUTGER		
			KNGSCR			SEMICH		
			MANKAT					
			NEANJ					
			CREGED					
			RHISED					
			RUTGER					
			SDAKED					
			SEDLAB					
			SEMICH					
			SIU					
			SSEC					
			UCONNT					



VI. PERSONNEL/MATERIALS DEVELOPMENT continued

D. Communal/Ethnic Leaders

Major	Minor	Existing
BOSCHM	CUBASC	BOSCHM
DUQUES	HARVDU	CHARLC.
FLASTU	NEANJ	CUBASC
KNGSCR		INDFRD
NEANJ		
OREGED		
RUTGER		
SIU		
UCONNT		
WASHU		

# VII. ETHNIC GROUPS TO BE STUDIED<sup>1</sup>

A. Blacks	B. Latinos <sup>2</sup>	C. German	D. Polish	E. Italian	F. Serbian <sup>3</sup>	G. Greek
AFRIMU ALABED ANTIDF BUFNYS CALSED CHARLC CLEVSC CUNY HARVDU ILUICC INDFND MANKAT NEANJ OREGED SSEC UCONNT WASHU	ANTIDF BAKERB BUFNYS CALSED CLEVSC CUBASC CUNY HARVDU ILUICC INDFND MANKAT NEANJ OREGED RHISED RUTGER SSEC UCONNT WASHU	BUFNYS CHARLC CLEVSC HARVDU HISTWI ILUICC KNGSCR MANKAT OREGED SEDLAB SSEC WASHU	BUFNYS CLEVSC CUNY HARVDU HISTWI ILUICC INDFND KNGSCR NEANJ OREGED SEDLAB SSEC UCONNT	ANTIDF BUFNYS CLEVSC CUNY HARVDU ILUICC INDFND KNGSCR NEANJ NYSTED OREGED RHISED SSEC UCONNT WASHU	BUFNYS CLEVSC HARVDU ILUICC OREGED SSEC WASHU	CHARLC CLEVSC FLASTU HARVDU OREGED SSEC

<sup>1</sup>Some of the respondents in this category indicated that they might "possibly" include one or another ethnic group in their study. However, these responses were not recorded.

<sup>2</sup>A number of projects preferred different ethnic titles for this group, specifying Mexican-American, Chicano, Puerto Rican, Spanish, etc., but all responses were recorded under this nomenclature regardless.

<sup>3</sup>Cleveland Schools gave this category a more definitive title of "Arab American."

VII. ETHNIC GROUPS TO BE STUDIED continued

H. Native American	I. Japanese <sup>1</sup>	J. Chinese <sup>1</sup>	K. Other <sup>2</sup>
ALASKS BUFNYS CALSED CUBASC CUNY HARVDU MANKAT NEANJ OREGED RUTGER SDAKED SSEC	CALSED CLEVSC CUNY HARVDU JACL MANKAT NEANJ OREGED RUTGER SSEC UHAWAI	CALSED CLEVSC CUNY HARVDU MANKAT NEANJ OREGED SSEC UHAWAI	ANTIDF (JEWS) BRNDIS (JEWS) BUFNYS (IRISH, UKRANIAN, CROATIAN) CHARLC (JEWS) CLEVSC (10 OTHERS) CUNY (IRISH, CZECH) DILENO (APPALACHIAN) DUQUES (CROATIAN) GUSTAD (SCANDINAVIAN) HARVDU (ABOUT 250) HISTWI (FINNISH) ILUICC (LITHUANIAN) INDFND (HUNGARIAN) KIRKCC (CZECH) KNGSCR (8 OTHERS) MANKAT (SWEDISH) NEANJ (JEWS) OREGED (5 OTHERS) RHISED (PORTUGUESE, FRANCO-AMERICAN) RUTGER (HUNGARIAN, RUMANIAN) SEDLAB (CZECH) SIU (LATVIAN, LITHUANIAN, ESTEVANICO) UCONNT (IRISH, JEWS, FRENCH) UHAWAI (PACIFIC ISLAND GROUPS) WASHU (CROATIANS, CZECH, SPANISH)

<sup>1</sup>Some projects defined these two as "Asian-American." Thus, duplicate responses were recorded for both.

<sup>2</sup>Numerous other groups were listed; where possible they have been listed.

# VIII. ETHNIC AND COMMUNITY GROUP PARTICIPATION

## A. Major Decision-making

ALABED  
ALASKS  
ANTIDF  
BAKERC  
BRNDIS  
BOSCHM  
BUFNYS  
CHARLC  
CLEVSC  
CUBASC  
DILENO  
DUQUES  
FLASTU  
HISTWI  
ILUICC  
JACL  
KIRKCC  
KNGSCR  
MANKAT  
NEANJ  
NYSTED  
OREGED  
RHISED  
RUTGER  
SDAKED  
SSEC  
UHAWAI  
WASHU

## B. Preparation of Materials-

ALABED  
ALASKS  
ANTIDF  
BOSCHM  
BUFNYS  
CHARLC  
CLEVSC  
CUBASC  
DILENO  
DUQUES  
FLASTU  
GUSTAD  
HARVDU  
ILUICC  
KIRKCC  
KNGSCR  
OREGED  
RHISED  
RUTGER  
SDAKED  
SEMICH

## C. Pro-forma Involvement

ANTIDF  
BAKERC  
CUNY  
FLASTU  
KIRKCC  
KNGSCR  
RUTGER  
SIU  
SSEC  
UHAWAI

# VII. ETHNIC AND COMMUNITY GROUP PARTICIPATION continued

D. Selection of Ethnic Groups for Study	E. Selection of Project Personnel	F. Other
<p>BAKERC            BUFNYS            FLASTU            HISTWI            ILUICC            INDFND            KNGSCR            MANKAT            OREGED            RHISED            RUTGER</p>	<p>CLEVSC            ILUICC            KNGSCR            MANKAT            SEMICH            SSEC</p>	<p>AFRIMU (Consultation,            Dissemination)            BOSCHM (Tryout and evaluation            of materials)            JACL (Evaluation of materials)            NEANJ (Overview &amp; Supervision)            OREGED (Forming Consortium)            SSEC (Field Test Teachers and            Advisory Board Members)</p>

ETHNIC HERITAGE STUDIES  
1974-'75 Projects  
Questionnaire

October 22, 1974

Introduction

Please respond to the following questionnaire for purposes of consistently sharing information and operational patterns for each project. Use specific responses and any additional data on your project you feel is vital. These points should also be considered: (1) Be realistic--don't indicate that every objective is of major importance or every type of material is planned; and (2) you will receive a compiled copy of all 42 projects, so your input is key.

PART I

Title of Project \_\_\_\_\_  
\_\_\_\_\_

Award given to the \_\_\_\_\_

List of Personnel: Director Co-director

Name \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

Telephone Number \_\_\_\_\_

Method of Selection \_\_\_\_\_

Staff Members

<u>Name</u>	<u>Title</u>	<u>Special Skills</u>
-------------	--------------	-----------------------

_____	_____	_____
-------	-------	-------

_____	_____	_____
-------	-------	-------

_____	_____	_____
-------	-------	-------

_____	_____	_____
-------	-------	-------

_____	_____	_____
-------	-------	-------

_____	_____	_____
-------	-------	-------

Part II - Goals or Objectives

How important are each of the following goals or objectives in your project:

	(1) Major Importance	(2) Some Importance	(3) Minor Importance	(4) Not at all Important
1-In-depth ethnographic studies of a particular ethnic group or groups				
2-In-depth ethnographic studies of a particular neighborhood or neighborhoods				
3-Collecting primary sources (e.g. oral histories, diaries, artifacts)				
4-Collecting secondary sources (e.g. books, pamphlets)				
5-Making bibliographies or indexes of primary sources				
6-Making bibliographies or indexes of secondary sources				
7-Making bibliographies or indexes of existing curriculum materials				
8-Making bibliographies or indexes of existing audio-visual resources				
9-Producing printed or mimeographed publications (monographs, pamphlets)				
10-Producing curriculum units or modules				
11-Establishing a single resource center				

	(1) Major Importance	(2) Some Importance	(3) Minor Importance	(4) Not at all Important
12-Establishing a network of resource centers				
13-Training educational personnel generally in ethnic or inter-cultural communication or education skills				
14-Training educational personnel in using specific curriculum materials				
15-Developing the theoretical basis for inter-cultural education				
16-Producing cognitive achievements in students (any level)				
17-Producing cognitive achievements in teachers				
18-Producing attitudinal changes in students				
19-Producing attitudinal changes in teachers				
20-Allowing students to learn more about their own ethnic heritage				
21-Allowing students to learn more about the contributions of other ethnic groups to the Nation				
22-Making students aware of cultural pluralism in the U.S.				
23-Producing techniques for evaluating student outcomes				



	(1) Major Importance	(2) Some Importance	(3) Minor Importance	(4) Not at all Important
24-Assuring that organized or umbrella ethnic groups have an impact upon project decisions				
25-Assuring that more informal ethnic or community groups have an impact upon project decisions				
26-Assuring that educational personnel have an impact upon project decisions				
27-Assuring that university personnel have an impact upon project decisions				
28-Assuring that local government personnel have an impact upon project decisions				
29-Other (specify)				
30-Other (specify)				

REMARKS:

31- Would you say that your project is (choose one):

- \_\_\_\_\_ primarily concerned with the ethnic heritage of a particular group or groups?
- \_\_\_\_\_ primarily concerned with intercultural communication and education?
- \_\_\_\_\_ about equally concerned with particular ethnic and intercultural education?

What type of evaluation do you plan:

	<u>Yes</u>	<u>Possibly</u>	<u>No</u>
32-Observations of Advisory Council or other meetings			
33-Evaluation of cognitive outcomes			
34-Evaluation of attitudinal outcomes			
35-Curriculum evaluation by teachers or others			
36-Resource evaluation			
37-Other			

Part III - Activity (Check appropriate answer or answers in each line).

<u>Curriculum materials development:</u>	<u>existing materials</u>	<u>major planned materials</u>	<u>minor planned materials</u>	<u>no development planned</u>
38-K-3				
39-Grades 4-6				
40-Grades 7-9				

Curriculum materials development:

	major	minor	no development
existing materials	planned materials	planned materials	planned

- 41-Grades 10-12
- 42-Junior College
- 43-University
- 44-Pre-service teachers
- 45-Doctoral
- 46-Adult Education

Curriculum models used:

- 47-Conceptual/master theme  
48-Integrated in existing courses  
49-Multi-discipline  
50-Other

Media material development:

- 51-Slides  
52-Films  
53-Video-tape  
54-Cassettes  
55-Other

Other

Check areas of development:

- 56-History
- 57-Social Studies
- 58-Language Arts
- 59-Music
- 60-Art
- 61-Drama
- 62-Math
- 63-Home Economics
- 64-Others

Development of personnel,  
materials and processes for:

65-Teacher pre-service (university)

66-Teacher in-service

67-Teacher use of materials

68-Teacher change

69-Ethnic leader

70-Community leader

71-Are any of the above programs to  
be given for university or college  
credit? Please list.

existing program	major planned program	minor planned program	no planned program
---------------------	-----------------------------	-----------------------------	--------------------------

Ethnic groups proposed for study:

Yes

Possibly

No

72-Blacks

73-Latinos

74-German

75-Polish

76-Italian

77-Serbian

78-Greek

79-Native American

80-Japanese

81-Chinese

82-

83-

84-

85-

86-

87-

How do ethnic and community groups  
participate in your project?

Yes

Perhaps  
in future

No

88-Major decision-making (i.e., review of  
materials produced)

89-Preparation of materials

90-Pro-forma involvement

91-Selection of ethnic groups for study

92-Selection of project personnel

93-Other \_\_\_\_\_

94-Other \_\_\_\_\_

What state and local policy exists  
(related to project)?

95-Enabling legislation (State) \_\_\_\_\_

96-Appropriations \_\_\_\_\_

97-School code \_\_\_\_\_

98-State board policy \_\_\_\_\_

99-Parochial school programs \_\_\_\_\_

100-Private school programs \_\_\_\_\_

Part IV

Bibliographies

Type (local, specific) \_\_\_\_\_

---

---

---

---

Explain your field test activities briefly.

---

---

---

---

---

---

---

---

---

---

Major deadlines of components (actual or approximate).

---

---

---

---

Other major projects in Ethnic Education in your areas not funded by Title IX.

---

---

---

---

Complete the following sentence:

The most unique aspect of our Title IX Project is \_\_\_\_\_

---

---

---

---

---