

DOCUMENT RESUME

ED 130 918

95

SO 009 420

TITLE Multicultural Planning Conferences: Summary.
 INSTITUTION National Inst. of Education (DHEW), Washington, D.C.
 Educational Equity Group. Multicultural/Bilingual
 Div.
 PUB DATE Feb 76
 NOTE 33p.

EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.
 DESCRIPTORS *Bilingual Education; Conference Reports; Cultural
 Awareness; *Cultural Pluralism; Curriculum
 Development; Directories; Educational Planning;
 Educational Research; Elementary Secondary Education;
 *Ethnic Groups; Ethnic Studies; Higher Education;
 Language Development; Minority Groups; Professional
 Recognition; Research Needs; *Research Projects

ABSTRACT

This is a summary report of recommendations made at ten multicultural planning conferences conducted by the National Institute of Education in 1974. The purpose of the conferences was to elicit ideas for developing a research agenda from individuals with diverse backgrounds, all of whom had expertise in working with bicultural or bilingual students. Recommendations in the conferences were for the National Institute of Education to support a variety of activities that were grouped under the following areas: (1) professional participation of minorities in policy formulation and research; (2) research themes and investigations related to cultural pluralism; (3) specific research studies in policy, language acquisition, and assessment; (4) research on curriculum; and (5) research on teacher preparation. The most pervasive theme to emerge from the conferences was that education should acknowledge and promote the pluralistic reality of American society. Included are a directory of conference participants and a listing of recommendations by participation groups. (Author/DB)

 * Documents acquired by ERIC include many informal unpublished *
 * materials not available from other sources. ERIC makes every effort *
 * to obtain the best copy available. Nevertheless, items of marginal *
 * reproducibility are often encountered and this affects the quality *
 * of the microfiche and hardcopy reproductions ERIC makes available *
 * via the ERIC Document Reproduction Service (EDRS). EDRS is not *
 * responsible for the quality of the original document. Reproductions *
 * supplied by EDRS are the best that can be made from the original. *

50

Multicultural/Bilingual Division Multicultural Planning Conferences

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCEO EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE-
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY


February 1976

ED130918

SØ 009420

WOUNSPE NA'NITIN ENSEÑANZA
L'ENSEIGNEMENT ERZIEHUNG
ISTRUZIONE EĞITIM ilmi/ilimi
ENSINO 教育 EDUKADO
ԷԿՆԻԼ KYO-YUK 育
PAGTUTURÓ ԵΚΠΑΙΔΕΥΣΗ
образованиЕ EDUCATION

The National
Institute of
Education
U.S. Department of
Health, Education and Welfare
Washington, D.C. 20208



MULTICULTURAL/BILINGUAL DIVISION
MULTICULTURAL PLANNING CONFERENCES

FEBRUARY 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
David Mathews, Secretary
Virginia Trotter, Assistant Secretary for Education

NATIONAL INSTITUTE OF EDUCATION
Harold L. Hodgkinson, Director
Ernest Russell, Acting Associate Director
for Educational Equity

INTRODUCTION

The Multicultural Task Force of the National Institute of Education conducted a series of 10 conferences in 1974 as part of a long range planning process. The Multicultural Planning Conferences: Summary report is a synthesis of recommendations that were provided.

The purpose of the conferences was to elicit ideas for developing a research agenda from individuals with diverse backgrounds but all with expertise in working with students who are bicultural or bilingual. The ideas discussed covered a wide range of issues but when reviewed across groups showed a strong pattern of interest in professional participation, cultural pluralism, and a number of specific research issues associated with assessment, language acquisition, curriculum development, and teacher preparation.

The NIE Multicultural/Bilingual Division as successor to the Multicultural Task Force has integrated a number of the recommendations from the conferences into its FY 1976 Program Plan, which is available separately. The recommendations are expected to be integrated more fully as the Division's program expands.

We are grateful for the many helpful suggestions obtained in the conferences and to the excellent contributions of the participants. Although the Summary by no means reflects the richness of the original conference dialogue, we anticipate it distills the essence of the recommendations regarding needs in multicultural/bilingual education. We welcome your comments, particularly those of the participants for errors of interpretation or omission.

J. Michael O'Malley, Acting Chief
Multicultural/Bilingual Division

TABLE OF CONTENTS

	Page
MULTICULTURAL PLANNING CONFERENCES	1
Purpose of the Confererences	1
Structure	1
SUMMARY AND RECOMMENDATIONS	2
Professional Participation	2
Research Themes	3
Research Issues	4
Summary	7
EDITORIAL NOTES	7
ATTACHMENT A	
Names and Addresses of Conference Participants, Dates Convened, Conference Locations and NIE Staff Coordinator	
ATTACHMENTS B AND C	
Identification of Occupational Backgrounds, and Recommendations of Participants by Conference	

NATIONAL INSTITUTE OF EDUCATION
MULTICULTURAL/BILINGUAL DIVISION

MULTICULTURAL PLANNING CONFERENCES

Purpose of the Conferences

The National Institute of Education (NIE) was authorized in 1972 with the mandate to provide every person an equal opportunity to receive a quality education regardless of race, color, religion, sex, national origin or social class. The Multicultural/Bilingual Division (formerly the Multicultural Task Force) of the NIE was established to address educational research needs specifically related to diverse cultural and linguistic groups represented in the nation.

Since its inception, NIE has sought to elicit ideas from a diversity of concerned individuals in the development of its research activities. Consistent with this policy, in 1974 the Multicultural/Bilingual Division sponsored a series of 10 conferences in which individuals or various ethnic/cultural groups were assembled for the purpose of identifying research needs and priorities to guide the Institute in its planning and future funding. Each conference, with two exceptions, was comprised of individuals of the same ethnic/cultural groups who represented an extensive array of professional and lay interests. The exceptions were conferences composed of individuals with considerable ethnic diversity representing a number of professional organizations. The primary focus of each conference was the educational needs and problems confronting the participants' particular ethnic/cultural groups.

Structure

The Chairperson of each conference was identified for having assumed a major role in promoting ethnically or culturally related educational reforms. Participants were selected to represent a diverse array of professional or lay interests and views. Included were representatives from the federal government; state, county, or territorial governments; college and university administration and academic departments, both faculty and students; professional associations; public or private schools; special interest groups; and research groups. Among the 185 participants were over 15 individuals with academic or administration positions at or above department chairman including deans and university presidents, and nine presidents or executive directors of professional or lay special interest groups, not to mention the many other exceptionally qualified professionals and lay individuals who devoted their energies to the conferences.

Almost one-third of the conferees were women. Sixty-two percent of all conferees represented institutions of higher education owing to the emphasis at the conference on research findings and planning. Input about program implementation and classroom practice was provided by primary and secondary school teachers and representatives from state and local education agencies.*

The meetings were structured to permit a presentation by each participant, and discussion within small working groups based on interests or in some cases subethnicities (e.g., Asian-Americans broke up into Koreans, Chinese, Japanese, etc.). The participants then assembled as a group for the purpose of formulating a final research agenda. Each conference chairperson was responsible for providing NIE with a written summary of the participants' views and recommendations.

Transcripts and notes of these conferences and the final reports submitted by the conference chairpersons offered literally hundreds of valuable ideas and recommendations. The purpose of the following section of this report is to synthesize the major research concerns delineated by the conferences.

SUMMARY AND RECOMMENDATIONS

The issues addressed at the conference may be classified into three broad concerns: professional participation, research themes, and research issues. The discussion of professional participation encourages greater minority participation in federal decision making affecting minority researchers, practitioners, and consumers of education and research. Research themes are general concerns that pervade the application of research technique to educational problems. Research issues are substantive problems confronted by educational practitioners toward which research and development might be usefully directed.**

Professional Participation

A major recommendation of the conferences was for an increased role in policy formulation affecting members of ethnic minorities. Problems were cited in previous exclusion of minorities from federal decision-making roles that result in inaccurate portrayal of minority communities,

* For list of conferences, dates convened, conference location and names and addresses of participants, see Attachment A; and for an analysis of occupational backgrounds of the participants, see Attachment B.

** For an analysis of recommendations by participating groups, see Attachment C.

pejorative or "deficit" depictions of minority children, and suspicion and unwillingness of minorities to participate in research and development. To avoid these problems in the future and to assure a more accurate statement of research needs, a range of alternative strategies was recommended.

Direct Minority Participation. An affirmative action policy should be followed as a means of assuring selection of qualified candidates for positions within the Institute. Appropriate weight should be allowed in selection for experience in working directly with linguistic and ethnic minorities. By faithfully following these procedures, the Institute will be assured direct minority participation in federal decision making on the full range of issues affecting minorities.

Minority Consultant Participation. Selection of consultants or consultant groups with experience and active participation in conducting research with minorities should supplement direct minority participation in Institute activities. Minority consultants should be used for a diverse range of activities including review of planning, proposals, and funded projects.

Support for Minority Researchers and Consortia. Increased support should be provided for minority researchers through the various funding mechanisms available to NIE, including competition on contracts and unsolicited research proposals. Furthermore, the Institute should consider support for minority research consortia, research centers, and other joint minority research ventures.

Minority Training and Support for Higher Education. A critical shortage of professionally trained educators and researchers can be partially ameliorated with support by NIE for graduate fellowships and institutions of higher education or announcement of opportunities for minority training in higher education. Investigation was suggested of patterns of factors leading to success and failure among minority students in higher education.

Research Themes

Perhaps the most pervasive theme to emerge from the conferences was that education acknowledge and promote the pluralistic reality of American society. A pluralistic or multicultural view was encouraged to advance beyond the assimilationist of "melting pot" model. Multicultural education recognizes the need for all children to learn mainstream culture skills, yet uses the ethnic heritage of the student to support and sustain the interest and self-esteem of the students. Furthermore, multicultural education enhances the achievement of

culturally and linguistically different children while benefiting all children by exposing them from an early age to the varieties of life styles, values, and languages which characterize different ethnic groups.

Specific studies recommended in this area were the following:

- o A definition of multicultural education and public policies or educator roles needed to promote multicultural education in the schools
- o Examination of approaches to multicultural education
- o Analysis of the impact of communications media and societal institutions on multiculturalism in America
- o Development of ethnic group profiles including analysis of values, life styles, and language characteristics
- o Analysis of potential roles for consumers (parents) in education to assure expression of priority interest and to distribute control over education.

Research Issues

Research to benefit ethnic and linguistic minorities was the focus of the conferences. Generally a variety of strategies was encouraged as a means of approaching problems as contrasted with popularized approaches identified with individual researchers. For convenience the issues and recommendations will be grouped under five headings: policy studies, linguistic research, research on curriculum, research on teacher preparation, and research on assessment.

Policy Studies. Policy studies recommended at the conferences were to explore alternatives to existing mechanisms for school finance and to identify consumer goals for bilingual education.

- o Analysis of equitable procedures for school finance, as warranted under court decisions in Texas and California
- o Analysis of goals and attitudes of linguistic and cultural minorities toward bilingual education.

Linguistic Research. Emphasis was placed in the conferences on the role of language in educational settings and the special problems of children with limited-English speaking ability. The focus was particularly on the relationship between the process of second

language learning and sociolinguistic characteristics of different linguistic minorities, with consideration of background factors such as attitudes and first language oral capabilities. Among the specific research projects recommended were:

- o Research on the process of second language acquisition, attitudes toward and motivation for second language learning, sociolinguistic characteristics of different linguistic minorities, and the relationship between intellectual ability and second language learning
- o Evaluation of oral language capabilities of young children
- o Influence of TV on language acquisition by young children
- o Studies of verbal behavior of young children.

Research on Curriculum. Of major concern to many participants was the development and evaluation of curricula for minority children. Three interests predominated throughout the various activities suggested: identification of exemplary programs, adaptation to cultural characteristics of students, and dissemination. Under these three general headings, specific projects recommended were as follows:

- o Exemplary programs
 - research on successful bilingual program practices
- o Cultural adaptation
 - development of curricula reflecting cultures, life styles, and values of different ethnic/cultural groups
 - research to identify cultural learning styles of cultural minorities and to adapt curricula accordingly
 - development of individualized instructional models tailored to the needs of bilingual/bicultural children
 - analysis of approaches to encouraging motivation including the influence of cultural variables on learner motivation, attitudes, and expectations
 - analysis of approaches to encouraging self-esteem and how self-esteem develops in a cultural context

- studies of learning in non-school settings.

o Dissemination

- studies of distribution and marketing of curriculum materials and implications for multicultural/bilingual materials, which are often "thin market."

Research on Teacher Preparation. The dramatic shortage of teachers in bilingual education requires major initiatives for both in-service and pre-service preparation. However, key teacher behaviors that are instrumental in effecting gains for bilingual/bicultural children cannot be educed from presently available research. Consequently, conferees were concerned that further research employ innovative techniques and suggested studies such as the following:

- o Research to identify teacher competencies and characteristics correlated with high achievement of linguistic and cultural minorities
- o Studies of teacher interactions crossing cultural lines.

Research on Assessment. Evaluation has been applied in at least three contexts with minority children: to establish ethnic profiles; to diagnose student needs and monitor performance; and to evaluate instructional programs. With few exceptions, minority children are noted to perform less capably than others irrespective of the context in which evaluation has been conducted. However, substantial evidence illustrates, for reasons of language and cultural inappropriateness, the bias inherent in most assessment instruments used in these studies. Conference participants, in reflecting on this evidence, suggested the following investigations in the assessment area:

- o Research on bias in standardized tests and implications for minorities
- o Development of criterion-referenced tests to evaluate student performance
- o Development of diagnostic tests to evaluate student needs
- o Research on the use of career interest inventories with minorities
- o Analyses of psychological, sociological, and educational characteristics of children who perform well on standardized tests.

Summary

The 10 multicultural planning conferences drew participation from linguistic and ethnic minorities across professional levels and backgrounds. Recommendations in the conferences were for the National Institute of Education to support a variety of activities that were grouped under the following areas: (a) professional participation of minorities in policy formulation and research; (b) research themes and investigations related to cultural pluralism; (c) specific research studies in policy, language acquisition, and assessment; (d) research on curriculum; and (e) research on teacher preparation.

EDITORIAL NOTES

Selected recommendations from the minority conferences have been integrated into ongoing plans formulated by the Multicultural/Bilingual Division. Recommendations were identified that fall within the mandate of the National Institute of Education authorizing legislation and then prioritized for consensus across participating groups and for consistency with recommendations received from other sources, primarily the mandate of the Bilingual Education Act of 1974, and needs expressed through DHEW by local education agencies resulting from programmatic requirements, legislative actions, or court decisions. Plans of the NIE Multicultural/Bilingual Division for FY 1976 and 1977 reflect these sources of influence.

ATTACHMENT A

Names and Addresses of Conference Participants, Dates Convened,
Conference Locations and NIE Staff Coordinator.

PROFESSIONAL ORGANIZATIONS CONFERENCE

February 27-28, 1974
Washington, D.C.

NIE Staff Coordinator: Carter H. Collins

Willie Alire
Division of Bilingual Education
ROB-3, Room 3045
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Wendell Bell
Department of Sociology
Yale University
New Haven, Connecticut 06520

Dwight Billedeaux
Executive Director
National Advisory Council on
Indian Education
Room 326
425 13th Street, N.W.
Washington, D.C. 20004

Gordon Cawelti
Executive Director
American Association for Supervision
and Curriculum Development
1701 K Street, N.W. - Suite 1100
Washington, D.C. 20006

William Demmert, Jr.
Commission on Indian Education
Room 426
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Thomas Fagan
Bureau of Equal Educational
Opportunity
Special Projects Branch Chief
Room 2107 - FOB-6
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Nancy Modiano
4707 Connecticut Avenue, N.W.
Washington, D.C. 20008

William Munter
Principal Investigator - Task Force
on Multicultural Education
American Association of Colleges
One Dupont Circle, N.W.
Washington, D.C. 20036

Samuel Johnson
Director, SERO - NSSFNS
965 Hunter Street, N.W.
Atlanta, Georgia 30314

Daniel Roselle
Director of Publications
National Council for the Social
Studies
1201 16th Street, N.W.
Washington, D.C. 20036

Gloria Smith
Director, Counseling Center
School of Education
Michigan State University
East Lansing, Michigan 48823

Rudolph Troike
Center for Applied Linguistics
1611 N. Kent Street
Arlington, Virginia

Thomas Villarreal
Task Force de la Raza
National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

ASIAN AMERICAN CONFERENCE

April 15-16, 1974
San Francisco, California

NIE Staff Coordinator: Carter H. Collins

Isao Fujimoto
Associate Professor
Department of Applied and
Behavioral Sciences
University of California
Davis, California

Jovian Navarro (cand.) Psychology
Editor of Diwang Pilipino (a reader
of Pilipino writings)
Asian-American Studies
University of California
Davis, California

Bok-Lim Kim
Principal Investigator, NIMH Grant
on Chicago Asian-Americans
Jane Adams Graduate School of
Social Work
University of Illinois
Urban, Illinois

Tony Ogilvis, Field Coordinator
Northwest Regional General
Assistance Center
Campion Tower, Room #1100
Seattle University
Seattle, Washington 98122

Nako Nakagawa, Curriculum Consultant
Asian-American Studies
Seattle Public Schools
815 - 4th Avenue
Seattle, Washington 98109

Benjamin Young, Director
Project Imi Hoola
University of Hawaii
Honolulu, Hawaii 96822

Edison Uno, Assistant Dean
University of California Medical
Center
Parnassus Avenue
San Francisco, California

Jim Louie, Chairman
California Asian-American Council
for Equal Education
1122 Keeler Avenue
Berkeley, California 94708

L. Ling-chi Wang, Instructor
Asian-American Studies Department
Swinelle Hall
University of California
Berkeley, California 94720

Al Sing Yuen, Principal
Winfield Scott School
Founder, S.F. Title VII Chinese
Bilingual Project
c/o 2934 Pierce Street
San Francisco, California 94123

Danny Yung, Supervisor
New York Section, Asian-American
Field Study
Department of HEW
32 East Broadway, 4th Floor
New York, New York 10003

Sue Embry
1566 Curran Street
Los Angeles, California 90026

WHITE ETHNICS CONFERENCE

April 22-23, 1974
Silver Spring, Maryland

NIE Staff Coordinator: Carter H. Collins

Chris Arnold
American Studies Department
George Washington University
Washington, D.C.

Michael Bakalis
Superintendent of Public Instruction
for the State of Illinois
302 State Office Building
Springfield, Illinois 62706

Hyman Chanover, Chairman
Commission on Jewish Education
American Association for Jewish
Education
114 Fifth Avenue
New York, New York 10011

Thomas B. Cousins
Program Director
School Programs in Urban Resources
New York City Board of Education
Federal Hall
26 Wall Street
New York, New York 10005

Frederick Erickson
Assistant Professor of Education
Harvard Graduate School of
Education
13 Appian Way
Cambridge, Massachusetts 02138

Preston Kronkoski, Director
Office of Management, Information and
Planning
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701

Mark Krug
Professor of Education in
History
Director, Schwartz Citizenship
Project
University of Chicago
5835 Kimbark
Chicago, Illinois 60637

Michael Maloney, President
Urban Appalachian Council
Room 514
1015 Vine Street
Cincinnati, Ohio 45202

August J. Molnar
Executive Director
American Hungarian Studies
Foundation
177 Somerset Street
New Brunswick, New Jersey 08903

Ralph Perrotta
Executive Director
New York Center for Ethnic
Affairs
11 West 42nd Street
Room 535
New York, New York 10036

Harry Triandis, Professor
Social Psychology
University of Illinois
329 Psychology Building
Champaign, Illinois 61820

Page 2

Marcella Violette
42 Violette Street
Van Buren, Main 04785

Paul Wroebel
17145 Syracuse Street
Detroit, Michigan 48212

Austra Zerr
Vice-President
National Executive Committee
Lithuanian-American Community of
the U.S.A.
708 Custis Road
Glenside, Pennsylvania 19038

PUERTO RICAN-AMERICAN MAINLAND CONFERENCE

May 2-3, 1974
Silver Spring, Maryland

NIE Staff Coordinator: Carter H. Collins

Luis Rivera
BC/TV
Ordway Building, Suite 2350
2150 Valdez Street
Oakland, California 95612

Frank Bonilla
Centro de Estudios Puertorriquenos
500 Fifth Avenue, Room 930
New York, New York 10036

Josefina Nieves
Centro de Estudios Puertorriquenos
500 Fifth Avenue, Room 930
New York, New York 10036

Herman LaFontaine
2611 Marion Avenue
Bronx, New York 10458

Sylvia Herrera
Graduate School of Education
NPL Fellow
Northwestern University
20003 Sheridan Road
Evanston, Illinois

Ricardo Fernandez
4425 N. Cramer
Milwaukee, Wisconsin 53211

Maria Josefa Canino
Associate Professor and Director
of Puerto Rican Studies
Livingston College
Rutgers University
New Brunswick, New Jersey 08903

Camil Garcia
PRACA Bilingual/Bicultural
Early Childhood Project
450 Castle Hill Avenue
Bronx, New York 10473

Mario Anglanda
Executive Director
Aspira, Inc. of New York
296 Fifth Avenue
New York, New York 10016

Lourdes Miranda-King
Universidad Boricua
1766 Church Street
Washington, D.C.

Lucy Cuadrado
Executive Director
Emergency Tenants Council
78 West Newton Street
Boston, Massachusetts

Magdalena Miranda
Case Western University
Department of Social Work
Cleveland Ohio

Angel Quintero Alfaro
Vesta #835 Urb Dos Pinos
Rio Piedros, Puerto Rico

Evelina Antonetty
United Bronx Parents
810 N. 152nd Street
Bronx, New York 10455

Phil Garcia
HEW-North, Room 3522
4th & Maryland Avenue, S.W.
Washington, D.C. 20202

Milton N. Silva
612 Sheridan Avenue
Plainfield, New Jersey 07060

MEXICAN-AMERICAN CONFERENCE I

May 18-19, 1974
Palo Alto, California

NIE Staff Coordinator: Carter H. Collins

Alfredo Castaneda
Professor of Education and
Psychology
School of Education
Stanford University
Stanford, California

Concepcion Valdez-Love
Graduate Student in Education
Stanford University
88B Escondido Village
Stanford, California

Eduardo Hernandez-Chavez
Professor of Linguistics
Linguistics Department, Bldg. 100
Stanford University
Stanford, California 94305

Gustavo Gonzales
Co-Director, Bilingual-Bicultural
Education Program
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

Albar Pena
Division of Bilingual-Bicultural
Studies
University of Texas
4242 Piedras Drive
San Antonio, Texas 78284

Manuel Rameriz
Associate Professor
Mexican-American Studies Program
Follow Through Project
University of California
Riverside, California 92507

Renee Ruiz
7728 Fontana
Prarie Village, Kansas 66208

BLACK CONFERENCE

May 30-31, 1974
New York City, New York

NIE Staff Coordinator: Eunice Turk

Andrew Billingsly
Vice Chancellor
Howard University
Washington, D.C.

Gloria Powell
Charles Drew Medical School
Los Angeles, California 90008

Robert Bently
Bank Street, College of Education
Division of Field Services and
Leadership Training
610 West 112th Street
New York, New York 10025

Inez Reid
Black Women's Community Dev. Foundation
1028 Connecticut Avenue, N.W.
Washington, D.C. 20036

Pamela Almeida
Larson Hall
Harvard University
School of Education
Cambridge, Massachusetts 02138

Charles Johnson
Vice President, Metropolitan Affairs
University of Cincinnati
Cincinnati, Ohio

Sara Beattie
60 Lexington Avenue
Cambridge, Massachusetts 02138

Norman Johnson
MMCC #410
Carnegie-Mellon University
Pittsburgh, Pennsylvania 15213

Randolph Simms
P. O. Box 15128
San Francisco, California 94305

T. J. Anderson
Department of Music
Tufts University
Medford, Massachusetts 02138

Anna Louise Epps
3333 Annette Street
New Orleans, Louisiana 70122

Jean Watts
705 Larson Hall
Harvard Graduate School of Education
Cambridge, Massachusetts 02138

Carolyn Atkinson Thornell
60 Hamilton Terrace
New York, New York 10031

William Pickens
Department of English and Linguistics
Morehouse College
Atlanta, Georgia

Fred Rogers
1018 West White
Champagne, Illinois 61820

Faye Fondiller
400 Central Park West
New York, New York

Norman Chambers
Department of Afro-American Studies
San Diego State University
5402 College Avenue
San Diego, California 92115

Nanette Reynolds
Dean of Academic Affairs
Brown University
Providence, Rhode Island 02912

Edwina Meyers Lynch
101 Lafayette Avenue
Brooklyn, New York

Charles Willie, Vice President
Office of Student Affairs
Syracuse University
Syracuse, New York 13210

Edward Ponder
New York University
School of Education
Washington Square, New York

Ursula Daniel
New York University
School of Education
Washington Square, New York

INDIAN CONFERENCE

June 6-7, 1974
Cambridge, Massachusetts

NIE Staff Coordinator: Sylvia Wederath

Harold E. Gray (Replacement for Gerald Gray)
119 E. Bailey Hall
University of Minnesota
St. Paul, Minnesota
After June 11: 1304 Jackson
Missoula, Montana 69801

James M. MacDonald
c/o Children's Services Division
Department of Human Resources
509 Public Service Building
Salem, Oregon 97310

Dave Warren
714 Gonzales Road
Santa Fe, New Mexico 87501

Boyce Timmons
106 E. Constitution
Norman, Oklahoma 73069

Purnell Swett
Room 3514, ROB-3
Office of Indian Education
7th and D Street, S.W.
Washington, D.C. 20202

William G. Demmert, Jr.
1229 North Powhatan
Arlington, Virginia

Rosemary Christensen
104 S. Fairview
St. Paul, Minnesota 55015

Myron Jones
227 Truman, NE
Albuquerque, New Mexico 87108

Will Antell
455 Gutman
Graduate School of Education
Harvard University
Cambridge, Massachusetts

Daniel Peaches
P.O. Box 784
Window Rock, Arizona 86515

Participants who were scheduled,
but could not attend

Helen-Marie Redbird Selam
Francis McLinley
Ken Ross
Vine Deloria, Jr.
Dillon Platero

Observers

Dennis Demmert
2 Peabody Terrace #614
Cambridge, Massachusetts 02138

Jerry Bolton
24A Perkins Hall
Harvard University
Cambridge, Massachusetts 02138

Sue Lallmang
1011 North Pellham
Alexandria, Virginia

Elizabeth A. Wescott
Harvard Educational Review-HCSE
13 Appian Way
Cambridge, Massachusetts 02138

Eric Van Loon
Harvard Center for Law and
Education
6 Appian Way
Cambridge, Massachusetts

MEXICAN-AMERICAN CONFERENCE II

July 25-26, 1974
Albuquerque, New Mexico

NIE Staff Coordinator: Carter H. Collins

Frank Angel
President
New Mexico Highlands University
Las Vegas, New Mexico 87701

Tomas Arciniegas
Dean
School of Education
San Diego State University
5400 College Avenue
San Diego, California 92115

Ed de Avila
Bilingual Children's Television
Workshop
Ordway Bldg.
2150 Valdes St.
Oakland, California 94612

Dave Ballesteros
Dean
College of Arts and Sciences
Sacramento State University
Sacramento, California 95819

Luis Bransford
Director of Utilization
Federation of Rocky Mountain States
2480 W. 20th Avenue
Denver, Colorado 80211

Jose Cardenas
Southwest Regional, Chairman
The National Education Task Force
de la Raza
San Antonio, Texas 78228

Luis Casaus
Counseling Department
Arizona State University
Tempe, Arizona

John A. Aragon
Director Cultural Awareness Center
Associate Professor, Educ. Admin.
Mesa Vista 2078
University of New Mexico
Albuquerque, New Mexico 87131

Alonzo Atencio
Academic Dean
New Mexico Highlands University
Las Vegas, New Mexico 87701

Edward Baca
Regional Commission
Office of Education, Region VI
1114 Commerce Street
Dallas, Texas 75202

Ernest Bernal
Dept. of Bilingual Education
University of Texas, San Antonio
San Antonio, Texas 78228
or
Austin, Texas

Bambi Cardenas
% Texans for Educational Excellence
114 Gelview Drive W Suite 118
San Antonio, Texas 78228

Rene Cardenas
Director
Bilingual Children's Television
Workshop
Ordway Bldg.
Oakland, California 94612

Henry J. Casso
Executive Secretary
National Education Task Force de la Raza
Room 232, College of Education
University of New Mexico
Albuquerque, New Mexico 87131

Alfredo Castaneda
Professor
College of Education
Stanford University
Stanford, California 94305

Ignacio R. Cordova
Associate Professor, Educ. Admin.
College of Education
University of New Mexico
Albuquerque, New Mexico 87131

Antonio Esquibel
National Coordinator
National Education Task Force
de la Raza
Rcm 232, College of Education
University of New Mexico
Albuquerque, New Mexico 87131

Severo Gomez
Texas State Department of Education
Austin, Texas 78712

Josue Gonzales
% Dr. Salomon Flores
Director of Program for the
Spanish Speaking
Chicago State University
Chicago, Illinois 60628

Simon Gonzales
Assistant to the Chancellor
University of California
Moore Hall 112
405 Hilgard Ave.
Los Angeles, California 90024

Charles F. Leyba
Bilingual Leadership Training
Institute
California State University
5151 State University Drive
Los Angeles, California 90032

Sifredo Maestas
Department Chairman
New Mexico Highlands University
Las Vegas, New Mexico 87701

David Conde
Teachers Corps
New Mexico Highlands University
Las Vegas, New Mexico 87701

Domingo Dominguez
Department of Education
New Mexico Highlands University
Las Vegas, New Mexico 87701

Salomon Flores
Midwest Regional, Chairman
National Education Task Force de la Raza
Chicago State University
Chicago, Illinois 60628

Joseph O. Garcia
Grad. Assistant, Educ. Admin.
College of Education
University of New Mexico
Albuquerque, New Mexico 87131

Dolores Gonzales
Associate Professor, Elem. Education
College of Education
University of New Mexico
Albuquerque, New Mexico 87131

Ralph Gusman
Professor, Social Science
University of California, Santa Cruz
5350 Bonny Doon Rd.
Santa Cruz, California 95060

Alberto Guerrero
Assistant Dean of Students
University of Arizona
Tucson, Arizona 85721

Guillermo Lux
Assistant Academic Dean
New Mexico Highlands University
Las Vegas, New Mexico 87701

Alex Mercure
Vice President for Regional
and Community Affairs
206 Scholes Hall
University of New Mexico
Albuquerque, New Mexico 87131

Hank Quevedo
President
Deganawidah-Quetzalcoatl University
P. O. Box 409
Davis, California 95616

John Rinaldi
Asst. Prof., Guidance & Counseling
Co-Dir., EPDA-PPS Project
Education B-13
University of New Mexico
Albuquerque, New Mexico 87131

Willie Sanchez
Assistant to the President
New Mexico Highlands University
Las Vegas, New Mexico 87701

Roberto Segura
Western Regional Chairman
National Education Task Force
de la Raza
College of Teacher Education
Sacramento State University
Sacramento, California 95819

Arlene Sutton
Assistant Dean of Special Projects
Southern Colorado State College
Pueblo, Colorado 81001

Guy Trujillo
Assistant Professor, Guidance
& Counseling
Co-Dir., EPDA-PPS Project
Education B-21
University of New Mexico
Albuquerque, New Mexico 87131

Jose Perea
Vice President, Denver Community
College
Auriara Campus
1201 Acoma Street
Denver, Colorado 80204

Teresa Salazar
National Assessment of Educational
Programs
1700 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

Alfredo G. De Los Santos Jr.
President
El Paso Community College
6601 Dyer Street
El Paso, Texas 79904

Viola Sierra
Early Childhood Specialist, Elem. Educ.
Child Devel. Assoc. Project
College of Education Room 117
University of New Mexico
Albuquerque, New Mexico 87131

Juan Trujillo
Program Development Specialist
Teacher Corps
New Mexico Highlands University
Las Vegas, New Mexico 87701

Rupert Trujillo
National Chairman
National Education Task Force de la Raza
Director, Division of Continuing
Education and Community Services
University of New Mexico
Albuquerque, New Mexico 87131

HAWAIIAN CONFERENCE

August 12-13, 1974
Honolulu, Hawaii

NIE Staff Coordinator: Carter H. Collins

Thomas Chang
Associate Professor
1493 Akeakamai Street
Honolulu, Hawaii 96816

Richard Paglinawan
47-710 Ahuimanu Road
Kameohe, Hawaii 96744

Satya Sood
P.O. Box 1357
Hilo, Hawaii 96720

Shiho Nunes
3233 Paty Drive
Honolulu, Hawaii 96822

Paige Barber
c/o The Mental Health Association
of Hawaii
200 North Vineyard Blvd.
Honolulu, Hawaii 96813

Margaret LOFI
2112 Maha Place
Honolulu, Hawaii 96819

Leigh Wai Doo
School of Law
University of Hawaii
Honolulu, Hawaii 96822

Blase Camacho Souza
5180 Nohu Street
Honolulu, Hawaii

Benjamin Finney
500 Lunalilo Home Road
Apt. 17-J
Honolulu, Hawaii 96825

Joyce Tsunoda
Leward Community College
Pearl City, Hawaii

Nancy Young
2119 Wilder Avenue
Honolulu, Hawaii 96822

Kellet Mjn
7243 Pulchu Street
Honolulu, Hawaii 96825

Peter Velasco
2112-C Ahe Street
Honolulu, Hawaii 96816

Anthony Marsella
150 Kapaa Kailua Street
Oahu, Hawaii 96734

Fred Cachola
Kamehameha School
Kapalama Heights
Honolulu, Hawaii 96817

PUERTO RICAN (ISLAND) CONFERENCE

September 19-20, 1974
San Juan, Puerto Rico

NIE Staff Coordinator: Carter H. Collins

Laura Callego
Calle Santa Cruz Num 17
Boyamon, Puerto Rico 00619

Celia E. Cintron
Box 22471 - U. Puerto Rico Station
Univerisided de Puerto Rico
Rio Piedras, Puerto Rico 00931

Manuel Maldonado Rivera
Calle McKinnley G-26
U.B. Parkville
Guaynabo, Puerto Rico 00657

Antonio Martorell
c/o Mrs. Provi Birriel
Calle Rioja 403
Urb. Valencia
Rio Piedras, Puerto Rico

Antonio Diaz Royo
Centro Caribeno de Estudios
Postgraduados
Box 757
Carolina, Puerto Rico 00630

Eduardo Seda
Calle Polaris 806
Urb. Dos Pinos
Rio Piedras, Puerto Rico 00923.

Juan Jose Maunez
Calle 21, Cosa Num. 51-1
Urb. Villa Fontana
Carolina, Puerto Rico 00630

Joseph Kavetsky
E-4, Residencios de la Facultad
Universidad de Puerto Rico
Rio Piedras, Puerto Rico 00923

Luis Nieves Faicon
Ave. Ashford 1503
Condominio Las Olas
Apt. 12-C
San Juan, Puerto Rico 00911

Sara Gregory de Torres
52 Kings Court
Santurce, Puerto Rico 00911

Claudio Prieto
Technical Services of Puerto Rico, Inc.
108 Domenech
Hato Rey, Puerto Rico 00918

Eduardo Rivera Medina
Depto. de Psicologia, Faculted
Dec. Sociales
Universidad de Puerto Rico

Irma Tirado
Calle 5 Bloque 9
Montebello States
Trujillo Alto, Puerto Rico 00760

Frank Bonilla
Centro de Estudios
Puertoriquenos 500 Fifth Avenue
Room 930
New York, New York 10036

Ruben Nazario
Office of the President
University of Puerto Rico
Rio Piedras, Puerto Rico

Fanny Cacho
Division de Evaluation
Departamento de Instruccion Publica
5º Piso, Edificio Rivera
Hato Rey, Puerto Rico 00919

Angelita Martinez
Directora, Division de Extension
Recinto Universitario de Mayaguez
Universidad de Puerto Rico
Mayaguez, Puerto Rico 00908

Eugene Francis
c/o Departamento de Matematicas
Faultad de Artes y Ciencias
Recinto Universitario de Mayaguez
Universidad de Puerto Rico
Mayaguez, Puerto Rico 00908

Frank Frenandez, Director
Departamento de Psicologia
Universidad Instramericana de
Puerto Ricc
Box 1293
Hato Rey, Puerto Rico 00919

Lillian Ramos
N-413, Extension Perla de Sur
Ponce, Puerto Rico 00731

Carlos Albizu
Centro Caribeno de Estudios
Postgraduados
Box 757
Carolina, Puerto Rico 00630

Adolfo Fortier Ortiz
Aptdo 1275
Hato Rey, Puerto Rico 00919

Hector Alvarez Silva
Officina de Planificacion y Desarrollo
Administracion Central
Universidad de Puerto Rico
Box 4984-G
Rio Piedras, Puerto Rico 00936

Pedro Gonzalez Ramos, Presidente
Cologio Universitacio Segrado Carazon
Pda. 26 1/2
Santurce, Puerto Rico

Belen M. Serra
Decanato de Estudios
Recinto de Rio Piedras
Rio Piedras, Puerto Rico 00931

Ruben Mendez
G-P.O. Box 3732
San Juan, Puerto Rico 00936

Juan J. Hernandez Cibes
Depto de Obstetricia y Ginecologia
University of Puerto Rico
Recinto de Ciencias Medicos
Box 5067
San Juan, Puerto Rico 00936

Joaquin Villamil
Calle del Parque 109
Santurce, Puerto Rico

Jose Lema Moya
Division Vocacional y Tecnica
Departamento de Instruccion Public
Hato Rey, Puerto Rico 00919

Miguel Riestra
Facultad de Pedagogia
University of Puerto Rico
Recinto de Rio Piedras
Rio Piedras, Puerto Rico 00931

ATTACHMENTS B AND C

Identification of Occupational Backgrounds, and Recommendations
of Participants by Conference

MULTIETHNIC CONFERENCES PARTICIPANT ENUMERATION
BY OCCUPATION OR AFFILIATION

	*Conferences										TOTALS	
	1	2	3	4	5	6	7	8	9	10		
City or County Government	1											2
Advisory to State or Federal Government	1	1	1									3
State Government			1				3					4
Federal Government	2	1		1			2	4				10
University or College Administration	1	2			1	4		14	4			26
University or College Academic	2	5	4	7	4	13	3	16	15	8		79
University or College Student		1	2		1	2	3					9
Professional Association	3					1	1			2		7
Public or Private School	3	2		1		1			2	1		10
Special Interest Group			3	3		1	1	8	4	3		23
Territorial or Commonwealth Government									1			1
Research Groups	1		2	1	1		2	2	1	1		11
<u>Number of Participants</u>	13	12	14	14	7	22	15	44	27	15		185

- * Key:
- 1. Professional Organizations
 - 2. Asian-American
 - 3. White Ethnics
 - 4. Puerto Rican-Americans
 - 5. Mexican-Americans #1
 - 6. Black Scholars
 - 7. Native Americans
 - 8. Mexican-Americans #2
 - 9. Hawaii Conference
 - 10. Puerto Rican-American Island

MULTICULTURAL PLANNING CONFERENCES

Recommendation by Participation Groups

	CODE								
	1	2	3	4	5	6	7	8	9
<u>Policy Involvement and Professional Participation</u>									
1. Direct minority participation	X	X	X	X	X	X	X	X	X
2. Minority consultant participation		X	X		X	X	X	X	X
3. Support for minority researchers and consortia	X	X	X	X	X	X	X	X	X
4. Minority training and support for higher education		X	X		X	X	X	X	
<u>Research Themes</u>									
1. Definition of multicultural education and policy to promote multicultural education.	X	X	X	X	X	X	X	X	X
2. Examination of approaches to bilingual education		X	X			X			
3. Analysis of impact of American institutions on cultural minorities		X	X			X			
4. Analysis of potential roles for consumers in education			X		X	X			

CODE KEY

- 1. Professional Organization
- 2. Asian Americans
- 3. Chicanos
- 4. Poly-ethnic Whites
- 5. Blacks
- 6. Puerto Ricans
- 7. Native American
- 8. Island Puerto Ricans
- 9. Hawaii Americans

CODE

	1	2	3	4	5	6	7	8	9
Analysis of approaches to encouraging motivation	X	X			X		X		X
Analysis of approaches to encouraging self-esteem	X	X			X		X		
Studies of learning in non-school settings		X			X	X			
3. <u>Dissemination</u>									
Studies of distribution and marketing of curriculum materials and applications for bilingual/bicultural materials	X	X		X			X		
<u>Research Issues - Teacher Preparation</u>									
1. Research to identify teacher competencies and characteristics correlated with high achievement of linguistic and cultural minorities	X	X	X	X	X	X	X	X	X
2. Studies of teacher interactions across cultural lines	X								
<u>Research Issues - Assessment</u>									
1. Research on bias in standardized tests	X	X	X	X	X	X	X	X	X
2. Development of criterion referenced tests to evaluate student performance			X						
3. Development of diagnostic tests to evaluate student needs			X						
4. Research on use of career interest inventories with minorities		X							
5. Analysis of psychological sociological and educational characteristics of children who perform well on standardized tests					X				