

This article was downloaded by: [Virginia Tech Libraries]

On: 13 March 2015, At: 05:14

Publisher: Routledge

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK



## Change: The Magazine of Higher Learning

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/vchn20>

### Taking Steps to Build Support for Change

Lynne V. Cheney<sup>a</sup>

<sup>a</sup> National Endowment, Humanities , USA

Published online: 09 Jul 2010.

To cite this article: Lynne V. Cheney (1994) Taking Steps to Build Support for Change, Change: The Magazine of Higher Learning, 26:3, 45-45, DOI: [10.1080/00091383.1994.9940653](https://doi.org/10.1080/00091383.1994.9940653)

To link to this article: <http://dx.doi.org/10.1080/00091383.1994.9940653>

PLEASE SCROLL DOWN FOR ARTICLE

Taylor & Francis makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications on our platform. However, Taylor & Francis, our agents, and our licensors make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors, and are not the views of or endorsed by Taylor & Francis. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Taylor and Francis shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to or arising out of the use of the Content.

This article may be used for research, teaching, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly forbidden. Terms & Conditions of access and use can be found at <http://www.tandfonline.com/page/terms-and-conditions>

LYNNE V. CHENEY

## Multiculturalism Done Right

# TAKING STEPS TO BUILD SUPPORT FOR CHANGE

Jan./Feb. 1993




Multiculturalism is one of the most provocative words around today. On some campuses, it has become a fighting word. But we, more than any other country, are a nation made up of many people from many nations and cultures. Multiculturalism is part of the American identity, and so it should be part of what is taught in our schools, colleges, and universities. I'd like to put forward three principles that should underlie all our efforts.

The first principle is to tell the truth. Nothing so energizes the opponents of multiculturalism — as well it should — as myths, half-truths, and even untruths being brought into the curriculum. Truth has to be the lodestar of education. Indeed, it is the force of truth that has made us move toward multicultural curricula in the first place. Education is about learning to seek evidence, to evaluate information, to weigh conflicting opinions. It is about seeking the truth — and there is nothing more important to keep in mind if we want to do multiculturalism right.

A second principle: multicultural education has to be about more rather than less, more for everyone rather than less for anyone. Students can't be expected to understand other cultures if they are ignorant about the one in which they spend their lives. And they will not understand the culture in which they live unless they study it in a rigorous and coherent fashion. Multicultural education ought also to entail foreign language study, if the goal is to encourage understanding of how other people view the world.

A third, and last, principle for doing multicultural education right: it must be about what we share as well as about what sets us apart. There is no incompatibility between recognizing the contributions that men and women of diverse backgrounds have made to this country and seeking a truth we can all share. Our common story is, in fact, a multicultural one. Our common truth is about people from Africa, Asia, Europe, and every part of the globe being joined together by belief in equality and freedom.

It is important that our children learn to understand the various cultures that make up this country and the

world, but it is also important that they learn to regard themselves and others as individuals — unique individuals — neither defined by nor judged according to the groups to which they belong, but blessed with the capacity and freedom to define themselves and to be judged, as Martin Luther King, Jr., dreamed his children would be judged, by the content of their characters, not the color of their skin. 

*Lynne V. Cheney is former chairman of the National Endowment for the Humanities.*

*Abstracted from a speech given at the Vail Valley Institute in June 1992.*

## Chicago State University Dubbed "Success U" By The Chicago Tribune

# Why?

• **More Students Are Applying To CSU.** Since 1989 enrollments have grown by 57 percent. • **CSU Graduates Are Hired More.** A 1991 survey showed 73 percent of CSU graduates were employed full-time as compared with 71 percent of public university graduates statewide. • **CSU's Record Of Success Recognized.** The Illinois General Assembly recently passed a resolution recognizing CSU as a premier urban institution in educating predominantly African-American students.



Chicago  
State  
University  
BOARD OF GOVERNORS UNIVERSITIES

For more information, contact: Marcia Cross, Assistant to the President/Director of Public Affairs, ADM 313, Chicago State University, 9501 S. King Drive, Chicago, IL 60628-1598. Phone: (312) 995-2449.

## Presbyterian College

*"One of the South's  
distinguished private colleges."*



- 1,164 students from 31 states and eight foreign countries.
- 15-1 student-faculty ratio with average class size of 16.
- Listed in Fiske's Guide, Barron's, Peterson's, and U.S. News & World Report.
- Challenging liberal arts curriculum featuring 26 majors and 31 minors.

PRESBYTERIAN COLLEGE  
CLINTON, S.C. • 1-800-476-7272