

be more clearly described, conceptualized, and researched. Multicultural education is conceptualized in this [article] as a field that consists of five dimensions I have formulated (Banks, 2004b):

1. Content integration,
2. The knowledge construction process,
3. Prejudice reduction,
4. An equity pedagogy, and
5. An empowering school culture and social structure (see Figure 1).

Each of the five dimensions is defined and illustrated later in this [article].

Educators need to be able to identify, to differentiate, and to understand the meanings of each dimension of multicultural education. They also need to understand that multicultural education includes but is much more than content integration. Part of the controversy in multicultural education results from the fact that many writers in the popular press see it only as content integration and as an educational movement that benefits only people of color. When multicultural education is conceptualized broadly, it becomes clear that it is for all students, and not just for low-income students and students of color

FIGURE 1

The Dimensions of Multicultural Education

