
How does a large urban system initiate planning and procedures for a major instructional emphasis such as multicultural education? This writer spells out some of the steps needed to make the enterprise successful.

A System Approaches Multicultural Education

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PERIODICALLY, throughout the past 30 years, there have been several continuing efforts within the San Francisco Unified School District to bring about viable change in the instructional program. Part of the impetus for such efforts has come from the varied cultural groups which make up the student body of the City, necessitating many adjustments if teaching and learning are to continue to be effective. How to implement the needed change has not been known in sufficient degree since even the educational components needed due to a rapidly changing world were not known.

In March 1969 a program was designed which, it was hoped, would bring about desired change by meeting a set of conditions and needs: (a) In the late sixties new demands in regard to the education of youngsters living in urban areas indicated the need for a complete reexamination of educational programs. (b) Students, teachers, and community groups became insistent about being involved in needed educational revision. (c) Curriculum bulletins and courses of study in the schools of San Francisco had last been revised during 1961-1964. (d) Senate Bill 1, passed by the California Legislature in No-

vember of 1968 and State Frameworks in various subject areas provided a basis for more flexible educational patterns. (e) New developments in instructional technology had made multimedia approaches to learning tasks possible.

The program initiated in 1969 differed markedly from prior efforts. This plan was based on the philosophy that changing the curriculum (now better described as "educational program") meant changing learner/teacher/environment patterns of interaction. The plan was to be developed around three constructs: (a) A systems approach to change based on an assessment of teacher needs as determined by teachers. (b) A simple scheme for determining teacher needs and for implementing the desired change through utilizing Curriculum Task Forces, Summer Production Workshops, and Structured In-service Operations. (c) A built-in self-renewal concept, that of the cycle/recycle principle, which would allow for constant assessment and revision of educational programs.

The plan worked; it was incorporated

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into Summer Production Workshops in 1969, 1970, and 1971. As materials were developed in various areas of instructional emphasis and each of them in an area of need as seen by teachers, it was discovered that approximately one third of these were in the area then referred to as "ethnic." Thus, the in-service sessions by means of which the products were introduced widely throughout the District were concerned with channeling new information of a diversified nature about cultural groupings. Blacks were first, then Chinese, Japanese and Filipino, Latino and Samoan, American Indian and Korean. Each group had its own concerns and needs.

A Pervasive Emphasis

But how to implement? How to integrate all this new information about the past history of all these groups, their experience in the United States, and their particular language needs into a cohesive educational program? The students in San Francisco's schools are distributed racially as follows:

Spanish speaking/surname—11,131 (14.3%)
Other White—21,000 (26.9%)
Black—23,794 (30.5%)
Chinese—12,315 (15.8%)
Japanese—1,304 (1.7%)
Korean—394 (.5%)
American Indian—266 (.3%)
Filipino—5,715 (7.3%)
Other nonwhite—2,103 (2.7%)
Total—78,023

In 1973 the California State Department of Education sent out a manual called "Guidelines: School Staff Preparation in the History, Culture, and Current Problems of Racial and Ethnic Minorities." The Department of Intergroup Relations has provided consultants and institutes for the purpose of implementing these new sections of the Education Code (13345-13349) called Article 3.3 which stipulates that "On and after July 1, 1974, each school with a substantial population of students of diverse ethnic backgrounds shall provide an in-service preparation program designed to pre-

pare teachers and other professional school service personnel to understand and effectively relate to the history, culture, and current problems of these students and their environment. For purposes of this article a school shall be considered to have a substantial population of students of diverse ethnic backgrounds when 25 percent or more of all the students in the school are of diverse ethnic backgrounds."

It has become increasingly clear that a revised educational program which is relevant in current context must include not only the multicultural component out of which could develop ideas germane to cultural pluralism but several other components as well: Communications, Health Education, Environmental Education, Career Education, and Intergroup and Bilingual Education. The term "intergroup" has been coined to cover what was first called "ethnic," then "multicultural," in order to include what legislation in California refers to as "the role and contribution of women."

All of the pressures for change have resulted in demands from the community and from school administrative staff for in-service in the area of what has been in the past called "management training." The available model from the business community serves as a point of departure. In the educational model the whole process of learning (cognitive, affective, and psychomotor) must be taken into account along with the current available bureaucratic structure of the school system, the available facilities and equipment, and the psychological preconceptions of those in places where fiscal/administrative/facilities decisions are made.

In-service operations provide the pivotal point for changing the educational program of a school system if it is understood that involvement of those who provide the learning opportunities is the beginning thrust. In San Francisco a model (Figure 1) has been developed which illustrates the steps necessary for integrating information about the "history, culture, and educational problems" of minority students into the educational process. This model can be used for integrating any component into a system if the

production workshops which produce the changed (reorganized) materials are then phased into in-service operations which make it possible for school staff and decision-making administrators to become aware of the change.

Integrated Education in this frame is defined as "an educational program which takes into account the skills level of each student as seen against the cultural and sometimes other language background and special physical requirements of the learner." This type of educational program would require, therefore, not only the integration of newly organized components as indicated above but also the easy retrieval of skills sequenced materials, including new modes of learning and production (Communications) in the area of multimedia. In San Francisco this last named function is being effectively handled at our Creative Environment Center in that the staff helps teachers/students to put together new arrangements of educational data using multimedia approaches. Study of the environment, including math both traditional and metric as a

study tool, is handled by the Environmental Science/Metric Center. Bilingual Education is preparing sets of materials designed to meet the instructional needs of learners coming from other language backgrounds, and Career Education materials for use K-12 are being prepared in current summer production workshops.

Constraints against a rapid and effective integration of an educational program leading to cultural pluralism are, of course, the existence of traditional bureaucratic areas both in the schools and in the administrative setup. Once ways of operating and of teaching are departmentalized it is very difficult to break out of the traditional structure. Revisionism on a periodic or recurrent schedule is a basic need in human affairs. This is no less true in education (Piaget's concept of assimilation/accommodation) than in other areas of human activity. The in-service model now in operation in San Francisco has provided a procedure for integrating the learning means underlying cultural pluralism as well as other needed components into the educational program of the City. □

Level	Activity	For	By
Level 5 Integrated education	<i>Meshing</i> —interfacing the knowledge and processes of the first four levels into a skill-sequenced program for the individual child	Students Teachers	Resource teachers in Staff Development Total district
Level 4 Implementing the curriculum through the program of instruction	<i>Utilize</i> activities related to each ethnic group: a. To achieve specific objectives of the multicultural program b. To explore and develop other curriculum models	Students Staff	Teachers Students Teacher aides
Level 3 Building curriculum models	<i>Integrate</i> materials for each ethnic group: a. Into regular Social Studies, English-Language Arts, Art, Music, Homemaking, and any other appropriate regular course or curriculum area b. Into all cocurricular activities sponsored by the school	Staff Students Paraprofessionals Community	Teachers in Staff Development activities Teachers in the classroom Consultants and teacher groups Directors of departments in subject matter areas In-service/consultants
Level 2 Acquiring information and resources for instruction	<i>Compile, select, and make available</i> for use for each ethnic group: a. Books and printed materials b. Audiovisuals c. Community resource personnel d. Community environmental resources	School staff Community	Resource teachers Instructional support services Office of Community Relations In-service/consultants
Level 1 Awareness: sensitizing to characteristics, expectations, and resources	<i>Gain</i> knowledge of and feeling for each ethnic community's: a. History and ethnic experience b. Environmental impact on persons c. Expectation of the school d. Parental expectation for children e. Non-school resources for education of children	Resource teachers Administrators Community Paraprofessionals School site staff	Office of Community Relations In-service/consultants

Figure 1. Levels of Activity in Multicultural Education

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