

Abstract

Nation-states throughout the world face the problem of how to deal with the racial, ethnic, cultural and religious diversity within their societies while maintaining national unity. The United States of America represents one of these nations experiencing this challenge. Political, demographic, socio-economic and cultural changes challenge American secondary school in the 21st century more than ever. Mainly three problems are addressed within the framework of my dissertation:

- What opportunities in terms of secondary school education shall America provide for the multicultural society in the 21st century? How should the aims and goals of secondary education be reconsidered to adequately respond to the challenges America is destined to face in the new millennium?
- What major changes and restructuring processes will most effectively direct and manage the problem of multicultural secondary education in the US, and what is the role of the community and the society at large in addressing the problem?
- Which approaches should be elaborated to the English language usage in secondary education and what should be the policy towards the English language as a main language of instruction?

The dissertation examines the problems and perspectives of the multicultural secondary education in terms of reflecting diversity and unity. By examining this case, I clarify several intentions of the multicultural secondary education, among which are the following: 1) to build an understanding among racial and cultural groups and appreciation of different cultures; 2) to remedy ethnocentrism in the traditional curriculum; 3) to make curricula relevant to cultural traditions, experiences, and historical contributions of the nation's diverse population; 4) to increase academic achievements of minority students and help them to integrate into the mainstream of American society.

Throughout of the study I also reveal the problems of multicultural education experiences on its way of implementation (20th-21st cc). The research also attempts to work out the prospective model of the U.S. multicultural secondary education for critical consideration.

The study proves that multiculturalism is a complex process and at the same time acknowledges the significance of multicultural secondary education as the grounds of the complex process of maintaining diversity and national unity in the democratic United States.