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Multicultural press in elementary school classrooms : a function of selected learning conditions.

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MULTICULTURAL PRESS IN ELEMENTARY SCHOOL

CLASSROOMS: A FUNCTION OF SELECTED

LEARNING CONDITIONS

.

A Dissertation Presented

By

JOHN R. BROWNE

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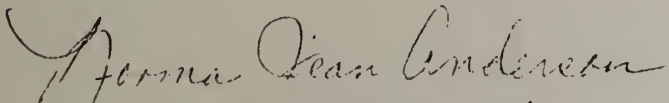
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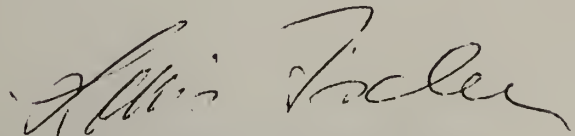
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August   1975

This dissertation is dedicated with love and gratitude
to my mother, Helen Carter Browne, whose faith in my
potentiality and personal example has inspired me to
have the determination and confidence to prevail.

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CHAPTER I

INTRODUCTION

Within the last decade, a large number of school districts throughout the United States have experienced cultural/racial conflict among students and among students and teachers. As a result, some educational leaders are now making systematic efforts to help teachers and students develop a greater awareness of and respect for cultural differences.[1] In addition, the civil rights legislation since 1964 and the education legislation since 1965,[2] passed by the United States Congress, is a mandate for educators to provide educational experiences which help students develop skills for effective interpersonal functioning with culturally diverse people. Such skills would enable students to interact on an egalitarian basis with people culturally different from themselves. Students would also be able to communicate without restriction or fear with persons different from themselves in values, lifestyle, appearance, language, religion, or racial background. Of necessity, though, is that learning environments reflect efforts to respect the cultural autonomy of all persons, if students are to develop respect for and comfort with the cultural differences in others.

However, Clark, Katz, Leacock and Silberman[3] provide analyses documenting the continued presence of cultural and class bias in instructional practice. This condition is the antithesis of

providing educational experiences which prepare students for living in a pluralistic society, where there is recognition and respect for a diversity of cultural expressions.

Many teachers do not engage in instructional practices which challenge myths and misconceptions about Blacks, poor people, or other cultural groups who are "culturally different" from the White middle class. Gay, Howe, Ryst and the U.S. Commission on Civil Rights[4] characterize instructional practice in relation to Black or Hispanic students as often lacking expressions of praise, enthusiasm, approval, encouragement and high expectations. Banks[5] asserts that curricula and classroom learning opportunities often minimize the contributions of Black and other ethnic groups through omission, distortion, myths or rationalization.

One major task of elementary school teachers, regardless of the cultural and racial makeup of their student population, should be to create learning conditions which provide students with knowledge about cultural differences, and help students develop interpersonal skills which they can use with individuals who differ from themselves. The present study assists educators with this important task by identifying learning conditions existing in the multicultural environment of selected elementary classrooms.

Purpose of the Study

The purpose of this study was to develop instrumentation for measuring student and teacher perceptions of selected learning

conditions likely to influence multicultural press in selected fifth and sixth grade classrooms. An additional purpose was to ascertain the extent and nature of multicultural press in classrooms within the sample. The empirical data collected were used to generate hypotheses for further investigation.

The study was guided by the following research questions:

1. Are there differences in the multicultural press perceived by students and teachers in different fifth and sixth grade classrooms?

2. Are there differences in the perception of multicultural press between teachers and their students?

3. Are there differences in the perception of multicultural press by culturally different students?

4. Are there differences in the perception of multicultural press by students in elementary classrooms with teachers who claim to have multicultural objectives, and students in elementary classrooms with teachers who do not claim to have multicultural objectives?

Definitions

Following are definitions which provide direction to this study:

Press, as conceptualized by Murray (1938), refers to aspects of the environment which are significant determinants of a participant's behavior, as perceived by a trained observer ("Alpha" press), or by the participants ("Beta" press) themselves. Murray viewed the environment as a complex system of situational determinants that exert an influence upon participating individuals.[6]

Multicultural Press refers to classroom learning conditions which influence the knowledge students acquire about cultural differences, the interpersonal skills students can use when thinking about or

interacting with individuals culturally different from themselves, and the _attitudes_ students develop toward individuals who are culturally different from themselves.

Knowledge about cultural differences refers to facts and ideas which contribute to an intelligent understanding of the United States as a multicultural society. These facts and ideas should dispel misconceptions and myths which students have about racial, socio-economic, religious, language or national origin differences, should represent the best available scholarship on cultural differences, and should provide information about the unique contributions, past and present, of individuals who are Asian, Black, Hispanic or Native American. In addition, knowledge about cultural differences includes experiential knowledge acquired through interaction with individuals culturally different from oneself.

Interpersonal skills refers to certain methods of thinking and social skills. The methods of thinking include the ability to:

1. respect the feelings of others
2. avoid stereotyping others based on cultural assumptions

The social skills include the ability to:

1. work in task situations with individuals who are "different" from oneself
2. explore the ideas, opinions and feelings of others
3. interact with and respect others who have a different point of view
4. identify and attempt resolving interpersonal or intergroup conflict, and
5. make efforts to see that all members of a group contribute to group decisions

Attitudes refers to those _beliefs about_ and _feelings toward_ individuals of different cultural origin. These beliefs and feelings can result in a range of reactions, from respect for and appreciation

of the heritage and life experience of different cultural groups, to being prejudiced toward and stereotyping individuals of different cultural origin.

Classroom learning conditions refers to social and intellectual stimuli in the classroom which include the following forms:

--activities which constitute formal learning opportunities involving students working alone, in small groups or as an entire class with direct or indirect participation of the teacher. These activities are explicitly or implicitly designed to achieve instructional objectives related to knowledge acquisition, skill development and/or attitude formation;

--visual resources (e.g., classroom posters, pictures or displays);

--instructional materials;

--audio resources (e.g., records, tapes) and audio-visual resources (e.g., film, slidetapes, filmstrips);

--teacher-student interaction (e.g., teacher initiated or teacher response to students, characterized by expressions of acceptance, rejection, praise, criticism, helping students address problems through sustained interaction, and/or responding with limited or abrupt interaction);

--student-student interaction

Culturally different individuals refers to individuals who are Asian, Black, Hispanic or Native American. Individuals in these

four cultural groups constitute a numerical minority in the United States, and have historically been the subjects of political, economic and social oppression.

Rationale for the Definition of Multicultural Press

The definition of multicultural press (i.e., multicultural climate or multicultural environment) in this study is different from how multicultural education is defined by many educators. Multi-cultural curriculum is often viewed narrowly as "content" about the contributions of diverse cultural groups. This is not the case within this study. Therefore, a rationale is provided for the definition based on current trends in educational practice and a conceptual frame of reference.

Educational Practice

Philip Rosen reviewed multicultural curriculum efforts of school districts throughout the United States, and concluded that "multi-group approaches to ethnic studies should include the study of many groups on a comparative basis, investigating common problems and crucial differences."[7] He also reports that some school districts are providing training which helps students develop skill in examining their values and attitudes related to others. This is accomplished by inquiry oriented lessons which illustrate stereotypic thinking. The intent is to help students develop positive concepts of self and others, and to help students become "accepting" persons.

Swick and Lindberg report on an approach to educating teachers for work with the culturally different.[8] The teachers learn facts about various cultural groups, investigate their own values in relation to the values of culturally diverse people, and learn interpersonal skills which they practice with culturally different people. They are expected to continue their learning process by establishing a different relationship with their students when they return to the classroom.

Multicultural press is being described in both instances above. Specifically, in the learning environments described above, there is a stress on providing opportunities to both acquire knowledge about different cultural groups, and develop interpersonal skills which might be used with people different from oneself.

Within this study, multicultural press is conceptualized as social and intellectual stimuli in the classroom which foster three kinds of student learning. Multicultural press is represented by classroom learning conditions which facilitate the acquisition of knowledge about different cultural groups in the United States, the development of interpersonal skills which can be used with culturally different individuals, and the development of positive attitudes toward cultural differences.

It is assumed that students will more likely develop positive attitudes toward cultural differences (and specifically toward cultural groups of color in the United States) if they are learning content about and interpersonal skills for use in interacting with people in the United States who are culturally different from themselves.

Conceptual Frame of Reference

Helen Roberts[9] has identified twenty-six assumptions fundamental to multicultural curriculum through a scholarly examination of four data sources: the literature on curriculum designs, educational anthropology, multicultural curriculum, and through interviews with educators in selected multicultural schools. The assumptions were then used to conceptualize a design for developing multicultural curriculum. Seven of the assumptions are listed below because they illustrate how the conceptualization of multicultural press in this study is consistent with the four sources examined by Roberts:

1. the purpose of education is to provide students with skills in reading, writing, computing and social interaction

2. students need to develop positive self-concepts, positive cultural identities and a respect for other cultural ways

3. a curriculum design must reflect the natural interactive processes occurring in human social behavior

4. the curriculum should be designed to eliminate ethnocentrism

5. multicultural education is a process of becoming a certain kind of person more than of learning certain content

6. multicultural education is a reflective process (one of looking inward to discover self, and outward to discover others)

7. in multicultural education, the whole child (cognitive, affective and psychomotor) is educated.

Assumptions

Some of the assumptions which underlie this study are:

1. All schools (segregated/desegregated, urban/rural, public/ private) have the responsibility to provide educational experiences

which help prepare students for living in a pluralistic
society.

2. Students will be better prepared for living in a pluralistic society if they learn in classroom environments which
have positive multicultural press.

3. Teachers have the primary responsibility for determining
what learning conditions exist in a classroom.

4. Elementary school teachers have a special responsibility to
provide learning conditions likely to cause positive multicultural
press in their classrooms.

5. Students will not increase their comfort with or grow in their
ability to interact with individuals different from them in appearance,
lifestyle, manners, religion or racial background, unless there are
explicit efforts to increase student knowledge about cultural differences, and explicit efforts to help students develop skills to
use with individuals different from themselves.

6. The kind of interaction which teachers encourage and/or
allow between students (especially students who perceive each other
as "different") is a critical decision affecting students' ability to
have positive interactions with people culturally different from
themselves.

Significance of the Study

Techniques for measuring environment suggested by this study
may be used as a first step in initiating change programs. The

present study provides a procedure for helping elementary school teachers assess the extent to which their classroom provides experiences for increasing student awareness about cultural pluralism. Once such assessments are made, teachers can proceed to plan and implement change efforts.

Another unique feature of this study is that the perceptions of students are utilized in assessing learning conditions contributing to multicultural press. The perception of the teacher or out-of-class professional (e.g., administrator, supervisor, college professor, consultant) has been the usual mode for assessing and improving the classroom environment. The student (as a salient source of information about what happens in the classroom) has been sparsely used in educational research. This study involves developing a procedure for assessing student perceptions as well as teacher perceptions. The learner's frame of reference can then be used to make decisions about what learning conditions need to be changed or maintained.

There is little research on whether students in classrooms with teachers who have multicultural objectives have more positive attitudes toward different cultural groups than students who are not in classrooms with multicultural objectives. This study reports whether having multicultural objectives made any difference in student attitudes toward people of diverse cultural origin. In the future, teachers with multicultural objectives will be able to use the instrumentation generated in this study to discern the relationship between their stated (i.e., espoused or intended) goals and multicultural press as

perceived by their students. Teachers will be able to identify where multicultural press in their classrooms is inconsistent with their intended environment, and they can then take focused action to bring about desired change.

This study also identified significant differences in perception between the different cultural groups in the student sample. This information can be used by teachers to ascertain whether there are significant differences in perception between them and students of another race or culture. The consequence of such difference in perception could very well be cognitive and affective dissonance, affecting student self-concept and academic achievement. The results of this study will help teachers in the future to determine when such dissonance exists in their classroom, and this increased teacher awareness can lead to improved decision-making about how best to meet the needs of culturally diverse students.

Positive multicultural press should not be contingent upon having a culturally diverse group of students in a classroom; while provincialism as manifested in exclusive association with "one's own kind" is a major hazard to multicultural understanding, so is the failure of school systems to have a well conceived and comprehensive staff development program which is implemented before varied cultural groups attend school together in court mandated desegregation. This study is helpful to schools with either a segregated or racially mixed student population, by identifying the conditions in classrooms which require attention in order to improve multicultural understanding.

The information can be of practical service in the planning and implementation of educational programs for students, and professional growth opportunities for elementary school teachers and administrators.

Approach of the Study

This section will provide an overview of the measurement techniques, the sample population and the treatment of data collected.

<u>Measurement Techniques</u>

The MULTICULTURAL ENVIRONMENT SURVEY was developed through an extensive series of procedures representing five sequential stages of development:

1. Multicultural objectives were identified through a selected review of social studies literature (see Chapter II)

2. These objectives were submitted to nineteen fifth and sixth grade teachers who generated learning conditions, which were then utilized by the investigator to develop items for the instrument

3. A committee of educational practitioners and a committee of scholars in multicultural education were used to obtain content validity, and to identify the most appropriate items for the instrument

4. The initial instrument was subjected to a preliminary testing in three demographically diverse classrooms

5. The results of the preliminary testing were used to revise the instructions and administering procedures, and to develop a final instrument for use in the major data collection.

Collective perceptions of the students toward three variables of multicultural press were used as a source of describing the multi-cultural environment. The three variables were:

a. knowledge acquisition (what is taught or learned)

b. interpersonal skill development (what skills students are
    helped to develop and practice as they interact with others
    in the classroom)

c. attitude formation (what beliefs, opinions or feelings students
    develop about diverse cultural groups in the United States)

Sample Population

The MULTICULTURAL ENVIRONMENT SURVEY was administered to a

sample population of 750 fifth and sixth grade students and their

teachers, in 32 classrooms. There were 3 different categories

of classrooms: 10 classrooms with mostly Black students were located

in a large city (i.e., over 750,000); 10 classrooms with mostly White

students were located in a suburban community (within 10 miles of a

large city); and 12 classrooms with approximately 50% Black and 50%

White students were located in a medium-sized city (i.e., over

100,000).

Treatment of Data

This study does not attempt to fully explore diversity of multi-

cultural press in the selected elementary classrooms. The present

investigation was exploratory research, from which hypotheses were

generated.

Two types of environmental differences were anticipated, and

the data collected received four levels of treatment. The first

differences were those among the selected classrooms. The other

differences were those within each classroom. The treatment of data

was influenced by the four research questions stated above. Pearson

product-moment correlation procedures were utilized to ascertain

reliability. Analysis of variance (F tests) and t tests were the statistical procedures used to address the four research questions. Because this study is exploratory research, research questions instead of hypotheses were identified and used to guide treatment of the data.

Organization of the subsequent chapters is as follows: Chapter II - a theoretical background of the study, including a selected review of literature leading to the multicultural objectives upon which the instrumentation is based; Chapter III - describes development of the instrument, preliminary testing and revision of the instrument, the selection of classrooms and students for the data collection, and the procedures for collecting, reporting, and analyzing the data; Chapter IV - reports, interprets and analyzes the findings; and Chapter V - reports conclusions of the findings, identifies hypotheses based on the findings, and discusses the implications for future research on multicultural press in elementary classrooms.

C H A P T E R   I I

THEORETICAL BACKGROUND OF THE STUDY

This chapter provides a theoretical background for the study by presenting a review of literature focusing on three aspects:

First, the need for positive multicultural press in classroom environments is advanced through an essay on the advocacy of multicultural education in United States' schooling, a brief review of selected literature on the relationship between environment and behavior, and a selected investigation of societal and school factors which contribute to negative attitudes toward cultural groups of color.

Second, the need for instrumentation which measures multicultural press in classroom environments is discussed, through a selected review of current measures utilized to ascertain teacher behaviors or variables affecting classroom social climate.

Third, the development of instrumentation for the measurement of multicultural press in classroom environments is initiated, through a selected review of social studies literature from which multicultural objectives are inferred. These objectives are then used to develop the Multicultural Environment Survey (see Chapter III).

THE NEED FOR POSITIVE MULTICULTURAL PRESS IN CLASSROOM ENVIRONMENTS

Advocacy of Multicultural Education in United States' Schooling

The following discussion provides a context for the ways in which multicultural education is defined and advanced as a need in American schooling.

Multicultural emphases in United States education were not advocated until recent times. Although the United States has always

included many cultural groups, especially since the waves of immigration between 1880-1920, it wasn't until 1916 that the concept of cultural pluralism was discussed by educators. At that time, John Dewey, speaking before the National Education Association, advocated that public schools teach each cultural group to respect every other by enlightening all to the past contributions of every ethnic strain. Dewey advocated making education "an instrument in the positive cultivation of sentiments of respect and friendship for all men and women."[1]

Almost sixty years later, 288 of the 715 public school districts in the United States with more than 10,000 students reported they are attempting to enhance cultural understanding through some form of multicultural education.[2] The 3 most widely used educational practices defined as multicultural by the 288 school districts include the use of ethnic studies curricula (where the cultural groups studied most are Black, Mexican, Native, Japanese and Chinese American, in that order), human relations training for teachers, and inservice teacher training in multicultural education. These contemporary emphases in multicultural education are partially the consequence of many school districts making efforts to "ameliorate disparity in educational opportunity."[3]

The American Association of Colleges for Teacher Education (AACTE) found teachers basically unprepared to understand and cope with some of the problems attending school desegregation, equalization of educational opportunity, and quality education in a pluralistic society. As

a result, the AACTE Board of Directors established a Commission on
Multicultural Education. No One Model American[4] is the official posi-
tion statement of the Commission. It advocates schools become respon-
sible for the cultural enrichment of all children, by helping students
understand and appreciate the differences that exist among the nation's
citizens. This espoused goal was followed in 1974 by the creation of
the Multicultural Education/Competency-Based Teacher Education Project.
The Project assumes all teachers need certain competencies (i.e., the
ability to improve their students' knowledge, skills and attitudes re-
lated to cultural diversity in the United States) to function in any
teaching situation, and that teachers need certain unique competencies
to teach students who are Asian, Black, Hispanic or Native American.[5]

A need for the emphasis on teacher competencies can be inferred
from studies reviewed by Frymier, which led him to conclude in 1965
that "children are the products of their perceptions . . . children
learn from others; they tend to become what their teachers are; they
tend to acquire their teachers' behavioral and personality patterns
as a result of perceiving them."[6] One can infer Frymier advocates
multicultural education when he asserts schools exist to facilitate
behavioral change, and in United States society, a broad goal for schools
is to help children learn to behave in democratic ways. A comprehen-
sive review of research studies in education, psychology, social psycho-
logy and sociology led Frymier to suggest that schools helping children
to behave in democratic ways would strive to foster student development

of perceptive skills, a positive self-concept, and a positive concept
of others.

According to Frymier, students with perceptive skills under-
stand the things which influence and possibly distort their percep-
tion, and also are inclined to avoid thinking in categorical terms, good
or bad, right or wrong. Students with a positive self concept feel a
sense of importance and worth, recognize their uniqueness and difference
from others, and accept and value their uniqueness. Students with
a positive concept of others are "accepting" persons, with the capacity
to recognize and appreciate differences in others, as well as identify
with others.[7]

However, schools do not facilitate the development of these
qualities as much as they can or should. Bernstein finds schools to be
class-biased, resulting in children from working/lower class families
being at a considerable disadvantage in relation to the total culture
of the school. He contends that much of the context of schools in the
United States or in England is "unwittingly drawn from aspects of the
symbolic world of the middle class, and so when the child steps into
school he is stepping into a symbolic system which does not provide
for him a linkage with his life outside."[8] This leads Bernstein to
assert:

> . . . if the contexts of learning--for example, the
> reading of books--are not contexts which are triggers
> for the children's imaginings, are not triggers for
> the children's curiosity and explorations in his family
> and community, then the child is not at home in the
> educational world. . . . if the culture of the teacher
> is to become part of the consciousness of the child, then
> the culture of the child must first be in the con-
> sciousness of the teacher.[9]

Bernstein also insists that teachers should start recognizing "that the social experience the child already possesses is valid and significant, and that this social experience should be reflected back to him as being valid and significant. It can only be reflected back to him if it is part of the texture of the learning experience we create."[10]

James Banks also supports the need for teachers to have cultural sensitivity. He speaks persuasively of the need for teachers to develop positive attitudes toward ethnic minorities and their cultures. "Teacher attitudes and expectations have a profound impact on students' perceptions, academic behavior, self-concepts, and beliefs."[11]

While teacher attitudes, behaviors and competencies are critical variables when attempting to increase student understanding and appreciation of the cultural differences in the United States, specific educational objectives for improving cultural understanding are essential. Such objectives should then provide direction for the selection of appropriate instructional materials and teaching strategies. Melvin Tumin underscores the need for teachers to ask the right kind of questions when determining multicultural objectives. Such questions might include: What do we want our children to become? That is, what do we want our children to value? What do we want them to understand about themselves and others? How do we want them to behave toward other human beings?[12]

Related to how children feel about themselves and others, Trager and Yarrow advocate the use of multi-ethnic materials because they found that such materials can affect youngsters racial feelings

and predispositions when teachers make specific efforts to do so.[13]
Banks feels all students, regardless of their race, ethnicity or
geographical region, need to study about all cultural groups of
color because they are an integral part of life in the United States.
He continues by speculating that knowledge about the different cultural
groups in the United States will help students gain a broader perspec-
tive and better understanding of their own social situations. Further,
students of specific racial or ethnic groups need to study both their
own and other cultural groups in order to comprehend American society.
Such learnings are essential in Banks' view, if students are to appre-
ciate the diversity of means which different cultural groups in the
United States have devised to satisfy basic human needs. Banks further
speculates that such learning might lessen chauvinist ethnocentrism among
dominant white ethnic groups in the United States. "By studying about
other ways of being and living, students will see how bound they
are by their own values, perceptions and prejudices."[14] Grambs strongly
advocates a study of diverse cultural groups, and insists that every
school has a responsibility to educate for human understanding, and
to work toward eradicating cultural blindness.[15]

Epps, like Banks and Grambs, refers to the cultural blindness
in United States' schools when he talks about the Anglo-European bias
that permeates almost all educational theory and practice. He suggests
schools need to utilize the cultural diversity that exists in this
society to help children learn, and to encourage a healthy respect for
cultural differences.[16]

The Intergroup Relations Project of the Lincoln Filene Center was also an advocate of multicultural education. The Project stressed the critical importance of elementary school educators having the ability and desire to help their students be sensitive to and understand the human differences in a racially and culturally diverse society.[17] Two broad problems defined and documented by the Project were as follows:

1. Most elementary school teachers are inadequately prepared for teaching about democratic human relations, and feel uneasy about teaching what often is considered to be sensitive subject matter in the classroom

2. The teaching-learning process in intergroup relations is often characterized by the absence of significant links between the ideals of the democratic society and the real life situations of many students.[18]

The Project sought to translate research findings and educational needs into a curriculum for the elementary schools. Three of the objectives upon which this curriculum was based were: to help the child reduce stereotypic and prejudicial thinking; to assist the child in realizing there are many differences among people within groupings or categories of people; and to give the child a very realistic understanding of the past and the present, including the many contributions to the development of the United States by people from a wide variety of groupings and nations.[19]

The Task Force for Multicultural Guidelines of the National Study of School Evaluation stated that "all schools in the United States have an imperative mission . . . to help prepare their students for life in a society composed of many different cultural, racial and ethnic

strands."[20] According to the Task Force, in many school situations the paramount issue over the last two decades has been the achievement of physical desegregation of White and racially/culturally different youth in effective educational environments. They asserted that education for a society based on racial and cultural pluralism is now an inescapable task being imposed on all schools, whatever their student mix.[21]

In summary, advocacy for multicultural education in the United States as described above is a relatively recent phenomenon. Each source of advocacy articulates the need for schools to influence the development of positive student attitudes toward cultural differences. They all share one proposition: the student's view of cultural groups of color in the United States is something schools (i.e., teachers) can and should positively influence.

The Relationship Between Environment and Behavior

A major variable in the classroom environment likely to influence how students view Asian, Black, Hispanic and Native Americans is the teacher. Teacher attitudes toward cultural groups of color can be of critical importance since the teacher's attitude will have some bearing on what (if anything) is taught about cultural differences and how it is taught. In addition, how the teacher interacts in the classroom with students who are Black or from other ethnic groups of color is a major source of influence on how those students perceive themselves, how others in the classroom perceive them, and how they perceive others.

Within the classroom setting, learning conditions are influenced by the teacher. Most formal (or intended) learning conditions involve

students in a learning activity using some kind of instructional
material. Both instructional materials and learning activities (the
"means" component of a teacher's instructional strategy) generate
intellectual and social stimuli in the classroom environment. Such
stimuli influence student attitudes and behavior.[22]

The relationship between environment and behavior has long
been a subject of inquiry. Murray asserts that behavior is a
result of the transactional relationship between individuals and their
environments. This conclusion is stated by Murray as follows:

> Since at every moment, an organism is within an en-
> vironment which largely determines its behavior, and
> since the environment changes--sometimes with radical
> abruptness--the conduct of an individual cannot be
> formulated without a characterization of each con-
> fronting situation, physical and social.[23]

Anastasi agrees that the immediate environment dictates current behavior
and indirectly influences later behavior as well.[24] Dewey states that
"social environment forms the mental and emotional disposition of be-
havior in individuals."[25] Pace and Stern both view the environment
within educational settings as a powerful determinant of student
behavior.[26] Sinclair[27] conceptualizes the environment as a complex
system of situational determinants (i.e., stimuli) that exert an in-
fluence upon participating individuals. The situational determinants
may be social, physical, intellectual or a combination of all three.

As mentioned above, one important influence on student attitudes
and behavior is the teacher's attitude. The attitude of teachers is
often reflected in teacher-student interactions, teacher expectations

and the kind of learning conditions (i.e., the instructional materials and learning activities being used) which occur or do not occur in the classroom.[28] Davidson and Lang found that students' self-concept, achievement and classroom behavior all reflected their perceptions of their teachers attitude toward them.[29] Thus, this investigator assumes the need for positive multicultural press in classroom environments will be powerfully demonstrated by an investigation of factors likely to contribute to teachers' and students' attitudes toward cultural groups of color.

Societal Factors Contributing to Negative Attitudes Toward Asian, Black, Hispanic and Native Americans

Berelson and Steiner[30] report there is a tendency in most human societies for people to prefer their own kind and to stereotype ethnic outgroups in a negative fashion, especially lower status ones. Historically, the lower status ethnic groups in the United States have been Asian, Black, Hispanic and Native Americans. Although other ethnic groups were and to some extent continue to be subjects of cultural bias and discrimination (e.g., the Irish, Italian, Polish and Jewish people), the distinguishing characteristics of color and language result in some individuals in the United States being easily identified as "different" and thus easily the recipient of discriminatory practices in education, housing, jobs and in public accomodations/services. In the United States, 75% of the adult population is estimated, on the basis of several studies, to have hostile attitudes toward one or more minority groups. Berelson and Steiner conclude that the causes

of these attitudes are usually learned within the family without conscious intent.[31]

Taba[32] concurs with that assessment of how negative attitudes toward cultural differences are developed. She describes the process by which cultural attitudes are formed as one characterized by individuals being born into and reared in a "cultural shell"--a particular family with its own racial or ethnic background, religious beliefs and sanctions, standards of right or wrong, socioeconomic level, behavioral expectations and relationship to the larger community. This results in most people looking upon others who are culturally similar as having qualities which are acceptable, right, superior and natural, while simultaneously looking upon people who are culturally different (because of color, appearance, habits, beliefs, customs, etc.) as unacceptable, inferior, wrong or unnatural.

Brown[33] states that most of our beliefs are acquired from the talk and writing of others, and our ethnic stereotypes are generalizations usually acquired by hearsay. Individuals are greatly influenced by parents, teachers and peers from early childhood through high school; thus, it is important to recognize the potential these persons have for influencing attitudes toward cultural groups of color and for influencing children to acquire ethnic stereotypes. Of alarm to Brown is that ethnic stereotypes are evaluative in nature, and represent a way of thinking about nationalities, religions and races other than our own with reference to our own standards.

Ethnic stereotypes, according to Brown, are derived from cultural absolutism and are the result of individuals thinking that the norms of one's own group can be used to evaluate or judge others. Brown further suggests that ethnic stereotypes convey the implication that ethnic groups have inborn and unalterable psychological characteristics. This implication is stronger for races than for nationalities or religions. The development of racial attitudes is not dependent upon whether a person has any actual contact with a racially different group. Horowitz found contact with the prevalent attitudes toward Blacks and other cultural groups of color to be of far greater importance.[34]

Dewey[35] characterizes racial prejudice as a deepseated and widespread social disease that is not so much the result of an incomplete use of reason as it is a result of following habit. He views the act of prejudice as a spontaneous aversion, preceding judgment and influencing and distorting subsequent judgments. The spontaneous aversion occurs to "what is new and unusual, to whatever is different from what we are used to, and which thus shocks our customary habits."[36] Dewey continues by saying "such words as stranger, foreigner, alien, outsider are psychological words rather than geographical ones. Our habits form our standards of observation and belief. They supply standards all the more effectively because we are not conscious that our standards come from our own customs. Consequently, we think they are inherent in the nature of things. It is to our own ways of thinking, of feeling, of talking, of observing and expecting that the new comer is foreign, alien, not just to our geographical habitation."[37]

While prejudice toward other ethnic groups tends to disappear as people get used to what was at first strange, prejudice toward groups with persistent physical differences (i.e., color) tends to remain. Because race prejudice has a physical basis, it leads to generalizations being made about all individuals with the same physical traits.[38]

Dewey's diagnosis is over fifty years old, but recent studies indicate that his conclusions would still apply today. In a very recent analysis, Levin claims it has been too little recognized that prejudice performs some positive functions for certain groups in our society.[39] Merton's definition of function is utilized by Levin. Function is defined as a consequence that aids in the adaptation or adjustment of a system. A manifest function may be intentional and recognized by members of a system; a latent function may be neither intentional nor recognized by system participants.[40] Using this definition, Levin contends that prejudice persists in the United States because it continues to have adaptive benefits--latent and manifest, long term and short term, psychological and sociological--for elements of the majority group and minority group.[41] Ehrlich characterizes prejudice from a psychological point of view as a learned disposition--consisting of negative beliefs and stereotypes, negative feelings or emotions and the tendency to discriminate against a minority group.[42] Westie, from a sociological point of view, regards prejudice as an element of the culture--the normative order--in which it exists.[43] Parents might consciously or unconsciously transmit behavioral cues which suggest negative attitudes toward cultural groups of color

because of complex political, economic, psychological and/or socio-
logical factors.

Prejudice against Black people has been a norm throughout the
history of the United States. Even in non-slavery states before 1865,
antiblack norms were imposed and rigorously enforced by Whites. Anti-
black norms continued to thrive for more than a century after the Civil
War.[44]

Prejudicial attitudes toward Blacks, Puerto Ricans, Mexican
Americans, Native Americans and Jews continue to persist at alarming
levels.[45] The decline of traditional stereotypes has led to their
replacement by new stereotypes which are incorporated in mass media
images of Blacks and other cultural groups of color.[46] The effect of
the stereotypes continues to be manifested in social preference studies.
Bogardus recently found that a sample of White businessmen and teachers,
as well as native born Jews, indicated strong bias against Asians and
Blacks in their social distance preferences.[47] Social distance pre-
ferences help to explain patterns of human interaction.

Talcott Parsons' paradigm for examining human interaction is
used by Porter as an analytical device for understanding the nature
of prejudice.[48] Parsons divides human action into three parts: cul-
ture, social structure and personality. The cultural explanation of
prejudice assumes the individual is influenced by the environment to
acquire certain racial attitudes and common evaluations. "The indi-
vidual learns to dislike certain groups of people in the same manner
that he learns other prevalent cultural norms and values.[49] This is

an atmosphere theory of prejudice substantiated by the Kerner Commission report, which documents the widespread existence of White racism in American culture. Brink and Harris found the majority of Whites likely to reject close interracial contacts.[50]

Parsons' social structure explanation of prejudice focuses on the strains that create differences among subgroups of the population (i.e., fear of status deprivation, competition between two racial groups for jobs or prestige, and limited or poor education). The result is working class individuals having more negative attitudes toward the opposite race than their middle class counterparts.[51]

The personality explanation of prejudice assumes that individuals with a "crippled ego" may develop prejudice in "total protective adjustment."[52] Adorno, et al., indicate that a generalized ethnocentrism based on pervasive and rigid ingroup-outgroup distinctions is characteristic of at least some individuals with psychological difficulties.[53] Allport suggested this process pertains to children as well as to adults, through the acquisition of ethnic attitudes which conform to the child's self image and fill his or her needs.[54] Harris, Gough and Martin indicate that homes which are oppressive, harsh or critical may tend to produce prejudiced children.[55]

Porter concludes that given these three interrelated causes of prejudice and the prevalence of prejudice in the United States, the White child cannot help but be exposed to racial evaluations of Blacks which are unfavorable, and the Black child cannot help but be cognizant of these negative feelings.[56]

Goodman suggests several variables which influence the age at which racial awareness occurs in children. These include the reaction of others to the child's appearance; remarks about skin color, hair or facial features; the opportunity to observe differences through inter-racial interaction; indirect contact (e.g., television); and the opportunity to observe persons of another race in a setting which is new and unfamiliar to the observer.[57] Porter's literature review resulted in her identifying several factors as having major influence on racial attitudes in children: parents, the school, value laden words, the mass media, the racial occupancy of social roles, and the relationship between race and social conditions (e.g., poor housing, unemployment, persons needing social relief). The influence of parents, value laden words, mass media, and racial occupancy of social roles are elaborated upon below.

Parents are one of the most important agents of attitude transmission. Overheard conversations between parents and the subtle behavioral cues of parents tend to influence children most.[58] Erickson claims that minute displays of emotion tend to be powerful transmitters of racial attitudes.[59] Adults saying one thing and transmitting behavioral cues which are contradictory tends to suggest to children there is no need for words, attitudes and actions to be consistent in relation to cultural/racial differences. Adults might openly disclaim any prejudice toward cultural groups of color, while simultaneously engaging in discriminatory acts toward such individuals. These discriminatory behaviors and subtle behavioral cues which communicate cultural bias are partially

the result of complex political and economic forces in the United States. Attitudes transmitted by parents are largely influenced by the social structure in the United States.

The maintenance of the political and economic status of certain elements in the White majority group (numerically speaking) in the United States has depended on the continued subordination of a minority, causing intergroup competition to be translated into prejudice.[60] Simpson and Yinger document the direct relationship throughout United States history between anti-immigrant activity and the incidence of economic depression.[61] van den Berghe claims that competition yields many of the conditions necessary for the development and maintenance of prejudice in complex, highly industrialized societies. Majority group members feel themselves in direct competition with members of minority groups.[62] Jacobs and Landau document the role that prejudice played in the ruthless illegal tactics used to take property from Mexican Americans and Native Americans.[63] Bonacich explains how economic competition between lower class Whites and Blacks after the Civil War fostered White racism, resulting in segregation, humiliation and discrimination toward Blacks.[64] Anti-Black sentiment in contemporary American society is most visible among White working class individuals, who feel most threatened by the possibility of racial equality. Rossi claims that racial equality would mean the White working class more than other groups in United States society would have to share their schools, neighborhoods and political influence.[65]

The economic exploitation of cultural groups of color continues to the present day. For instance, Wahrhaftig and Thomas document the

continuing exploitation of the Cherokee Indians in Oklahoma,[66] and
London and Anderson describe how Mexican Americans continue to be the
most important source of farm labor in California.[67] In both
cases, the presence of a large number of culturally different people
(i.e., Hispanic and Native Americans) resulted in their economic oppor-
tunities limited to unpleasant and low paying jobs.

Levin suggests the maintenance of political and economic power
is dependent on the interplay of psychological and sociological mechanisms
resulting in White prejudice toward the powerless--i.e., cultural groups
of color.[68] The tendency to want a scapegoat and thus displace aggression
is sometimes incorporated into the personality dynamics of an individual.
Berkowitz claims that highly prejudiced individuals seek to identify
with powerful persons and groups in an effort to compensate for feelings
of weakness and inferiority, thus attributing their frustrations to
members of minority groups.[69] According to Sherman, the function of
scapegoating cultural groups of color often protects powerful persons
in the society. Part of this function is carried out by dividing
the members of society along majority-minority lines so that interests
shared by both groups become obscured and hostility is directed down-
ward in the system of social class, rather than toward a common opponent
at the top.[70] When major efforts are made to attack these sources of
power, dire consequences result. Martin Luther King Jr.'s attempt to
forge a coalition of White and Black working class people in the United
States (for the purpose of acquiring political and economic power) was
the movement in which he was engaged at the time of his assassination.

Schools should attempt to lessen the effect of political and economic forces which stimulate and foster prejudice/racism toward cultural groups of color. This might be achieved if educators increase their understanding of how certain negative images of Blacks and other cultural groups of color are consistently and persistently reinforced in the larger society and in the schools. Increased understanding by educators might then result in their making efforts to explicitly counteract these pervasive influences. In addition to the influence of the social structure on attitudes transmitted by the family, value laden words, the mass media and the racial occupancy of social roles play a significant role in influencing the attitudes of people toward cultural groups of color.

Value laden words are a source of potential prejudice because "white" has more positive connotations that "black" in this culture. Coles, Arnez and Schwartz and Disch,[71] provide many examples from the English language and English literature of words associated with blackness which have negative connotations.

The mass media (e.g., television and newspapers) regularly convey stereotypic portrayals of cultural groups of color. For instance, Martinez vividly illustrates how mass media advertisements portray Mexican stereotypes.[72] Simpson and Yinger[73] have found a pattern of stereotyped descriptions of Americans of color in newspapers.

Coles and Trager[74] found children very sensitive to the racial occupancy of social roles (i.e., television performers in subservient roles, public personnel such as busdrivers and garbage collectors,

and custodians, such as maids, janitors or gardners). If low esteem
for these statuses is made obvious by parental comment or behavior
(or by the comment or behavior of "significant others"), when many of
these roles are occupied by Asian, Black, Hispanic or Native Americans,
then children might conclude that people in these positions are less
worthy, or that all individuals of a given cultural group occupy such
positions.

The large body of research on racial attitudes in children does
not suggest clear cut conclusions, but the outstanding finding in
existing investigations is that Black and White children both tend to
exhibit preference for the color white.[75] Racial attitudes take final
form as the child gets older. While Blake and Dennis[76] found that
verbal rejection of cultural groups of color, involving the assignment
of all virtues to Whites, occurs by the fourth grade, Goodman's research
suggested that negative attitudes about Blacks are found in some
White children by the age of four. Schwartz and Disch claim that
White children by the age of seven are impressed with the values of
their environment--attitudes of fear, jealousy, superiority and
hatred.[77] ·The mechanisms which transmit these attitudes are similar
for all children, but the extent of such prejudiced feelings and the
reaction to prejudice on the part of others is affected by the child's
psychological and sociological environment and his/her racial member-
ship.[78]

The next section investigates elementary school conditions which
reinforce these attitudes. Such an inquiry further documents the need

for systematic efforts to foster positive multicultural press in classroom environments.

Elementary School Practices Contributing to Negative Student Attitudes Toward Asian, Black, Hispanic and Native Americans

Brookover and Erickson[79] have found that teachers are the most "significant others" in children's lives, next to parents. Significant others are "persons who influence an individual's beliefs about himself and his world."[80] Given the general press within American society to feel negatively toward Americans of color, it is important to examine the extent to which elementary school practices reinforce these negative attitudes. Teacher-Student Interactions and Instructional Materials represent two salient dimensions of schooling which have potential impact on how students view themselves and how they view others.

Teacher-Student Interactions

The United States Commission on Civil Rights has declared:

The heart of the educational process is in the inter-
action between teacher and student. It is through this
interaction that the school system makes its major im-
pact upon the child. The way the teacher interacts
with the student is a major determinant of the quality
of education the child receives.[81]

Through teacher-student interaction, there is great potential for having impact on student attitudes toward Americans of color. Unfortunately, recent studies indicate classroom teachers have negative attitudes and low expectations of Black youth.[82] Evidence also indicates Mexican American students receive significantly less praise

and encouragement from teachers.[83] Gay found teacher expectations and
teaching behaviors to differentiate between pupils on the basis of race,
and she also found pupils' classroom behavior to correlate positively
with teachers' attitudes and expectations.[84] Other research indicates
that teacher expectations largely determine what opportunities teachers
provide students to participate in classroom interactions, and the
level of student achievement (e.g., Rosenthal and Jacobson, Jeter,
Brophy and Good[85]). Craig and Henry identify negative teacher attitudes
as influential factors determining how White teachers interact with
Black students.[86] Banks concludes that no other factors are more signi-
ficant in influencing the Black child's devaluation of himself than
negative teacher attitudes, low teacher expectations and racist
teaching materials.[87]

Ryst found Black teachers' expectations and verbal behaviors
toward Black students differentiated on the basis of social class.[88]
Leacock, in a comparative study of teaching and learning in eight urban
classrooms--four Black and four White--attempted to "understand ways
in which the educative function of the school is compounded with its
sociological function of perpetuating existing class statuses, with
children staying on the same rungs of the occupational ladder as their
parents."[89] This study found that ". . . teachers unwittingly help
perpetuate a system of inequalities by reflecting in their behavior
and attitudes the stereotypes and shortcomings of . . . society."[90]
Elementary classrooms with multicultural/multiracial student popula-
tions (e.g., desegregated classrooms) do not necessarily contribute

to an increase in cultural/racial understanding or Black students'
academic achievement.[91] Both St. John and Chesler found multiple
variables operant within the classroom which affect student attitudes
and performance. Three of these variables are teacher attitudes and
their concomitant verbal behaviors toward Black students, the extent
to which Blacks feel comfortable with and accepted by their White
classmates, and the social climate in the classroom.[92]

The philosophical assertions of Cuban give special importance
to the teachers role in determining the success or failure of the
educational process for Black youth.[93] Taba asserts that teachers
have the potential for determining whether the atmosphere in any school
facilitates students learning to satisfy the wish to belong, to give
and receive attention, or to make others feel wanted.[94]

In the area of intergroup relations, Ferguson found little
communication between students of different racial and ethnic back-
grounds. He attributed this to teachers not promoting such interaction
in the classroom.[95] Sachdeva reported the possibility of school in-
tegration having a positive affect on the feelings and attitudes of
culturally diverse students if experiences are deliberately designed
by the teacher to bring students together.[96] Opportunities for inter-
group activities and interracial communication in multicultural and
multiracial classrooms should not be left to chance.

Classroom activities must be deliberately planned with multi-
cultural objectives in mind. Lachat found positive racial attitudes

expressed by students in a school which was committed to implementing integrated multicultural education. Programs were designed for culturally diverse pupils to acquire knowledge of and develop respect for all ethnic groups, through the curriculum and through instructional strategies which created various student groupings and facilitated student interaction in a variety of ways.[97]

Spindler,[98] however, provides an important insight when he talks about the seemingly built-in conflicts between the professed goals of many elementary teachers and the means they use to achieve them. Teachers might claim to have multicultural objectives, but inadvertently engage in practices which allow the cultural stereotypes and biases of their students to go unchallenged. This discrepancy between espoused goals and actual practice is credited by Spindler to conflicts between the traditional value patterns of many teachers (i.e., emphasis on thrift, self denial, faith in the future, a strong emphasis on success, and a belief that hard work is the means to it, absolute moral norms, and a strong value placed upon the individual as an end) and the emergent value patterns (i.e., emphasis on sociability, sensitivity to the feelings of others, a relativistic attitude, a present-time orientation, and high value placed upon the group) of many teacher training institutions. Spindler acknowledges that most individuals and schools of education do not fall neatly into either of these value patterns, but his research suggests the basic value orientation of people who become teachers and of teacher training

programs is in the indicated direction. For instance, most teachers
come from middle or lower middle class homes where the traditional
value pattern exists in its most purely puritanic form, and many teacher
training institutions place great importance on the social adjust-
ment of the child. Spindler concludes that many teachers are thus in
situations similar to that of acculturating populations all over the
world, having to adapt to conflicts between their indigenous culture
and the new culture diffused to them or appropriated by them. The
necessity for adaptation continues as teachers are confronted with
students from different cultures in their classroom.

Aragon[99] claims that educators have refused to recognize that
cultural pluralism exists or that it should. "There are cases where . . .
professors of the liberal arts and education, administrators and teachers
have discounted pluralism by ascribing to culturally different students
all kinds of demeaning terms . . . culturally deficient, culturally
disadvantaged, culturally deprived and in some cases even culturally
depraved. In essence, we have absolved ourselves by stating that the
problem belongs to the learner and that it is his responsibility to
overcome it; that it is his responsibility to adjust; that is his re-
sponsibility to learn about me; that is his responsibility to become
an American." Aragon's thesis is that the true impediment to cul-
tural pluralism is culturally deficient educators attempting to teach
culturally different children. He believes that the educators "sins
are sins of omission rather than commission. We can't teach within

a context where cultural differences are extant, if we don't know
what the cultural differences are. . . . we can't teach what we don't
know. The deficiency thus . . . is in the professional, not the
client."[100]

Aragon's conclusion about the deficiency of the educator is
collaborated by the Intergroup Relations Project of the Lincoln Filene
Center.[101] They conclude that the vast majority of school systems in
the United States are doing very little or nothing to provide effec-
tive inservice educational programs in the area of intergroup relations
(e.g., teaching for multicultural understanding). The more recent study
by Washburn, mentioned above, supports this conclusion.

All elementary school children suffer consequences as a result
of educators having this cultural deficiency. Miel's study[102]
documents how White students are miseducated. She speaks of how the
White student is often walled off from the diverse nature of United
States society, and the White student's education does not equip him/
her with learnings needed to live effectively in a culturally pluralistic
society. Henry[103] refers to such students as "learning how to be
stupid." The ignorance of White children about cultural groups of color,
or the contributions of diverse cultural groups to American culture,
results in widespread prejudice and negative racial attitudes. Taba
found White children frequently using cultural assumptions to engage
in stereotypic thinking, or to assign negative images to Asian, Black,
Hispanic or Native Americans, when they did not experience explicit
efforts in the classroom to foster intergroup understanding.[104]

In summary, teacher behaviors are of critical importance if positive attitudes toward cultural groups of color are to be fostered in the classroom. Teacher-student interactions and teacher orchestration of student-student interactions are two kinds of teacher behaviors found to have a direct relationship to how White and Black students think about themselves, and how they think about each other.

Instructional Materials

> When formal classroom activities within a school
> are geared to one cultural segment of the commu-
> nity, students whose habits, traditions, economic
> possibilities or interests do not meet this pattern
> are automatically excluded.[105]

Research on the modification of children's racial attitudes is quite limited; nevertheless, it does indicate that teaching materials can affect youngsters' racial feelings and predispositions. However, Remmers found that teachers must make specific efforts to successfully change children's attitudes.[106] Trager and Yarrow found that positive attitudes about the experience and contributions of Asian, Black, Hispanic and Native Americans can be learned by students if teachers make specific efforts to teach them.[107] They summarize their study by saying "children learn prejudices not only from the larger environment, but from the content of the curriculum and its values."[108] Johnson, Georgeoff, Roth, and Litcher and Johnson verify the claim that teaching materials affect Black and White children's racial attitudes toward ethnic groups and toward themselves."[109]

Cuban asserts that ". . . what everyone is after--once distortions and omissions are corrected--is a change of attitudes, based on

information. Yet without any systematic effort to modify teachers'
perceptions and educate them in the use of racial-content materials,
it is fraudulent to think that students will shift their attitudes--
much less change their behavior--simply on the basis of reading and
discussing something. . ."[110] Unfortunately, teachers and teaching are
heavily influenced by the textbook. Black[111] found the textbook to
be the basis of every curriculum, determining to an overwhelming extent
what will be taught and when.

Many studies in the last ten years have revealed the gross in-
adequacy of social studies materials used in elementary schools, in
terms of communicating about the cultural diversity of America's past
and present.[112] Even though there have been distinct changes in
textbook writing for the elementary student (including improvement
in the portrayal of cultural groups of color), recent studies document
the continuance of the problem, especially in terms of explaining today's
problems and frustrations experienced by Americans of color, or
explaining the contemporary racial/cultural conflicts being experienced
in the United States. Textbook authors continue to avoid taking a
moral stand.[113] The Lincoln Filene Center found little in elementary
curricula dealing with intergroup relations, why people are different,
the history of ethnic groups of color in the United States, or urban
problems.[114] Such curricula run counter to the progressive development
of interpersonal skills, or to the development of values and attitudes
which are fundamental to advancing students toward cultural sensitivity
and understanding of cultural differences. Such curricula make no

contribution toward developing in students the ability to feel comfortable with people of diverse cultural origins, appearances, customs and life styles.

It is alarming that most instructional materials still fall short of reality. In addition to problems of quality, there is the problem of there being too few instructional materials on the elementary level which focus on the experience of Blacks or other Americans of color. Glancy,[115] in her survey of available children's books about Blacks, interracial topics or cultural prejudice, found very few titles compared to the number of books published each year. She attributes this to several factors: the publisher's primary concern for sales receipts, books reviewed favorably which still go out of print, books not being reviewed at all, the failure of books to be included in standard library references, and the failure of libraries to purchase anymore than token selections about diverse cultural groups. Glancy also makes note of the varience among reviewers as to what perceptions of a multi-ethnic world are acceptable to themselves and to their public. Invariably, some reviewers project their own cultural biases when reviewing a book.

Those reviewers who fault books with racial problems, and laud those that ignore race but have interracial pictures, have a point of view which continues to be most influencial. Grambs concludes that while newer materials edge closer to reality, "by and large, the values which pervade materials prepared for children in elementary school are still restricted by the bland code which critics of "Dick and Jane" have found so distressing."[116]

Banks reports that the dominant trend is for educators to implement ethnic studies programs in schools and districts which have a high proportion of Black, Hispanic or other culturally different students, and for the ethnic studies programs to focus only or primarily on the minority group which is either dominant or present within the school or district. The programs have been formulated on the tenuous assumptions that ethnic content is needed primarily by ethnic minorities, and that a particular ethnic studies program should focus on the problems and contributions of the particular minority group found in the local school or district. Educators seem to feel that content about Asians, Blacks, Puerto Ricans or Mexican Americans should only be studied by the particular groups themselves.[117] This reflects a condescending attitude toward multicultural studies, Black studies or studies focusing on another cultural group of color, and suggests the experience of Asian, Black, Hispanic or Native Americans is not considered a significant part of American life. A result is that most social studies and language arts materials on the elementary level continue to be weak in their portrayal of images and presentation of issues which are multicultural in nature.

Epps[118] helps to explain why schools, through both teacher behaviors and instructional materials, have continued to ignore or devalue cultural groups of color: "The definition of the function of the schools, formed during the period from 1830 to 1880, is based on an ethnocentric philosophy dedicated to the remodeling of citizens to conform to a single homogeneous model of acceptable behavior. The result is a system of public education that is class biased and racist."

In summary, the reader is reminded this study is predicated on the assumption that schools have a responsibility to help prepare students for living effectively in a democratic society characterized by cultural pluralism. There are strong pressures within the United States to have negative attitudes toward Asian, Black, Hispanic and Native Americans. If schools are to do something in a proactive manner to counteract these pressures, which are further exemplified in teaching behaviors and instructional materials, then it becomes necessary to ask what, and how can we tell if schools are doing it? The next section focuses on why new kinds of instrumentation are needed to ascertain whether schools are promoting positive attitudes toward cultural pluralism.

<u>THE NEED FOR INSTRUMENTATION TO MEASURE MULTICULTURAL</u>
<u>PRESS IN CLASSROOM ENVIRONMENTS</u>

The social-psychological aspects of environments have been a
subject of strong interest in the last decade. This research has
focused on the context, ecology or milieu of behavior. Bloom made a
strong case for environmental research in education.[119] Since 1966,
a series of studies demonstrates that student perceptions are reliable
indicators of classroom learning environments.[120] However, researchers
reviewing the current instruments used to describe teacher behaviors
or classroom climates do not provide information which would suggest
that these measures are ever used to focus on what is taught or on the
specific ways students are encouraged to interact with each other.

Nielsen and Kirk, and Walberg, reviewed studies which focus
on classroom social climate and student learning; Rosenshine reviewed
studies which focus on means used to assess teacher behavior and teacher-
student interaction. None of these scholars mention any studies
or measures which focus on attempting to ascertain student attitudes
toward diverse cultural groups. There is no mention of any research
which focuses on ascertaining whether the <u>content</u> of learning acquired
in elementary schools includes any <u>knowledge</u> about cultural differences
or <u>skills</u> which students can use in social interaction with others who
are culturally different.

Nielsen and Kirk examined "most of the significant instruments
developed to assess classroom climates."[121] They characterized Murray's

Need-Press Model and Getzels and Thelen's Classroom as a Social System Model as preeminent in the literature on climate studies. In Murray's model, the demands, sanctions and expectations within the classroom environment give it a particular climate, and are described as environmental press. In Getzels and Thelen's model, the way the teacher balances role requirements and personality needs within the classroom sets a particular climate, and is described as the teacher's transactional style. These models have been important in helping researchers conceptualize the linkages between certain structural variables and learning outcomes. They have been important in determining the direction of school climate research.[122]

Observational systems and questionnaire surveys are the two most popular means of assessing the classroom environment. The former is considered a low inference measure and the latter a high inference measure.[123] Observation instruments concentrate on the classroom behavior of the teacher or the interaction between students and teacher, following the Getzels and Thelen model. Wrightstone, Anderson and Brewer, Withall, Medley and Mitzel, Amidon and Flanders, and Honigman, have developed instruments which focus on such variables as teacher integrative/dominative behavior, teacher control of pupil behavior, teacher and student verbal and nonverbal behavior, classroom social structure, teacher direct and indirect influence, and procedural and cognitive dimensions.[124] Although many of these measures have scales which lend themselves to being used to ascertain the

differential interaction of teachers with students from different
social or cultural backgrounds, Nielsen and Kirk do not report
whether they have been used in this manner.

Self report questionnaires are more popular. These measures
require high inference treatment. They consider the student's percep-
tion of the environment, its pressures and demands, and follow Murray's
Need-Press model. Stern, Stein, and Bloom, Sinclair, Trickett and Moos,
Ehman, and Steele, House and Kerins, have developed measures which
focus on such variables as daily activities, policies, procedures,
attitudes and impressions.[125] These measures could easily be used to
identify the multicultural climate in a classroom, keeping their present
scales, modifying some of their existing items and adding others. As
constituted, these measures do not focus on ascertaining whether class-
room activities include content about diverse cultural groups, or
opportunities to develop interpersonal skills. Nor do these measures
presently attempt to identify student attitudes toward or impressions
of Asian, Black, Hispanic and Native Americans.

Walberg's review does include mention of attitudinal measures
based on student perceptions.[126] Three focused upon by Walberg are
the Learning Environment Inventory (LEI), the My Class Inventory (MCI),
and the Class Activities Questionnaire (CAQ).[127] All three are intended
to be comprehensive and valid for predicting learning outcomes. The
LEI has fifteen scales (e.g., cohesiveness, diversity, formality,
favoritism, democratic, cliqueness, satisfaction, competitiveness),
but none of these scales have items which seek to ascertain student

perceptions of learning conditions related to cultural differences. The MCI is a reworked version of the LEI, while the CAQ is designed to measure the six cognitive dimensions of Bloom's taxonomy; both also fail to explicitly measure classroom conditions related to the study of cultural differences in the United States. While Walberg identifies curriculum as a major determinant of the learning environment, he does not report whether the LEI was used in classrooms which stress learning about cultural differences, or stress the development of interpersonal skills. Thus, there is no indication as to whether these classes would tend to have higher or lower scores on such LEI scales as cohesiveness, diversity, favoritism, democratic or cliqueness.

Rosenshine,[128] in a comprehensive review of studies on teacher behavior, found most classroom observation measures place emphasis on documenting the extent to which teachers illustrate behaviors toward students characterized by praise, criticism, acceptance and rejection. Rosenshine gave no report of any studies or measures which focus on the qualitative difference in dyadic interactions of teachers with White and Black (or Yellow, Red, Brown) students. Nor did Rosenshine describe any measures which focus on the content or skills teachers are attempting to help students acquire.

Existing observation and self report classroom measures provide a needed function; they enable researchers to categorize teacher behavior and describe the psychological and social climate in classrooms on some dimensions. Of importance to this investigator is what they

don't do. They do not explicitly attempt to measure how teachers deal
with cultural/racial differences among students in the classroom;
nor do they measure the intellectual and social stimuli in the class-
room which contribute to the attitudes students develop toward cul-
tural differences (e.g., Asian, Black, Hispanic and Native Americans).
Such measures are needed to help educators identify and improve the
multicultural environment in their classrooms.

INFERRING MULTICULTURAL OBJECTIVES THROUGH A
SELECTED REVIEW OF SOCIAL STUDIES LITERATURE

> Specific educational objectives for improving cultural
> understanding are essential. Such objectives should
> provide direction for the selection of appropriate in-
> structional materials and teaching strategies. These
> objectives should reflect answers to such questions
> as: "What do we want our children to become? What
> do we want them to understand about themselves and
> others? How do we want them to behave toward other
> human beings?"[129]

This study has included development of instrumentation--the

MULTICULTURAL ENVIRONMENT SURVEY (MES)--for measuring student and teacher

perceptions of multicultural press in fifth and sixth grade classrooms.

The MES was developed by first inferring multicultural objectives

through a selected review of social studies literature, because

social studies is the subject matter in the elementary school curri-

culum most concerned with teaching about society and human differences

in the United States.

A. Historical Frame of Reference

National committees of the American Historical Association, the

National Education Association and the National Council for the Social

Studies have addressed the problem of defining what was considered

appropriate social studies content. Three reports worthy of note are:

the Report of the Committee on the Social Studies, for the Commission

on the Reorganization of Secondary Education of the National Education

Association, published in 1916; the work of Charles Beard for the

Commission on the Social Studies of the American Historical Association, published in 1934; and the Preliminary Report on Concepts and Values of the National Council for the Social Studies, published in 1956.[130] All three of these reports indicate a content emphasis throughout most of the twentieth century on an ethically based study of real problems in society.

The NEA Report represented a major change in thinking about social studies education when compared with the 1899 report of the American Historical Association. The NEA Report explicitly identifies the frame of reference of the learner as important in selecting materials; it speaks of history as only one of several social science disciplines suitable for study by the public school student; and it suggests the study of "actual problems, or issues or conditions, as they occur in life, and in their several aspects, political, economic and sociological."[131] This latter emphasis is consistent with the content emphasis needed if classrooms are to have multicultural press.

The most systematic study of social studies teaching was performed by the AHA's Commission on the Social Studies, chaired by Charles Beard. The committee provided a rationale for various types of content. The Commission asserted that:

> . . . as taught in the schools, it [social studies] is
> and must be ethical; it must make choices and emphasize
> values with reference to commanding standards. All
> instruction in the classroom must turn on the indivi-
> dual pupil; its results must inhere in the individual;
> any social science worthy of its name must objectify
> itself in the development and improvement of indi-
> viduals, institutions, human relations, and material
> arrangements already in course of unfolding in the
> United States.[132]

The assertion above is an indication of the role assigned to social studies by educators forty years ago. The advocacy of an ethical basis for social studies, illustrates, on a conceptual level, that the foundation of social studies goals consistent with multicultural press was being formed.

The report of the NCSS reflects an even greater faith in social progress than the Beard Commission. It is an effort to define very general areas of concern rather than specific guides to content, through the identification of twelve themes which are phrased as goals or values, and are supposed to imply concepts and content. Three examples of these themes are:

--Theme 3--Recognition of the dignity and worth of the individual.

--Theme 5--The intelligent acceptance of individual responsibility for personal and general welfare.

--Theme 11--Achieving a balance between social stability and social change.[133]

Of significance is the emphasis on content which focuses on the individual, and the individual's relationship to others.

These three reports provide an historical frame of reference for understanding why it is important to examine social studies curriculum emphases in order to identify selected multicultural objectives which can be used to infer learning conditions likely to influence positive multicultural press.

B. Trends in Social Studies Emphases and Goals

Examples of contemporary social studies goals articulated by Crosby, Michaelis and Kenworthy illustrate the emphasis on

problem-solving skills and anthropology/sociology content in the elementary schools. Muriel Crosby writes:

> The social studies are identified as those studies which are concerned with <u>how people build a better life for themselves and their fellow men</u>, how people deal with the <u>problems of living together</u>, how people change and are changed by their environment.[134] (emphasis added)

John Michaelis speaks similarly when he identifies a major skill objective in the social studies as helping students develop the competence to "work as a <u>member of groups</u>, participating in decision-making, carrying out plans, adhering to group standards, and evaluating individual and group efforts."[135] (emphasis added)

Leonard Kenworthy stressed the <u>importance of people</u> when writing about the role of the social studies. His definition of the task of the social studies teacher is:

> . . . to discover and develop the abilities of every child so that he or she may <u>comprehend himself or herself and other human beings better</u>, cope with life more effectively, contribute to society in his or her own ways, help to change society, enjoy it, and share in its benefits.[136] (emphasis added)

> Two corollaries of the Kenworthy proposition are:

> 1. Understanding and accepting oneself, with all one's strengths and limitations, is a first sign toward accepting others.

> 2. Learning to respect the wide variety of persons in our nation and on our planet should flow from self-respect; pupils should grow toward associating strangeness with friendliness rather than hostility.[137]

Crosby, Michaelis and Kenworthy provide statements from which multicultural objectives can be inferred in three categories: knowledge (or content), skills and attitudes. An objective associated

with an <u>acquisition of knowledge</u> is mentioned by Crosby: an

opportunity to learn how people build a better life for themselves

and their fellow men. An objective associated with <u>skill development</u>

is mentioned by Michaelis: developing the competence to work as a

member of groups. To the extent the skill development opportunity re-

ferred to by Michaelis is an opportunity to develop interpersonal skills

which can be used by students when working with culturally different

people, then multicultural press is likely. An objective associated

with <u>attitude formation</u> is mentioned by Kenworthy: learning to respect

the wide variety of persons in our nation . . .

Price found considerable agreement in the 1960's within the

social studies curriculum reform movement for social studies teaching

to (1) help the learner develop an understanding of social studies

"cognitive structure," (2) help the learner develop skill in the pro-

cesses of inquiry or scientific method, and (3) help learners increase

awareness of their own values and value commitments.

While there is consensus on the desirability of performance-

related objectives in the knowledge and skill areas, Price indicates

there is little agreement on goals in the affective realm. He mentions

the high priority given to cognitive structure (how knowledge is or-

ganized), which would involve teaching the relationship of ideas within

a discipline, and the identification of concepts and generalizations

that can be used as a framework for developing the scope and sequence

of the curriculum.[138]

In the area of methodology, Price speaks of the emphasis on process, characterized by recent emphases on social studies goals relating to analysis of problems and use of modes of inquiry. Price claims the emphasis on social studies structure and use of the inquiry method has tended to obscure or eliminate affective goals in the teaching of social studies. There are many who deny the school should have a role in teaching values. However, Price asserts there is a body of opinion that students should be aided in developing the ability to face alternative value choices and to reach value positions.[139]

Teachers could respond to the recent emphasis on social studies goals related to analysis of problems and development of inquiry skills by helping students develop and use these skills to analyze problems or conflicts being experienced by different cultural groups in the United States. Learning opportunities for students to use such skills to address problems of cultural conflict among groups or instances of interpersonal conflict among themselves would be activities influenced by multicultural objectives.

There are additional social studies goals, related to knowledge, skills and attitudes, which are consistent with multicultural press. Two social studies goals receiving current emphases are advocated by the Foreign Policy Association:

> The development of a sense of involvement in and sensitivity to the realities of the human condition (e.g., global inequities in the distribution of such human values as wealth, well being, education, security from violence, etc.).

> The development of a capacity for the empathetic recognition of commonalities in human behavior amidst cultural, social and situational diversity.[140]

Multicultural objectives are implicit in the statement about students

acquiring knowledge about the similarities in personal experience

of culturally diverse groups as well as knowledge about some problems

of culturally diverse groups in the United States.

Another example of social studies goals consistent with multi-

cultural press are those listed as purposes of instructional materials

developed by the Lincoln Filene Center at Tufts University:

> Reduction of negative stereotypic thinking by all
> members of the society which lead to a diminution of
> discrimination in overt behavior and prejudice in
> covert behavior.

> . . . material and teaching strategies will advance
> the positive aspects of diversity and encourage young
> people not to assign negative images or consequences
> to others who have different physical or behavioral
> characteristics.[141]

A multicultural objective is apparent when advocating students have

learning opportunities to develop skill in recognizing and avoiding

stereotypic thinking, as well as opportunities to acquire awareness

of the harm caused by assigning negative images or consequences to

culturally different individuals.

Donald Oliver provides assumptions which he feels should guide

the development of social studies goals. If his assumptions were

utilized to develop learning objectives, multicultural press would

likely result. The assumptions are:

1. Society in the United States rests on the right of indi-
   viduals to make personal choices regarding appropriate con-
   duct in seeking fulfillment

2. With this kind of freedom, there tends to be conflict and dis-
   agreement within society, because different groups see ful-
   fillment in different terms

3. Some groups will continuously resist mutual toleration of a variety of subcultures

4. Various groups will see the multivalue society as both good and bad; it protects them but doesn't allow any single group to compel conformity to a single value system

5. The family or clan is the conditioning agent for the individual's deepest personal values, which usually include an intolerance for members of outgroups

6. The above intolerance is counteracted by a second socialization process which attempts to provide wider societal cohesion, through promotion of mutual toleration by all groups

7. Students should be liberated from their own narrow value system to the point where they can see the following three things:

   a. the relationship between their personal value judgments and those of other groups in society

   b. the sources of conflict within themselves, and between themselves and others

   c. ways to handle the above conflicts by predicting courses of action which maximize the possibility of individual or group fulfillment as defined by individuals or groups

8. The student should be familiarized with the combination of fact-myth-legend in history texts and social studies literature, and should also be given some descriptive knowledge of the existing culture.[142]

Multicultural objectives are suggested by Oliver's assumptions above in the following manner: knowledge objectives are suggested by number eight above, especially as this assumption suggests challenging myths associated with cultural groups of color; skill objectives are suggested in number seven above, especially as this assumption suggests opportunities to develop skill in identifying conflict in self, and between self and others; and attitude objectives are suggested by number's four, five and six above, especially as these assumptions suggest the

need for students to have the opportunity to begin developing an under-
standing and respect for all cultural groups.

Donros and Browne provide guidelines which can be used by ele-
mentary school teachers to positively influence multicultural press in
their classroom.[143] They report eight basic criteria have been identi-
fied by the NEA Guidelines for Improving the Treatment of Minorities and
Women in Instructional Materials. Five of these instructional criteria
are:

Does your teaching plan, presentation or instructional material

1. help students to appreciate the many important contributions
    to our civilization made by members of the various groups that
    compose it

2. identify the historical forces and conditions which have oper-
    ated to the disadvantage of minority groups and women

3. examine the contemporary forces and conditions which operate
    to the disadvantage of minority groups and women

4. analyze intergroup tension and conflict fairly, objectively and
    with emphasis upon resolving social problems

5. motivate students to examine their own attitudes and behaviors
    and to comprehend their own duties and responsibilities as
    citizens in a pluralistic democracy

Multicultural objectives are suggested by all five criteria above. The
second and third criteria suggest knowledge objectives about the in-
equities past and present, experienced by Americans of color. The first
criteria suggests a knowledge and attitude objective related to develop-
ing positive attitudes toward diverse cultural groups based on acquiring
knowledge. The last two objectives suggest skill objectives related to
analyzing tension between culturally diverse groups, and self-assessing
personal attitudes toward Asian, Black, Hispanic and Native Americans.

A significant difference in the type of current social studies
emphasis is that articulated by advocates of ethnic and/or Black studies.
James Banks, a prolific writer in this area, advances social studies
goals for teaching the experience of ethnic minority groups (i.e.,
cultural groups of color). Although he recognizes the value of new
data based on accurate historical scholarship, he insists, however, that
new materials alone are not enough:

> Unless a sound rationale for Black Studies programs can be stated
> and new approaches to the teaching of Black history implemented,
> students will get just as sick and tired of Black history as
> they have become with White chauvinistic history.[144]

According to Banks, the goal of ethnic studies:

> should be to help students develop the ability to make reflec-
> tive decisions so that they can resolve personal problems and
> through social action influence public policy and develop a sense
> of political efficacy.[145]

While Banks feels all students need decision-making and social action
skills, he asserts Black students are in particular need of these skills
if they are to be liberated from psychological captivity due to insti-
tutional racism. Thus, his emphasis is on the process of making re-
flective decisions (based on using the scientific method to solve
problems and engaging in value clarification), not on the products of
decisions. He adds further that a social studies curriculum encom-
passing cultural diversity must include knowledge which is interdisci-
plinary, incorporating concepts from all of the social sciences, and
dealing with such social issues as poverty, institutional racism and
oppression.[146]

Multicultural objectives articulated by Banks include knowledge objectives related to learning about such social problems in the United States as poverty, institutional racism and oppression; skill objectives related to developing the ability to make reflective decisions; and affective objectives related to beginning to develop a belief in taking action to solve social problems.

The Intergroup Education Project of Taba and her colleagues was completed over twenty-five years ago, but the findings are still very relevant today. Based on intensive work with teachers in a sample of demographically diverse school districts, the Project advanced several curriculum emphases which would result in positive multicultural press. In the area of knowledge acquisition, some multicultural objectives suggested by Taba and her colleagues include opportunities for students to develop a greater understanding of how the fundamental problem of social rejection has been experienced by cultural groups of color, and also how the problem is experienced by the students themselves. She stressed the need to utilize the personal experience of the learner as much as possible. She also stressed the need for dispelling confusion between what people learn and what they inherit. Skill objectives advocated by Taba included opportunities for students to develop skill in analyzing their personal feelings and the feelings of others, as well as how their feelings affect their conduct and relations with others. She asserted that students need skill in determining the intent or motive of others, to minimize interpersonal or crosscultural conflict and

to learn how to identify and avoid making cultural assumptions. Students need skills in how to solve interpersonal conflicts; they need to be aware of how other people react to their behavior and of the differences which may exist between their feelings and their behavior.[147] These instructional emphases advanced by Taba represent important and crucially needed areas of learning if students are to develop the competence to interact effectively with people culturally different from themselves.

The work of Louise Berman[148] represents a recent curriculum emphasis which can be of significance in facilitating positive multicultural press. Berman asserts the curriculum often does not adequately provide for similarities or differences in perceiving that children bring to the classroom setting. An assumption of Berman is that how persons perceive, what they perceive and why they perceive as they do are factors that should receive major attention if schools are to help develop students who perceive with a minimum of distortion. She relates accurate communication with accurate perception. Berman insists teachers must continuously help students understand their perceptions if their aim is to help students develop stable coherent self-images. She further emphasizes the need for teachers to model and stress attentiveness in listening if they wish to insure the clarifying and sharing of personal meaning. Both of these emphases above suggest multicultural skill objectives.

Another point by Berman, of especial significance when attempting to promote multicultural press, is her statement about the

differences in personal meaning and the need for teachers to address these differences. She advocates providing students with opportunities to acquire skill in sharing their point of view with others. Such sharing of personal meaning would enhance individual sense of self while contributing to the development of an appreciation of differences in others. Berman also advocates teachers providing more opportunities for analyzing nonverbal symbols. Understanding the nonverbal behavior of others would help students in their interactions with culturally different individuals.

Below is a chart (Figure 1) which lists the multicultural objectives identified above. In summary, student populations in elementary schools are becoming more culturally diverse in some cities and less so in others. In both kinds of educational settings, human difference conflicts increase as change occurs in the student population. Some of the factors and conditions causing such conflicts have been discussed in this chapter. This discussion has provided a theoretical frame of reference for why positive multicultural press is a compelling need in elementary classroom environments. Also discussed was the need for instrumentation which helps educators identify the extent of multicultural press in elementary classrooms. Finally, the chapter concluded with an identification of twenty-eight multicultural objectives which will be used to develop the Multicultural Environment Survey.

FIGURE 1

MULTICULTURAL OBJECTIVES LIKELY TO INFLUENCE
POSITIVE MULTICULTURAL PRESS

Knowledge

Students will acquire knowledge about:

1. The contributions of Asian, Black, Hispanic and Native Americans
    to United States society

2. The political, economic, and social conditions, past and present,
    which contribute to the inequities experienced by Asian, Black,
    Hispanic and Native Americans in the United States

3. The similarities in personal experience (e.g., problems, aspirations,
    concerns, customs, life styles, etc.) of people in the United States
    who are diverse in racial, socioeconomic, ethnic, religious or
    other ways

4. The causes and consequences of considering people inferior, unaccept-
    able and/or undesirable because they are culturally different from
    oneself

5. Values, customs and life styles in contemporary society associated
    with different groups (i.e., religious, socioeconomic, ethnic, racial)

6. The combination of fact, myth, legend in most history texts

7. Poverty and institutional racism as they have existed and exist in
    United States society

8. How personal perception influences communication with others

9. Factors which cause social rejection to be a problem experienced
    by many people, especially Asian, Black, Hispanic and Native Ameri-
    cans

10. The difference between what people of diverse cultural groups learn
    and what they inherit

Skills

Students will develop skill in:

11. Working as a member of groups, which have a focus on solving prob-
    lems together

12. Avoiding stereotypic thinking

13. Resolving interpersonal conflicts which occur in the classroom

14. Analyzing the causes of conflicts between individuals or groups

15. Approaching in an objective way any problems of conflict being studied or being experienced in school

16. Identifying what actions they can take to have some impact on a given problem studied in class, and then performing some of those actions

17. Identifying their own values and other value positions related to a specific issue or problem

18. Attempting to resolve intergroup tension in the classroom

19. Self-assessing personal attitudes toward culturally different individuals

20. Attentive listening

21. Exploring what others mean by what they say or do (verbally and nonverbally)

22. Recognizing the relationship between one's feelings, one's behavior, and one's relationship with others

23. Attempting to determine how their behavior affects others

24. Examining their personal assumptions about the motives of others, and testing with others whether those assumptions are correct

Attitudes

Students will:

25. Begin to understand and respect the human differences between people of the same cultural group as well as understand and respect the human differences which distinguish groups from each other

26. Begin to develop a belief in the value of positive interaction by all cultural groups, based on mutual respect

27. Begin to appreciate the value of cultural diversity in the United States

28. Begin to develop a sense of responsibility for making personal
    efforts to have some impact on conflict between individuals or
    groups

C H A P T E R   I I I

RESEARCH PROCEDURES

This chapter describes the initial development of the instrument, preliminary testing of the instrument, and procedures used for revision of the instrument. Further, the chapter describes the validity and reliability of the instrument, and the procedures for collecting, reporting, and analyzing the findings. Finally, the selection of elementary classrooms and students is described. Included in the selection were 3 school systems, thirty-two fifth and sixth grade classrooms, and 750 children.

Development of the Instrument

Nine steps were utilized to develop the instrument. Each is described below:

1. The twenty-eight multicultural objectives inferred through a selected review of social studies literature (see Chapter II) were examined by two individuals (Dr. Glenn A. Ray and Dr. Kathryn Girard) with demonstrated competence in curriculum development, to ascertain the following:

   a. Whether there was any overlap or duplication of objectives

   b. Whether any of the objectives needed to be rewritten to achieve greater clarity, conciseness, and preciseness of language

As a result, twenty-five were rewritten.

2.   The objectives were then submitted to nineteen fifth and sixth grade teachers, ten in a Massachusetts school system and nine in a New Jersey school system. These teachers were chosen because they were accessible to the investigator and they taught in schools which have demographic characteristics similar to those of the sample used in the study. In addition, these teachers meet the following three criteria, as determined by the Director of Curriculum in one case and by the school Principal in the other case: they have a progressive educational philosophy, they have an interest in multicultural issues, and they implement classroom activities which reflect an interest in multicultural issues. The teachers were given the definitions in this study (i.e., the definition of multicultural press, knowledge about cultural differences, interpersonal skills, attitudes toward culturally different individuals, culturally different individuals, and classroom learning conditions) and were asked to write a description of two ways (i.e., learning conditions) they would use to attempt achieving five of the multicultural objectives. Within the group of nineteen teachers, efforts were made to insure that at least three teachers responded to each objective. This procedure resulted in a pool of 150 learning conditions related to the twenty-eight objectives (see Chapter II for a list of the objectives).

3.   The pool of learning conditions were then analyzed by the investigator, utilizing the procedure described below in order to select

two learning conditions per objective (56) for the purpose of devel-
oping test items based on these learning conditions:

a. Each learning condition in the pool was examined to ascertain
    if it was consistent with at least one of the five criteria in
    the definition of "learning condition" in the study

b. Each learning condition successfully completing the previous
    step was then examined to ascertain if it was consistent with
    the definition of knowledge, skills or attitudes (vis-a-vis
    cultural differences) in this study, and to see if it was con-
    sistent with the intent of the objective for which it was
    written

c. Each learning condition successfully completing the previous
    step was then examined to ascertain whether it would help
    accomplish other objectives in the same category for which it
    was written, and also whether it would help accomplish objec-
    tives in other categories

d. Those learning conditions judged by the investigator to have
    the greatest potential of contributing to the accomplishment
    of several objectives simultaneously were the learning conditions
    chosen

4. Six to ten items were then developed for each multicultural
objective, using the two learning conditions chosen for that objec-
tive as a basis for generating the items (see Appendix A--Section One).

The following is one example of how items were developed from multi-cultural objectives and learning conditions:

Multicultural Objective

Self-assessing personal attitudes toward culturally different individuals.

Learning Condition

We would define the word prejudice. Assure students that it is human to have certain prejudices. I would present a series of words (i.e., cultural slurs) such as: nigger, Bagel, grease ball, kite, mick, spic, etc. I would ask the students who and what they think of when they hear these words (among others). I would ask students to list all the negative things they feel about a particular cultural group and why they feel this way. Another list would be made of the positive attributes of this cultural Group.

Pool of Items for This Learning Condition

1. students talk about what prejudice means and whether they are prejudiced against anyone

2. we talk about why we dislike certain people

3. we talk about people who are different from us--in their race, color, religion or nationality--and what we think about them

4. students dislike people different from them

5. we talk about people who look or sound different from us and how we feel about them

6. students like to learn more about each other--how we are alike and how we are different

7. students think people who are different from them aren't very important

8. students have definite opinions about people in cultural groups different from their own

9. students are open to changing their opinions about people of a different race or nationality

5. To obtain content validity, a committee of three elementary practitioners--one elementary school principal, one fifth grade teacher and one sixth grade teacher--examined the statements for the purpose of:

a. Identifying any statements inappropriate for the elementary school

b. Identifying words and phrases that might be difficult and others that need to be changed. Twenty words were identified as difficult

c. Suggesting reworded or new statements

(See Appendix A--Section One for instructions to committee of practitioners)

6. Ten fifth grade students were then asked to define the twenty difficult words or phrases. The students selected were diverse racially, socioeconomically and academically, and each was asked to define ten of the twenty words and use the word or phrase in a sentence. This resulted in the students identifying six of the twenty words as difficult. These words were eliminated from the items. Substitute words or phrases were checked with the two teachers on the committee and approved by them.

7. The items actually considered for inclusion in the instrument were determined by using a committee of three scholars: Dr. Geneva Gay, Associate Executive Secretary of the Association for Supervision and Curriculum Development, and a recognized spokesperson among social studies educators for ethnic studies and teaching the Black cultural experience; Mr. Martin Sandler, noted author of multi-ethnic

social studies texts for the middle and upper grades; and
Dr. Norma Jean Anderson, Assistant Dean for Graduate Affairs of
the School of Education, University of Massachusetts, and noted
author of multi-ethnic social studies texts for the primary grades.
Committee members were submitted a list of 238 items, generated from
the 56 learning conditions (2 for each multicultural objective).
They were asked to assign a rating of 1-4 to all items, where 1 indi-
cated the most preferred item for inclusion in the instrument and
4 the least preferred. Instructions submitted to the three scholars
requested them to rate each item based on its congruence with the
multicultural objective, and based on whether the item represented a
condition (or the reverse of a condition, since some negatively keyed
items were wanted for each variable) most likely to be happening in
the classroom where the objective is a priority (see Appendix A--Sec-
tion One for instructions to committee of scholars).

Items considered for inclusion in the instrument had to receive
a total score from the committee of five or less, and had to have at
least two number one ratings. As a result, 135 items were identified
for inclusion in the instrument. Five items were then added to this
pool of items by the investigator, so that each objective would have
a range of items that represented the intent of the objective.

8. The investigator then used 3 sixth grade students to conduct
a pilot test of 30 items (from the 140 identified as preferred)
to ascertain appropriateness of the administering procedures, clarity

of the instructions, and whether the selected items had difficult words or were confusing. The pilot test resulted in improvement of the administering procedures, and identification of three additional words which might be difficult for some fifth or sixth grade students. Items with these words were revised.

9. An instrument was then developed, using 100 items selected by the investigator from the 140 items identified as preferred (see Appendix A--Section Two for a copy of the initial instrument). The following procedure was used to select these items:

a. The Multicultural Environment Survey was divided into Form A and Form B because of the number of multicultural objectives and learning conditions which must be measured in order to ascertain positive multicultural press in a classroom environment. Each form had sixty items - twenty each for the variables of knowledge, skills, and attitudes. The Knowledge and Skills items were randomly assigned. The attitude items were anchored in both forms. In addition, five of the knowledge items in each form were very similar to each other. The intent was to determine if there would be a difference in the response pattern of students asked if they studied about Americans who were Black (or Chinese, Japanese, Puerto Rican, etc.), and the response pattern of students asked if they studied about people who were Black, etc. The investigator considered it important to determine if there was a significant difference between how students responded to the items worded in these two ways, since a concern of this

study is to stress the importance of students learning about Blacks and other cultural groups of color in the United States. The preliminary testing indicated there was no significant difference between how students responded to the item worded one way or the other; so the items which asked students if they studied about <u>people</u> who were Black, etc., were eliminated from the revised instrument

b. Thirty additional knowledge items (fifteen per form) and forty skill items (twenty per form) were selected by the investigator from the pool of fifty remaining knowledge items and sixty-five skill items. The following criteria was utilized to determine item selection:

1. the need for some negatively keyed items

2. at least two items per multicultural objective

3. the need for items which had the least probability of being difficult for students (based on feedback from the two committees and from the pilot test with three students

4. the need for items most consistent with the definitions in the study (i.e., knowledge about cultural differences)

5. the need for items most consistent with the intent of the multicultural objective upon which they were based

Description of the Initial Instrument

The completed instrument used in three classrooms for preliminary testing consisted of 100 statements, each representing a potential

learning condition in an elementary classroom. These statements about knowledge (taught or learned about Asian, Black, Hispanic, and Native Americans), interpersonal skills (used by students with each other) and attitudes (toward cultural differences), were used to describe the multicultural environment as students view it. The statements were randomly divided into two forms, and the statements were randomly ordered within each form. In each form, there were twenty statements for each of the three variables. The statements for the attitude variable were the same in each form, due to the investigator viewing these statements as especially valuable for discriminating between classrooms, and more apt to suggest the kind of behaviors students would exhibit towards Asian, Black, Hispanic, or Native Americans. Thus, a single form consisted of sixty statements.

Preliminary Testing of the Instrument

A preliminary testing of the instrument was conducted in three classrooms, chosen on the basis of their having demographic characteristics similar to those used to select the sample in the study. Thus, these three classrooms were chosen because they were different from each other. There were two major purposes for this preliminary testing: first, to identify problems in collecting and processing data, and second, to collect information for refining and improving the instrument. The classrooms were located in the Massachusetts Experimental School, Boston, Massachusetts; Oak Hill Elementary School, Newton, Massachusetts; and Fort River Elementary School, Amherst, Massachusetts.

Administering the Instrument for the Preliminary Testing

The procedures utilized for administering the initial instrument were as follows:

1. The teacher was asked to identify those students who would probably have difficulty reading the instrument. Teachers in each classroom completed both forms of the instrument, while their students completed only one form. The form completed by each student reading the instrument was randomly determined.

2. Instructions which accompany the MES were supplemented with verbal explanations. These explanations were as follows:

a. the meaning of the words "multicultural environment" and "survey" was discussed

b. the meaning of "different cultural groups" (as used in the instrument) - i.e., Asian, Black, Hispanic, White and Native Americans, was discussed

c. how to mark the answer sheet accompanying the instrument

3. The two forms of the instrument were passed out randomly to all students, except those students having potential reading difficulties, who were all given the same form. In classroom A, all students were identified as having potential reading problems, and the investigator read Form A of the instrument to the entire class. In classroom B, the classroom teacher read to four students identified as ones who might have reading problems, and in classroom C, there were no students with reading problems.

4. There was no set time allotment for completing the statements. Booklets were collected when students finished. All students finished within a period of time ranging from 15-45 minutes. After all students completed the instrument, they were asked to identify items that were confusing or difficult to understand, words which were difficult and items which they found difficult to indicate as true or false for their classroom.

5. The investigator, when administering the instrument, was look-ing for possible undesirable influences in administration technique, clarity of instructions given to students, instrument readability, stu-dent attention span and student anxiety. Such observation resulted in using a refined administration procedure for the major data collection. The refined procedure used for administering the final instrument is described below:

Administration technique. The MES booklets were packaged in alternate form sequence to facilitate quick random dissemination of them in a classroom. All instructions were printed on the answer sheets, regarding the face data required. Answer sheets were inserted in each test booklet with the appropriate form (A or B) already indicated on the answer sheet. Students were reminded that because some of them would finish before others, they should be prepared to work quietly at their seats when they finished, until the entire class was dismissed. Students were also reminded they were being asked to respond True or False to each item based on whether the item was true for most - (i.e.,

one more than half) of the students in their classroom, and not based on whether the item was true only for themselves.

Clarity of Instructions Given to Students. Special effort (i.e., verbal instructions and use of the blackboard to provide graphic illustrations) was made to insure students knew how to mark the answer sheet. The MES administrator was instructed to walk around and check to make sure each student was marking the answer sheet correctly. Students were cautioned to avoid skipping a column on the answer sheet, to check when they finished to make sure all of the columns numbered 1-45 were marked, and to make sure none of these columns were marked more than once.

Student Anxiety. Many students were concerned whether this was a "test," i.e., whether the focus was on individual assessment of them. Students and teachers were reminded that they were being asked to be reporters on their classroom, that the intent was to find out what they think happens in their classroom and was not a measurement or "test" of specific students. Students and teachers were also reminded that their saying False to attitude items which ask whether they enjoy or have fun doing certain things in the classroom does not mean that the assumption is made they do these things but don't enjoy them. Students were told that we knew they might not have an opportunity to do things described in some of the sentences. Therefore, they might not know whether they would enjoy doing these things or not. However, students were told to indicate False for any sentences which described conditions they hadn't experienced in the classroom.

Scoring of the Instrument

Each of the three classrooms that comprised the sample for the preliminary testing, and each of the thirty-two classrooms comprising the sample for the major data collection was given a classroom score on each of the three variables (i.e., knowledge, skills, attitudes). The technique used for obtaining these variable scores was the following: for each form of the instrument, scoring consisted of adding the number of items (for each variable) answered in the keyed direction by 66 per cent or more of the students taking that form. This resulted in each classroom having a knowledge, skill and attitude score for each form. These two classroom scores for each variable were then added and this number constituted the classroom score for that variable. This approach places emphasis on a two to one student consensus within each classroom on any one item. Thus, the more items answered in the keyed direction by 66 per cent or more of the students the higher a classroom's multicultural environment score on the selected variables.

Validity of the Instrument

The procedure for obtaining content validity of this instrument was described earlier. A committee of three elementary school practitioners--an elementary school principal, a fifth grade teacher and a sixth grade teacher--was used to validate the appropriateness of the items for the elementary school, and the appropriateness for students at the particular grade level where the instrument was to be used. In addition, development of the items themselves was guided by

learning conditions selected from a pool of learning conditions written by nineteen fifth and sixth grade teachers. The teachers who wrote these learning conditions, describing what they would do to accomplish certain multicultural objectives, were utilizing their personal teaching experience when indicating how they would help students acquire knowledge, skills, or attitudes in relation to cultural differences. Thus, because of the significant reliance on school practitioners to develop the instrument, this investigator deems the instrument to be a valid measure of the content it claims to measure.

Revising the Instrument

The preliminary testing of the instrument resulted in a revision in administration techniques and instructions to students, as noted above. In addition, a total of twenty-five items were eliminated, and all other items were revised. A nine step procedure was utilized to make decisions about item revision and the elimination of items. These nine steps are described below, along with an explanation for why each procedure was used:

1. Scores were projected for each item in each of the three classrooms (i.e., the investigator, on the basis of knowledge about the demographic characteristics of each classroom, and on the basis of interviews with the teachers prior to administering the instrument, predicted the classroom score on each item). Projected scores were compared to actual scores, resulting in identification of items for which projections were incorrect. These items, because of their unpredictability, were examined for possible revision or elimination.

2. The classroom scores for each item were compared, resulting in identification of items which didn't differentiate across the three classrooms. Because one purpose of the instrument is to facilitate identification of variance in multicultural environment among class-rooms, items which didn't discriminate across classrooms were examined for possible revision or elimination.

3. One intent of the instrument is to identify where 2/3 of the students agree (i.e., where there is student consensus) that an item is True or False for their classroom. Items which didn't generate student consensus within the classrooms, but generated a student split with almost half the students (i.e., 50-55 per cent) feeling one way and half (i.e., 50-45 per cent) another way, were examined for possible revision or elimination.

4. Items written for the same multicultural objective as those items identified above were examined to determine if they generated student consensus within classrooms. The investigator deemed it necessary to have items representing each multicultural objective in the instrument. Therefore, it was important to compare the student pattern of response on all items in the instrument which represented a particular objective, so that the items chosen for the revised instru-ment were the "best" items for particular objectives.

5. During the preliminary testing, the investigator made note of items which were the subject of student inquiries and caused student difficulties. These items were examined for possible revision or elimin-ation.

6. After the preliminary testing, the investigator asked students in each of the three classrooms to identify items which were confusing or difficult to understand, words which were difficult, and items which students found difficult to characterize as True or False for their classroom. These items were examined for possible revision or elimination.

7. Using students as the unit of measurement (instead of classrooms as in number three above), items were identified which didn't get student consensus among the entire sample of 73 students, but generated a student split (i.e., 55-50 per cent - 45-50 per cent). This technique was utilized as an additional effort to identify items which weren't generating student consensus. Items identified through this procedure were compared with items identified through procedure number three above. Those items identified through both procedures were deemed as needing revision or elimination.

8. Items which were identified through at least three of the following four procedures--number's two, three, five, and seven above--were reexamined by the investigator to assess again whether they were consistent with the intent of the multicultural objective for which they were written. Items which did not have a direct relationship with their multicultural objective were deemed as needing revision or elimination.

9. Items which were identified by students as difficult/confusing (procedure number's five and six above), were unpredictable (procedure number one above), or didn't generate student consensus (procedure number three and seven above) were reexamined by the investigator to

assess the extent to which they were consistent with appropriate defin-
itions in this study (i.e., knowledge about cultural differences, inter-
personal skills which can be used with culturally different individuals,
or attitudes toward cultural differences). All items in the instrument
had been recommended by a committee of scholars, partially based on
their judgment about the item's congruence with the multicultural objec-
tive upon which it was based. In addition, all items in the instrument
had been selected by the investigator, partially based on their con-
sistency with the definitions in the study. However, data from stu-
dents during the preliminary testing illustrated the need to reexamine
and reassess whether certain items (as identified in procedures one,
three, five, six, or seven above) were indeed consistent with defini-
tions in the study. All of these items found weak in their consistency
were revised or eliminated.

Any one of the nine steps described above was not considered
sufficient as a means of analyzing results of the preliminary testing.
The power of the analysis was the combination of using all nine proce-
dures to make decisions on what items needed revision or elimination
(see Appendix B for a table indicating the items eliminated from
initial instrument, and criteria used for their elimination).

The twenty-five items eliminated were as follows:

10 knowledge items (5 of which were anchored in one form of the
   instrument for the preliminary testing only)

10 skill items

5 attitude items

Major factors contributing to the elimination of these items were students' having difficulty during the preliminary testing--as reported by students; the failure of an item to generate student consensus in a classroom; and the failure of an item to be strongly consistent with the intent of the multicultural objective upon which the item was based. In addition, all other items were revised. The criteria for determining whether items needed to be revised were: difficulty students experienced with the item, and the failure of the item to generate student consensus. Items requiring revision were rewritten by the investigator. The preliminary testing resulted in improved instructions and administering procedures, as well as a much better instrument.

Comparison of Scores From Classrooms

Analysis of the data collected by the preliminary testing of the instrument suggested the instrument was adequate for obtaining information about the multicultural environment in elementary classrooms. Further, the data suggested that there were differences in environment among the three classrooms measured (see Appendix C for a summary of the environmental data obtained from the three classrooms involved in the preliminary testing). On the knowledge variable, there was a difference of twelve points between the lowest and highest scoring classroom; on the skill variable, the difference was five points between the lowest and highest scoring class, and a seven point difference on the attitude variable existed between the lowest and highest scoring class.

Description of Final Instrument

The final instrument used with the sample of thirty-two class-rooms consisted of seventy-five statements. Again, the statements were randomly divided into two forms, and the statements were randomly ordered within each form. In each form, there were fifteen statements for each of the three variables: knowledge, interpersonal skills and attitudes. As before, the statements for the attitude variable were the same in each form. A single form consisted of forty-five statements. As a result of using the Lorge formula for estimating difficulty of read-ing materials, the approximate grade level of the final instrument was computed to be 4.85 (see Appendix D for the final instrument, the in-structions to teachers, the multicultural objective checklist and re-sults, and the letter sent to prospective schools solicited for the major data collection). The refined administration procedures for the final instrument were described above. Additional procedures for collecting the data are detailed below.

Collecting, Reporting and Analyzing the Findings

Collecting the Data. A field team of three persons--the investi-gator--and two others--administered the Multicultural Environment Sur-vey. Between March 20 and April 10, 1975, the MES was used in thirty-two classrooms in three school systems. The field team administered the MES in twenty-two classrooms in two school systems. The investi-gator administered the MES in ten classrooms in the third school system. Before administering the MES, the two individuals assisting

the investigator participated in two briefing sessions on the purposes and design of this research on multicultural environment. All aspects of the research problem and the specific procedures, including verbal instructions, for collecting data were discussed (see Appendix E for a description of verbal instructions which MES administrators were requested to use).

In addition, each member of the field team was guided in administration of the MES by three forms (see Appendix E for copies of the three forms).

1. the Administrator's Assignment Sheet

2. the Administrator's Class Cover Sheet and Narrative Sheet

3. the Administrator's Checklist

The Administrator's Assignment Sheet provided specific instructions on the classroom assigned to each MES administrator, their location within the school being visited and the time when the MES was to be administered.

The Administrator's Class Cover Sheet and Narrative Sheet was used by MES administrators after each administration of the instrument to indicate the class number (each of the thirty-two classrooms was assigned a number), the date, and the number of students completing Form A and Form B of the MES. In addition, administrators were asked to provide any information about happenings during the administration which they felt would be important to know (student difficulties, student illness, teacher absence, fire drill, etc.).

The Administrator's Checklist provided specific instructions to the MES administrator on each step to be taken (and when each step was to be taken) during administration of the instrument. Administrator's were requested to mark their checklist as they completed each step.

In addition to administering the MES to students and their teacher in each classroom, the administrator requested each teacher to complete the Multicultural Objective Checklist. The checklist, developed by the investigator as a means of helping to address the fourth research question, contained a list of the twenty-eight multicultural objectives upon which the MES was based. Teachers were requested to indicate (on a scale of <u>most of the time</u>, <u>some of the time</u>, <u>almost none of the time</u>, or <u>none of the time</u>) the extent to which they attempted to accomplish each of the twenty-eight objectives in their classroom. In addition, teachers were asked to describe two classroom activities which aren't represented by any of the objectives, but are considered by them as "multicultural." Teachers were designated as claiming to have multicultural objectives, based on the following criteria:

1. They had to indicate they attempted to accomplish at least half of the multicultural objectives in each category of knowledge, skills and attitudes.

2. They had to indicate they attempted to accomplish each of these objectives at least some of the time. Thus, teachers designated as having multicultural objectives were those who said they pursued

at least five knowledge objectives, seven interpersonal skill objectives and two attitude objectives some of the time.

Reporting the Data. The results of the MES were summarized in terms of variable scores for each classroom. Data for determining the nature of each classroom's multicultural environment were then reported in profile form.

Any differentiation among classroom environments within a school was described. In addition, a summary of teacher responses on the multicultural objective checklist was provided, to enable comparison with each teacher's score on the MES and with the student classroom scores of each teacher.

Analyzing the Data. The results of the MES were related to the stated research questions by means of the following analyses:

1. Inspection and statistical treatment of the distribution on single variables to determine whether any variables differentiate among the classroom scores of students, and among the classroom scores of teachers.

2. Inspection and statistical treatment of the distributions on single variables between classroom scores of students and the scores of their teacher.

3. Inspection and statistical treatment of the distributions on single variables between scores of culturally different students.

4. Inspection and statistical treatment of the distribution on single variables among the student classroom scores in selected classrooms with teachers who claim to have multicultural objectives, and

the student classroom scores in classrooms with teachers who do not claim to have multicultural objectives. These statistical analyses resulted in the generation of hypotheses, recommended for use in future research.

Reliability. The reliability of the Multicultural Environment Survey was tested through use of Pearson Product Moment correlation procedures. Form A and Form B scores for each classroom as perceived by students were correlated. The findings were .5399 for the knowledge variable, .5717 for the skills variable and .4255 for the attitude variable. If only one form of the instrument were used in the classrooms, these would be the reliability estimates. However, when both forms are used as was done in this study the effect is to double the length of the instrument. In this case, it is appropriate to use the Spearman-Brown formula to yield reliability estimates for the whole procedure. Use of this formula produced reliability estimates of .7012 for knowledge, .7275 for skills, and .5970 for attitudes.

The Selection of Classrooms and Students

Thirty-two fifth or sixth grade classrooms in four elementary schools in the northeastern part of the United States were selected for the investigation of multicultural environment. The four schools are in three school districts, one in New Jersey, and two in the state of New York. The intention was to select classrooms in schools which were demographically diverse. Specifically, a minimum of thirty classrooms

was desired, and the criteria for selecting classrooms was that 10 class-rooms be located in a large sized city (over 750,000), 10 classrooms be located in a medium sized city (over 100,000), and 10 classrooms be located in a suburban community (within ten miles of a city over 100,000 population). Additional criteria were that 10 classrooms should have a predominately Black student population, 10 classrooms should have a predominately White student population, and 10 classrooms should have a mixed student population (50-70 per cent white and 50-30 per cent non-white). These criteria were met. Because of the diverse nature of these classrooms, the assumption was made that there would be a better opportunity for discovering variation among classrooms, and variation in how multicultural press was manifested.

A stratified sample then, was secured by acquiring classrooms meeting the above criteria which would cooperate and to which the in-vestigator had access. Data collection was limited to this sample, and conclusions obtained were not generalized to the total population in the United States. Immediate results are limited to the classrooms in the sample. However, implications for similar classrooms were dis-cussed. A description of the classroom sample is included in Table 1.

Fifth and sixth grade students comprised the sample. Students at that age are believed to be highly susceptible to environmental influence on their attitudes toward cultural differences. A listing of the number of children reporting in each classroom is presented in Table 2. The perceptions of single students were important only insofar as

TABLE 1

Description of the Classroom Sample

Classroom Number	Size	Grade	Subject	Racial Composition	Large Urban,	Medium-sized Urban,	Suburban
1	22	6th	Self-contained	21 White 1 Black			X
2	25	6th	Self-contained	24 White 1 Hispanic			X
3	24	6th	Self-contained	24 White			X
4	23	5th	Self-contained	21 White 1 Asian 1 Black			X
5	24	5th	Self-contained	21 White 1 Hispanic 2 Black			X
6	21	6th	Self-contained	18 White 1 Mix 2 Asian			X
9	22	6th	Self-contained	19 White 1 Hispanic 2 Black			X
8	10	5th	Self-contained	7 White 1 Hispanic 2 Asian			X
9	10	5th	Self-contained	8 White 1 Hispanic 1 Black			X

TABLE 1 (continued)

Classroom Number	Size	Grade Subject	Racial Composition	Large Urban,	Medium-sized Urban,	Suburban
10	11	5th Self-contained	11 White			X
11	29	6th Science	27 Black 1 Unknown 1 White	X		
12	21	6th English	17 Black 3 Unknown 1 Asian	X		
13	31	6th Social Studies	30 Black 1 Asian	X		
14	27	6th English	25 Black 2 Hispanic	X		
15	29	6th Science	28 Black 1 White	X		
16	28	6th Social Studies	28 Black	X		
17	19	6th Reading	19 Black	X		
18	23	6th English	21 Black 1 Hispanic 1 White	X		
19	19	6th Reading	18 Black 1 Hispanic	X		

TABLE 1 (continued)

Classroom Number	Size	Grade	Subject	Racial Composition		Large Urban,	Medium-sized Urban,	Suburban
20	24	6th	Social Studies	22 Black 1 Asian	1 Hispanic	X		
21	24	5th	Self-contained	13 White 10 Black	1 Hispanic		X	
22	26	5th	Self-contained	14 White 12 Black			X	
23	27	5th	Self-contained	14 Black 12 White	1 Hispanic		X	
24	28	6th	Self-contained	14 White 12 Black	1 Hispanic 1 Mix		X	
25	27	6th	Self-contained	13 Black 12 White	1 Hispanic 1 Mix		X	
26	28	6th	Self-contained	11 White 8 Mix	7 Black 2 Hispanic		X	
27	24	5th	Self-contained	11 Black 10 White	2 Hispanic 1 Unknown		X	
28	29	6th	Self-contained	22 Black 4 White	2 Mix 1 Hispanic		X	

TABLE 1 (continued)

Classroom Number	Size	Grade	Subject	Racial Composition		Large Urban,	Medium-sized Urban,	Suburban
29	26	6th	Self-contained	18 Black 6 White	2 Mix			X
30	24	5th	Self-contained	14 Black 8 White	2 Hispanic			X
31	23	5th	Self-contained	14 Black 7 White	2 Hispanic			X
32	22	6th	Self-contained	11 Black 9 White	2 Mix		-	X

Classrooms No. 1-10
Type A (Suburban)

Totals:

White	Black	Asian	Hispanic	Mixed	
174	7	5	5	1	= 192

Classrooms No. 11-20
Type B (Large Sized City)

Totals:

Black	Hispanic	White	Asian	Unknown	
235	5	3	3	4	= 250

Classrooms No. 21-32
Type C (Medium-Sized City)

Totals:

Black	White	Hispanic	Mixed	Unknown	
158	120	13	16	1	= 308

Grand Totals: 32 classrooms, 21 6th grade, 11 5th grade

Black	White	Hispanic	Mixed	Asian	Unknown	
400	297	23	17	8	5	= 750

TABLE 2

Number of Children Reporting in Each Classroom

Classroom Number	Number of Children Reporting	Reports Eliminated
1	22	0
2	25	0
3	24	0
4	23	0
5	24	1
6	21	0
7	22	0
8	10	0
9	10	0
10	11	0
11	29	0
12	21	5
13	31	1
14	27	0
15	29	0
16	28	1
17	19	0
18	23	2
19	19	5
20	24	0
21	24	5
22	26	0
23	27	0
24	28	0
25	27	0
26	28	0
27	24	4
28	29	0
29	26	2
30	24	2
31	23	1
32	22	1

they contribute to student consensus about a particular learning condition being prevalent or not prevalent in a given classroom. Individual student perceptions were also considered important in terms of representing the perception of someone from a particular cultural group. The scores on each variable of students from different cultural groups in the same classroom were compared. Because the MES measures classroom learning conditions which influence what students learn about and how students feel about human/cultural differences, it was considered important to analyze the scores of students from different cultural groups in selected classrooms.

C H A P T E R   I V
ANALYSIS AND INTERPRETATION

This chapter reports, analyzes, and interprets the results of the Multicultural Environment Survey. The data collected were students' and teachers' perceptions of the multicultural press in their classrooms across three selected variables. The procedures used for scoring these data resulted in a classroom's multicultural environment being represented by a raw score for each variable. The research questions were addressed by examining descriptions of these environmental data, and when appropriate, through testing the significance of the data. The four research questions are:

1. Are there differences in the multicultural press perceived by students and teachers in different fifth and sixth grade classrooms?

2. Are there differences in the perception of multicultural press between teachers and their students?

3. Are there differences in the perception of multicultural press by culturally different students?

4. Are there differences in the perception of multicultural press by students in elementary classrooms with teachers who claim to have multicultural objectives, and students in elementary classrooms with teachers who do not claim to have multicultural objectives?

Because this study represents exploratory research, the findings are acknowledged as tenuous and must be treated as such. Nevertheless, the present study is helpful to those who might be

interested in undertaking further research on multicultural environment in classroom settings.

Exploratory Findings on Reliability of the MES

Because the use of initial statistical procedures resulted in reliability estimates not as high as one would ideally wish for, an exploratory investigation of MES reliability was conducted. Three additional procedures were utilized to explore the reliability of the instrument. These analyses were as follows:

1. use of the mean as the classroom variable score (instead of the scoring procedure within the present study, which resulted in a classroom getting one point for each item scored in the keyed direction by over 66% of the students responding to that item), to conduct Pearson Product Moment correlation analyses on Form A and Form B.

2. use of the 66% scoring procedure, as described above, to conduct Pearson Product Moment correlation analyses on a new random split half (instead of Form A and Form B).

3. use of the Kuder-Richardson$_{20}$ formula to estimate the internal consistency or homogeneity of items within a variable.

When using the classroom means as the unit of analysis, the Pearson correlation coefficients were .6290 for the knowledge variable, .5889 for the skills variable and .6905 for the attitude variable. These would be the reliability estimates if only one form of the instrument were used. When corrected by the Spearman-Brown Formula, the reliability estimates obtained are those appropriate when using both forms of the instrument in each classroom and combining the data from each form. These reliability estimates were .7722 for knowledge, .7413 for the skills variable, and .8169 for the attitude variable.

Using the 66% scoring procedure, a new random split half of the knowledge and skills items in the instrument was used to obtain another set of Pearson correlation coefficients. This was done to ascertain whether the original reliability estimates were a function of the particular knowledge and skills items randomly assigned to Form A and Form B (the same attitude items were originally assigned to both forms of the MES, and this investigator deemed it inappropriate to randomly assign the attitude items into a new split half because such randomization would have resulted in some cases of the same attitude item occurring twice in one of the halves). The results were Pearson correlation coefficients of .7520 for the knowledge variable and .4290 for the skills variable; again, these are appropriate if only one form of the instrument is used. Corrected by the Spearman-Brown formula, reliability estimates on the new random split half, when using both forms of the instrument, are .8584 for knowledge and .6004 for skills.

The Kuder-Richardson 20 formula was used as an additional procedure for acquiring a reliability estimate. The formula is advanced as a method of estimating the internal consistency of a test for the sample to which it is administered. The KR 20 reliability estimate for the knowledge variable was .8260, .7404 for the skills variable and .7953 for the attitudes variable. These estimates would suggest that the items within each variable have considerable homogeneity and internal consistency.

The exploratory investigation of MES reliability resulted in higher estimates of reliability for the MES variables in seven out of eight cases. An examination of Table 3A and Table 3B reveals that reliability estimates range from .5399 to .7520 on the knowledge variable, from .4290 to .5889 on the skills variable, and from .4255 to .6905 on the attitude variable, when and if only one form of the instrument is used in a classroom. When both forms of the instrument are used in a classroom, as was the case in this study, then reliability estimates range from .7012 to .8584 on the knowledge variable, from .6004 to .7413 on the skills variable, and from .5970 to .8169 on the attitude variable. In addition, computation of the Kuder-Richardson estimate of internal consistency among items on a variable resulted in estimates consistent with the above findings. Thus, there is empirical evidence that it is desirable to follow the procedure of using both forms of the instrument in each classroom setting.

Each of the items for the three variables might be viewed as representing a unique characteristic of a classroom environment. Since each of the 75 items within the MES is written to represent one of twenty-eight multicultural objectives, the items represent twenty-eight different kinds of learning conditions, grouped into the three variables of knowledge, skills and attitudes. While most of the items are unique and different from others written for the same variable, reliability estimates presented above suggest that the variables are viable and capable of identifying meaningful differences in the multicultural environment among elementary school classrooms in the sample.

TABLE 3A

COMPARISON OF RELIABILITY TECHNIQUES UTILIZED AND RESULTS
--Reliability Estimates Based on Using One Form of the Instrument--

Variables	Pearson Product Moment Correlation Coefficients, using 66% scoring procedure	Pearson Product Moment Correlation Coefficients, using the mean as class-room score	Pearson Product Moment Correlation Coefficients, using 66% scoring procedure on a new random split half
Knowledge	.5399	.6290	.7520
Skills	.5717	.5889	.4290
Attitude	.4255	.6905	--

TABLE 3B

COMPARISON OF RELIABILITY TECHNIQUES UTILIZED AND RESULTS
--Reliability Estimates Based on Using Both Forms of the Instrument--

Variables	Pearson Product Moment Correlation Coefficients, corrected by the Spearman-Brown formula, when using the 66% scoring procedure	Pearson Product Moment Correlation Coefficients, corrected by the Spearman-Brown formula, when using the mean as the classroom score	Pearson Product Moment Correlation Coefficients, corrected by the Spearman-Brown formula, on a new random split half using the 66% scoring procedure	Kuder-Richardson$_{20}$ formula, to estimate internal consistency of items on a variable
Knowledge	.7012	.7722	.8584	.8260
Skills	.7275	.7413	.6004	.7404
Attitude	.5970	.8169	--	.7953

The conclusion reached as a result of the above exploration is that the MES produces somewhat reliable scores with the greatest reliability on the knowledge variable and the least on the skills variable. The cumulative results of the reliability measures undertaken suggest there is a need for improvement of the instrument, especially on the skills and attitude variables. Such improvement should include item analysis which might result in the modification or elimination of certain items.

Findings in Environmental Differences

Several types of environmental differences are presented in this chapter. First, descriptions and tests of significance of differences among classrooms as perceived by students and teachers along individual variables are presented. Second, environmental differences on the three variables between teachers and students within classrooms are described. Third, descriptions and tests of significance of environmental differences on each variable among culturally different students are given. Finally, a description and test of significance of environmental differences on the three variables among classrooms with and without multicultural objectives is considered. These findings provide specific indices of ways in which multicultural press varied across classrooms, and ways in which the perception of multicultural press within classrooms varies between students and teachers.

Research Question No. 1: Are there differences in the multicultural press perceived by students and teachers in different 5th and 6th grade classrooms?

Student and Teacher Differences Across Classrooms on Each Variable and on Individual Items

Variable Differences Amongst Classrooms as Perceived by Students

The distribution of raw scores on the three variables for the thirty-two classrooms as perceived by students is shown in Table 4. The scores on the knowledge and attitude variables had the most spread. An examination of the table reveals that scores on the knowledge and attitude variables extended over a range of twenty points, and scores on the skills variable extended over a range of seventeen points. Table 5 presents the range of scores for each variable.

In regard to student classroom scores on each variable, the classrooms may be compared by referring to Table 6. Inspection reveals that eighteen out of thirty-two classrooms scored between sixteen and twenty-five on the attitude variable, nine classrooms scored between sixteen and twenty-three on the knowledge variable, and nine classrooms scored between sixteen and twenty-two on the skills variables. Table 6 also demonstrates how the three variables of the instrument spread scores across the 32 classrooms.

In Table 7, the raw scores on a variable are expressed as deviations from their sampled means. Inspection of these numbers suggests that as variation increases, the departure of the variable

TABLE 4

FREQUENCY DISTRIBUTION OF MES VARIABLE SCORES BY CLASSROOM

Raw Score	Knowledge	Skills	Attitudes
30			
29			
28			
27			
26			
25			1
24			
23	1		2
22		1	1
21		1	1
20	1		4
19		1	2
18	2	2	2
17	4	2	3
16	1	2	2
15	1	2	2
14	2	3	1
13		1	3
12	2	5	
11	1	1	2
10	4	2	
9	1	3	2
8	3	1	2
7	3	2	1
6	3	2	
5	1	1	1
4	1		
3	1		
2			
1			
0			

TABLE 5

RANGE OF MES VARIABLE SCORES BY CLASSROOM

Classroom Score Range

Variable	High	Low	Range
Knowledge	23	3	20
Skills	22	5	17
Attitudes	25	5	20

TABLE 6

COMPARISON OF CLASSROOM SCORES BY STUDENTS, ACCORDING TO EACH VARIABLE

Classroom No.	Knowledge Score	Skills Score	Attitude Score
1	3	6	11
2	6	21	16
3	4	9	13
4	8	7	7
5	14	19	22
6	10	16	18
7	8	17	20
8	18	22	20
9	12	16	19
10	23	18	25
11	16	15	21
12	12	6	5
13	17	18	20
14	7	14	8
15	6	9	15
16	15	12	13
17	7	12	20
18	8	8	11
19	9	10	16
20	17	14	23
21	17	12	15
22	11	15	13
23	10	14	17
24	20	12	18
25	17	13	19
26	7	9	14
27	10	12	17

TABLE 6 (Cont.)

Classroom No.	Knowledge Score	Skills Score	Attitude Score
28	18	17	23
29	6	11	8
30	10	10	9
31	13	7	17
32	5	5	9
	11.37 mean Spread: 3-23	12.68 mean Spread: 5-22	15.68 mean Spread: 5-25

TABLE 7

VARIABLE SCORE DEVIATIONS FROM SAMPLE MEANS

Classroom No.	Knowledge	Skills	Attitudes
	5.09--standard deviation	4.48--standard deviation	5.20--standard deviation
1	-8.37	-6.68	-4.68
2	-5.37	+8.32	+ .32
3	-7.37	-3.68	-2.68
4	-3.37	-5.68	-8.68
5	+2.63	+6.32	+6.32
6	-1.37	+3.32	+2.32
7	-3.37	+4.32	+4.32
8	+6.63	+9.32	+4.32
9	+ .63	+3.32	+3.32
10	+11.63	+5.32	+9.32
11	+4.63	+2.32	+5.32
12	+ .63	-6.68	-10.68
13	+5.63	+5.32	+4.32
14	-4.37	+1.32	-7.68
15	-5.37	-3.68	- .68
16	+3.63	- .68	-2.68
17	-4.37	- .68	+4.32
18	-3.37	-4.68	-4.68
19	-2.37	-2.68	+ .32
20	+5.63	+1.32	+7.32
21	+6.63	- .68	- .68
22	- .37	+2.32	-2.68
23	-1.37	+1.32	+1.32
24	+8.63	- .68	+2.32
25	+5.63	+ .32	+3.32

TABLE 7 (Cont.)

Classroom No.	Knowledge	Skills	Attitudes
	5.09--standard deviation	4.48--standard deviation	5.20--standard deviation
26	-4.37	-3.68	-1.68
27	-1.37	- .68	+1.32
28	+6.63	+4.32	+7.32
29	-5.37	-1.68	-7.68
30	-1.37	-2.68	-6.68
31	+1.63	-5.68	+1.32
32	-6.37	-7.68	-6.68
	11.37 mean	12.68 mean	15.68 mean
	4.39 mean deviation	3.66 mean deviation	4.29 mean deviation

scores from their sample mean increases. A mean deviation was computed for each variable. A comparison of these mean deviations in Table 7 reveals the greatest mean deviation in the knowledge variable and the least in the skills variable. The standard deviation for each variable can also be compared to the mean deviation of that variable. It may be concluded from the above findings that there are differences in multicultural environment among the classrooms as perceived by students.

The differences among student classroom scores are further illustrated by plotting the variable raw scores. The profiles describing the variance on each of the variables is shown in Figures 2 through 4. Inspection of these profiles shows environmental differences among the classrooms in the sample. Next, the differences within classrooms on each variable, and across classrooms on each variable, are illustrated by plotting the variable raw scores in bar graphs. These bar graphs are shown in Figures 5 through 10. An examination of these bar graphs indicates that multicultural press is quite different within individual classrooms as perceived by students.

The significance of differences among the classrooms was tested by an analysis of variance (F test) on classroom variable scores by geographical category of classroom. This is only one of many ways to categorize classrooms in the sample. This method was chosen because the criteria used for the sample resulted in classrooms being demographically diverse. However, it is important to

FIGURE 2

PROFILE OF SCORES OF CLASSROOMS AS PERCEIVED BY STUDENTS FOR KNOWLEDGE VARIABLE

Mean = 11.37
N = 32
S.D. = 5.09

FIGURE 3

PROFILE OF SCORES OF CLASSROOMS AS PERCEIVED BY STUDENTS FOR SKILLS VARIABLE

Mean = 12.68
N = 32
S.D. = 4.48

FIGURE 4

PROFILE OF SCORES OF CLASSROOMS AS PERCEIVED BY STUDENTS FOR ATTITUDE VARIABLE

Mean = 15.68
N = 32
S.D. = 5.20
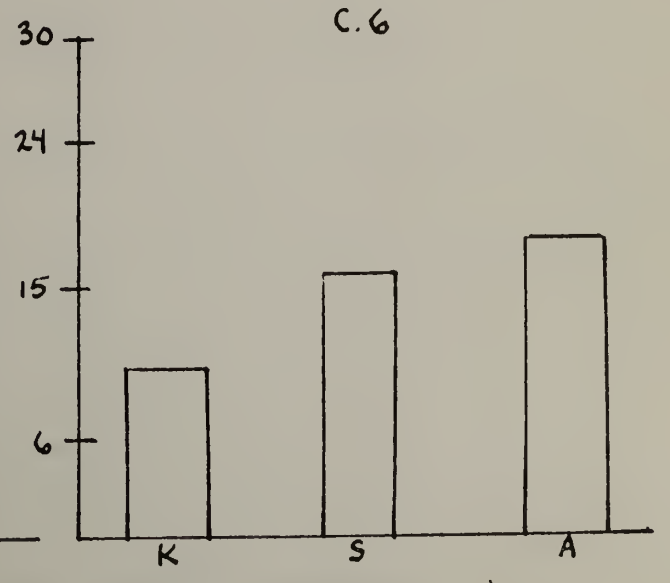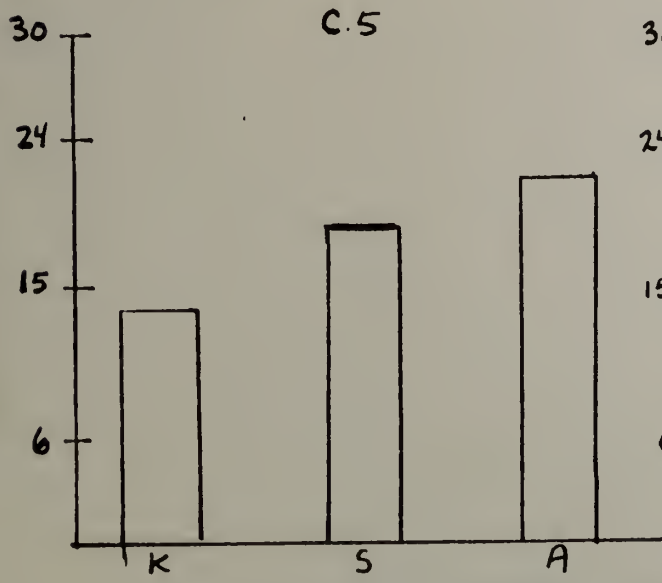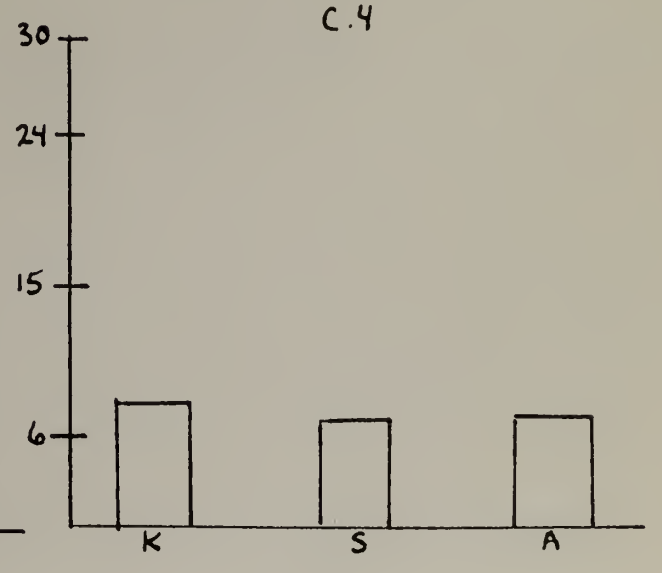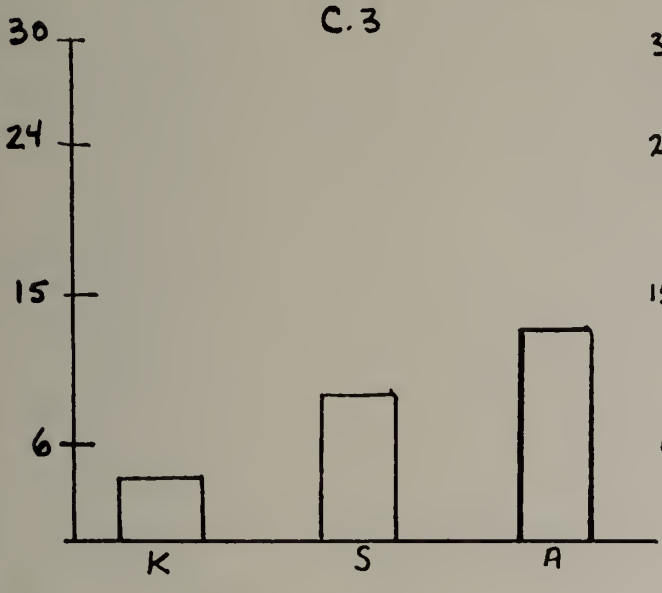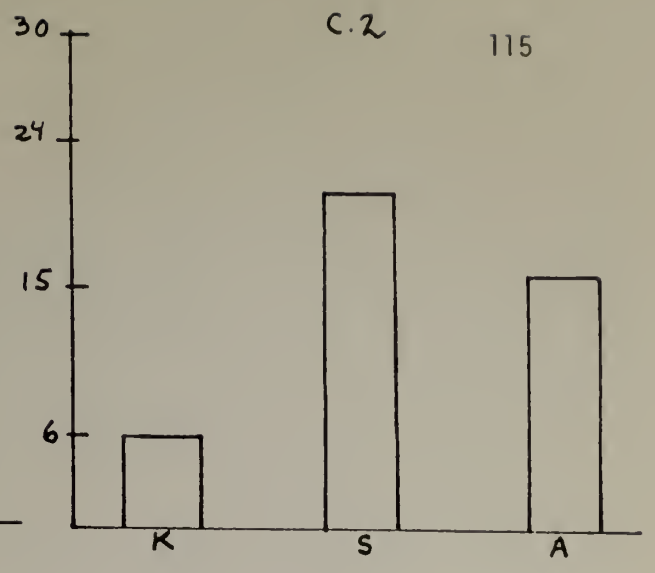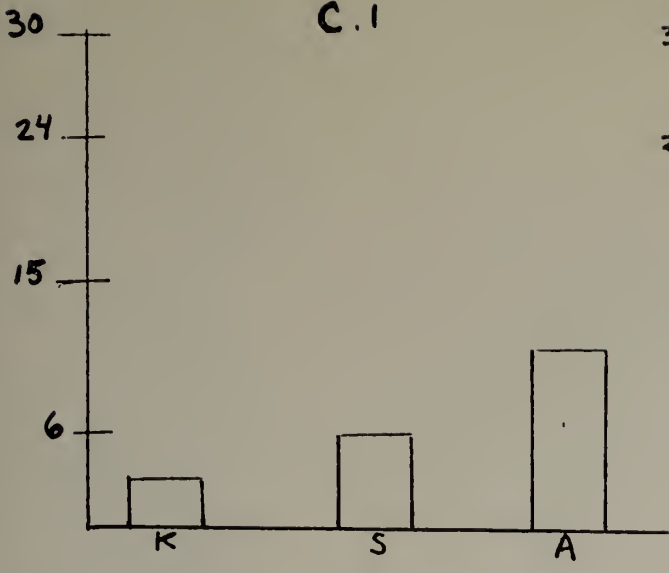
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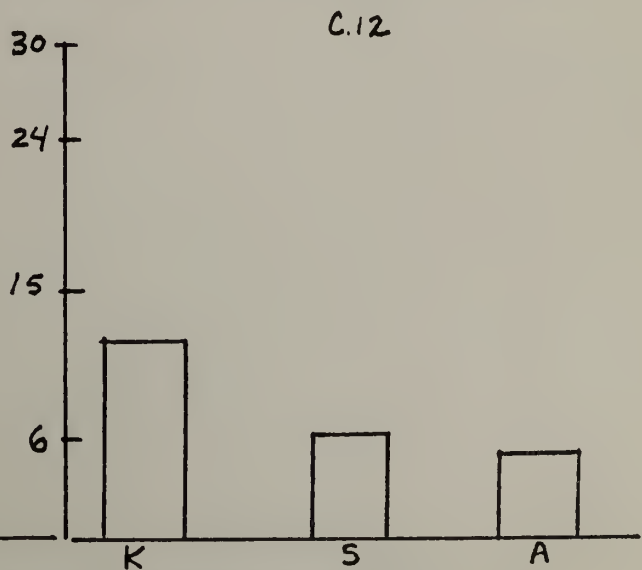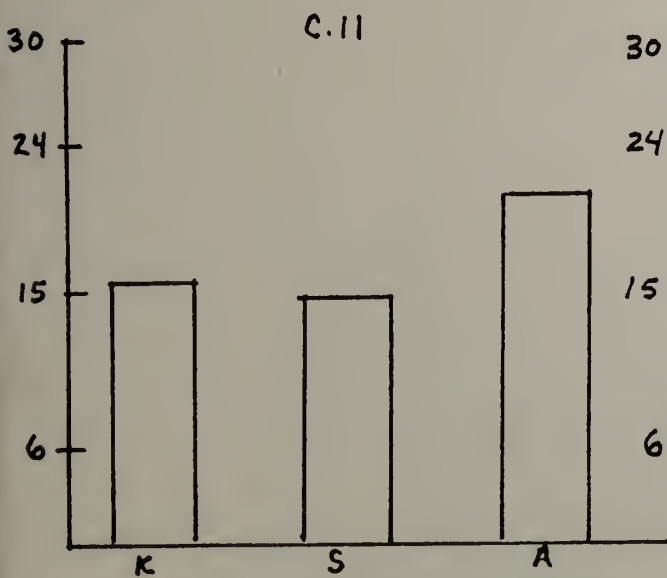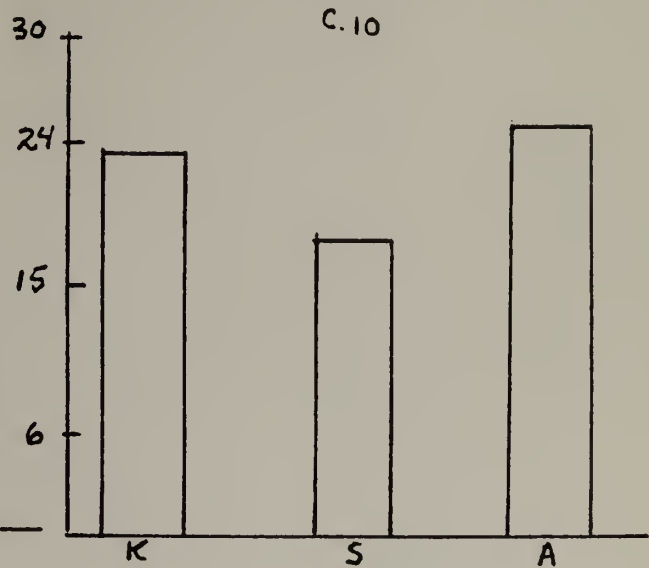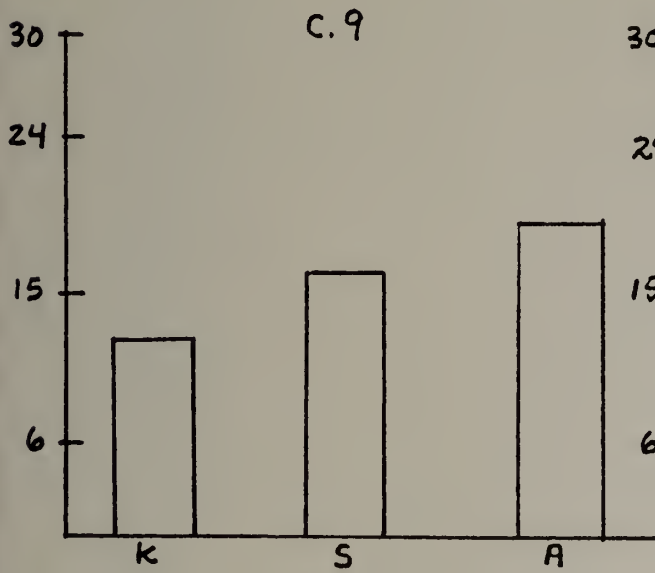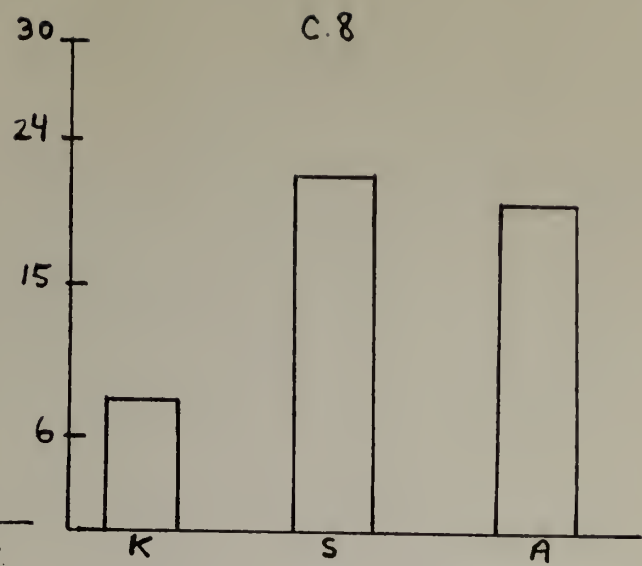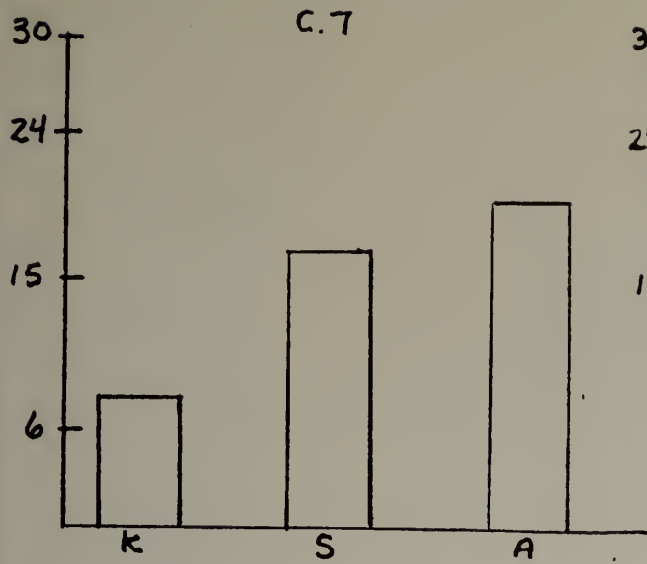
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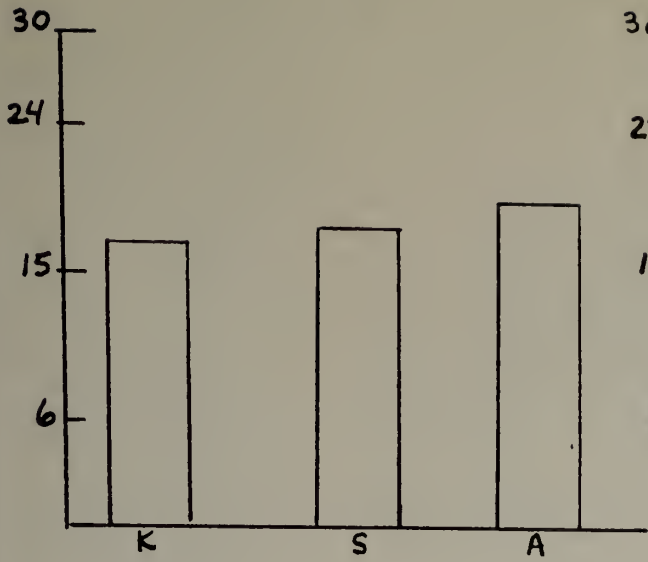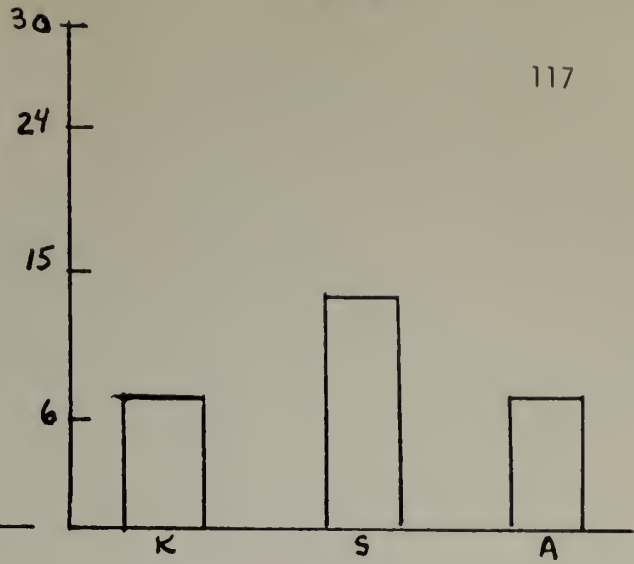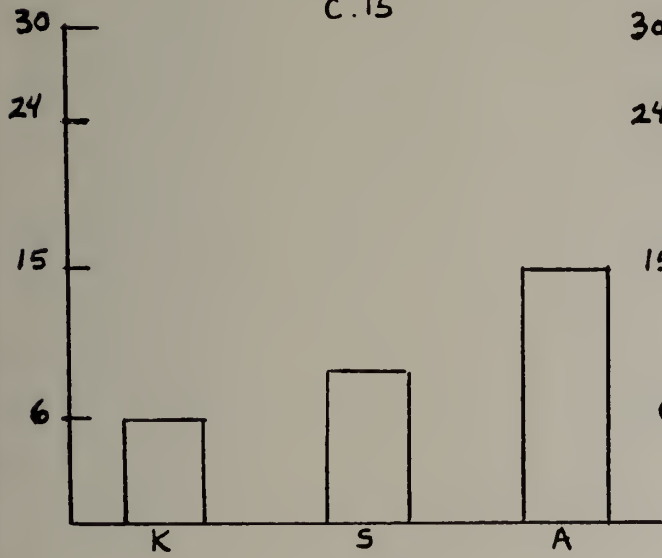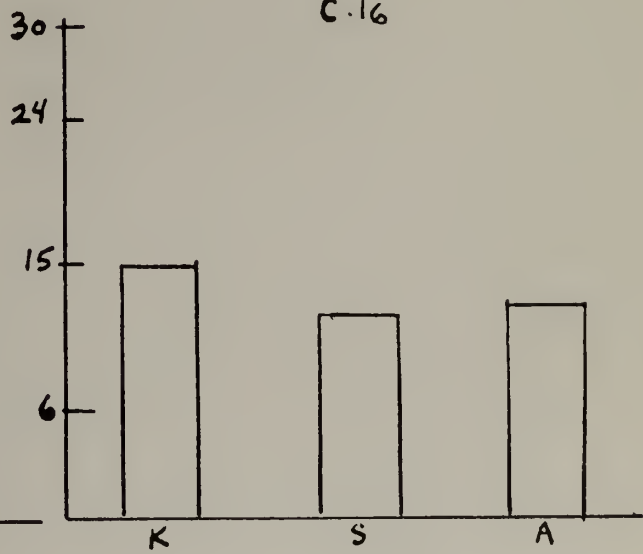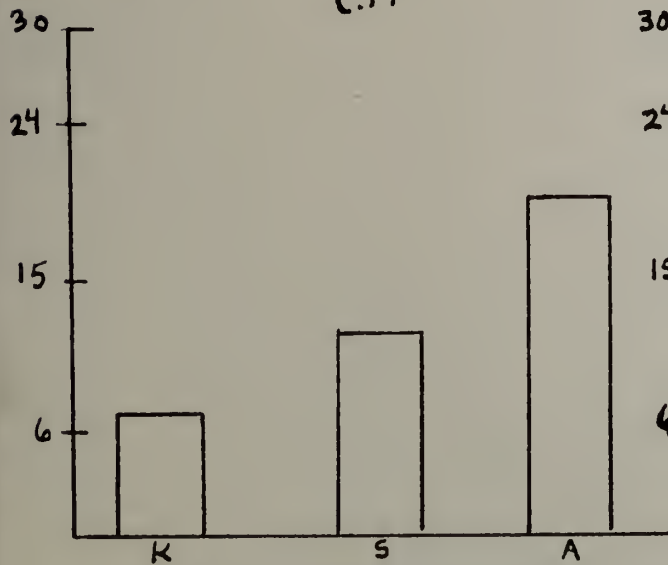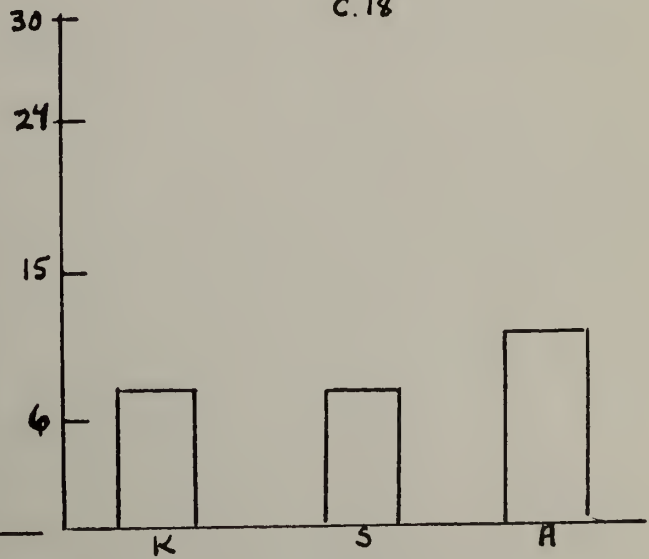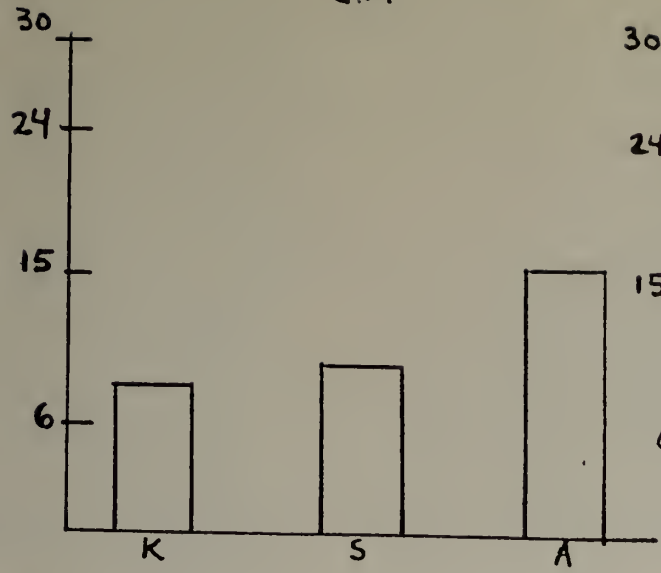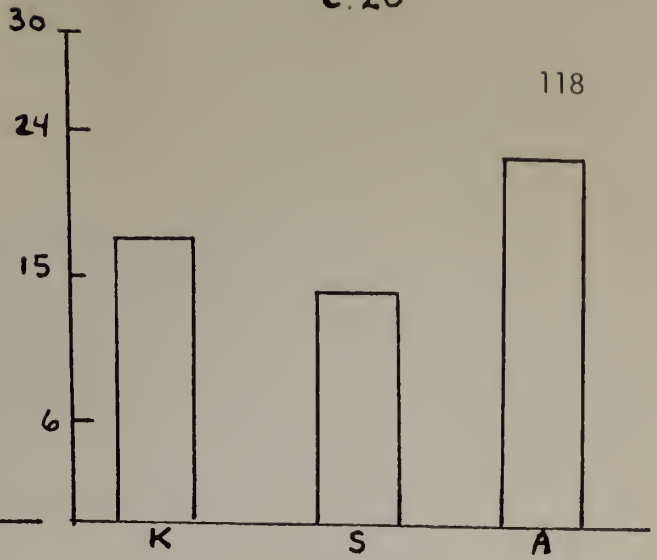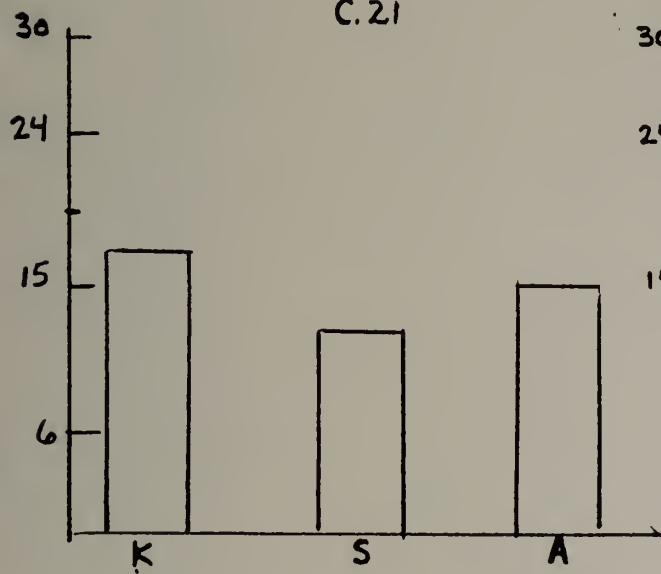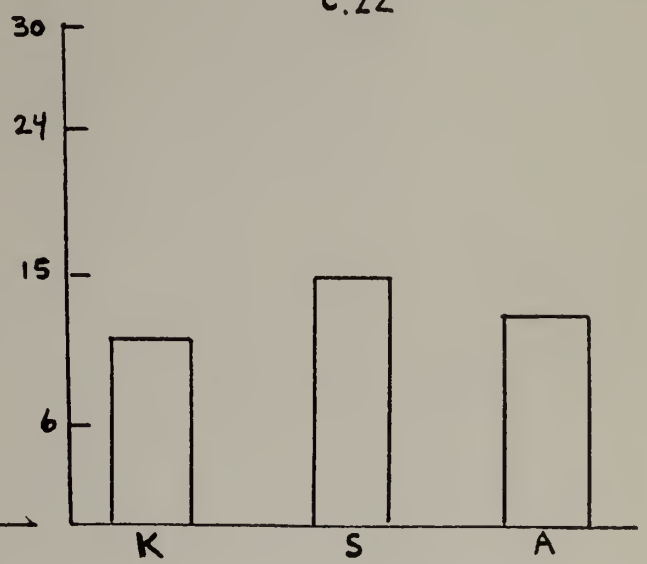
MULTICULTURAL ENVIRONMENT SURVEY PROFILES (CLASSROOMS 13-18)

MULTICULTURAL ENVIRONMENT SURVEY PROFILES (CLASSROOMS 19-24)

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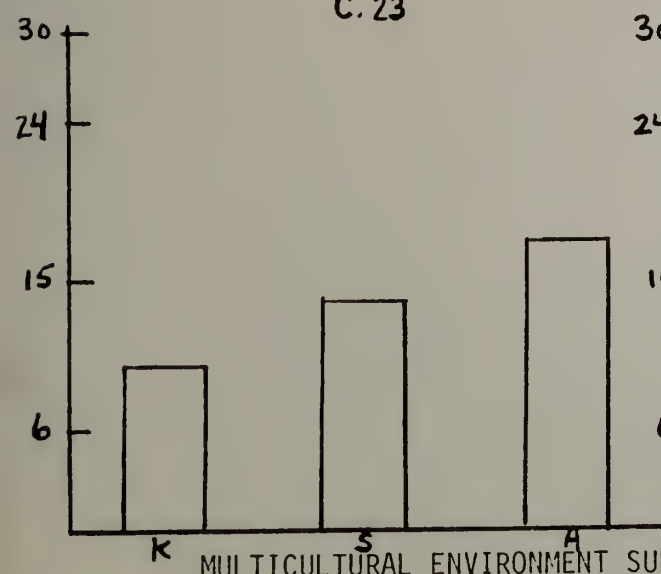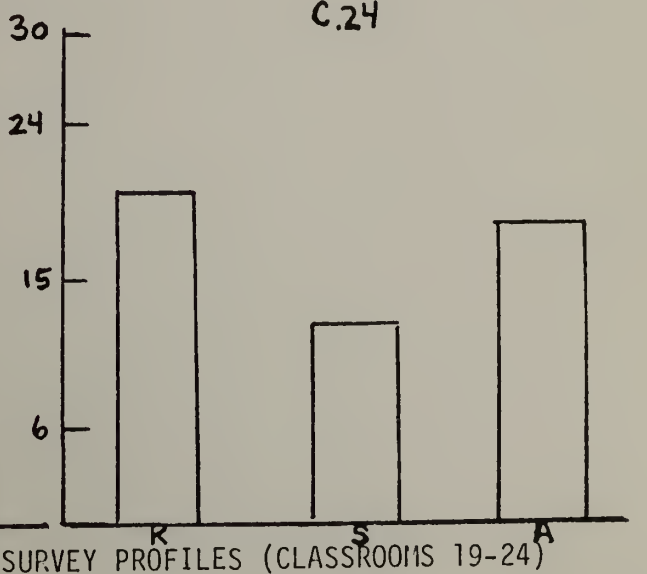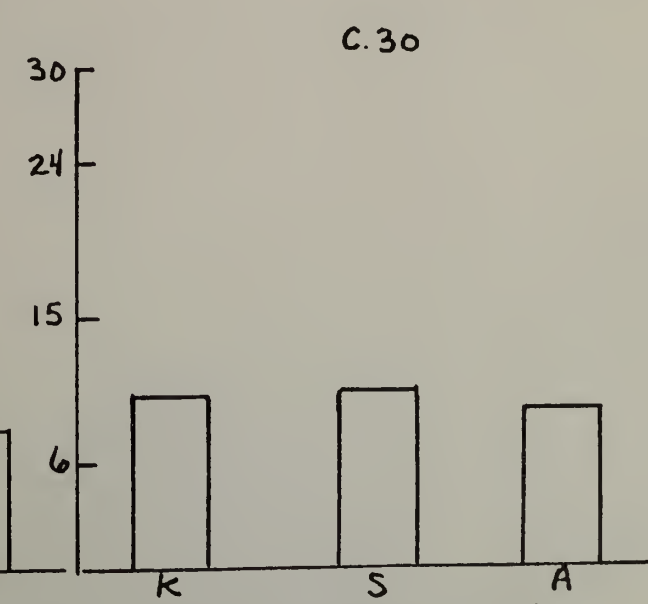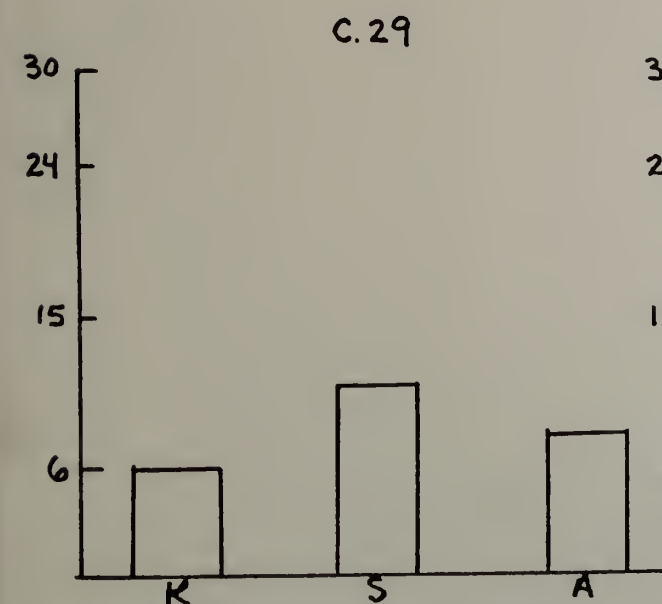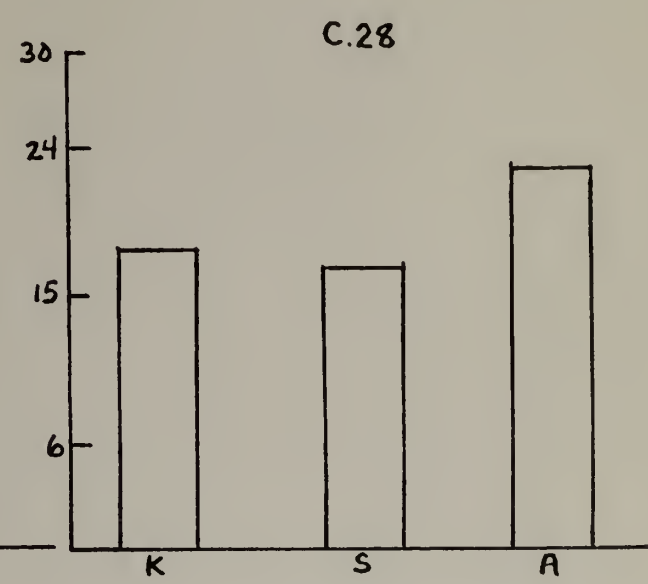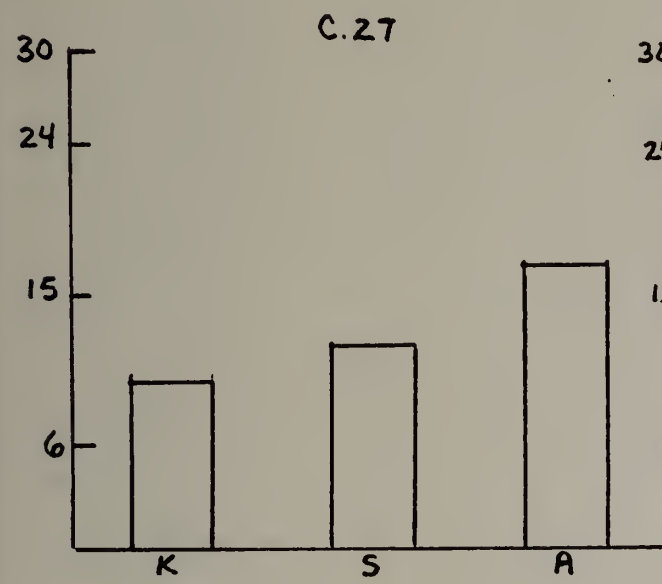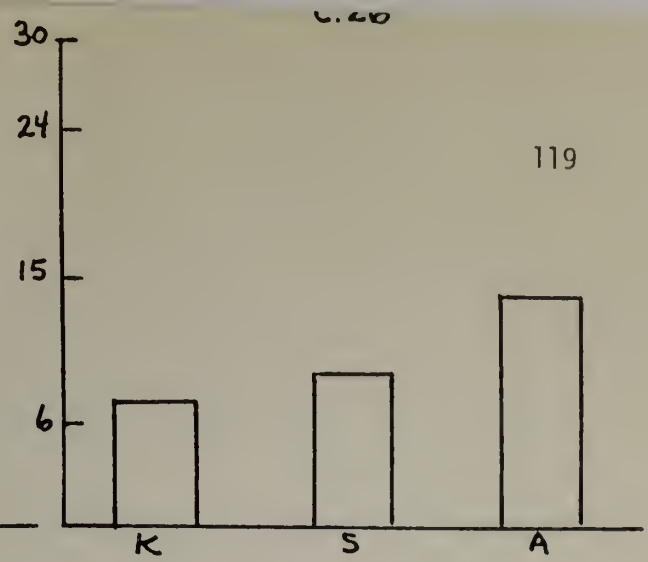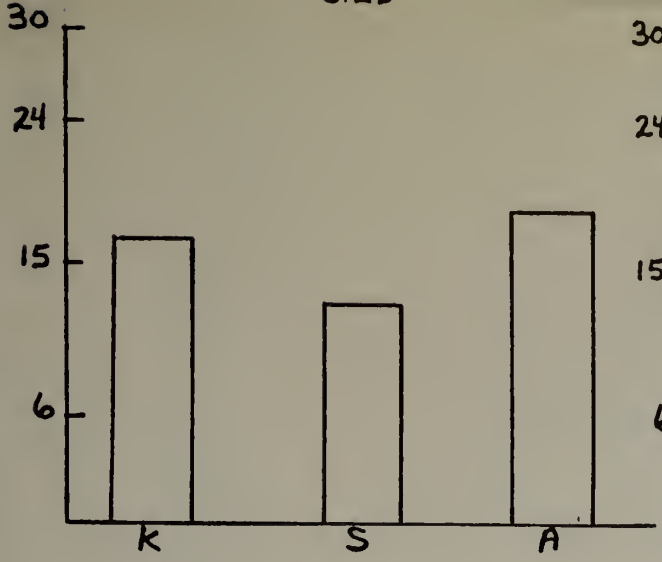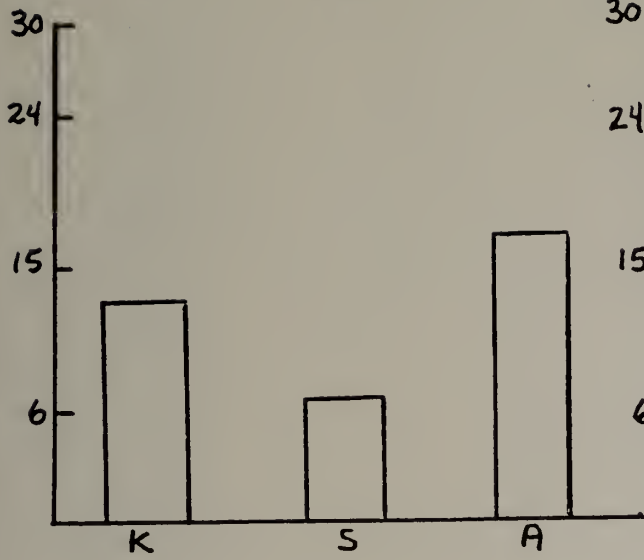
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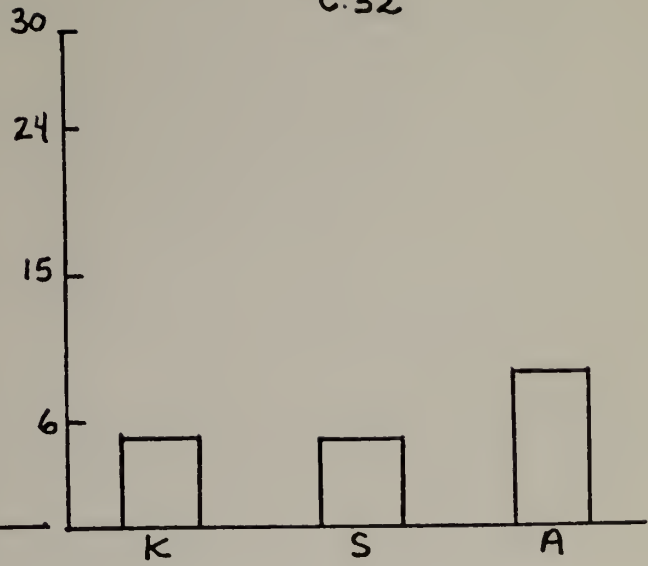
acknowledge that these categories were not scientifically derived or the classrooms in the sample randomly chosen.

Analysis of variance on classroom variable scores by geographical category. The significance of differences among classrooms by category was tested through an F test on each variable's scores. A mean score on each variable was computed for each category of classrooms and used to conduct the analysis. The results yielded no significant difference at the .05 level. While there was significant difference at the .04 level between the three groups of classrooms on Form B of the knowledge variable, this did not result in significance at an .05 level or less for the total knowledge variable. There is no significant difference in these student classroom scores by category of classroom across the three variables. Thus, the instrument was not particularly useful in demonstrating differences on the variables between these particular groups of classrooms.

Item Differences Amongst Classrooms as Perceived by Students

An examination of differences among classroom scores on selected items is illustrated in Table 8. Five items from each of the three variables were randomly selected for purposes of comparison. An examination of Table 8 reveals a wide range of response on the selected items. Among the five knowledge items, the range of response is from one item not generating student consensus (i.e., over 66%) in the keyed direction among any of the thirty-two classrooms, while

TABLE 8

DIFFERENCES AMONG STUDENT CLASSROOM SCORES ON RANDOMLY SELECTED ITEMS

The knowledge, skill and attitude items listed below were randomly selected for the purpose of identifying specific indices of variation in multicultural press as perceived by students in classrooms.

Knowledge Items

No. 1 - In our classroom, we are taught why some people don't like to spend much time with people who look or act different from them. (T)

No. 2 - In our classroom, we are taught why Chinese, Black, White or Spanish people do not always like the same things. (T)

No. 16 - In our classroom, students are taught some of the things which are important to different cultural groups in the U.S. (T)

No. 19 - In our classroom, we learn that all people in the U.S. have an equal chance to get good housing, a good education, and a good job. (F)

No. 23 - In our classroom, we are taught what Chinese, Japanese Black, or Spanish Americans have done to help our country (T)

Skill Items

No. 6 - In our classroom, we try to get many different opinions when we study about any problems between people of different cultural groups in our country. (T)

No. 13 - In our classroom, most students make fun of others who are different from them. (F)

No. 18 - In our classroom, most students let each other know when they don't understand each other. (T)

No. 21 - In our classroom, most students share ideas when we work in small groups, and we use these ideas. (T)

No. 27 - In our classroom, when we have class discussions most students pay little attention to other students who are different from them. (F)

TABLE 8 (Cont.)

Attitude Items

No. 3 - In our classroom, we think that Asians, Blacks, Whites, Mexican Americans, and Native Americans are different in every way. (F)

No. 5 - In our classroom, most students believe it is their job to help students in different cultural groups to be friendly. (T)

No. 8 - In our classroom, if we got a new student in class who was Black, Chinese, Mexican, or Puerto Rican, most students would be friendly. (T)

No. 12 - In our classroom, most students think our country would be stronger without so many cultural groups. (F)

No. 14 - In our classroom, most students like to do things which help us learn about the Black, Native American, or Spanish culture in the U.S. (T)

Knowledge Items	No. of Classrooms Where Item Generated Student Consensus* in the Keyed Direction
No. 1	2
No. 2	8
No. 16	21
No. 19	0
No. 23	15

*Student Consensus = 66% or more of the students answering the item

Skill Items	No. of Classrooms Where Item Generated Student Consensus in the Keyed Direction
No. 6	18
No. 13	8
No. 18	23
No. 21	23
No. 27	10

TABLE 8 (Cont.)

Attitude Items	No. of Classrooms Where Item Generated Student Consensus in the Keyed Direction
No. 3	17
No. 5	21
No. 8	28
No. 12	24
No. 14	12
	N=32

another generates such consensus in twenty-one classrooms. Among the five skills items, the range of response is from one item generating student consensus in eight classrooms, to two items generating such consensus in twenty-three classrooms. Among the five attitude items, the range of response is from one item generating student consensus in twelve classrooms to another generating such consensus in twenty-eight classrooms. Thus, it is possible to conclude there is wide variation in the response to individual items among classrooms as perceived by students.

Teacher Differences by Variable

The distribution of raw scores on the three variables for thirty-one classrooms* as perceived by thirty-four teachers is shown in Table 9. The knowledge variable had the most spread, with scores ranging from five to twenty-nine. Scores on the skill variable ranged from ten to twenty-nine, and on the attitude variable from sixteen to thirty. Table 10 presents the range of scores on each variable. The teachers may be compared on each variable by referring to Table 11. Inspection of Table 9 reveals that twenty-five out of thirty-four teachers scored between sixteen and twenty-nine on the knowledge variable, while thirty-one out of thirty-four teachers scored similarly on the skills variable and all teachers scored similarly on the attitude variable.

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*The teacher in classroom no. 10 did not participate in the study.

TABLE 9

FREQUENCY DISTRIBUTION OF MES VARIABLE SCORES BY TEACHER

Raw Score	Knowledge	Skills	Attitudes
30			4
29	1	1	2
28	1	4	3
27	3	1	3
26	4	6	
25	5	1	4
24	3		3
23		4	2
22		1	1
21	2	4	2
20	3	2	3
19		3	2
18	2	2	2
17			1
16	1	2	2
15		1	
14	1	1	
13	1		
12			
11	4		
10	1	1	
9	1		
8			
7			
6			
5	1		
4			

TABLE 9 (Cont.)

Raw Score	Knowledge	Skills	Attitudes
3			
2			
1			
0			

TABLE 10

TEACHER SCORE RANGE

Variable	High	Low	Range
Knowledge	29	5	24
Skills	29	10	19
Attitudes	30	16	14

TABLE 11

COMPARISON OF TEACHER SCORES, ACCORDING TO EACH VARIABLE

Teacher No.	Knowledge Score	Skills Score	Attitude Score
1	9	14	16
2	14	28	20
3	20	26	29
4	18	23	18
5	27	26	28
6	11	21	21
7	11	19	18
8	21	26	30
9	21	26	30
10	--	--	--
11	13	19	24
12	29	21	27
13	25	18	20
14	10	23	16
15	5	10	17
16	25	20	23
17	11	19	25
18	25	18	25
19	11	21	27
20	20	22	24
21 (A)	25	20	20
21 (B)	24	26	19
22	16	23	25
23	24	28	28
24	26	25	28
25	27	21	25

TABLE 11 (Cont.)

Teacher No.	Knowledge Score	Skills Score	Attitude Score
26	28	27	29
27	27	28	27
28	26	29	30
29	26	23	24
30	20	15	22
31 (A)	24	16	23
31 (B)	25	16	21
32 (A)	18	26	19
32 (B)	26	28	30

Spread: 5-29   Spread: 10-29   Spread: 16-30

Teacher 21 (A) = Science/Math Teacher for Classroom No. 21
Teacher 21 (B) = Social Studies/English Teacher for Classroom No. 21
Teacher 31 (A) = Regular classroom teacher for Classroom No. 31
Teacher 31 (B) = Student teacher for Classroom No. 31
Teacher 32 (A) = Regular classroom teacher for Classroom No. 32
Teacher 32 (B) = Student teacher for Classroom No. 32

The differences among teacher scores is illustrated by plotting the variable raw scores. These profiles of the variance on each of the three variables are shown in Figures 11 through 13. From examination of these figures, variance on the knowledge variable is easily identified as greatest. Next, the differences among the three variable scores of each teacher are illustrated on bar graphs in Figures 14 through 19. Inspection of these graphs indicates differences in how each teacher views multicultural press within their classroom.

The significance of differences among classrooms was tested by the use of an analysis of variance (F test) on variable scores by geographical category of classroom, and a t test on variable scores by racial group of teacher. For the F test, a teacher mean score on each variable was computed for each category of classrooms. The results yielded a significant difference at the .05 level among teachers on the knowledge variable. There was no significant difference on the skills variable or attitude variable. However, the findings indicated that the difference among teachers on the attitude variable was at the .051 level. For the t test, a mean score on each variable was obtained for all White teachers (n=29) and for all Black teachers (n=5) in the sample. The findings indicated no significant difference between White and Black teachers on any of the three variables, although Black teachers have a slightly higher mean score than White teachers on the knowledge and attitude

FIGURE 11

PROFILE OF SCORES OF TEACHERS FOR KNOWLEDGE VARIABLE

Mean = 20.11
N = 34

FIGURE 12

PROFILE OF SCORES OF TEACHERS FOR SKILLS VARIABLE

FIGURE 13

PROFILE OF SCORES OF TEACHERS FOR ATTITUDE VARIABLE

Mean = 23.76
N = 34
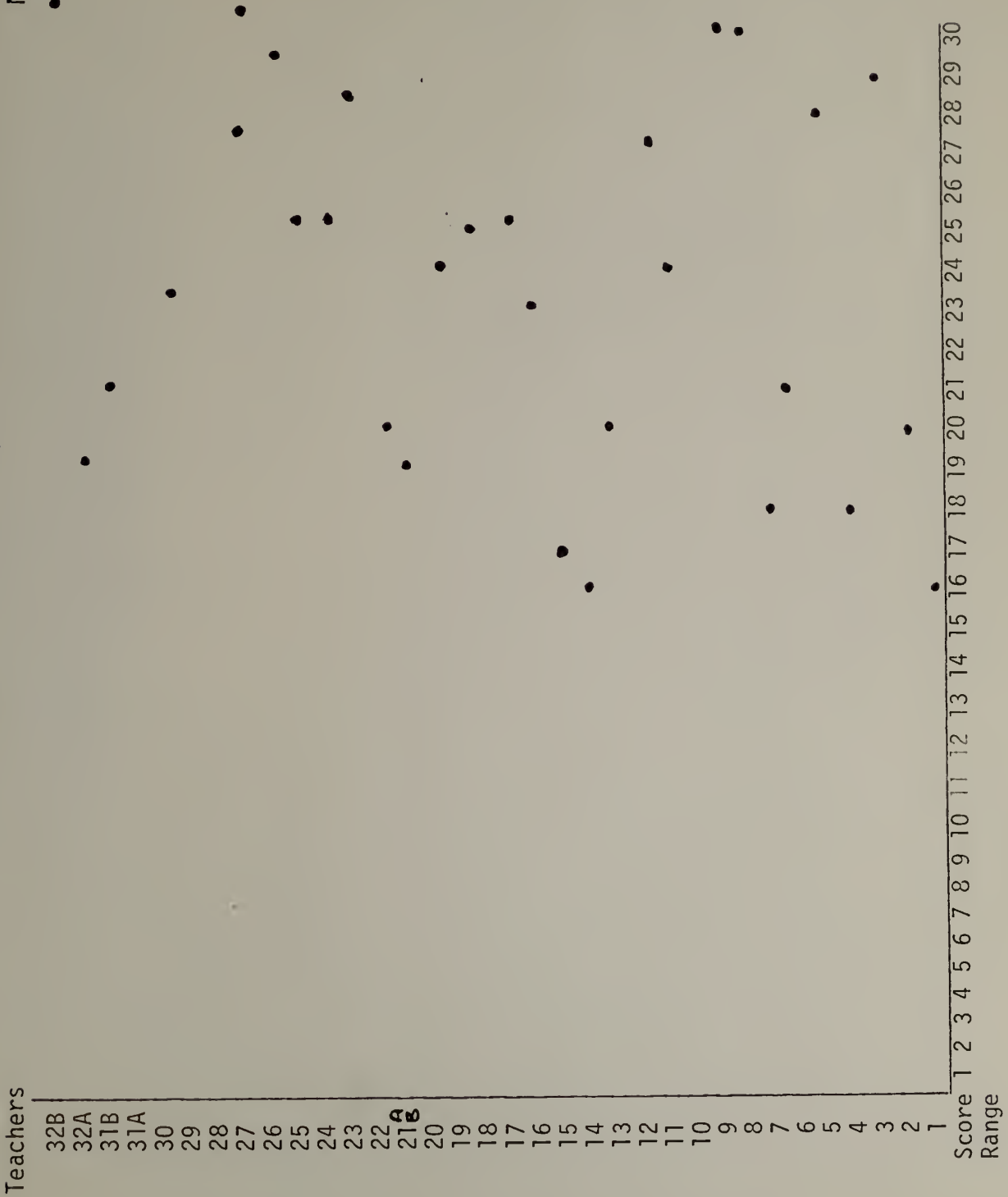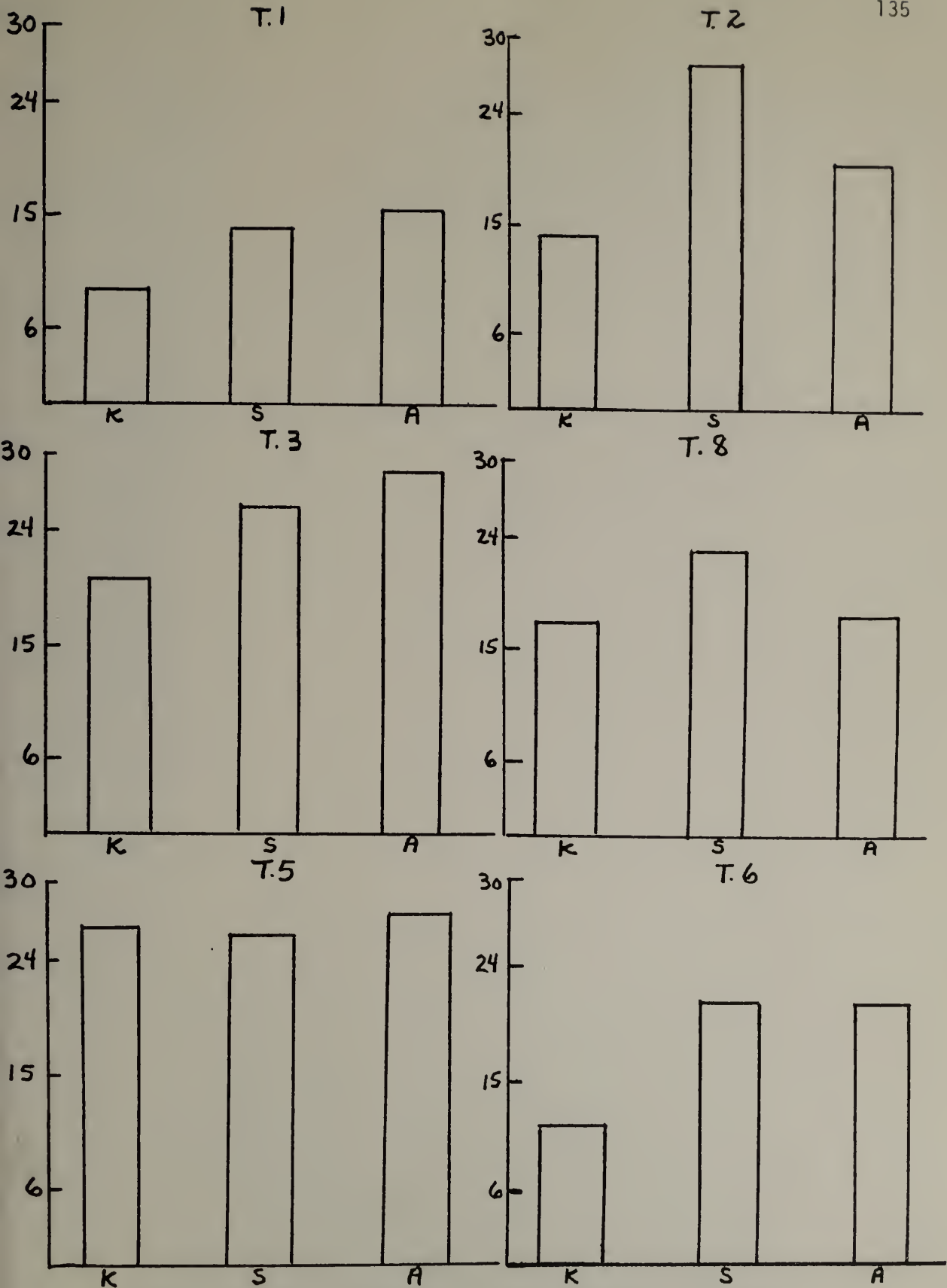
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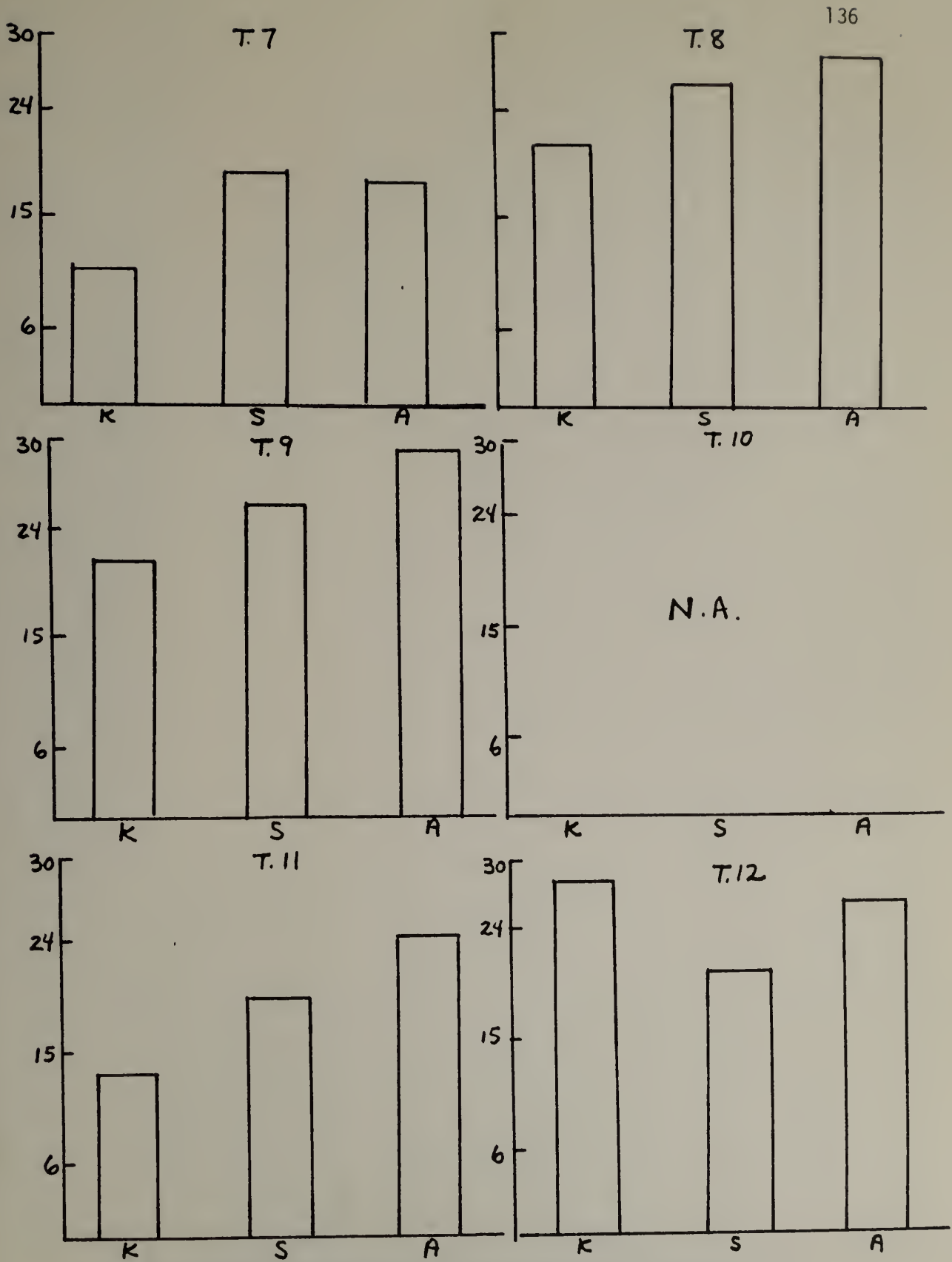
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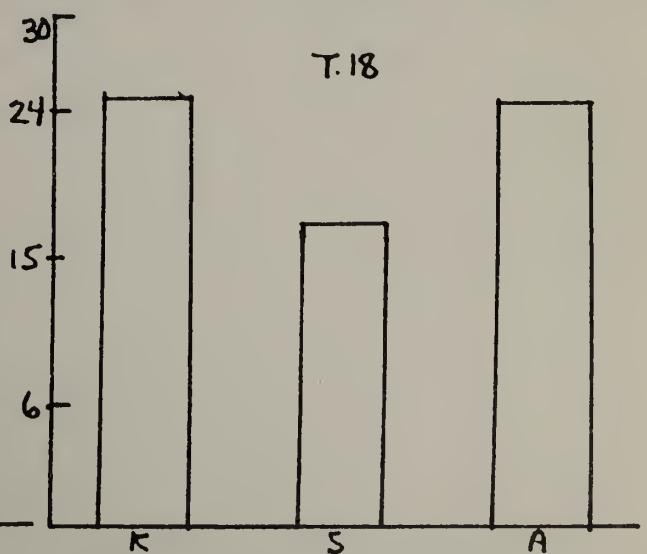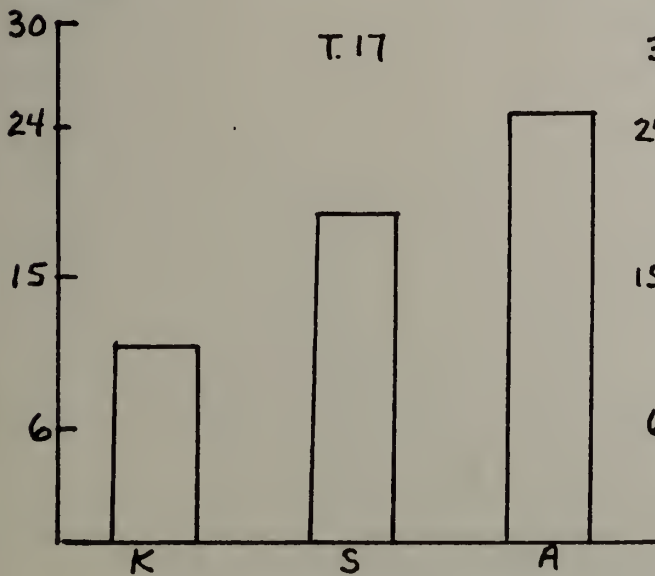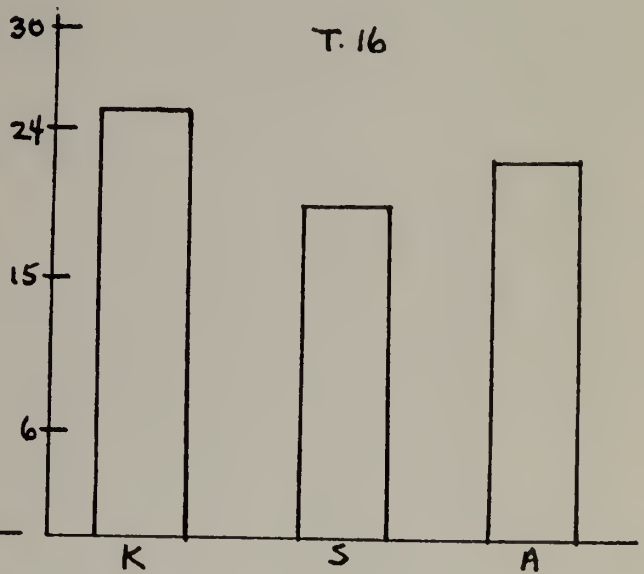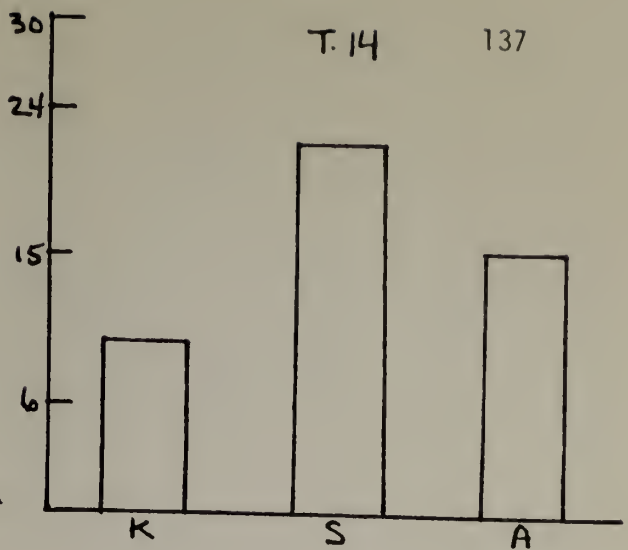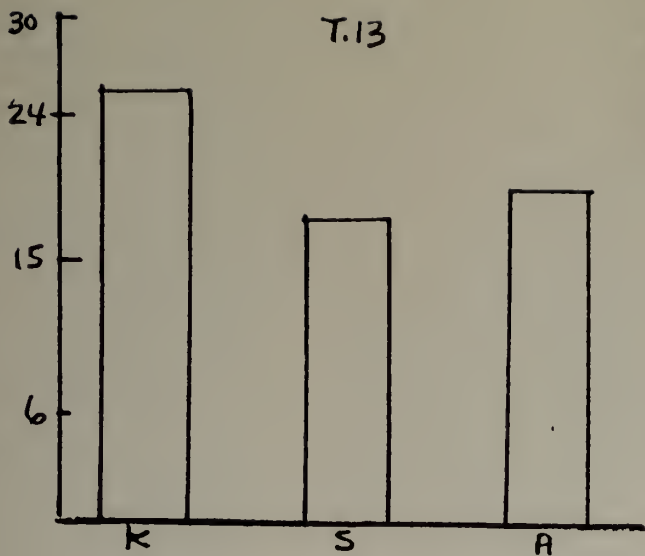
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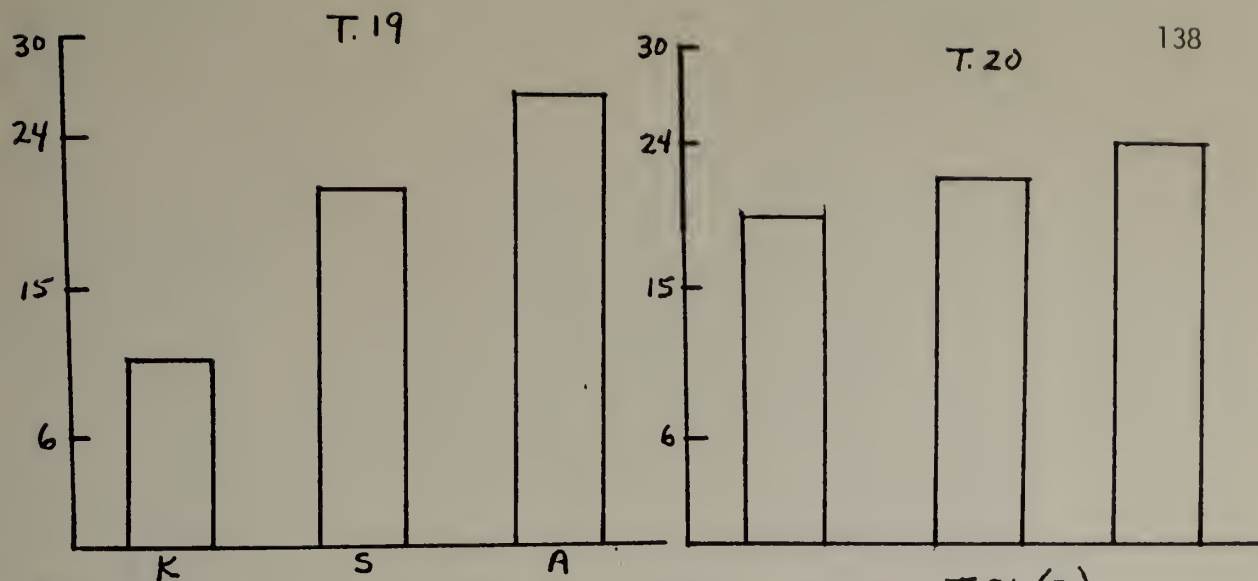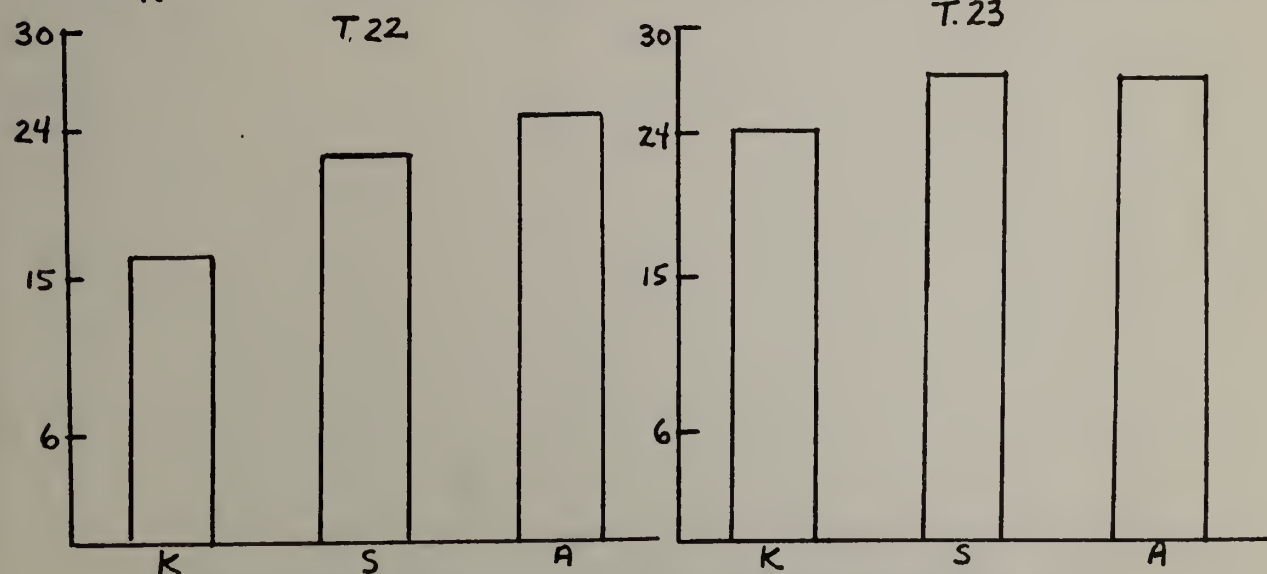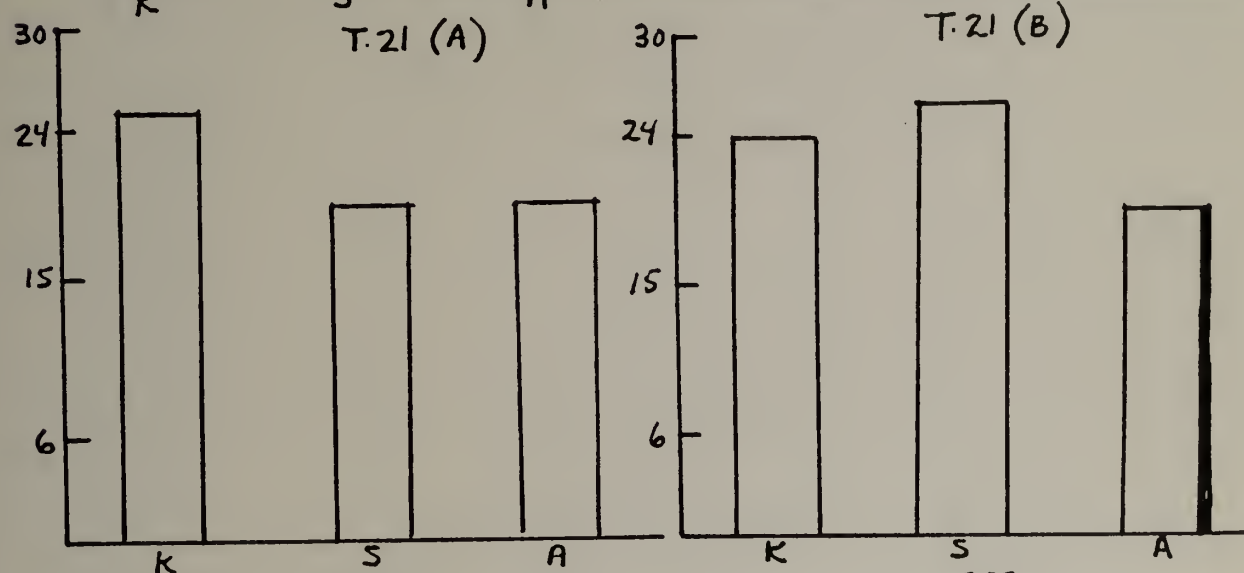
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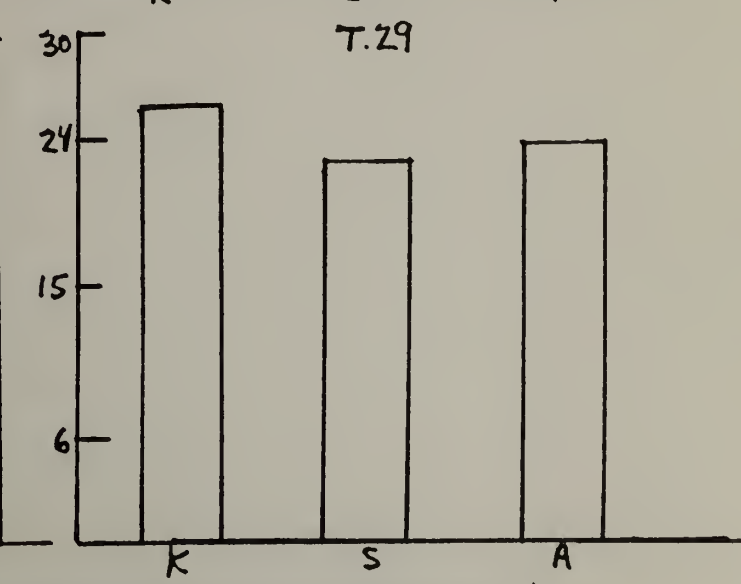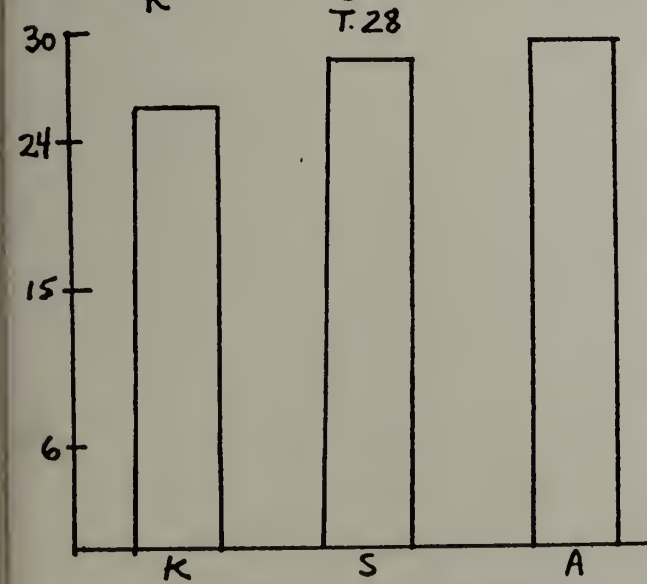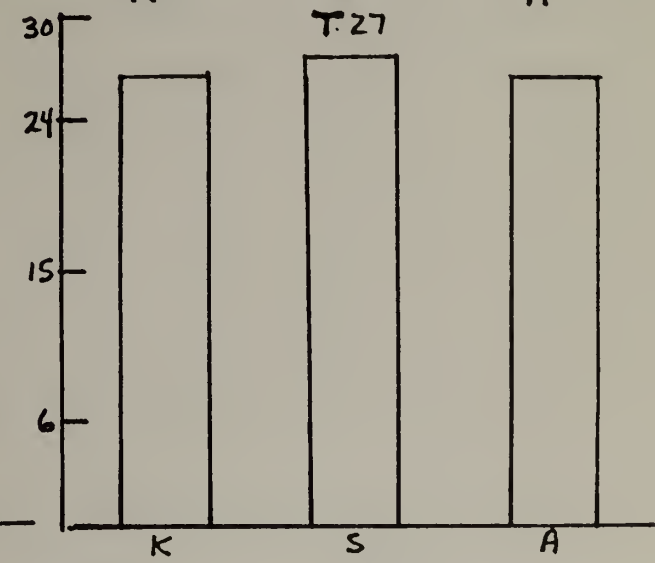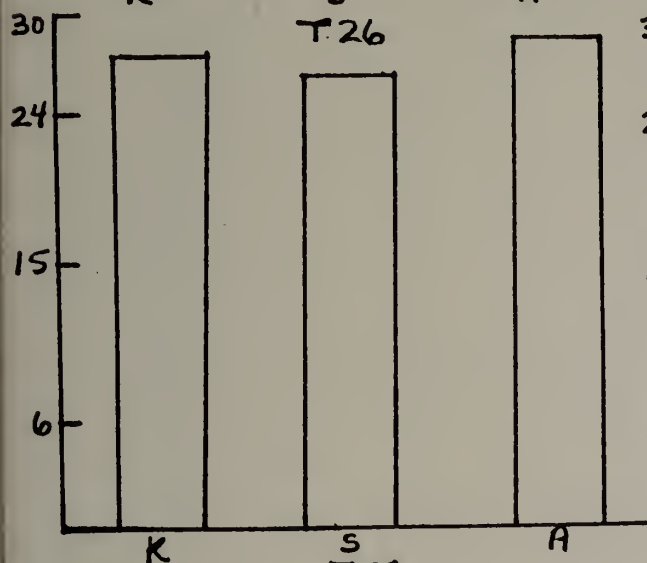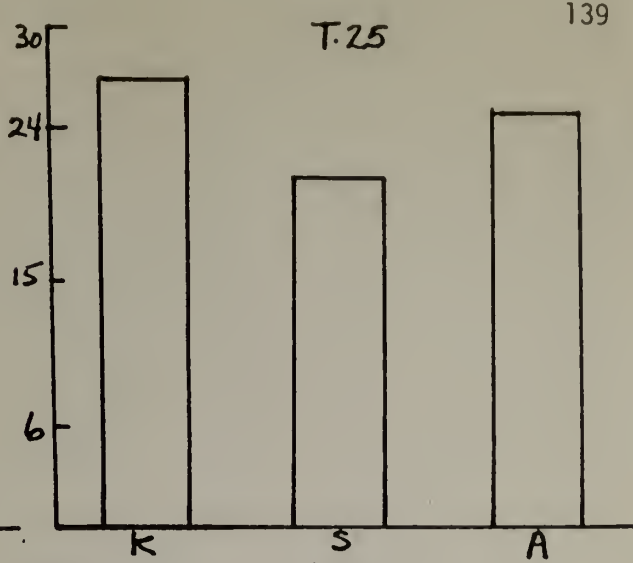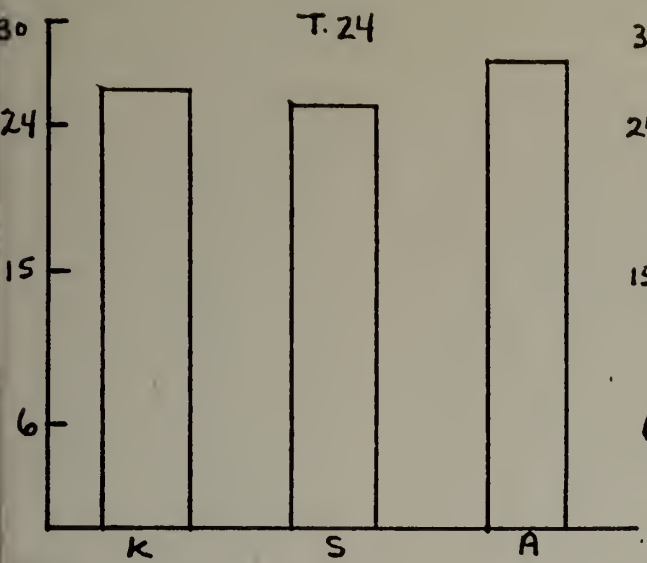
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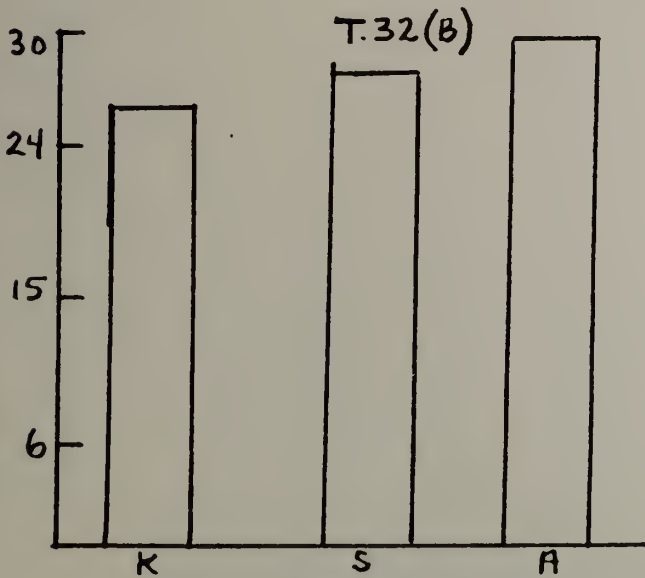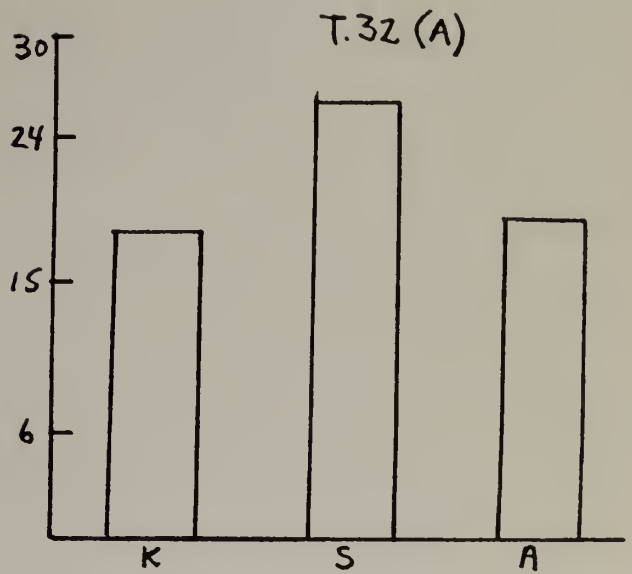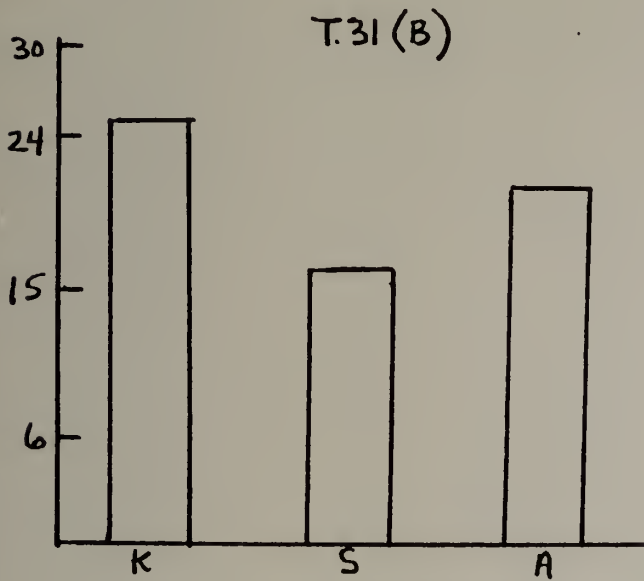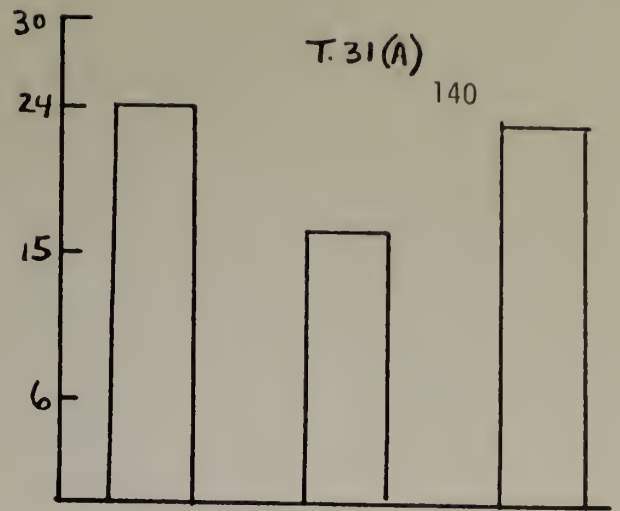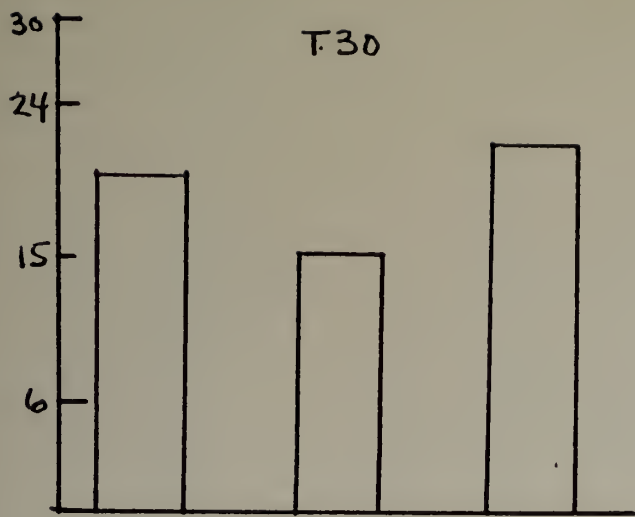
MULTICULTURAL ENVIRONMENT SURVEY PROFILES (TEACHERS 30-32(B))

variables. Thus, the F test findings suggest it may be concluded
that to a limited degree there is significant difference in multi-
cultural environment among the classrooms as perceived by teachers.
On the basis of the findings on classrooms as perceived by students,
as well as the above findings on teacher scores, a qualified answer
of yes can be given to the first research question.

Teacher Differences by Individual Item

An examination of differences among teachers on selected items
is illustrated in Table 12. Five knowledge, skill and attitude items
were identified above as randomly selected for purposes of comparing
student responses on individual items. These same items were used
to compare teacher responses. An examination of Table 12 illustrates
a range of response on knowledge items among teachers from fourteen
responding in the keyed direction on one item to twenty-six respond-
ing in the keyed direction on another item. The range of response
on skill items among teachers is very small, from twenty-five re-
sponding as indicated above on one item to thirty so responding on
another item. On attitude items, the range of response was from
eight responding in the keyed direction on one item to twenty-six
so responding on two other items. The findings, based upon examina-
tion of the small sample of randomly selected items, are consistent
on two variables with results of the same analysis above on class-
room differences by individual item. Teachers differ widely on the
knowledge and attitude variables. These differences on individual

TABLE 12

<u>TEACHER DIFFERENCES ON RANDOMLY SELECTED ITEMS</u>

The knowledge, skill and attitude items listed below were randomly selected for the purpose of identifying specific indices of variation in multicultural press as perceived by teachers in classrooms.

<u>Knowledge Items</u>	No. of Teachers who Responded to the Item in the Keyed Direction--N = 34
No. 1	17
No. 2	18
No. 16	26
No. 19	14
No. 23	21
<u>Skill Items</u>	
No. 6	25
No. 13	29
No. 18	30
No. 21	31
No. 27	26
<u>Attitude Items</u>	
No. 3	20
No. 5	21
No. 8	26
No. 12	26
No. 14	8

items continue to support the qualified answer of yes to the first research question.

Most of the above findings illustrate a wide range of difference in multicultural press as perceived by students and teachers in different classrooms. Below, Tables 13 through 22 illustrate the substantive characteristics of these differences in multicultural press. Each of the tables is first described below. This is followed by analysis and interpretation of each.

Table 13 reveals which classrooms as perceived by students had the lowest and highest scores on each of the three variables. This is followed by a presentation of the items which made up these low and high scores. Tables 14, 15 and 16 are the knowledge, skill and attitude items scored opposite the keyed direction and in the keyed direction by a majority of the classrooms scoring low on any of these variables. Tables 17, 18 and 19 are lists of items scored similarly by a majority of classrooms scoring high on any of the three variables. This is followed by Table 20, which is a list of the lowest scoring items on each of the three variables (items designated as "lowest scoring" are those scored opposite the keyed direction by 22 or more of the 32 classrooms). Table 21 is a list of the highest scoring items on the variables (items designated as "highest scoring" are those scored in the keyed direction by 20 or more of the 32 classrooms). Finally, Table 22 illustrates the knowledge, skills or attitude items scored lower or higher than all other knowledge, skills or attitude items by the classrooms listed in Table 13.

Table 13: Lowest and Highest Scores on Each of the Three
Variables, by Classrooms as Perceived by Students. Examination
of this table reveals that urban classrooms with racially mixed
student populations (at least 30% of the students of the opposite
race) have more low scores on the attitude variable than classrooms
in any other category. In contrast, suburban classrooms with over
90% White student population have more high scores on the inter-
personal skills variable than urban classrooms.

One possible explanation is that suburban classrooms tend to
have higher scores on interpersonal skills because there is little
racial diversity amongst the students. This might result in stu-
dents and teachers not being confronted with situations which
challenge their attitudes or which require practice of interpersonal
skills with people culturally or racially different. On the other
hand, racially mixed classrooms might tend to score lower on inter-
personal skills and on attitudes because cultural diversity amongst
the students results in some conflict.

Tables 14, 15 and 16: Classrooms scoring low on the knowledge,
skills and attitude variables. Examination of these tables reveals
that very few items are scored in common in the keyed direction:
three items on the knowledge variable, four items on the skills var-
iable and two items on the attitude variable. On the knowledge
variable, 16 of 30 items were scored in common opposite the keyed
direction, and on the attitudes variable, 10 of 15 items were scored
in common opposite the keyed direction.

TABLE 13

LOWEST AND HIGHEST SCORES BY CLASSROOM NO. AND VARIABLE

Knowledge

Lowest Scores

		Highest Scores	
Classroom No. 1	3	Classroom No. 10	23
Classroom No. 3	4	Classroom No. 24	20
Classroom No. 32	5	Classroom No. 28	18
Classroom No. 15	6	Classroom No. 8	18
Classroom No. 29	6		
Classroom No. 2	6		

Skills

Classroom No. 32	5	Classroom No. 8	22
Classroom No. 12	6	Classroom No. 2	21
Classroom No. 1	6	Classroom No. 5	19
Classroom No. 4	7	Classroom No. 10	18
Classroom No. 31	7	Classroom No. 13	18

Attitudes*

Classroom No. 12	5 (2)	Classroom No. 10	25 (14)
Classroom No. 4	7 (2)	Classroom No. 13	20 (12)
Classroom No. 14	8 (3)	Classroom No. 20	23 (12)
Classroom No. 29	8 (6)	Classroom No. 28	23 (13)
Classroom No. 30	9 (3)	Classroom No. 5	22 (11)
Classroom No. 32	9 (4)	Classroom No. 6	18 (11)

---

*Each attitude item has two scores listed. The first number is the score of the item based upon acquiring separate scores for the item from student response on Form A and on Form B (i.e., whether 66% of the students taking Form A, and whether the same percentage taking Form B, responded to the item in the keyed direction) and then adding these scores. The second number in parentheses is the score of the item based upon adding the percentage of students on Form A and on Form B who responded to the item in the keyed direction. This total was then divided by two and if the result was more than 66%, the item was given one point.

Of special note in Table 14 is that students in all of these classrooms indicate they <u>do not study</u> about Americans who are Native American, Black, Mexican American, Puerto Rican, Chinese or Japanese. One might infer from Table 15 that the classrooms who have scored similarly on the items in this table have the most in common among classrooms scoring lowest or highest on the three variables. Students in at least four of these five classrooms agree that 23 out of a possible 30 interpersonal skill learning conditions are <u>not</u> present in their classroom. This is noteworthy in that among the groups of classrooms scoring lowest or highest on one of the three variables, there is no other instance of so many items being scored in common.

In Table 16, of special note is the inconsistency between the ten items scored opposite the keyed direction--which suggests negative attitudes toward cultural differences--and one of the two items scored in the keyed direction: "in our classroom, students think our country is stronger because of having many cultural groups." One possible explanation is that while cultural diversity in the United States is accepted by students and viewed in the abstract as a strength, students have little interest in learning about such cultural diversity. However, having little interest might be related to having little opportunity for such learning.

<u>Tables 17, 18 and 19: Classrooms scoring high on the knowledge, skills and attitude variables</u>. Examination of these Tables reveals very few items were scored in common <u>opposite</u> the keyed direction:

TABLE 14

CLASSROOMS SCORING LOW ON KNOWLEDGE VARIABLE

Sixteen items scored <u>opposite</u> keyed direction

K1 - we are taught why some people don't like to spend much time with people who look or act different from them (T)

K2 - we are taught why Chinese, Black, White or Spanish people do not always like the same things (T)

K5 - we are taught some of the reasons why people like certain kinds of people and dislike others (T)

K7 - we study why people in different cultural groups sometimes see the same thing in different ways (T)

K8 - our teacher helps us understand why people who are Chinese, Japanese, Black, Spanish, or Native American are sometimes treated unfairly in the U.S. (T)

K10 - we are taught the reasons why people in different cultural groups are poor (T)

K11 - students are taught the problems of poor people in the U.S. (T)

K13 - we study about the problems different cultural groups are having in the U.S. (T)

K14 - we learn about Native Americans (American Indians) (T)

K18 - we study about Americans who are Black (T)

K19 - we learn that all people in the U.S. have an equal chance to get good housing, a good education and a good job (F)

K22 - we study about the way Americans live who are different from ourselves (T)

K24 - we study about Americans who are Mexican or Puerto Rican (T)

K25 - we learn that poor people who are Spanish or Black have an equal chance to live well if they work as hard as other groups of people in the U.S. (F)

K26 - we sometimes talk about why we treat people with different color skin the way we do (T)

K27 - we study about Americans who are Chinese or Japanese (T)

TABLE 14 (Cont.)

CLASSROOMS SCORING LOW ON KNOWLEDGE VARIABLE

Three items scored in keyed direction

K17 - we learn that people who have Black skin are different from people who have White skin in every way (F) (5 of 6 classrooms)

K6 - students learn that some people are better than others because they're a different color (F) (5 of 6 classrooms)

K21 - our teacher helps us learn the difference between facts, opinions, and stories in books which tell about different cultural groups in the U.S. (T) (4 of 6·classrooms)

TABLE 15

CLASSROOMS SCORING LOW ON SKILL VARIABLE

Twenty-three items scored <u>opposite</u> keyed direction

S1   - we ask a person before we make up our minds about why they
       act like they do (T) .

S4   - students talk about things we can do to improve good feelings
       between people in the different cultural groups of the U.S.
       (T)

S5   - we take actions to stop students who are hurting others because
       they are different from them (T)

S11 - when we disagree with someone we help them understand why we
       disagree (T)

S12 - we work on listening better to each other (T)

S13 - most students make fun of others who are different from them
       (F)

S14 - most students don't take it out on others when they are mad
       or upset about something (T)

S15 - most students usually take sides when there is an argument
       between other students

S19 - when groups of students are angry at each other, they usually
       talk things out (T)

S24 - most of us are good at finding out what other people think
       about things that we do (T)

S27 - when we have class discussions, most students pay little atten-
       tion to other students who are different from them (F)

S30 - if two students are not getting along, other students help
       them get along better (T)

_____

S2   - we listen to each other most of the time, even when we disagree
       with what is being said (T) (4 of 5 classrooms)

S3   - most students pay little attention to others who are different
       from them (F) (4 of 5 classrooms)

S6 - we try to get many different opinions when we study about any problems between people of different cultural groups in our country (T) (4 of 5 classrooms)

S7 - if we don't understand why students are acting the way they are we usually tell them (T) (4 of 5 classrooms)

S8 - students are helped to figure out why there is a lack of understanding between some Whites and some Blacks in our country (T) (4 of 5 classrooms)

S9 - we are helped to figure out why different cultural groups in the U.S. have not gotten along in the past (T) (4 of 5 classrooms)

S10 - most students are unable to tell if other students dislike something they do (F) (4 of 5 classrooms)

S17 - some of us have different ideas about what is important but we respect each other's right to feel different or be different (T) (4 of 5 classrooms)

S20 - most students don't listen very well to other students (F) (4 of 5 classrooms)

S25 - we sometimes settle arguments we have with other students without the teachers help (T) (4 of 5 classrooms)

S28 - we are good at doing things that make new students or guests feel welcome (T) (4 of 5 classrooms)

CLASSROOMS SCORING LOW ON SKILL VARIABLE

Four items scored in keyed direction

S16 - we help each other when we work on problems in small groups (T)

S21 - most students share ideas when we work in small groups, and we use these ideas (T) (3 of 5 classrooms)

S23 - when students do things we don't understand, we try to find out why (T) (3 of 5 classrooms

S26 - we allow students who are different from each other to be unkind to each other (F) (3 of 5 classrooms)

TABLE 16

CLASSROOMS SCORING LOW ON ATTITUDE VARIABLE

Ten items scored <u>opposite</u> keyed direction

A1 - most students enjoy learning things about the differences between Blacks, Chinese, Native Americans, Mexican Americans or Puerto Ricans (T)

A11 - most students like learning about the different ways that Chinese people live or the different ways that Spanish people live in the U.S. (T)

A13 - most students believe that having different cultural groups in the U.S. causes a lot of problems (F)

A15 - most students believe that Black people are all the same (F)

A2 - most students are glad we have to learn about people from different cultural groups (T) (5 of 6 classrooms)

A3 - we think that Asians, Blacks, Whites, Mexican Americans and Native Americans are different in every way (F) (5 of 6 classrooms)

A8 - if we got a new student in class who was Black, Chinese, Mexican, or Puerto Rican, most students would be friendly (T) (5 of 6 classrooms)

A9 - we do not try to stop fights between other students most of the time (F) (5 of 6 classrooms)

A10 - most students would like to know more people who are in cultural groups different from their own (T) (5 of 6 classrooms)

A14 - most students like to do things which help us learn about the Black, Native American, or Spanish culture in the U.S. (T) (5 of 6 classrooms)

CLASSROOMS SCORING LOW ON ATTITUDE VARIABLE

Two items in keyed direction

A12 - most students think our country would be stronger without so many cultural groups (F) (4 of 6 classrooms)

A4 - when students are mad at each other, we usually stay out of it (F) (3 of 6 classrooms)

four items on the knowledge variable, four items on the skills var-
iable and two items on the attitude variable. However, fourteen
items were scored in common in the <u>keyed</u> direction on the knowledge
variable, sixteen items similarly on the skills variable and ten
items similarly on the attitude variable.

Table 17 reveals that the common items which make up high
knowledge scores do not include items which describe learning about
Asian, Black, Hispanic or Native Americans. In addition, Table 17
reveals a finding which was in Table 14. The common items which
make up both high and low knowledge scores include one item scored
<u>opposite</u> the keyed direction: In our classroom, we learn that poor
people who are Spanish or Black have an equal chance to live well
if they work as hard as other groups of people in the United States
(F). This suggests the myth of equal opportunity is perpetuated
in both kinds of classrooms, either by commission or omission.
Finally, Table 17 reveals six items in common which these classrooms
score in the <u>keyed</u> direction; these same items were scored <u>opposite</u>
the keyed direction by classrooms scoring low on the knowledge variable.

Examination of Table 18 reveals the largest number of items
in common by a group of classrooms scoring high on one of the varia-
bles. These classrooms, distinguished by their high scores on the
skills variable, have eleven items in common which they score in the
keyed direction, while these same items are scored opposite the
keyed direction by classrooms scoring low on the skills variable
(Table 15). This finding suggests the instrument is effective in

TABLE 17

CLASSROOMS SCORING HIGH ON KNOWLEDGE VARIABLE

Fourteen items scored in keyed direction

K6 - students learn that some people are better than others because
      they're a different color (F)

K7 - we study why people in different cultural groups sometimes
      see the same thing in different ways (T) (3 of 4 classrooms)

K8 - our teacher helps us understand why people who are Chinese,
      Japanese, Black, Spanish or Native American are sometimes treated
      unfairly in the U.S. (T)

K9 - we learn about some of the things that cause some persons to
      dislike people of another race (T)

K10 - we are taught the reasons why people in different cultural
      groups are poor (T) (3 of 4 classrooms)

K11 - students are taught the problems of poor people in the U.S. (T)
      (3 of 4 classrooms)

K13 - we study about the problems different cultural groups are having
      in the U.S. (T)

K15 - we have visits by people from other races or cultural groups
      (T) (3 of 4 classrooms)

K16 - students are taught some of the things which are important to
      different cultural groups in the U.S. (T)

K17 - we learn that people who have Black skin are different from
      people who have White skin in every way (F)

K21 - our teacher helps us learn the difference between facts,
      opinions and stories in books which tell about different cultural
      groups in the U.S. (T)

K22 - we study about the way Americans live who are different from our-
      selves (T)

K23 - we are taught what Chinese, Japanese, Black or Spanish Americans
      have done to help our country (T)

K28 - students learn how to be friendly with people different from
      themselves (T)

TABLE 17 (Cont.)

CLASSROOMS SCORING HIGH ON KNOWLEDGE VARIABLE

Four items scored <u>opposite</u> keyed direction

K1 - we are taught why some people don't like to spend much time with people who look or act different from them (T)

K9 - we learn about some of the things that cause some persons to dislike people of another race (T)

K25 - we learn that poor people who are Spanish or Black have an equal chance to live well if they work as hard as other groups of people in the U.S. (F)

K27 - we study about Americans who are Chinese or Japanese (T)

TABLE 18

CLASSROOMS SCORING HIGH ON SKILL VARIABLE

Sixteen items scored in keyed direction

S2 - we listen to each other most of the time, even when we dis-
      agree with what is being said (T)

S3 - most students pay little attention to others who are different
      from them (F)

S6 - we try to get many different opinions when we study about any
      problems between people of different cultural groups in our
      country (T)

S9 - we are helped to figure out why different cultural groups
      in the U.S. have not gotten along in the past (T)

S12 - we work on listening better to each other (T)

S17 - some of us have different ideas about what is important but
      we respect each other's right to feel different or be different
      (T)

S26 - we allow students who are different from each other to be
      unkind to each other (F)

S28 - we are good at doing things that make new students or guests
      feel welcome (T)

S29 - we are helped to figure out when our ideas about people are
      wrong (T)

_____

S8 - students are helped to figure out why there is a lack of under-
      standing between some Whites and some Blacks in our country
      (T) (4 of 5 classrooms)

S11 - when we disagree with someone we help them understand why we
      disagree (T) (4 of 5 classrooms)

S13 - most students make fun of others who are different from them
      (F) (4 of 5 classrooms)

S16 - we help each other when we work on problems in small groups
      (4 of 5 classrooms) (T)

TABLE 18 (Cont.)

S27 - when we have class discussions most students pay little atten-
tion to other students who are different from them (F) (4 of
5 classrooms)

_____

S21 - most students share ideas when we work in small groups, and
we use these ideas (T) (3 of 5 classrooms)

S23 - when students do things we don't understand, we try to find
out why (T) (3 of 5 classrooms)

CLASSROOMS SCORING HIGH ON SKILL VARIABLE

Four items scored opposite keyed direction

S1 - we ask a person before we make up our minds about why they
act like they do (T)

S7 - if we don't understand why students are acting the way they
are, we usually tell them (T)

S15 - most students usually take sides when there is an argument
between other students (F)

S19 - when groups of students are angry at each other they usually
talk things out (T)

TABLE 19

CLASSROOMS SCORING HIGH ON ATTITUDE VARIABLE

Ten items scored in key direction

A1 - most students enjoy learning things about the differences between Blacks, Chinese, Native Americans, Mexican Americans or Puerto Ricans (T)

A3 - we think that Asians, Blacks, Whites, Mexican Americans and Native Americans are different in every way (F)

A6 - most students think that Black, Native American or Spanish people are not as smart as people who are White (F)

A7 - most students think it is important to learn about the different kinds of people who live in the U.S. (T)

A8 - if we got a new student in class who was Black, Chinese, Mexican, or Puerto Rican, most students would be friendly (T)

A10 - most students would like to know more people who are in cultural groups different from their own (T)

A12 - most students think our country would be stronger without so many cultural groups (F)

_____

A2 - most students are glad we have to learn about people from different cultural groups (T) (5 of 6 classrooms)

A5 - most students believe it is their job to help students in different cultural groups to be friendly (T) (5 of 6 classrooms)

A11 - most students like learning about the different ways that Chinese people live or the different ways that Spanish people live in the U.S. (T) (5 of 6 classrooms)

CLASSROOMS SCORING HIGH ON ATTITUDE VARIABLE

Two items scored opposite keyed direction

A4 - when students are mad at each other, we usually stay out of it (F)

A15 - most students believe that Black people are all the same (F) (5 of 6 classrooms)

discriminating across classrooms, by helping to identify specific differences in the multicultural environment of elementary classrooms in the sample.

Table 19 reveals that classrooms scoring high on the attitude variable have six items in common which they score in the keyed direction, while these same items are scored opposite the keyed direction by classrooms scoring low on the attitude variable (Table 16). An interesting finding which is opposite what one might expect is that students in classrooms scoring high on the attitude variable indicate that when other students are mad at each other, they usually stay out of it. They score opposite the keyed direction on this item. However, students in classrooms scoring low on the attitude variable (Table 16) score in the keyed direction on this item (meaning they say the item is false for their classroom).

Tables 20 and 21 reveal the items scored in the keyed direction by over 20 classrooms or under 10 classrooms. There are 27 low scoring items and 20 high scoring items. Low scoring knowledge items include the items relating to study of Asian, Black, Hispanic and Native Americans, which means that few classrooms in the sample study these cultural groups in the United States. Also included among low scoring knowledge items are two which suggest that most classrooms in the sample are still perpetuating two myths. The first is that everyone in the United States has an equal chance to get good housing, a good education and a good job, and the second,

TABLE 20

LOWEST SCORING ATTITUDE ITEMS

Classrooms scoring
item in
keyed direction

8 of 32   A9 - we do not try to stop fights between other
                     students most of the time (F)

8 of 32   A14 - most students like to do things which help
                     us learn about the Black, Native American
                     or Spanish culture in the U.S. (T)

8 of 32   A4 - when students are made at each other, we
                     usually stay out of it.(F)

10 of 32   A15 - most students believe that Black people are
                     all the same (F)

LOWEST SCORING SKILL ITEMS

2 of 32   S1 - we ask a person before we make up our minds
                     about why they act like they do (T)

8 of 32   S4 - students talk about things we can do to
                     improve good feelings between people in
                     different cultural groups of the U.S. (T)

5 of 32   S7 - if we don't understand why students are
                     acting the way they are we usually tell
                     them (T)

8 of 32   S13 - most students make fun of others who are
                     different from them (F)

8 of 32   S14 - most students don't take it out on others
                     when they are mad or upset about something

0 of 32   S15 - most students usually take sides when there
                     is an argument between other students (F)

0 of 32   S19 - when groups of students are angry with each
                     other they usually talk things out (T)

7 of 32   S20 - most students don't listen very well to other
                     students (F)

TABLE 20 (Cont.)

Classrooms scoring
item in
<u>keyed direction</u>

5 of 32   S30 - if two students are not getting along other
               students help them get along better (T)

10 of 32   S25 - we sometimes settle arguments we have with
               other students without the teachers help
               (T)

10 of 32   S27 - when we have class discussions, most students
               pay little attention to other students who
               are different from them (F)

LOWEST SCORING KNOWLEDGE ITEMS

1 of 32   K1 - we are taught why some people don't like
               to spend much time with people who look or
               act different from them (T)

9 of 32   K2 - we are taught why Chinese, Black, White or
               Spanish people do not always like the same
               things (T)

7 of 32   K12 - we talk about the ways people are treated
               because of the color of their skin (T)

6 of 32   K18 - we study about Americans who are Black (T)

0 of 32   K19 - we learn that all people in the U.S. have
               an equal chance to get good housing, a good
               education and a good job. (F)

3 of 32   K24 - we study about Americans who are Mexican or
               Puerto Rican (T)

7 of 32   K26 - we sometimes talk about why we treat people
               with different color skin the way we do (T)

1 of 32   K27 - we study about Americans who are Chinese
               or Japanese (T)

3 of 32   K29 - we are taught that people are born liking
               certain things (F)

TABLE 20 (Cont.)

Classrooms scoring
item in
keyed direction

1 of 32   K25 - we learn that poor people who are Spanish
                                 or Black have an equal chance to live well
                                 if they work as hard as other groups of people
                                 in the U.S. (F)

10 of 32   K10 - we are taught the reasons why people in
                                 different cultural groups are poor

10 of 32   K20 - we are taught how people act when they
                                 dislike someone or some group without any
                                 good reason

TABLE 21

HIGHEST SCORING ATTITUDE ITEMS

Classrooms scoring
item in
<u>keyed direction</u>

20 of 32   A3 - we think that Asians, Blacks, Whites, Mexican Americans and Native Americans are different in every way (F)

25 of 32   A6 - most students think that Black, Native American or Spanish people are not as smart as people who are White (F)

22 of 32   A7 - most students think it is important to learn about the different kinds of people who live in the U.S. (T)

26 of 32   A8 - if we got a new student in class who was Black, Chinese, Mexican or Puerto Rican, most students would be friendly (T)

26 of 32   A12 - most students think our country would be stronger without so many cultural groups (F)

21 of 32   A5 - most students believe it is their job to help students in different cultural groups to be friendly (T)

HIGHEST SCORING SKILL ITEMS

21 of 32   S2 - we listen to each other most of the time even when we disagree with what is being said (T)

26 of 32   S16 - we help each other when we work on problems im small groups (T)

22 of 32   S17 - some of us have different ideas about what is important but we respect each others right to feel different or be different (T)

23 of 32   S18 - most students let each other know when they don't understand each other (T)

TABLE 21 (Cont.)

Classrooms scoring
item in
keyed direction

23 of 32   S21 - most students share ideas when we work in
                       small groups and we use these ideas (T)

22 of 32   S23 - when students do things we don't under-
                       stand we try to find out why (T)

26 of 32   S26 - we allow students who are different from
                       each other to be unkind to each other (F)

23 of 32   S28 - we are good at doing things that make new
                       students or guests feel welcome (T)

HIGHEST SCORING KNOWLEDGE ITEMS

25 of 32   K6 - students learn that some people are better
                       than others because they're a different
                       color (F)

21 of 32   K16 - students are taught some of the things
                       which are important to different cultural
                       groups in the U.S. (T)

31 of 32   K17 - we learn that people who have Black skin
                       are different from people who have White
                       skin in every way (F)

27 of 32   K21 - our teacher helps us learn the difference
                       between facts, opinions and stories in books
                       which tell about different cultural groups
                       in the U.S. (T)

20 of 32   K22 - we study about the way Americans live who
                       are different from ourselves (T)

25 of 32   K28 - students learn how to be friendly with
                       people different from themselves (T)

mentioned above, is that poor people who are Spanish or Black have an equal chance to live well if they work as hard as other groups of people in the United States. Also evident in Tables 20 and 21 is the range of differences among classrooms. The number of class-rooms scoring items in the keyed direction varies considerably.

Table 22 illustrates five items which were found to be most salient among either the lowest or highest scoring classrooms. This table reveals that classrooms scoring high on one of the three variables tend to have in common the item they scored highest (in keyed direction) or lowest (opposite the keyed direction). However, classrooms scoring low on one of the three variables are not alike, in that they do not have their highest or lowest scoring item in common.

The cumulative effect of Tables 13 through 22 demonstrates many substantive differences between high and low scoring classrooms. The items which make up the highest and lowest classroom scores on the three variables are mostly different. However, some of the items have the distinction of helping to make up both the highest and lowest classroom scores.

The above item analyses serve the function of further sub-stantiating the qualified answer of yes to the first research ques-tion. There are wide differences in the perception of multicultural press by students and teachers in different classrooms.

TABLE 22

HIGHEST AND LOWEST SCORING ITEMS*

<u>Classrooms scoring low on skills variable (n = 5)</u>

Among all skills items, the one item scored in keyed direction by the highest percentage of students in all classrooms:

S 16--we help each other when we work on problems in small groups (T)

<u>Classrooms scoring high on knowledge variable (n=4)</u>

Among all knowledge items, the one item scored opposite the keyed direction by the highest percentage of students in all classrooms:

K 19--we learn that all people in the United States have an equal chance to get good housing, a good education and a good job (F)

<u>Classrooms scoring high on skills variable (n=5)</u>

Among all skills items, the one item scored in keyed direction by the highest percentage of students in all classrooms:

S 17--some of us have different ideas about what is important, but we respect each other's right to feel different or be different (T)

<u>Classrooms scoring high on attitude variable (n=6)</u>

Among all attitude items, the one item scored opposite the keyed direction by the highest percentage of students in 5 classrooms:

A 4--when students are mad at each other, we usually stay out of it (F) (5 of 6 classrooms)

TABLE 22 (Cont.)

Classrooms scoring high on attitude variable (n = 6)

Among all attitude items, the one item scored in keyed direction by the highest percentage of students in 5 classrooms:

A 8--if we got a new student in class who was Black, Chinese, Mexican, or Puerto Rican, most students would be friendly (T) (5 of 6 classrooms)

*highest scoring item = item scored in keyed direction by highest percentage of students within each classroom

lowest scoring item = item scored opposite keyed direction by highest percentage of students within each classroom

Research Question No. 2: Are there differences in the perception of multicultural press between teachers and their students in classrooms?

Differences Between Teachers and Students Within Classroom on Individual Variables and on Individual Items

Differences on individual variables. The second approach for analyzing the differences in multicultural environment is an examination of the variation in scores on each variable by the teacher and students in each classroom. To accomplish this, an adjusted score was computed for each teacher. Because classroom variable scores are determined by the number of items answered in the keyed direction by 66% or more of the students, the scores for classrooms tend naturally to be lower than the teacher's score on each variable (which is determined by the number of items answered in the keyed direction). To equalize the scores, a mean was computed on each variable for classrooms as perceived by students and for classrooms as perceived by teachers. The mean score for the classroom as perceived by students was subtracted from the mean score for the classroom as perceived by teachers. The difference was then subtracted from each teacher score to given an adjusted teacher score. In Table 23, the student classroom score is compared to the adjusted teacher score on each variable. An examination of this table reveals the extent to which teachers varied from students in their classroom on each variable. Teachers varied from students in their classroom most on the knowledge variable. Table 24 presents the distribution

TABLE 23

COMPARISON OF ADJUSTED TEACHER SCORES WITH VARIABLE SCORES OF CLASSROOMS

CLASSROOM/TEACHER #	KNOWLEDGE			SKILLS			ATTITUDES		
	Classroom Score (C)	Difference Between (C) & (AT)	Adjusted Teacher Score (AT)	Classroom Score (C)	Difference Between (C) & (AT)	Adjusted Teacher Score (AT)	Classroom Score (C)	Difference Between (C) & (AT)	Adjusted Teacher Score (AT)
1	3	-3.1	-.1	6	-2.8	3.2	11	-4.5	6.5
2	6	-1.1	4.9	21	-3.8	17.2	16	-5.5	10.5
3	4	+6.9	10.9	9	+6.2	15.2	13	+6.5	19.5
4	8	+ .9	8.9	7	+5.2	12.2	7	+1.5	8.5
5	14	+3.9	17.9	19	-3.8	15.2	22	-3.5	18.5
6	10	-8.1	1.9	16	-5.8	10.2	18	-6.5	11.5
7	8	-6.1	1.9	17	-8.8	8.2	20	-11.5	8.5
8	18	-6.1	11.9	22	-6.8	15.2	20	+ .5	20.5
9	12	-1.1	10.9	16	- .8	15.2	19	+1.5	20.5
10	23	--	--	18	--	--	25	--	--
11	16	-12.1	3.9	15	-6.8	8.2	21	-10.5	14.5
12	12	+7.9	19.9	6	+4.2	10.2	5	+12.5	17.5
13	17	-1.1	15.9	18	-10.8	7.2	20	-9.5	10.5
14	7	-6.1	.9	14	-1.8	12.2	8	-1.5	6.5
15	6	-10.1	-4.1	9	-9.8	- .8	15	-7.5	7.5
16	15	+ .9	15.9	12	-2.8	9.2	13	+ .5	13.5
17	7	-5.1	1.9	12	-3.8	8.2	20	-4.5	15.5
18	8	+7.9	15.9	8	- .8	7.2	11	+4.5	15.5

TABLE 23 (Cont.)

CLASSROOM/ TEACHER #	KNOWLEDGE			SKILLS			ATTITUDES		
	Classroom Score (C)	Difference Between (C) & (AT)	Adjusted Teacher Score (AT)	Classroom Score (C)	Difference Between (C) & (AT)	Adjusted Teacher Score (AT)	Classroom Score (C)	Difference Between (C) & (AT)	Adjusted Teacher Score (AT)
19	9	-7.1	1.9	10	+ .2	10.2	16	+1.5	17.5
20	17	-6.1	10.9	14	-2.8	11.2	23	-8.5	14.5
21 (A)	17	-1.1	15.9	12	-2.8	9.2	15	-4.5	10.5
21 (B)	17	-2.1	14.9	12	+3.2	15.2	15	-5.5	9.5
22	11	-4.1	6.9	15	-2.8	12.2	13	+2.5	15.5
23	10	+4.9	14.9	14	+3.2	17.2	17	- .5	16.5
24	20	-3.1	16.9	12	+2.2	14.2	18	-1.5	16.5
25	17	+ .9	17.9	13	-2.8	10.2	19	-3.5	15.5
26	7	+11.9	18.9	9	+7.2	16.2	14	+5.5	19.5
27	10	+7.9	17.9	12	+5.2	17.2	17	+ .5	17.5
28	18	-1.1	16.9	17	+1.2	18.2	23	-2.5	20.5
29	6	+10.9	16.9	11	+1.2	12.2	8	+6.5	14.5
30	10	+ .9	10.9	10	-5.8	4.2	9	+3.5	12.5
31 (A)	13	+1.9	14.9	7	-1.8	5.2	17	-3.5	13.5
31 (B)	13	+2.9	15.9	7	-1.8	5.2	17	-5.5	11.5
32 (A)	5	+3.9	8.9	5	+10.2	15.2	9	+ .5	9.5
32 (B)	5	+11.9	16.9	5	+12.2	17.2	9	+11.5	20.5

TABLE 24

FREQUENCY DISTRIBUTION OF DIFFERENCES BETWEEN

CLASSROOM SCORES AND ADJUSTED TEACHER SCORES

Raw Scores	Knowledge	Raw Scores	Skills	Raw Scores	Attitudes
+11.9	2	+12.2	1	+12.5	1
+10.9	1	+11.2		+11.5	1
+ 9.9		+10.2	1	+10.5	
+ 8.9		+ 9.2		+ 9.5	
+ 7.9	3	+ 8.2		+ 8.5	
+ 6.9	1	+ 7.2	1	+ 7.5	
+ 5.9		+ 6.2	1	+ 6.5	2
+ 4.9	1	+ 5.2	2	+ 5.5	1
+ 3.9	2	+ 4.2	1	+ 4.5	1
+ 2.9	1	+ 3.2	2	+ 3.5	1
+ 1.9	1	+ 2.2	1	+ 2.5	1
+ .9	4	+ 1.2	2	+ 1.5	3
- 1.1	5	+ .2	1	+ .5	4
- 2.1	1	- .8	2	- .5	1
- 3.1	2	- 1.8	3	- 1.5	2
- 4.1	1	- 2.8	6	- 2.5	1
- 5.1	1	- 3.8	3	- 3.5	3
- 6.1	4	- 4.8		- 4.5	3
- 7.1	1	- 5.8	2	- 5.5	3
- 8.1	1	- 6.8	2	- 6.5	1
- 9.1		- 7.8		- 7.5	1
-10.1	1	- 8.8	1	- 8.5	1
-11.1		- 9.8	1	- 9.5	1
-12.1	1	-10.8	1	-10.5	1
				-11.5	1

TABLE 25

RANGE OF THE DIFFERENCES BETWEEN CLASSROOM

SCORES AND ADJUSTED TEACHER SCORES

Variable	High	Low	Range
Knowledge	+11.9	-12.1	24
Skills	+12.2	-10.8	23
Attitudes	+12.5	-11.5	24

of differences between classroom scores and adjusted teacher scores, and Table 25 presents the range of differences. Examination of these tables reveals that differences between classroom and teacher scores varied from +11.9 to -12.1 on the knowledge variable, from +12.2 to -10.8 on the skills variable, and from +12.5 to -11.5 on the attitude variable. The range of differences was 24 points on the knowledge and attitudes variable, and 23 points on the skills variable.

Differences on individual items. Table 26 reveals the variation between students and teachers on the five knowledge, skills and attitude items identified above as randomly selected for purposes of comparison. This table indicates the number of classrooms where over 50% of the students disagreed with teachers on a given item. The range of instances where this occurred on an item was from two classrooms on one knowledge item to thirteen classrooms on another; from two classrooms on one skills item to seventeen classrooms on another and from no classrooms on two attitude items to three classrooms on two others. Based on this limited sample of comparison, it is possible to conclude that there seems to be many differences between students and teachers within classrooms on individual knowledge and skills items.

An investigation of the substantive differences between teacher and student scores is presented in Tables 27 through 31. The differences between classroom and adjusted teacher scores were examined in order to identify classrooms falling into one of the following three categories:

1. classrooms having the greatest difference between teacher
    and classroom scores in a positive direction, with teachers
    scoring higher than their classroom

2. classrooms having the least difference between teacher
    and classroom scores

3. classrooms having the greatest difference between teacher
    and classroom scores in a negative direction, with teachers
    scoring lower than their classroom

Classrooms falling into these three categories are listed in Table 27.
Examination of this Table reveals that for categories one and three,
the classrooms identified for each variable are sometimes the same
(i.e., if a teacher scores much higher or lower than his/her class-
room on one variable, he/she tends to score similarly on another
variable.)

An analysis was then conducted of how teachers and classrooms
in these categories responded to each of the thirty knowledge, thirty
skills, and fifteen attitude items in the instrument. Four different
kinds of responses were possible. Analysis of these responses led
to:

A. an identification of items where classrooms and teachers agreed,
    by responding in the keyed direction

B. an identification of items where classrooms and teachers
    agreed, by responding opposite the keyed direction

C. an identification of items where classrooms and teachers dis-
    agreed, with the classroom responding in the keyed direction

D. an identification of items where classrooms and teachers
    disagreed, with the teacher responding in the keyed direction.

Table 28 presents the results of this analysis. This Table
is a report on the four kinds of response, as described above, by
each category of classrooms and teachers to the items for each

TABLE 26

The five Knowledge, Skill and Attitude items below were randomly selected for purposes of comparing teacher and student responses on individual items.

# of classrooms where the student response (over 50%) on a given item is opposite the keyed direction and teacher response is in the keyed direction

K Items	
K1	10
K2	5
K16	2
K19	13
K23	4

S Items	
S6	4
S13	17
S18	3
S21	2
S27	9

A Items	
A3	3
A5	2
A8	0
A12	0
A14	3

TABLE 27

CATEGORY ONE   Teacher Score Higher Than Classroom Score in Positive Direction

Knowledge		Skills		Attitudes	
Classroom #	Difference Between T & C Scores	Classroom #	Difference Between T & C Scores	Classroom #	Difference Between T & C Scores
32 (B)	+11.9	32 (B)	+12.2	12	+12.5
26	+11.9	32 (A)	+10.2	32 (B)	+11.5
27	+ 7.9	26	+ 7.2	3	+ 6.5
29	+10.9	3	+ 6.2	29	+ 6.5
18	+ 7.9	4	+ 5.2	26	+ 5.5
12	+ 7.9	27	+ 5.2		

CATEGORY TWO   Teacher and Classroom Scores Very Close to Each Other

Classroom #	Difference Between T & C Scores	Classroom #	Difference Between T & C Scores	Classroom #	Difference Between T & C Scores
25	+ .9	28	+1.2	8	+ .5
4	+ .9	29	+1.2	16	+ .5
30	+ .9	19	+ .2	27	+ .5
16	+ .9	9	- .8	32 (A)	+ .5
		18	- .8	23	- .5

CATEGORY THREE   Teacher Score Lower Than Classroom Score in Negative Direction

Classroom #	Difference Between T & C Scores	Classroom #	Difference Between T & C Scores	Classroom #	Difference Between T & C Scores
11	-12.1	13	-10.8	7	-11.5
19	- 7.1	15	- 9.8	11	-10.5
15	-10.1	7	- 8.8	13	- 9.5
6	- 8.1	8	- 6.8	20	- 8.5
		11	- 6.8	15	- 7.5

variable. The response of each category to the items of a variable is reported as a percentage (i.e., each category of classrooms and teachers could theoretically agree in the keyed direction to all, or 100%, of the knowledge, skills or attitude items; in actuality, each category of classrooms and teachers agree in the keyed or opposite the keyed direction on some items, and disagree in their response to other items, with classrooms scoring one way and teachers another.) Thus, given four ways to respond, each classroom and teacher for that classroom responds to different items in one of the four ways.

The following findings are derived from Table 28.

Finding from Column 6 in Table 28

1. The largest percentage of disagreement between teachers and classrooms (i.e., the greatest difference in perception of multicultural press) occurs amongst the teachers and classrooms in category No. 1, where teachers have higher variable scores than their classroom.

Finding from Column 3 in Table 28

2. The largest percentage of agreement between teachers and classrooms (i.e., the greatest similarity in perception of multicultural press) occurs in Category No. 3, where teachers have lower variable scores than their classroom.

Finding from Column 1 in Table 28

3. If one compares the percentage of agreement in the keyed direction on the knowledge variable, the greatest agreement between teachers and classrooms is in Category 2, where the classroom variable scores approximate teacher variable scores.

4. If one compares the percentage of agreement in the keyed direction on the skills variable, the greatest agreement between teachers and classrooms is in Category 3, where the classroom variable scores are higher than teacher variable scores.

5. If one compares the percentage of agreement in the keyed direction on the attitude variable, the greatest agreement between teachers and classrooms is in Category 3, where the classroom variable scores are higher than teacher variable scores.

Finding from Column 2 in Table 28

6. If one compares the percentage of agreement opposite the keyed direction on the knowledge variable, the greatest agreement between teachers and classrooms is in Category 3, where classroom variable scores are higher than teacher variable scores.

7. If one compares the percentage of agreement opposite the keyed direction on the skills variable, the greatest agreement between teachers and classrooms is in Category 3, where classroom variable scores are higher than teacher variable scores.

8. If one compares the percentage of agreement opposite the keyed direction on the attitude variable, the greatest agreement between teachers and classrooms is in Category 3, where classroom variable scores are higher than teacher variable scores.

Findings from Column 4 in Table 28

9. If one compares the percentage of disagreement, with classrooms scoring in the keyed direction and teachers opposite the keyed direction on all three variables, the greatest disagreement between teachers and classrooms is in Category 3, where classroom variable scores are higher than teacher variable scores.

Findings from Column 5 in Table 28

10. If one compares the percentage of disagreement, with teachers scoring in the keyed direction and classrooms opposite the keyed direction on all three variables, the greatest disagreement between teachers and classrooms is in Category 1, where teacher variable scores are higher than classroom variable scores.

The above findings suggest there are many differences in the perception of multicultural press by teachers and their students.

TABLE 28

ANALYSIS OF CLASSROOM AND TEACHER AGREEMENT/DISAGREEMENT

Categories of Classrooms	(1) Classroom and Teacher Agree in Keyed Direction	(2) Classroom and Teacher Agree Opposite Keyed Direction	(3) % Agree (1 & 2 Combined)	(4) Classroom and Teacher Disagree with Classroom in Keyed Direction	(5) Classroom and Teacher Disagree with Teacher in Keyed Direction	(6) % Agree (4 & 5 Combined)	Variables
CATEGORY ONE (CS<TS)= Classroom Scores less than Teacher Scores	26.1%	10%	36.1%	.5%	63.3%	63.8%	Knowledge
	25%	11.1%	36.1%	1.1%	62.7%	63.8%	Skills
	29.3%	5.3%	34.6%	4%	61.3%	65.3%	Attitudes
CATEGORY TWO (CS=TS)= Classroom Scores Approximate Teacher Scores	36.6%	20%	56.6%	5%	38.3%	43.3%	Knowledge
	38%	18.6%	56.6%	3.3%	40%	43.3%	Skills
	45.3%	8%	53.3%	4%	42.6%	46.6%	Attitudes

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TABLE 28 (Cont.)

Categories of Classrooms	(1) Classroom and Teacher Agree in Keyed Direction	(2) Classroom and Teacher Agree Opposite Keyed Direction	(3) % Agree (1 & 2 Combined)	(4) Classroom and Teacher Disagree with Classroom in Keyed Direction	(5) Classroom and Teacher Disagree with Teacher in Keyed Direction	(6) % Agree (4 & 5 Combined)	Variables
CATEGORY THREE (CS>TS) = Classroom Scores greater than Teacher Scores	16.6%	49.1%	65.7%	17.5%	16.6%	34.1%	Knowledge
	40%	24.6%	64.6%	13.3%	21.3%	34.6%	Skills
	50.6%	16%	66.6%	17.3%	16%	33.3%	Attitudes

The percentages circled are those which represent the greatest percentage of agreement or disagreement between teachers and students on each variable of the MES.

While the extent of disagreement between teachers and students is influenced by the classroom scoring procedure (which results in a classroom "scoring" in the keyed direction or opposite the keyed direction only if 66% or more of the students so respond), the intent, in addressing the research question, is to discern differences between "classrooms as perceived by students" and teachers, not between individual students and their teacher. One major conclusion suggested by the table is that difference in teacher and student perception of multicultural press occurs most often from teachers indicating multicultural press is higher than their students correspondingly perceive. This might suggest that teachers and students have very different perceptions of the same events or learning opportunities in a classroom.. Of interest is that two of the eight classrooms in Category No. 1 have teachers who score highest on the multicultural objective checklist, thus indicating they pursue multicultural objectives some or most of the time. This might account for teachers in this category scoring more frequently in the keyed direction; however, their students do not score similarly, as indicated in Table 28. Similarly, three of the eight classrooms in Category No. 3 have teachers who score lowest on the multicultural objective checklist, indicating they seldom if ever pursue multicultural objectives. This possibly accounts for teachers in this category scoring opposite the keyed direction more frequently and having less difference with their students in perception of multicultural press.

An analysis was also conducted of the items which make up the scores of classrooms in the above categories. The analysis included an identification of the items which classrooms held in common on each variable and had scored in the keyed direction. Table 29 presents the list of such items which help to make up the variable scores of classrooms in category no. 1. Table 30 is a list of such items for classrooms in category no. 2, and Table 31 is a similar list for classrooms in category no. 3. Examination of these tables reveals that the least number of items held in common by the classrooms was in category no. 1, and the greatest number of items held in common by the classrooms was in category no. 3. In each Table, items which generated teacher-student disagreement (i.e., difference in perception) are identified. An examination of Tables 29-31 reveals the following:

CHARTS PROVIDING SYNOPSIS OF TABLES 29-31

Category of Classroom	KNOWLEDGE VARIABLE		SKILLS VARIABLE		ATTITUDE VARIABLE	
	# of Items Held in Common	# of Items Where T&S Disagree	# of Items Held in Common	# of Items Where T&S Disagree	# of Items Held in Common	# of Items Where T&S Disagree
Category 1= Teacher score higher than their class-room score	5 N=6 clasrms	0	3 N=6 clasrms	0	4 N=5 clasrms	0
Category 2= Teacher score close to classroom score	9 N=4 clasrms	4	10 N=5 clasrms	2	6 N=5 clasrms	2

<u>SYNOPSIS OF TABLES 29-31</u> (Cont.)

Category of Classroom	KNOWLEDGE VARIABLE		SKILLS VARIABLE		ATTITUDE VARIABLE	
	# of Items Held in Common	# of Items Where T&S Disagree	# of Items Held in Common	# of Items Where T&S Disagree	# of Items Held in Common	# of Items Where T&S Disagree
Category 3= Classroom score higher than their teacher score	5 N=4 clasrms	2	16 N=5 clasrms	11	13 N=5 clasrms	9
TOTALS	19	6	29	13	23	11

The above synopsis of Tables 29-31 illustrates that teachers and students disagree most on skills and attitude items, when the classroom score is higher than the teacher score for that classroom. This is in contrast to the findings presented in Table 28, which are based upon looking at classroom and teacher response to all items, and not just the response to these items held in common by classrooms.

The substantive differences between classrooms are also evident when examining the above synopsis of Tables 29-31. The range of items scored in the keyed direction, which are held in common by classrooms in one of the three categories, is from 5 to 9 items on the knowledge variable; 3 to 16 on the skills variable; and on the attitude variable, the range is from 4 to 13. The range of teacher-student disagreement, also listed above, further illustrates the differences between classrooms in the 3 categories.

TABLE 29

CATEGORY ONE - KNOWLEDGE

Five items which classrooms scored in the keyed direction no-T/S disagreement

K6 - students learn that some people are better than others because they're a different color (F) (4 of 6 classrooms)

K16 - students are taught some of the things important to different cultural groups in the U.S. (T) (5 of 6 classrooms)

K17 - we learn that people who have Black skin are different from people who have White skin in every way (F) (5 of 6 classrooms)

K21 - our teacher helps us learn the difference between facts, opinions and stories in books which tell about different cultural groups in the U.S. (T)

K28 - students learn how to be friendly with people different from themselves (T) (4 of 6 classrooms)

CATEGORY ONE - SKILLS

Three items which classrooms scored in the keyed direction - no T/S disagreement

S2 - we listen to each other most of the time, even when we disagree with what is being said (T) (4 of 6 classrooms)

S16 - we help each other when we work on problems in small groups (T) (5 of 6 classrooms)

S21 - most students share ideas when we work in small groups and we use these ideas (T) (5 of 6 classrooms)

CATEGORY ONE - ATTITUDES

Four items which classrooms scored in the keyed direction - no T/S disagreement

A5 - most students believe it is their job to help students in different cultural groups to be friendly (T) (3 of 5 classrooms)

A6 - most students think that Black Native American or Spanish people are not as smart as people who are White (F) (3 of 5 classrooms)

A8 - if we got a new student in class who was Black, Chinese, Mexican or Puerto Rican, most students would be friendly (T) (3 of 5 classrooms)

A12 - most students think our country would be stronger without so many cultural groups (F) (3 of 5 classrooms)

TABLE 30

CATEGORY TWO - KNOWLEDGE

Nine items which classrooms scored in the keyed direction as indicated

K3 - we are taught that how we talk to a person has something to do with
      what we think about that person (T) (3 of 4 classrooms) (one T/S D.)

K7 - we study why people in different cultural groups sometimes see the
      same thing in different ways (T) (3 of 4 classrooms)

K15 - we have visits by people from other races or cultural groups (T)
      (3 of 4 classrooms) (two T/S D.)

K17 - we learn that people who have Black skin are different from people
      who have White skin in every way (F) (4 of 4 classrooms)

K21 - our teacher helps us learn the difference between facts, opinions
      and stories in books which tell about different cultural groups in
      the United States (T) (3 of 4 classrooms)

K22 - we study about the way Americans live who are different from our-
      selves (T) (3 of 4 classrooms)

K23 - we are taught what Chinese, Japanese, Black or Spanish Americans have
      done to help our country (T) (one T/S D.) (4 of 4 classrooms)

K28 - students learn how to be friendly with people different from them-
      selves (4 of 4 classrooms) (two T/S D.)

K30 - students learn that some people are born lazy (F) (3 of 4 classrooms)

CATEGORY TWO - SKILLS

Ten items which classrooms scored in the keyed direction T/S Disagreement
as indicated

S7 - if we don't understand why students are acting the way they are,
      we usually tell them (3 of 5 classrooms) (T)

S10 - most students are unable to tell if other students dislike something
      they do (F) (3 of 5 classrooms)

S16 - we help each other when we work on problems in small groups (T)
      (5 of 5 classrooms) (one T/S D.)

S17 - some of us have different ideas about what is important, but we
      respect each other's right to feel different or be different (T)
      (4 of 5 classrooms)

TABLE 30 (Cont.)

S18 - most students let each other know when they don't understand each other (T) (5 of 5 classrooms)

S21 - most students share ideas when we work in small groups, and we use these ideas (T) (one T/S D.) (5 of 5 classrooms)

S23 - when students do things we don't understand, we try to find out why (T) (3 of 5 classrooms)

S26 - we allow students who are different from each other to be unkind to each other (F) (3 of 5 classrooms)

S28 - we are good at doing things that make new students or guests feel welcome (T) (4 of 5 classrooms)

S29 - we are helped to figure out when our ideas about people are wrong (T) (3 of 5 classrooms)

CATEGORY TWO - ATTITUDES

Six items which classrooms scored in the keyed direction T/S Disagreement as indicated

A5 - most students believe it is their job to help students in different cultural groups to be friendly (T) (3 of 5 classrooms)

A6 - most students think that Black, Native American or Spanish people are not as smart as people who are White (F) (one T/S D.) (5 of 5 classrooms)

A7 - most students think it is important to learn about the different kinds of people who live in the United States (T) (4 of 5 classrooms)

A8 - if we got a new student in class who was Black, Chinese, Mexican or Puerto Rican, most students would be friendly (T) (4 of 5 classrooms)

A11 - most students like learning about the different ways that Chinese people live or the different ways that Spanish people live in the United States (T) (3 of 5 classrooms)

A12 - most students think our country would be stronger without so many cultural groups (F) (one T/S D.) (5 of 5 classrooms)

TABLE 31

CATEGORY THREE - KNOWLEDGE

Five items which classrooms scored in the keyed direction - T/S disagreement as indicated

K6 - students learn that some people are better than others because they're a different color (F) (3 of 4 classrooms)

K17 - we learn that people who have Black skin are different from people who have White skin in every way (F) (4 of 4 classrooms)

K21 - our teacher helps us learn the difference between facts, opinions, and stories in books which tell about different cultural groups in the U.S. (4 of 4 classrooms) (two T/S D) (T)

K28 - students learn how to be friendly with people different from themselves (T) (4 of 4 classrooms) (three T/S D)

K30 - students learn that some poeple are born lazy (F) (3 of 4 classrooms)

CATEGORY THREE - SKILLS

Sixteen Items which classrooms scored in the keyed direction - T/S disagreement as indicated

S2 - we listen to each other most of the time even when we disagree with what is being said (T) (Two T/S D) (5 of 5 classrooms)

S3 - most students enjoy learning things about the differences between Blacks, Chinese, Native Americans, Mexican Americans or Puerto Ricans (T) (5 of 5 classrooms) (two T/S D)

S6 - we try to get many different opinions when we study about any problems between people of different cultural groups in our country (T) (4 of 5 classrooms) (three T/S D)

S8 - students are helped to figure out why there is a lack of understanding between some Whites and some Blacks in our country (T) (3 of 5 classrooms)

S9 - we are helped to figure out why different cultural groups in the U.S. have not gotten along in the past (T) (4 of 5 classrooms) (three T/S D)

S10 - most students are unable to tell if other students dislike something they do (F) (3 of 5 classrooms) (one T/S D)

S11 - when we disagree with someone we help them understand why we disagree (T) (3 of 5 classrooms) (one T/S D)

S16 - we help each other when we work on problems in small groups (T) (3 of 5 classrooms) (one T/S D)

TABLE 31 (Cont.)

S17 - some of us have different ideas about what is important, but we respect each other's right to feel different or be different (T) (one T/S D) (5 of 5 classrooms)

S18 - most students let each other know when they don't understand each other (T) (5 of 5 classrooms) (one T/S D)

S21 - most students share ideas when we work in small groups and we use these ideas (T) (3 of 5 classrooms)

S23 - when students do things we don't understand we try to find out why (T) (one T/S D) (4 of 5 classrooms)

S26 - we allow students who are different from each other to be unkind to each other (F) (5 of 5 classrooms)

S27 - when we have class discussions, most students pay little attention to other students who are different from them (F) (one T/S D) (5 of 5 classrooms

S28 - we are good at doing things that make new students or guests feel welcome (T) (4 of 5 classrooms)

S29 - we are helped to figure out when our ideas about people are wrong (T) (3 of 5 classrooms)

CATEGORY THREE - ATTITUDES

Thirteen items which classrooms scored in the keyed direction

A1 - most students enjoy learning things about the differences between Blacks, Chinese, Native Americans, Mexican Americans or Puerto Ricans (T) (3 of 5 classrooms)

A2 - most students are glad we have to learn about people from different cultural groups (T) (4 of 5 classrooms) (two T/S D)

A3 - we think that Asians, Blacks, Whites, Mexican Americans and Native Americans are different in every way (F) (5 of 5 classrooms)

A5 - most students believe it is their job to help students in different cultural groups to be friendly (T) (4 of 5 classrooms) (two T/S D)

A6 - most students think that Black, Native American or Spanish people are not as smart as people who are White (F) (one T/S D) (5 of 5 classrooms)

A7 - most students think it is important to learn about the different kinds of people who live in the U.S. (T) (4 of 5 classrooms) (one T/S D)

A8 - if we got a new student in class who was Black, Chinese, Mexican or Puerto Rican, most students would be friendly (T) (one T/S D) (5 of 5 classrooms)

TABLE 31 (Cont.)

A9   - we do not try to stop fights between other students most of the time (F) (3 of 5 classrooms) (one T/S D)

A10 - most students would like to know more people who are in cultural groups different from their own (T) (3 of 5 classrooms)

A11 - most students like learning about the different ways that Chinese people live or the different ways that Spanish people live in the U.S. (T) (3 of 5 classrooms) (two T/S D)

A12 - most students think our country would be stronger without so many cultural groups (T) (3 of 5 classrooms) (one T/S D)

A14 - most students like to do things which help us learn about the Black, Native American or Spanish culture in the U.S. (T) (3 of 5 classrooms) (one T/S D)

A15 - we have visits by people from other races or cultural groups (T) (3 of 5 classrooms) (one T/S D)

Based on all of the above findings, the second research question is answered in the affirmative. There are differences in perception of multicultural press by teachers and their students.

Research Question No. 3: Are there differences in the perception of multicultural press by culturally different students?

Differences Between Culturally Different Students

Within the sample of 750 students, there were 400 Black students, 297 White students, 23 Hispanic students, 8 Asian students, and 17 students who identified themselves as coming from culturally mixed backgrounds (i.e., Black/White, Hispanic/White). For purposes of comparing perceptions of multicultural press, only Black and White student scores were compared, because of the very small number of all others. Black and White student scores were compared in the following three ways: across all classrooms, across categories of classrooms, and across eleven classrooms where at least 30% of the students were of the opposite race.

Differences Among Classrooms as Perceived by Black and White Students

By obtaining a classroom score on each variable for all Black students, and also for all White students (where 66% of the students must respond to an item in the keyed direction to achieve a score of one), it was possible to compare variable scores of each group. The results were as follows:

	Knowledge	Skills	Attitudes
Black	8	9	14
White	5	8	11

From this comparison, it is obvious that Black students score some-what higher than White students on all three variables when the 66% scoring procedure is used.

White and Black students were also compared by using individual student scores on the MES, and then adding all of these individual scores to obtain a mean on each variable for each cultural group. The results were as follows:

	Knowledge	Skills	Attitudes
Black	8.6	8.6	9.7
White	7.7	8.7	9.5

This second procedure resulted in the scores of the two cultural groups being much closer.

Differences Among Classrooms in Four Categories as Perceived by Black and White Students

The same two procedures as above were utilized to compare the scores of four groups of students. The procedures were the 66% or classroom scoring procedure, and the use of individual student scores. The four groups of students were: (1) Black students in a large urban setting, and in classrooms with over 90% Black student population; (2) Black students in a medium sized urban setting, and in classrooms with approximately 55% Black and 45% White student population; (3) White students in a suburban setting, and in classrooms with over 90% White student population; and (4) White students in a medium sized

urban setting, and in classrooms with approximately 55% Black and 45% White student population. Because the classrooms chosen for the sample in this study happened to fall into the categories of suburban-mostly White, urban-mostly Black, and urban-Black and White, class-rooms were grouped in this manner for purposes of comparison; however, since these classrooms were not randomly selected they cannot be con-sidered representative of the larger population, nor can the results of this study be generalized as applicable to any classrooms other than those in the sample.

The results of using the classroom scoring procedure were as follows:

	Knowledge	Skills	Attitudes
Black Lg. Urban	8	8	14
Black Med. Urban	11	11	14
White Suburban	6	14	12
White Med. Urban	7	9	12

The results of using individual student scores, and then obtaining a mean from those scores, were as follows:

Groups of Students	Knowledge	Skills	Attitudes
Black Lg. Urban	8.4	8.5	9.8
Black Med. Urban	8.8	8.6	9.7
White Suburban	7.2	9.0	9.6
White Med. Urban	8.7	8.2	9.3

These findings are similar to those above, with Black students in both geographical settings scoring slightly higher than White students, with the exception of White suburban students scoring higher on the skills variable. Also, as before, obtaining a mean from individual student scores resulted in a collapse of the differences between the two cultural groups.

Differences Among Eleven Classrooms as Perceived by Black and White Students

Within eleven of the thirty-two classrooms in the sample, there were Black/White mixed student populations, with at least 30% of the students in each classroom of the opposite race. A score was computed on each variable for Black and White students in each class. These scores on each variable for each cultural group were then added, for purposes of computing mean scores. A t-test of these scores resulted in findings which indicated no significant difference between Black and White students on the three variables.

On the basis of using the three approaches described above, it is possible to conclude there appears to be a very limited difference on variable scores among Black and White students. The research question must be answered in the negative.

Research Question No. 4: Are there differences in the perception of multicultural press by students in elementary classrooms with teachers who claim to have multicultural objectives, and students in elementary classrooms with teachers who do not claim to have multicultural objectives?

Differences in Variable Scores Among Classrooms with Multicultural Objectives and Classrooms Without Multicultural Objectives

All teachers completing the Multicultural Environment Survey also completed the Multicultural Objective Checklist, which asked them to indicate the extent to which they attempted to accomplish the twenty-eight multicultural objectives upon which the instrumentation was based. The results of this checklist (see Appendix D) were used to identify the five teachers who scored highest as having multicultural objectives, and the five teachers who scored lowest. The variable scores of teachers and students in classrooms where the teachers scored highest on the checklist, and where teachers scored lowest on the checklist, were used to conduct a t test. Table 32 illustrates the difference in the mean scores. Examination of this table reveals the biggest difference in mean scores of the two groups of classrooms is on the knowledge variable (6.4), and the least difference is on the skills variable (1.2). Also revealed by this table is the finding that teachers with multicultural objectives consistently score higher than students in classrooms with multicultural objectives. Teachers without multicultural objectives consistently score lower than their students on each variable. Also, teachers without multicultural objectives are at greater variance with their students on the knowledge variable than teachers with multicultural objectives.

The results of the t test indicated no significant differences between the two groups of classrooms using the classroom scores as

TABLE 32

COMPARISON OF CLASSROOM AND TEACHER VARIABLE SCORES OF FIVE

CLASSROOMS WHERE TEACHERS HAVE MULTICULTURAL OBJECTIVES

AND FIVE CLASSROOMS WHERE TEACHERS DO NOT

HAVE MULTICULTURAL OBJECTIVES

Classrooms with Multicultural Objectives - Variable Scores

Classroom #	Knowledge	Skills	Attitudes
18	8	8	11
24	20	12	18
25	17	13	19
26	7	9	14
28	18	17	23
	70 = 14.0 mean	59 = 11.8 mean	85 = 17.0 mean

Classrooms without Multicultural Objectives - Variable Scores

Classroom #	Knowledge	Skills	Attitudes
4	8	7	7
6	10	16	18
15	6	9	15
19	9	10	16
29	6	11	8
	39 = 7.8 mean	53 = 10.6 mean	64 = 12.8 mean

Teachers with Multicultural Objectives - Variable Scores

Classroom #	Knowledge	Skills	Attitudes
18	25 (15.9)*	18 (7.2)	25 (15.5)
24	26 (16.9)	25 (14.2)	28 (16.5)
25	27 (17.9)	21 (10.2)	25 (15.5)
26	28 (18.9)	27 (16.2	29 (19.5)
28	26 (16.9)	29 (18.2)	30 (20.5)
	132 = 26.4 mean	120 = 24.0 mean	137 = 27.4 mean
	17.3 = adj. mean	13.2 = adj. mean	17.5 = adj. mean

Teachers without Multicultural Objectives - Variable Scores

Classroom #	Knowledge	Skills	Attitudes
4	18 (8.9)	23 (12.2)	18 (8.5)
6	11 (1.9)	21 (10.2)	21 (11.5)

TABLE 32 (Cont.)

Classroom #	Knowledge	Skills	Attitudes
15	5 (-4.1)	10 (-.8)	17 (7.5)
19	11 (1.9)	21 (10.2)	27 (17.5)
29	26 (16.9)	23 (12.2)	24 (14.5)
	71 = 14.2 mean	98 = 19.6 mean	107 = 21.4 mean
	5.1 = adj. mean	7.3 = adj. mean	11.9 = adj. mean

* Scores in parentheses are the adjusted teacher scores. The adjusted mean is the figure which should be compared to the classroom mean.

perceived by students. However, the reader should bear in mind that with only five classrooms in a category, the difference would have to be very large for statistical significance to be achieved. Therefore, the difference between the two types of classrooms on both the knowledge (i.e., 6.4) variable and on the attitude (i.e., 4.2) variable merits further investigation. The classroom scores as perceived by teachers are significantly different at the .05 level on the knowledge variable, and at the .022 level on the attitude variable. Therefore, it is possible to conclude that there appears to be little difference as perceived by students in classrooms with or without multicultural objectives, but there is significant difference on two variables as perceived by teachers. Therefore, it seems that teachers saying they have or do not have multicultural objectives correlates significantly with _their_ scores, but not with the scores of their students. However, it is important to acknowledge that teachers who say they have multicultural objectives do have classrooms with students who score higher than those students in the classrooms of teachers who don't have multicultural objectives.

On the basis of the above findings, it may be concluded that the research question can be answered with a qualified no; the difference that teachers with multicultural objectives perceive in their classrooms is not correspondingly perceived at significant levels by their students.

In summary, analyses and tests of significance were conducted to address the four research questions. The first research question was answered in the affirmative, with qualifications. The second question was answered in the affirmative, the third in the negative, and the fourth research question was also answered in the negative. These research conclusions were based on both an analysis of differences among variable scores of classrooms and teachers in the sample population, as well as an analysis of the similarities and differences among the items which make up the different scores. This latter analysis revealed wide variance in the combination of items which make up variable scores. Analysis of variable score variance revealed significant differences among teachers on the knowledge variable and the attitude variable. In addition, patterns among the findings suggest that Black students and teachers score slightly higher on knowledge and attitude variables than White students and teachers, while White teachers and students score slightly higher on the skills variable. Finally, students and teachers tend to disagree slightly more on the knowledge variable, and tend to agree most about what happens in their classroom on the skills variable.

This Chapter has reported, analyzed and interpreted the findings generated from use of the Multicultural Environment Survey in 32 classrooms. The four research questions were answered by examining descriptions of these data, and when appropriate, through testing the significance of the data. The extent and nature of

multicultural environment in the classrooms within this study was extensively explored and reported. The final chapter discusses the conclusions, and identifies hypotheses, both suggested by the findings.

C H A P T E R V

SUMMARY AND RECOMMENDATIONS FOR FURTHER RESEARCH

The purposes of this concluding chapter are threefold: to
provide a concise summary of the investigation, including a report of
conclusions based on the findings; to advance recommendations for
further research to improve the instrument; and to identify hypoth-
eses suggested by the findings of this study which have implications
for further research on multicultural press in elementary classrooms.

Summary

The purposes of this investigation are 1) to develop instru-
mentation for measuring student and teacher perceptions of multi-
cultural press in selected 5th and 6th grade classrooms, and 2) to
ascertain the extent and nature of multicultural press in classrooms
within the sample. A main concern of the investigation was to
identify differences in the perception of multicultural environment
among classrooms in the sample. Further, the study sought to
describe the substantive nature of differences in the perception of
multicultural environment among classrooms in the sample.

The research procedures utilized in the study began with a
review of selected social studies literature, for the purpose of
inferring the multicultural objectives upon which the instrumentation
was based. This was followed by using a procedure which contributed

to the content validity of the instrumentation. Nineteen teachers generated a pool of 150 learning conditions, each of which represented a teacher developed instructional strategy for achieving one of the twenty-eight multicultural objectives. Fifty-six of these learning conditions were then chosen (two learning conditions for each multicultural objective) to guide the writing of potential items for the instrument. A committee of one fifth grade teacher, one sixth grade teacher and one elementary principal then examined the items to determine their appropriateness for the 5th or 6th grade student. This procedure was followed by a committee of three multicultural scholars reviewing the pool of items, and rating them according to which items they judged to be the best representatives of particular multicultural objectives. An initial instrument was developed, with the recommendations of the scholars and the results of a pilot test with three students contributing to the decision making about which items were to be included and how they were to be worded. A preliminary testing of the initial instrument in three classrooms led to the elimination of several items and a revision in the wording of almost all others. The final instrument was then developed and administered to 750 5th and 6th grade students in thirty-two classrooms, located in three different school systems.

The four research questions of the study were:

1. Are there differences in the multicultural press perceived by students and teachers in different fifth and sixth grade classrooms?

2. Are there differences in the perception of multicultural press between teachers and their students?

3. Are there differences in the perception of multicultural press by culturally different students?

4. Are there differences in the perception of multicultural press by students in elementary classrooms with teachers who claim to have multicultural objectives, and students in elementary classrooms with teachers who do not claim to have multicultural objectives?

The data developed in this study support the four research questions as follows: the first research question was supported in the affirmative, with qualifications; the second was supported in the affirmative; and the third and fourth research questions were supported in the negative. All of the four questions were supported on the basis of the statistical evidence from the variable scores, and on the findings presented in the various descriptions of the characteristics of the classroom environments.

The findings of the investigation showed that there were differences in the multicultural environment among the measured classrooms. In regard to variable scores, the range of scores among these classrooms was from 3 to 23 on the knowledge variable, 5 to 22 on the skills variable and 5 to 25 on the attitude variable. In addition, statistically significant differences were found among these teacher scores by geographical category of classroom (each geographical category of classrooms also represented classrooms with a different percentage of racial mixing among the students) on the knowledge variable. An examination of differences on randomly selected items among these classrooms as perceived by students, and among these teachers, revealed wide variation in both classroom and teacher response on knowledge and attitude items. Finally, an

examination of the items which made up the scores of the highest and lowest scoring classrooms (as perceived by these students) revealed that the specific characteristics of multicultural press in these two types of classrooms are uniquely different on at least one or more variables. It was possible to identify statements that consistently described environmental characteristics common to elementary classrooms scoring highest and elementary classrooms scoring lowest on the variables. These data support the first research question in the affirmative, with qualifications.

An analysis of the findings further revealed many differences between the perception of multicultural press by these teachers and the perception of multicultural press by their students. Three categories of teacher-student differences were developed: category one was composed of classrooms where the teacher scores were higher than the scores of their classrooms as perceived by students; category two was composed of classrooms where the teacher scores approximated scores of their classrooms; and category three was composed of classrooms where the teacher scores were lower than the scores of their classrooms as perceived by students. An item analysis of teacher-student difference among classrooms in these three categories revealed that in classrooms where teachers scored higher than their students (category one), teachers and students disagreed most with each other on items within all three variables. All of the disagreements were characterized by teachers scoring in the keyed direction and their students scoring opposite the keyed direction on

many items. These data support the second research question in the affirmative.

Additional findings revealed no statistically significant difference in the perception of multicultural press by White and Black students, either within classrooms where at least 30% of the students were of the opposite race, or when comparing the mean of all individual student scores of these Black students with that of all White students. Thus, the third research question was supported in the negative.

When comparing the variable scores of classrooms (as perceived by students) which have teachers who claim to have multicultural objectives, with classrooms having teachers not claiming to have multicultural objectives, the findings revealed no statistically significant difference in the classroom variable scores of these two groups of classrooms. However, there was statistically significant difference between the knowledge and attitude variable scores of these teachers who claim to have multicultural objectives and those who do not claim to have multicultural objectives. The data, nevertheless, support the fourth research question in the negative.

Conclusions

A major concern of this study as stated above was to determine whether or not there were differences in the multicultural environment in selected elementary classrooms, as perceived by these students and teachers. The results of this research tend to support the conclusion that according to these students and teachers, the classroom environments within the sample are different.

The results further suggest the conclusion that the variables are a useful measurement of the multicultural press existing in these elementary classrooms. However, the statistical tests computed on the basis of the variable socres do not suggest an unqualified assertion of environmental differences. Because of the lower reliability estimates computed for the skills and attitude variables, there is a question as to whether the differences they measured within the sample are reliable. While considerable differences were found to exist among the scores on all variables, additional refinement of the variables is needed before they can be considered capable, without qualification, of measuring differences in multicultural press.

Another thrust of the study was to identify the substantive nature of multicultural press in the classrooms within the sample. In addition to the differences in variable scores among classrooms and teachers, it can be concluded that the specific characteristics of multicultural press tend to be different in classrooms with the highest variable scores than the specific characteristics of multicultural press in classrooms with the lowest variable scores. However, there were instances where some specific characteristics of multicultural press were common to most classrooms in the sample--those scoring highest on the variables as well as those scoring lowest.

A further conclusion of this study is that the MES was useful for describing differences in multicultural press among the class-

rooms in the sample. The findings reveal that the three dimensions measured by the instrument differentiate among the selected class-rooms. The instrument also reports the intensity of multicultural press in each classroom and across all classrooms on each variable. The data are unique in that they provide a view of multicultural climate as seen through the eyes of students compared to the per-ceptions of their teachers. School staffs should be able to use such information to plan educational programs. These could include the development of curricula, the planning and implementation of staff development programs for teachers, the selection of instruc-tional materials, or the designing of prescriptions for learners. The usefulness of the instrument will likely increase as more research is designed and executed for the purpose of studying the multicul-tural environment of elementary classrooms.

Recommendations for further research to improve the instrument

The major purpose of this study was to develop instrumentation for measuring multicultural press in elementary classrooms. When this instrumentation, the Multicultural Environment Survey, was used with students and teachers in the classrooms within the sample, the result was reliability estimates for each variable which averaged .70 or higher. Analysis of the findings suggests the MES can be improved in several respects. This section will advance recommenda-tions for future research designed to improve the instrument's validity and reliability.

Validity

As described above, face (or "content") validity of the MES
was achieved by involving practitioners and multicultural scholars
in the process of developing the instrument. In future research
on multicultural environment which includes the development of in-
strumentation, the process for obtaining content validity could be
enhanced by involving teachers in the actual development of items
for the instrument. In addition, teachers selected to generate a
pool of learning conditions, as well as those who might be selected
to write items based on the learning conditions, should be teachers
who claim to pursue multicultural objectives in their classrooms at
least 50% of the time. Future research on multicultural environ-
ment which uses the instrumentation within this study should include
a procedure for reaffirming the content validity of the MES. Such
a procedure might be characterized by each of the items in the MES
being reviewed by a panel of teachers as described above. Those
MES items rated as poor by such a panel could then be the focus of
analysis after administration of the instrument. Such analysis
should have the intent of ascertaining whether there was a signifi-
cant difference in the response of students to these items as com-
pared to other MES items. The content validity of the MES could be
enhanced by the use of such a process in future research efforts.

In addition, the MES could be improved through future research
which focuses on achieving concurrent validity. Such a study should
include students and teachers completing the MES followed by classroom

observation to ascertain if the results of the MES are consistent with what is observable in the classroom.

For example, one item of the MES is "in our classroom, most students believe it is their job to help students in different cultural groups to be friendly (T)." It would be important to attempt to determine whether students indicating this as true when taking the MES are behaving accordingly in their classroom when the opportunity occurs.

Reliability

Reliability of the MES was investigated through the use of four procedures. The results were reliability estimates ranging from .7012 to .8584 on the knowledge variable, from .6004 to .7413 on the skills variable, and from .5970 to .8169 on the attitude variable. Further research is needed to improve the reliability of the instrument, especially on the skills and attitude variables. Such research should include an examination of those items within this study which generated between 35 and 65% student response (in the keyed direction or opposite the keyed direction) in each classroom. Those items which didn't generate student consensus (where consensus = 66% or more of the students in a classroom) in at least 20 of the 32 classrooms need to be examined to determine whether they require revision or elimination. This process was employed within this study when analyzing the results of the preliminary testing for the purpose of developing a final instrument. The process now needs to be employed in analyzing the results of the MES.

Another research study which might improve reliability of the MES is a systematic investigation of the comparative effects of using two different scoring procedures. The effect of using the student consensus scoring procedure (where 66% or more of the students in a classroom had to respond in the keyed direction on an item for a classroom to get a score of one on that item) needs to be statistically compared to the effect of using the classroom mean scoring procedure (where the number of items, for each variable, which are scored in the keyed direction within a classroom is divided by the number of students responding to the items). Reliability estimates were computed for the MES based upon each of these scoring procedures, and these estimates suggest that use of the classroom mean scoring procedure tends to result in higher reliability. However, this needs to be explored in greater depth before it is possible to definitively ascertain that higher reliability is a function of which scoring procedure is used.

Hypotheses which have implications for future research

A major purpose of exploratory research is to generate hypotheses. This section will identify hypotheses suggested by the findings of this study, which have implications for future research on multicultural press in elementary classrooms. Given the findings of the study, an extensive number of hypotheses could be generated, but those developed below, in the judgment of this investigator, are the most important and should be the subject of further research. The hypotheses are written in a manner which stresses their having

operational specificity. The emphasis was on writing hypotheses with scientific rigor, rather than journalistic statements.

Finding: There is statistically significant difference between the scores of teachers in racially mixed, predominately Black and predominately White classrooms on the knowledge variable. The difference between the scores of the same teachers on the attitude variable approaches statistical significance.

Hypothesis #1:   When the MES is administered to any random sample of 30 or more public elementary school teachers in any state, and when between 20% and 40% of these teachers have classrooms with over 90% Black students, between 20% and 40% of the teachers have classrooms with over 90% White students, and between 20% and 40% of the teachers have classrooms with at least 30% of the students of the opposite race, then the difference in the variable scores of teachers from each of these categories of classrooms will be statistically significant on the knowledge and attitude variables.

It is important to determine whether the above hypothesis would be supported in future research on multicultural environment in elementary classrooms, because, if it is found that teachers in desegregated classrooms, in predominately White classrooms and in predominately Black classrooms score significantly different from each other on the MES knowledge and attitude variables, then it might suggest that what a teacher feels is important to teach in the area of multicultural education depends on the racial makeup of their students. A fundamental assumption of this study is that all students need instruction with explicit multicultural emphases, if they are to be adequately prepared for living in a pluralistic society. To the extent that the opportunity for such instruction is limited, due to the teachers' differential stress on multicultural approaches in Black, White and racially mixed classrooms, then

students in some of these classrooms are being deprived of essential knowledge and skills.

Finding: The student consensus in over 80% of the classrooms indicated students do not study about people in the U.S. who are Black, Mexican, Puerto Rican, Chinese or Japanese.

Hypothesis #2:   When the MES is administered to any random sample of 30 or more public elementary school classrooms in any state, in 80% or over of the classrooms, the classroom score will be zero (0) on the following items:
"In our classroom we study about Americans who are Black" (T)
"In our classrom, we study about Americans who are Chinese or Japanese" (T)
"In our classroom, we study about Americans who are Mexican or Puerto Rican" (T).

This hypothesis is worthy of being a focus of future research because multicultural press in classrooms which doesn't include study of the above cultural groups in the U.S. is incomplete at the least. The findings of the present study suggest that predominately White, predominately Black and racially mixed classrooms, suburban classrooms, classrooms in cities of over 750,000 population, and classrooms in cities of over 100,000 population, are all viewed by their students as not providing opportunities to learn about people in the U.S. who are Black, Chinese, Japanese, Mexican or Puerto Rican. This finding is consistent with the assertions of Banks, Clark, Epps and others (see Chapters One and Two) who characterize the curriculum and instruction in most schools as culturally autocratic and blind. If future research supports the above hypothesis, then educators who are committed to facilitating the emergence and perpetuation of multicultural environments in elementary schools

will have empirical evidence to support their efforts in promoting change.

Finding: The teachers and students who have the greatest difference in perception of multicultural press on all three variables are in classrooms where teachers score higher than their students on each variable, with teachers scoring in the keyed direction on many items which are scored opposite the keyed direction by their students. These teachers tend to be in classrooms with at least 30% of the students of the opposite race, and also claim to pursue some of the time at least half of the knowledge, skill and attitude multicultural objectives upon which the MES is based.

Hypothesis #3: When the MES is administered to any random sample of 30 or more public elementary school classrooms in any state, with 33% of these classrooms having at least 30% of the students of the opposite race, then the teachers in the racially mixed classrooms will claim to pursue some of the time at least half of the knowledge, skill and attitude multicultural objectives upon which the MES is based; and, students and teachers who differ most in their response to individual items will be in these racially mixed classrooms, with 7 out of 10 teachers scoring higher on the three variables than their students.

Future research focusing on this hypothesis will help to ascertain whether the students and teachers who disagree most about what happens in their classroom are students and teachers in racially mixed classrooms; also, whether such disagreement is due to teachers responding in the keyed direction to particular items within the MES, while their students respond opposite the keyed direction to the same items. The finding in the present study suggests that most teachers feel there is much more multicultural press in their class-room environments than 66% or more of their students do. Teachers

within the present study who were likely to disagree most with their students in this manner were teachers in racially mixed classrooms. These teachers were also more likely to claim they pursued some of the time at least half of the multicultural objectives upon which the MES was based. This suggests that teachers in racially mixed classrooms (at least 30% of the students of the opposite race) claim having multicultural objectives more than teachers not in racially mixed classrooms, and these same teachers tend to score more items of the MES in the keyed direction than 66% of their students. This enables one to infer from the above finding that there is a possibility the teachers in the racially mixed classrooms of this study feel they should be pursuing multicultural objectives, and feel they are doing so in the classroom. However, the classrooms (i.e., 66% or more of the students in each classroom) of these teachers do not agree. The implication drawn by this investigator is that all teachers, and all those in teacher training programs, need opportunities to receive training which enables them to achieve greater consistency between their espoused goals and what they actually do in the classroom, as perceived by their students. This is especially true for those teaching or planning to teach in racially mixed classrooms.

Finding: None of the classrooms in the sample scored in the keyed direction on the item: "We learn that all people in the U.S. have an equal chance to get good housing, a good education and a good job (F)". Only one of thirty-two classrooms scored in the keyed direction on the item: "We learn that poor people who are Spanish or Black have an equal chance to live well if they work as hard as other groups of people in the U.S. (F)".

Hypothesis #4: When the MES is administered to any random sample of 30 or more public elementary school classrooms in any state, in 90% or over of the classrooms, the classroom score for the two items below will be zero (0): "In our classroom we learn that all people in the U.S. have an equal chance to get good housing, a good education and a good job (F)"; "in our classroom, we learn that poor people who are Spanish or Black have an equal chance to live well if they work as hard as other groups of people in the U.S. (F)".

The finding of this study related to the above hypothesis suggests that elementary school children are not taught the reality of unequal opportunity in the U.S. among different cultural groups. Nor do children seem to be taught the consequences of such unequal opportunity. This finding is consistent with the documentation in Chapter Two of this study, which discusses the social and cultural factors, as well as the school conditions in the U.S., which promote negative attitudes toward Asian, Black, Hispanic and Native Americans. Future research focusing on the above hypothesis is needed in order to determine whether the finding in this study is generalizable. If so, then documentation of this deficiency in the learning environments of elementary classrooms will contribute to the efforts of those educators who are attempting to elicit support in their attempt to help schools better prepare all students for contributing to positive social change.

Finding: There is no statistically significant difference in the perception of multicultural press by White and Black students within the total sample, or within those classrooms with at least 30% of the students of the opposite race.

Hypothesis #5:   When the MES is administered to any random
                 sample of 30 or more public elementary school
                 classrooms in any state, and when between 20%
                 and 40% of these classrooms have over 90% Black
                 students, between 20% and 40% of these class-
                 room have over 90% White students, and between
                 20% and 40% of these classrooms have at least
                 30% of the students of the opposite race, then
                 there will be no statistically significant
                 difference in the variable scores on the MES
                 by White and Black students within the total
                 sample, or within each of the three categories
                 of racial mixing.

Future research on this hypothesis is needed because it is important to determine whether Black students perceive significantly less multicultural press in their classrooms than White students in the same classes. If so, then efforts are needed to identify the source of this differing perception. If not, which was the case in this study, then the scores on the MES variables become more compelling, because they indicate quantitative agreement among culturally different students in the same instructional settings. This is important to know when identifying the items which make up the MES variable scores. Hypotheses #2 and #4 above are based on the finding within this study that students in most of the classrooms within the sample do not perceive learning opportunities in their classroom which might be construed as "multicultural" (i.e., opportunities to learn about Asian, Black, Hispanic or Native Americans, or opportunities to learn about how individuals in the above groups are sometimes the victims of unequal treatment or unequal opportunity). This finding is further corroborated by the finding that over 20 of the 32 classrooms within this study scored 27 out of 75 MES items opposite the keyed direction. Therefore, the finding that Black

students do not differ significantly from White students on their MES variable scores makes the above findings more useful. It also suggests that the instrument is not racially biased.

Based on the above findings, this investigator concludes that the MES variable scores are not as high as they might ideally be for all students, regardless of the degree of racial mixing in their classroom. If future research further supports the hypothesis that students of different cultural groups (in classrooms which are either urban or suburban) score similarly on the MES, then it might point to the need for improvement in the multicultural environment in all three kinds of educational settings.

Further support of the above hypothesis will help to substantiate the need for teachers in all three types of classrooms to receive training which helps them improve their efforts in providing multicultural learning opportunities.

This study has stimulated many more questions than those it has addressed. For example, what particular kind of multicultural environment is most appropriate for bringing about desired changes in the attitudes of children toward people culturally different from themselves? Will a major change in multicultural environment result in corresponding changes in other student characteristics, such as academic achievement? Further research must be done, in the primary and secondary grades, as well as at the fifth and sixth grade level, in order to determine whether the Multicultural Environment Survey

can be used at different levels to address such questions as those above.

This study was undertaken with the aim of helping educators better understand the tremendous importance of nurturing multicultural environments in elementary school settings. Hopefully, future use of the MES will contribute both to teacher decisions about student needs, and to student respect for people of diverse ethnicity and cultural orientation.

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APPENDICES

APPENDIX A

Section One

1. Pool of 238 Items From Which 135 Were Selected for Possible Use
    in the Initial Instrument

2. Instructions to Committee of Practitioners and Committee of Scholars

BROWNE MULTICULTURAL ENVIRONMENT SURVEY

(MES)

KNOWLEDGE

In our classroom,

--students learn about people who are different from themselves

--we study about how people live who are different from ourselves

--students are interested in what people from different races have done to help our country

--our teacher thinks it is important for us to know about people from different cultures

--we read books that tell us what Asians, Blacks and Spanish-speaking people have contributed to our country

Objective 1

--there are pictures and materials that help us learn good things about people who are a different race than any of us

--we study about people who are Black

--we study about people who are Mexican-American and Puerto Rican

--we study about people who are Asian

--we study about people who are Native Americans

--we don't study about the good things that people from other cultures have done (N)

--we are taught about the inventions made by people from other cultures

---

--we study about poor people

--most students think that people are poor because they don't work hard (N)

Objective 2

--we sometimes take field trips to find out what its like to live in different places

--our teachers help us understand why people who are Asian, Black, Spanish-speaking or Native American are treated unequally in the U.S.

KNOWLEDGE Cont.

In our classroom,

--students think it's important for everyone to have an equal chance

--we engage in activities which help us understand what it's like to be treated unequally

Objective 2

--we are taught why some people don't own as many things as other people

--we study current events which help us understand what people do to make sure they're treated equally

_____

--we study about famous people who are from other races

--we are taught that people who look different have some things in common

--students learn it is important to know how people with different color skin are the same in some ways

--we study how people of different cultures solve problems in similar ways

Objective 3

--we are taught that people who live far apart are not alike (N)

--we are taught that people who are poor are not like people who are rich (N)

--we learn that people who look different can think the same way

--we learn that people who have Black skin have nothing in common with people who have White skin (N)

--we study about different religions

_____

--we sometimes talk about why we treat people with different color skin the way we do

--students are taught that some people are better than others because they're a different color (N)

--students are taught that women do less important work than men (N)

Objective 4

--we're encouraged to speak out when someone isn't treated fairly

--we're taught that we shouldn't be friends with people who're different from ourselves (N)

--we discuss why people treat other people in a nasty way

--we are taught what happens when people are treated unfairly by others who think they're better

--we try to understand why people think they're better than some other people

KNOWLEDGE Cont.

In our classroom,

--some students are treated better by the teachers (N)

Objective
4

--we talk about the ways people are treated differently because of the color of their skin

--some students seem to get all the breaks (N)

_____

--we study about the way people live who are different from ourselves

--we have posters, pictures and displays about people in the U.S. who're different from us in their color, language spoken or religion

--people from other races or ethnic groups visit our classroom

--students visit the homes of other students who are a different race than they

Objective
5

--students work together to learn about various cultural groups in the U.S., such as Asians, Native Americans, Blacks or those who are Spanish-speaking.

--we are taught that some things important to some people are not important to others

--we discuss books which describe what it's like to be Asian, Black, Native American or Spanish in the U.S.

--we talk about why people live the way they do

--we study about the current problems of different cultural groups in the U.S.

_____

--the books we use are written in a way which gives unfair treatment to nonwhite groups (N)

--we are taught the falsehood of myths about Asians, Blacks, Native Americans or Spanish-speaking persons

--we are taught the difference between facts and myths

Objective
6

--we look at our history books to see if they report facts or myths about people of different races and religions

--we look at our history books to see what facts or myths they have about poor people

--certain cultural groups have been left out in most of the books or materials we use (N)

--we are taught the facts and the myths about American heroes who were Black, White, Native American or from other cultural groups

_____

KNOWLEDGE Cont.

In our classroom,

--students are taught why some people are very wealthy and others are very poor

--we are taught the causes of poverty

--we are taught the difference between poverty in the past and poverty now in the U.S.

Objective
7

--students are taught how different groups of people experience poverty in the U.S.

--we see films or filmstrips about poverty

--we talk about what it's like to be poor

--we learn that poor people usually have colored skin (N)

--we are taught that some rules and regulations are very unfair to people with colored skin

---

--students learn that how we see things might not be how others see them

--we are taught that how we talk to people has something to do with the way they look and act

--we are taught that we talk differently to people we know

Objective
8

--students are taught to be friendly with people even if they are different from us

--we are taught not to be friendly with people who are different from us (N)

--we are taught that if we don't like the way someone looks, we should stay away from them (N)

--students are taught that people can see the same thing and have different ideas about it

--we study why people see the same thing in different ways

--we study what it feels like to be treated in an unfair way

--we talk about why we like certain people and dislike others

Objective
9

--we are taught why some White and Black people don't want to have anything to do with each other

--we are taught that Black people never disagree with each other (N)

--we are taught what prejudice is and what causes prejudice

--we are taught how prejudice is practiced toward other people

KNOWLEDGE Cont.

In our classroom,

--students don't know what it means to be prejudiced (N)

Objective
9

--we are taught how nonwhite cultural groups are treated by many people in the U.S.

--we are taught why nonwhite cultural groups are avoided by many people in the U.S.

--we talk about the things which make one cultural group in the U.S. different from another

--we are taught what kind of things people are born with

--we are taught what kind of things people learn after they are born

Objective
10

--we are taught the differences between the customs of Asians, Blacks, Native Americans, Whites and Spanish-speaking people

--we talk about what we think is inherited by people in other cultural groups

--we are taught why people in different cultural groups do not always like the same things

--we are taught that all people are born with some of the same things

--we are taught that some people are born lazy (N)

SKILLS

In our classroom,

--we help each other when we work in small groups

--we always work alone (N)

--we work together and cooperate with each other

Objective
11

--we sometimes work with our classmates in solving problems

--everyone contributes their ideas when we work in small groups

--we respect each others opinions

--when we work in small groups, some students do all the work while others do nothing (N)

--when we work in groups, everybody has a job to do by themselves

---

SKILLS Cont.

In our classroom,

--students think all people in the same cultural group act the same way (N)

--students know when they are being unfair to someone else

--we are not unfair to others just because they are different from us

Objective 12

--we believe that people we know little about are usually not fun to be around (N)

--if we don't know somebody, we stay away from them (N)

--we realize when our ideas about people are wrong

--students make fun of others who are different from them (N)

--students tease, bully or ignore people who are different (N)

--if a fight or argument occurs between two students, it is their problem and everyone leaves them alone (N)

--if two students are not getting along, other students help them get along better

--we tell students they're wrong when they're being unfair to someone else

Objective 13

--we sometimes settle arguments we have with other students without the teacher's help

--we can disagree with a classmate and still get along with them

--we know what things others do that bother us

--we try to find out what we do that others don't like

--we know when students have problems getting along with other people

--students often help people to get along with each other

--students try to avoid fights even if someone makes them very angry

--we know why different cultural groups in the U.S. have had conflicts in the past

Objective 14

--when any students don't get along, we help them figure out why

--we are good at figuring out reasons for conflict between different cultural groups in the U.S. today

--students discuss conflicts between people in the news

--we take fights between certain students for granted and don't worry about why they don't get along (N)

SKILLS Cont.

In our classroom,

Objective 14
--students discuss why there is conflict between some whites and some Blacks in our country

--students figure out why there are bad feelings between some people in our country

---

--we are fair to all sides when we study about any conflict in U.S. history

--we try to get many different opinions when we study about any conflict between people in our country

--when any students get into an argument, other students take sides (N)

Objective 15
--we are fair to all sides when we have class discussions about students who aren't getting along

--we are fair to all sides when we talk about any problem between people in our country

--we take sides when there is an argument between students (N)

--we talk about what people in different cultural groups can do to avoid having conflicts with each other

--we tell each other what makes us angry, and discuss how we can prevent these things from happening

---

--we try to improve each other's respect for all people

--students talk about things we can do to improve respect between people in the different cultural groups of the U.S.

--students do more than just talk about things they can do to improve good feelings between different kinds of people in our country

Objective 16
--students take actions to help others who are being mistreated

--we try to be friendly to students who are left out of things most of the time

--students make special efforts to understand those who irritate them sometimes

--we make efforts to see that everyone respects the rights of everyone else

--we take actions to stop people who are hurting others

SKILLS Cont.

In our classroom

--students know when there is a difference between what they want to do and the fair way to act toward other people

--some of the problems we study have no "right" answers and we decide what we think is right

--we discuss our opinions about different problems and we always agree about what we consider important (N)

Objective 17

--some of us have different ideas about what is important, but we respect each other's right to feel different or be different

--we talk about ways we agree and ways we disagree

--we share our opinions about some problems we study

--students know there are many different ways to think or feel about a problem

--students don't like to tell others what they think when we discuss problems some people have in our country (N)

--we have a code of conduct that everyone helped to write

--when two groups of students are mad at each other, other students help them get along better

--whenever some students start being unkind to others, we try to stop them

Objective 18

--we help each other if we are good at something which is difficult for another student

--we are honest about our feelings toward each other, even if our feelings are negative

--we show our respect for each other by talking things out when we are angered or hurt

--students give everyone a chance to state their opinions even when they don't agree

--students ignore others who are different from them (N)

--students talk about what prejudice means and whether they are prejudiced against anyone

--we talk about why we dislike certain people

Objective 19

--we talk about people who are different from us--in their race, color, religion or nationality--and what we think about them

--students dislike people different from them (N)

--we talk about people who look or sound different from us and how we feel about them

--students like to learn more about each other--how we are alike and how we are different

SKILLS Cont.

In our classroom,

--students think people who are different from them aren't very important (N)

Objective
19

--students have definite opinions about people in cultural groups different from their own

--students are open to changing their opinions about people of a different race or nationality

---

--students listen carefully to each other

--students listen to music sung or performed by people of different cultural groups in the U.S.

--we work on improving our ability to listen

Objective
20

--students don't listen to people who are different from them (N)

--we listen carefully to each other even when we disagree with what is being said

--it is hard to express your opinion because students are interrupting other students most of the time (N)

--students never listen to each other (N)

--students don't pay much attention to those who take a long time to state their opinion or are hard to hear (N)

--students let each other know when they don't understand each other

--if we don't understand why students are acting the way they are, we tell them

--when people do things we don't understand, we try to find out why

Objective
21

--we pay attention to each others facial expressions and tone of voice

--students try to understand each other

--we can always tell how people feel by what they say or by how they act

--when we disagree with someone we help them understand why we disagree

---

--students talk about the way they act when something is bothering them

Objective
22

--if students are angry or feeling bad, they are rude to others (N)

--we can tell how one feels by how they act (N)

SKILLS Cont.

In our classroom,

--students know why they treat people in certain ways

--when we're not getting along well with someone, we try to find out how they feel

Objective 22

--we know when we act in ways that others don't understand

--when we are upset, we do not let other people know what's bothering us (N)

--when we act in ways that others don't understand, we tell them why

--we know what we do that irritates other students or the teacher

--students know what they do that makes others angry

--students don't care if they do something others don't like (N)

--we are concerned about what other students think of us

Objective 23

--students are unable to tell if other students dislike how they act (N)

--students do nice things for other students

--we can tell if others like or dislike what we do

--we are good at being able to tell what others think about our behavior

--students don't care what other students think about their behavior (N)

--what we think about other students isn't always what they want us to think about them

--students form opinions about why a person does certain things without checking with the person (N)

Objective 24

--we tell other students our opinions of why they do certain things and find out if they agree

--when we have opinions about why other students have done something we don't like, we tell them to see if they agree

--if we want to help someone, we ask them why they do certain things that irritate others

--we check with a person before we make up our minds about why they act like they do

ATTITUDES

In our classroom,

Objective 25

--most students think it is wrong to be poor (N)

ATTITUDES Cont.

In our classroom,

--we like to talk about the differences among people within cultural groups, whether the group is Black, Chinese, Irish, Italian or otherwise

--we are glad that not everybody looks the same, acts the same or thinks the same

--we enjoy learning things about the differences between such cultural groups as Blacks, Chinese, Native Americans, Mexican Americans or Puerto Ricans

--there are many ways we are all different from each other

Objective 25

--we like learning about the things we have in common with each other

--most students don't think it's important to learn about different cultural groups (N)

--we don't think it's necessary to learn about the differences between people within various cultural groups (N)

--students think all people in a cultural group (whether they're Black, Chinese, Native American or Spanish-speaking) are alike (N)

--we have fun learning about the ways we are alike and different from people who speak a different language, are a different race, or are a different nationality

--we think that Asians, Blacks, Whites, Spanish-speaking persons and Native Americans are all alike (N)

--we believe it is important to respect all people, whether they are Black, White, Chinese, Eskimo or whatever

--students think it is important to be comfortable with people who are from different cultural groups than we.

--we believe we should respect everyone, even if they are a different race or nationality

Objective 26

--students respect each other, even though we may not always agree with each other

--if we got a new student in class who was Black, Chinese, Mexican or Puerto Rican, everyone would be friendly and help him or her get adjusted to the class

--Black students and White students get along very well most of the time

--everyone has their own group of friends and the groups aren't friendly with each other (N)

--sometimes we work on projects with other kids who are a different race or nationality than we

ATTITUDES Cont.

In our classroom,

--we like to have visits by people from different races or cultural groups

--it is fun to learn about the different kinds of people who live in the U.S.

--we enjoy learning about the different ways people live in the U.S.

--students think it is boring having to learn about the people from different cultural groups who have contributed to our country (N)

Objective 27

--most students probably think it's good we live in a country with many different kinds of people

--we think our country is strong because of the many different people who live in it

--students believe the U.S. would be better off if it didn't have so many different cultural groups (N)

--students believe that having different cultural groups in the U.S. is wrong because it causes a lot of problems (N)

--we like to do things which help us learn about the Black, Chinese, Native American or Spanish culture in the U.S.

--if two students or groups of students aren't getting along, we try to help them work out their differences

--students believe everyone is responsible for helping people get along

--we talk about conflicts in the U.S. between some White people and some people who aren't White, and what we could do to help

--students think it is important to help improve understanding and respect between Asians, Blacks, Whites and Spanish-speaking people in the U.S.

Objective 28

--students believe all people in the U.S. depend on each other and should respect each other

--when others aren't getting along with each other, we mind our own business (N)

--we don't believe in getting involved in the arguments between others (N)

--we avoid having anything to do with students who seem unfriendly (N)

--students believe that we should treat others the way they treat us (N)

<u>INSTRUCTIONS TO COMMITTEE OF 3 REVIEWING THE ITEMS</u>

Thank you for agreeing to be one of three individuals who will review a draft of the test items for the Browne Multicultural Environment Survey (MES). You are requested to complete three tasks as you review these items:

1. Place brackets around those items which are not appropriate for the 5th or 6th grade elementary school student. Criteria for determining appropriateness include:
   - A. too abstract
   - B. double meaning
   - C. too advanced for the developmental level of the 5th or 6th grade student

2. Circle those words or phrases within items which you feel <u>must be changed</u>. Suggest words which could be substituted by writing them below the circled word or phrase.

3. Underline those words or phrases within items which you feel <u>might be difficult</u>.

You are <u>not</u> being asked to indicate your agreement or disagreement with any of the items. You <u>are</u> being asked to indicate whether the items are appropriate for the elementary school, and whether the items can be comprehended by the 5th or 6th grade student.

Thank you very much for your cooperation.

John R. Browne
January 16, 1975

INSTRUCTIONS TO COMMITTEE OF 3 SCHOLARS

Thank you for agreeing to be one of three individuals who will review and rate items associated with each multicultural objective of the Browne Multicultural Environment Survey. The Survey is being designed for use with fifth and sixth grade students. You are requested to complete three tasks as you review these items:

1. Examine the items attached to each multicultural objective and rate them 1-4 (by placing a number in the lower left hand corner, with the number 1 being the highest priority and number 4 being the lowest priority) using the following criteria:

   A. congruence with the objective

   B. items which represent conditions (or the reverse of a condition) most likely to be happening in the classroom where the objective is a priority.

2. After you rate the items, place brackets around those which you feel are insufficiently clear, too abstract or have a double meaning. Please suggest changes in wording or phrasing if you wish.

3. Finally, indicate on the back of this sheet if you feel any of the objectives unnecessarily duplicate each other.

While you are not being asked to indicate your agreement or disagreement with any of the items or objectives, it is necessary for you to indicate which items are most appropriate, given the objectives. This might result in your considering more than any one item associated with an objective to be a number one priority. Even if you consider several

of the items associated with an objective to be high priority, please feel free to so indicate.

Thank you very much for your cooperation. It will be greatly appreciated if you can complete this process by Monday, January 27.

John R. Browne
January 21, 1975

APPENDIX A

Section Two

Initial Instrument-Multicultural Environment Survey

We are asking you to be a reporter and tell us your thoughts about your classroom. This is not a test, and there are no right or wrong answers. No one will know your answers because we do not even ask your name. We just want your honest ideas about your classroom.

There are 60 sentences in this booklet, each describing what happens in classrooms. You are to mark each sentence TRUE or FALSE.

How to mark sentences

When you think a sentence is describing what students do in your classroom, mark that sentence TRUE by filling in the space T on the answer sheet. In other words, blacken in the space between the two dots under the letter T on the answer sheet if you think the sentence tells the way things usually are in your classroom, what happens or might happen there, or the way people usually act or feel.

Fill in the space between the two dots under the letter F if the sentence is FALSE, or is not the way things usually are in your classroom, is not what happens or might happen there, or is not the way people usually act or feel.

Definitions

Some of the sentences below include the words "different cultural groups." Whenever you read these words, please keep in mind the following definition:

DIFFERENT CULTURAL GROUPS means the many groups of people who are living in the United States. They include:

> ASIAN AMERICANS (e.g. CHINESE AND JAPANESE AMERICANS)
>
> BLACK AMERICANS
>
> NATIVE AMERICANS (AMERICAN INDIANS)
>
> SPANISH SPEAKING AMERICANS (e.g. MEXICAN AND
> > PUERTO RICAN AMERICANS)
>
> WHITE AMERICANS

SAMPLE SENTENCE

The following SAMPLE shows how to mark a sentence:

1. In our classroom, everyone knows what others like about them.

If this statement is TRUE for your classroom, draw a line between the dots under the letter T and through the small "o" on the answer sheet. If this statement is FALSE for your classroom, draw a line between the dots under the letter F and through the small "9" on the answer sheet.

Now you are ready to mark each of the 60 sentences in the booklet. It is important to remember that the sentences are about what students learn in your classroom, what students do in your classroom or how students feel in your classroom. Think about each sentence carefully and answer as honestly as you can. Don't take too much time on any one sentence. Make sure all sentences are marked.

If you have any questions, please ask them now. If you understand what to do and have no questions, please wait until everyone is asked to turn the page and start at the same time.

WHEN YOU ARE ASKED TO TURN THE PAGE, PLEASE MAKE SURE YOU

Form A

IN OUR CLASSROOM,

(T) 1. We believe it is important to respect all people, whether they are Black, White, Chinese, Eskimo, or whatever.

(T) 2. When people do things we don't understand, we try to find out why.

(T) 3. We study about Americans who are Chinese or Japanese.

(T) 4. We never form opinions about why students do certain things unless we check with them first.

(T) 5. We can tell if others like or dislike what we do.

(F) 6. We don't believe in getting involved in the arguments between others.

(T) 7. We enjoy learning things about the differences between such cultural groups as Blacks, Chinese, Native Americans, Mexican Americans or Puerto Ricans.

(T) 8. We try to get many different opinions when we study about any problems between people in our country.

(T) 9. We study about Americans who are Mexican or Puerto Rican.

(F) 10. We avoid having anything to do with students who seem unfriendly.

(F) 11. When others aren't getting along with each other, we mind our own business.

(F) 12. Students think it unnecessary to learn about people from different cultural groups who have contributed to our country.

(T) 13. We talk about why we dislike certain people.

(T) 14. We tell other students our opinions of why they do certain things and find out if they agree.

(T) 15. Some of us have different ideas about what is important, but we respect each other's right to feel different or be different.

(T) 16. Everyone shares their ideas when we work in small groups.

(F) 17. We can tell how one feels by how he or she acts.

(T) 18. We are taught why people in different cultural groups do not always like the same things.

Turn to the next page

(T)19. We listen to each other even when we disagree with what is being said.

(T)20. We study why people see the same thing in different ways.

(T)21. We like to do things which help us learn about the Black, Chinese, Native American or Spanish culture in the U.S.

(T)22. Students know when there is a difference between what they want to do and the fair way to act toward other people.

(T)23. We take actions to stop people who are hurting others.

(F)24. We learn that people who have Black skin are completely different from people who have White skin.

(T)25. We believe it is everyone's job to help all students get along better.

(F)26. Students make fun of others who are different from them.

(T)27. Students work together to learn about different cultural groups in the U.S., such as Chinese, Japanese, Native Americans, Blacks or those who are Spanish speaking.

(T)28. We enjoy learning about the differences among Black people, the differences among Chinese people or the differences among Spanish people in the U.S.

(T)29. We learn about Native Americans (American Indians).

(T)30. Students think our country is strong because of the many different people who live in it.

(F)31. Students believe the U.S. would be better off if it didn't have so many different cultural groups.

(T)32. Students think it is important to help improve understanding and respect between Asian, Black, White, and Spanish people in the U.S.

(T)33. It is fun to learn about the different kinds of people who live in the U.S.

(F)34. We are taught that if we don't like the way someone looks, we should stay away from them.

(T)35. When groups of students are angry at each other, we talk things out.

(T)36. If we don't understand why a student is acting the way they are, we tell them.

(F)37. Students ignore others who are different from them.

IN OUR CLASSROOM,

(F)38. Students never listen to each other.

(T)39. We are taught that some rules and regulations in the U.S. are very unfair to Spanish, Black, Native American, Chinese or Japanese Americans.

(F)40. Students learn that some people are better than others because they're a different color.

(T)41. People from other races or cultural groups visit our classroom.

(T)42. We learn whether the books we use are unfair to Americans who are Black, Chinese, Japanese, Native American or Spanish speaking.

( )43. We are taught the difference between facts and opinions.

(T)44. We are taught how people act when they dislike someone or some group without any good reason.

(F)45. Most students think being poor makes you not as good as someone else.

(F)46. Most students don't want to learn about different cultural groups.

(F)47. Students believe that having different cultural groups in the U.S. is wrong because it causes a lot of problems.

(T)48. We talk about why we like certain people and dislike others.

(T)49. We study about Americans who are Black.

(F)50. We think that Asians, Blacks, Whites, Spanish-speaking persons and Native Americans are completely different in every way.

(T)51. We read books that tell us what Chinese, Japanese, Black or Spanish-speaking Americans have contributed to our country.

(F)52. Students are unable to tell if other students dislike how they act.

(T)53. If we got a new student in class who was Black, Chinese, Mexican or Puerto Rican, everyone would be friendly and help him or her get off to a good start in the class.

(T)54. We realize when our ideas about people are wrong.

IN OUR CLASSROOM,

263

(F) 55. We don't think it's necessary to learn about the ways Black people are different from each other, or the ways Asian people or Spanish-speaking people are different from each other.

(F) 56. Students believe that we should treat others the way they treat us.

(T) 57. We are taught the reasons why some people in the U.S. are very poor.

(T) 58. We are taught why Blacks or Spanish-speaking people are avoided by many White people in the U.S.

(T) 59. Students are taught the problems of poor people in the U.S., especially poor people who are Black, Asian, Spanish-speaking or Native American.

(T) 60. We know why different cultural groups in the U.S. have not gotten along in the past.

Thank you for marking these sentences.

We are asking you to be a reporter and tell us your thoughts about your classroom. This is not a test, and there are no right or wrong answers. No one will know your answers because we do not even ask your name. We just want your honest ideas about your classroom.

There are 60 sentences in this booklet, each describing what happens in classrooms. You are to mark each sentence TRUE or FALSE.

How to mark sentences

When you think a sentence is describing what students do in your classroom, mark that sentence TRUE by filling in the space T on the answer sheet. In other words, blacken in the space between the two dots under the letter T on the answer sheet if you think the sentence tells the way things usually are in your classroom, what happens or might happen there, or the way people usually act or feel.

Fill in the space between the two dots under the letter F if the sentence is FALSE, or is not the way things usually are in your classroom, is not what happens or might happen there, or is not the way people usually act or feel.

Definitions

Some of the sentences below include the words "different cultural groups." Whenever you read these words, please keep in mind the following definition:

DIFFERENT CULTURAL GROUPS means the many groups of people who are living in the United States. They include:

ASIAN AMERICANS (e.g. CHINESE AND JAPANESE AMERICANS)

BLACK AMERICANS

NATIVE AMERICANS (AMERICAN INDIANS)

SPANISH SPEAKING AMERICANS (e.g. MEXICAN AND

PUERTO RICAN AMERICANS)

WHITE AMERICANS

Turn to the next page

The following SAMPLE shows how to mark a sentence:

1. In our classroom, everyone knows what others like about them.

If this statement is TRUE for your classroom, draw a line
between the dots under the letter T and through the small
"o" on the answer sheet.. If this statement is FALSE for
your classroom, draw a line between the dots under the
letter F and through the small "9" on the answer sheet.

Now you are ready to mark each of the 60 sentences in the
booklet. It is important to remember that the sentences are
about what students learn in your classroom, what students do
in your classroom or how students feel in your classroom.
Think about each sentence carefully and answer as honestly
as you can. Don't take too much time on any one sentence.
Make sure all sentences are marked.

If you have any questions, please ask them now. If
you understand what to do and have no questions, please
wait until everyone is asked to turn the page and start at
the same time.

WHEN YOU ARE ASKED TO TURN THE PAGE, PLEASE MAKE SURE YOU
MARK THE CORRECT NUMBER ON THE ANSWER SHEET FOR EACH SENTENCE.

(F) 1. Students believe that we should treat others the way they treat us.

(T) 2. We study about poor people.

(F) 3. Students don't care if they do something others don't like.

(T) 4. We sometimes talk about why we treat people with different color skin the way we do.

(F) 5. Students think that people who are poor are different from people who are rich, in every way.

(T) 6. We work together and cooperate with each other.

(F) 7. We avoid having anything to do with students who seem unfriendly.

(F) 8. We discuss our opinions about different problems and we always agree about what we consider important.

(T) 9. We sometimes settle arguments we have with other students without the teacher's help.

(F) 10. When others aren't getting along with each other, we mind our own business.

(T) 11. We study about people who are Native Americans (American Indians).

(T) 12. Students learn how to be friendly with people different from us.

(T) 13. We are taught that how we talk to people has something to do with the way they look and act.

(F) 14. We learn that some people are born lazy.

(T) 15. We read books that tell us what Chinese, Japanese, Black or Spanish-speaking Americans have contributed to our country.

(T) 16. We study about the current problems of different cultural groups in the U.S.

(T) 17. We study about the way Americans live who are different from ourselves.

(T) 18. We are taught what kind of things people learn after they are born.

Turn to the next page

IN OUR CLASSROOM,   267

(T) 19.   Students talk about the way they act when something is
          bothering them.

(T) 20.   We study about people who are Chinese or Japanese.

(F) 21.   Students think it is unnecessary to learn about the
          people from different cultural groups who have contributed
          to our country.

(T) 22.   Students talk about things we can do to improve respect
          between people in the different cultural groups of the
          U.S.

(T) 23.   We talk about whether Asians, Blacks, Whites or Spanish-
          speaking people are born liking certain things and disliking
          certain things.

(F) 24.   We learn that all people in the U.S. have an equal chance
          to get good housing, a good education and a good job.

(F) 25.   We don't believe in getting involved in the arguments
          between others.

(T) 26.   Our teacher helps us understand why people who are
          Chinese, Japanese, Black, Spanish-speaking or Native
          American are treated unfairly in the U.S.

(F) 27.   Students believe the U.S. would be better off if it
          didn't have so many different cultural groups.

(T) 28.   We learn why some persons have bad opinions about people
          of another race.

(F) 29.   Students ignore the opinions of people who are different
          from them.

(T) 30.   We are taught what happens when people are treated unfairly
          by others.

(T) 31.   We enjoy learning about the differences among Black people,
          the differences among Chinese people or the differences
          among Spanish people in the U.S.

(F) 32.   Most students think being poor makes you not as good as
          someone else.

(T) 33.   We work on listening better to each other.

(T) 34.   We study about people who are Black.

(F) 35.   Students believe that having different cultural groups
          in the U.S. is wrong because it causes a lot of problems.

(T) 36.   We help each other when we work on problems in small groups.

37. Students figure out why there are bad feelings between some people in our country.

(T) 38. We like to do things which help us learn about the Black, Chinese, Native American or Spanish culture in the U.S.

(F) 39. We take sides when there is an argument between students.

(T) 40. We know what we do that bothers other students or the teacher.

(T) 41. Students think our country is strong because of the many different people who live in it.

(T) 42. We check with a person before we make up our minds about why they act like they do.

(F) 43. We think that Asians, Blacks, Whites, Spanish-speaking persons and Native Americans are completely different in every way.

(T) 44. When we disagree with someone we help them understand why we disagree.

(T) 45. We enjoy learning things about the differences between such cultural groups as Blacks, Chinese, Native Americans, Mexican Americans or Puerto Ricans.

(T) 46. We study about people who are Mexican or Puerto Rican.

(T) 47. We believe it is important to respect all people, whether they are Black, White, Chinese, Eskimo, or whatever.

(T) 48. We talk about the ways people are treated differently because of the color of their skin.

(T) 49. Students discuss why there is a lack of understanding between some Whites and some Blacks in our country.

(T) 50. When we have opinions about why other students have done something we don't like, we tell them to see if they agree.

(T) 51. If two students are not getting along, other students help them get along better.

(T) 52. We believe it is everyone's job to help all students get along better.

(T) 53. Students talk about what prejudice means and whether they are prejudiced against anyone.

(T) 54. We make efforts to improve good feelings between students who are different from each other.

(T) 55. Students think it is important to help improve understanding and respect between Asian, Black, White and Spanish-speaking people in the U.S.

(T) 56. Students let each other know when they don't understand each other.

(F) 57. We don't think it's necessary to learn about the ways Black people are different from each other, or the ways Asian people or Spanish-speaking people are different from each other.

(T) 58. It is fun to learn about the different kinds of people who live in the U.S.

(F) 59. Most students don't want to learn about different cultural groups.

(T) 60. If we got a new student in class who was Black, Chinese, Mexican or Puerto Rican, everyone would be friendly and help him or her get off to a good start in the class.

Thank you for marking these sentences.

APPENDIX B

Table Indicating Items Eliminated from Initial Instrument and Criteria
Used for Their Elimination

TABLE OF ITEMS ELIMINATED FROM INITIAL INSTRUMENT

AND CRITERIA USED FOR THEIR ELIMINATION

Form	Item #	Multicultural Objective	Variable	Criteria Used for Elimination
A	42	6	Knowledge	Procedures 5, 6 & 8
A	57	7	Knowledge	Procedures 5, 6 & 7
A	58	9	Knowledge	Procedures 3, 4 & 8
B	18	10	Knowledge	Procedures 5, 6 & 8
B	30	4	Knowledge	Procedures 3, 4 & 8
B	11	1	Knowledge	duplication of item in Form A (purposefully done in initial instrument)
B	20	1	Knowledge	duplication of item in Form A (purposefully done in initial instrument)
B	34	1	Knowledge	duplication of item in Form A (purposefully done in initial instrument)
B	46	1	Knowledge	duplication of item in Form A (purposefully done in initial instrument)
B	15	1	Knowledge	duplication of item in Form A (purposefully done in initial instrument)
A	4	24	Skills	Procedures 3, 5 & 6
A	5	23	Skills	Procedures 5, 6 & item was redundant of another item
A	14	24	Skills	Procedures 5, 6 & 7
A	17	22	Skills	Procedures 5, 6 & 8
A	22	17	Skills	Procedures 5, 6 & 8
B	6	11	Skills	Procedures 5, 6 & 8
B	8	17	Skills	Procedures 5, 6 & 8
B	37	14	Skills	Procedures 3, 4 & 8

Form	Item #	Multicultural Objective	Variable	Criteria Used for Elimination
B	50	24	Skills	Procedures 3, 5 & 6
B	53	19	Skills	Procedures 3, 4 & 8
A	10	28	Attitudes	Procedures 5, 6 & 8
A	31	27	Attitudes	Procedures 5, 6 & 8
A	32	28	Attitudes	Procedures 5, 6 & 8
A	46	25	Attitudes	Procedures 5, 6 & 8
A	56	28	Attitudes	Procedures 3, 5 & 8
				Procedures 5, 6 & item was redundant of another item

Note: Most of the items were eliminated through use of procedures 5, 6 and 8. They were as follows:

Procedure #5 was to identify items which caused students difficulty during the administration of the MES.

Procedure #6 was to ask students after they finished what items caused them the most difficulty and were the most confusing.

Procedure #8 was to identify items already identified through procedures 2, 3, 5, and 7 which did not have a direct relationship (i.e., were not directly consistent) with the objective for which they were written.

A summary of the above table produces the following:

1) 25 items were eliminated: 10 K items, 10 S items and 5 A items

2) 13 items from Form A and 12 items from Form B were eliminated

3) Objectives #1, 17, 24 and 28 were the only multicultural objectives
   with more then one item eliminated:

   Objective #1-5 items, due to similar items being anchored in both forms
   Objective #17-2 items
   Objective #24-3 items
   Objective #28-3 items

4) Procedure #3 was used to eliminate 7 items
             #4 was used to eliminate 4 items
             #5 was used to eliminate 17 items
             #6 was used to eliminate 16 items
             #7 was used to eliminate 2 items
             #8 was used to eliminate 15 items

   Duplication or redundancy was used to eliminate 7 items

5) The combination of procedures #5, 6 & 8 was responsible for the elimination
   of ten items, and was thus the most compelling combination in the judgment
   of the investigator.

APPENDIX C

Summary of Environmental Data Obtained from Three Classrooms Used for Preliminary Testing

Classroom Scores

Classroom #1 (Small Urban)
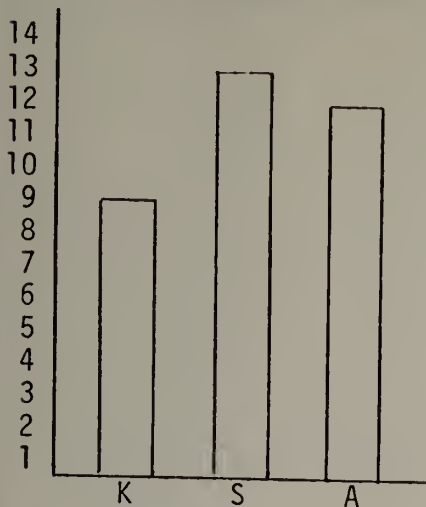
Classroom #2 (Large Urban)
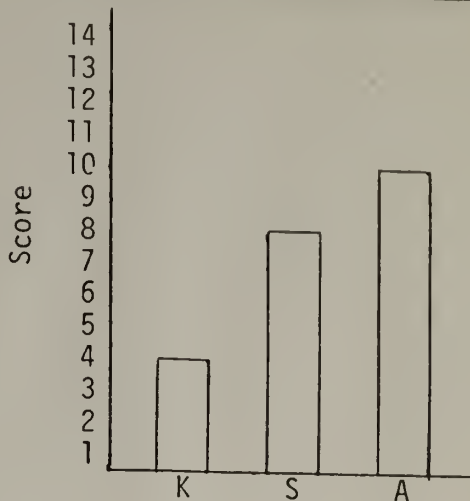
Classroom #3 (Suburban)
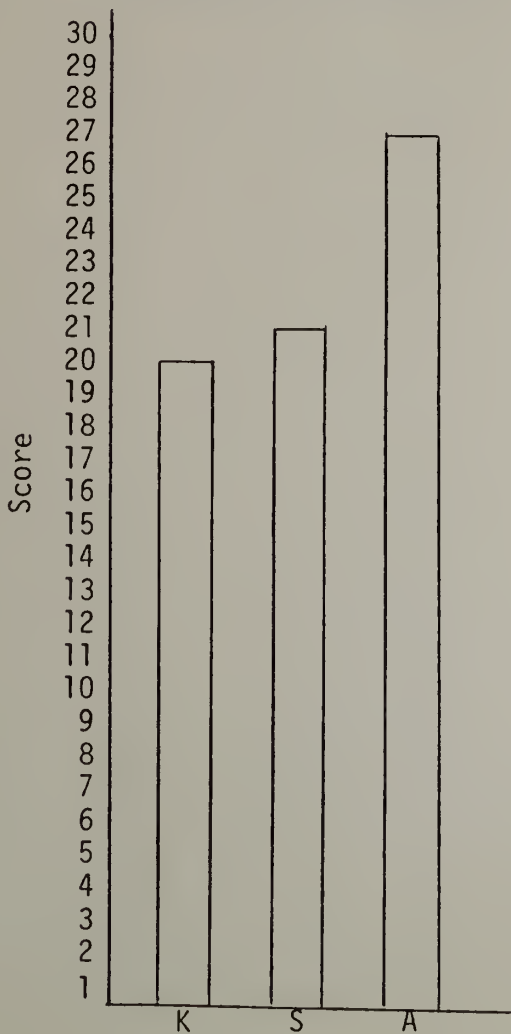
Classroom #1 =
Small Urban Classroom

Classroom #2 =
Large Urban Classroom

Classroom #3 =
Suburban Classroom
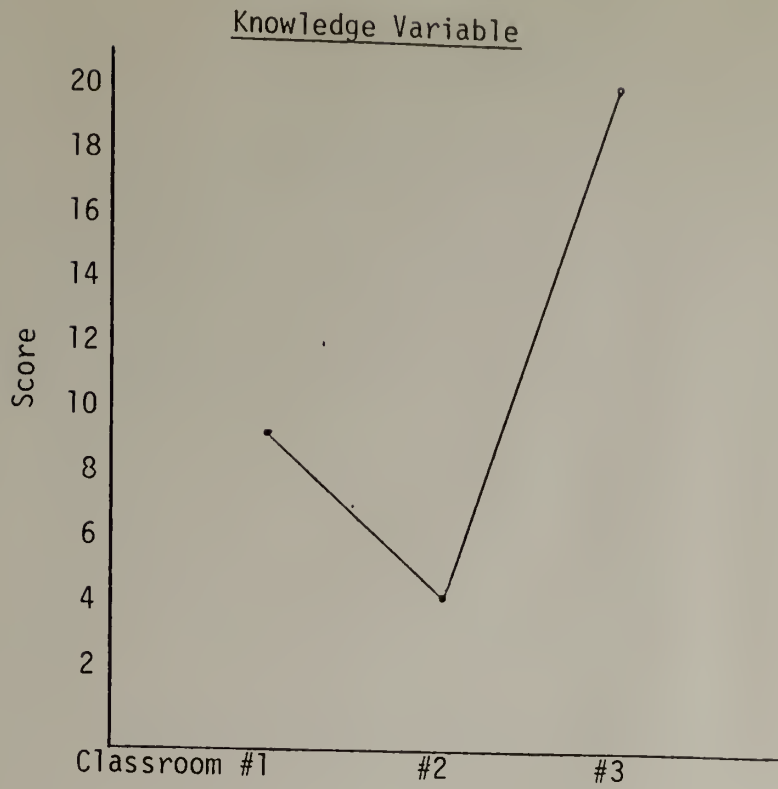
Knowledge Variable
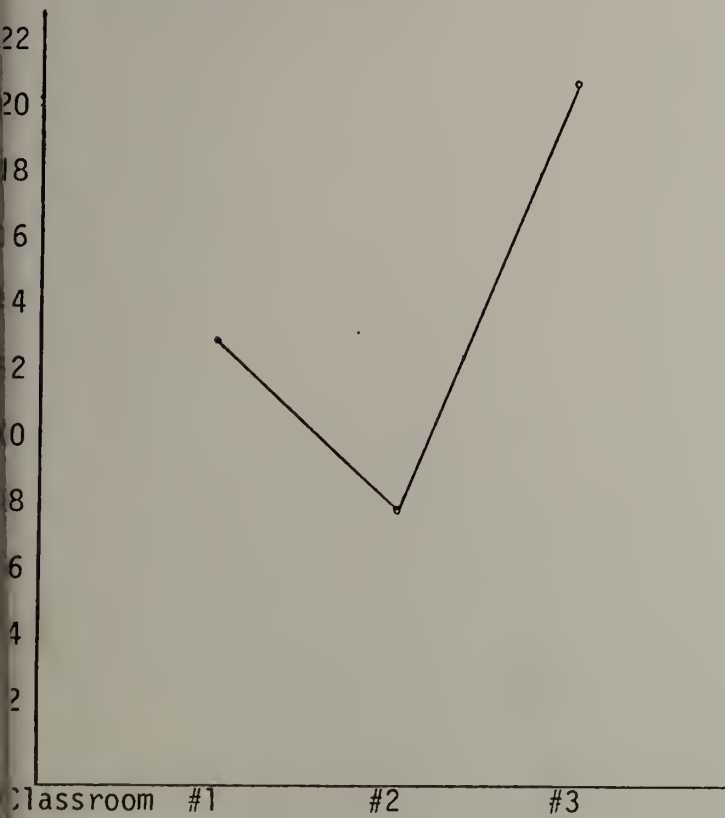
Skill Variable
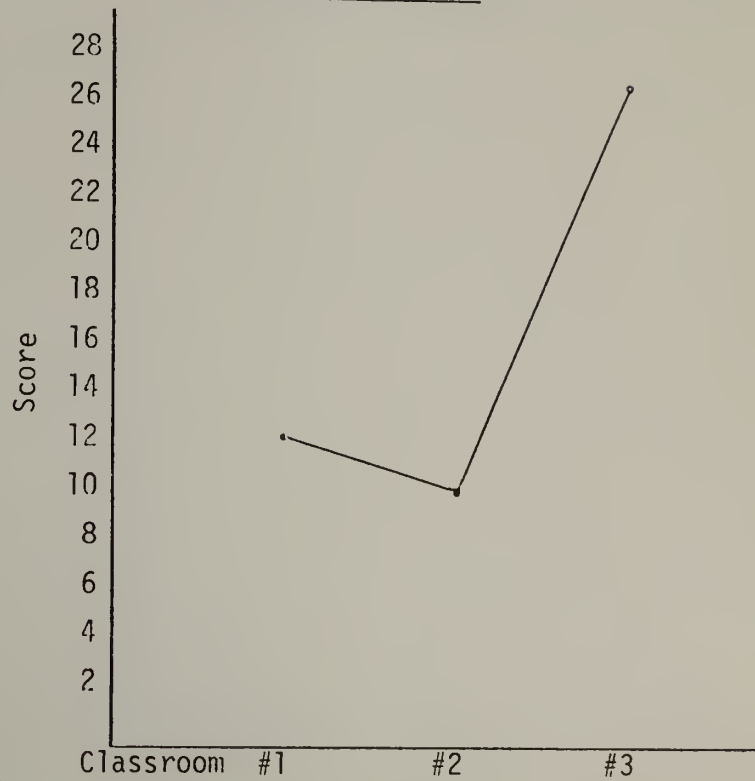
Attitude Variable

Classroom #1 = Small Urban
Classroom #2 = Large Urban
Classroom #3 = Suburban

Teacher #1
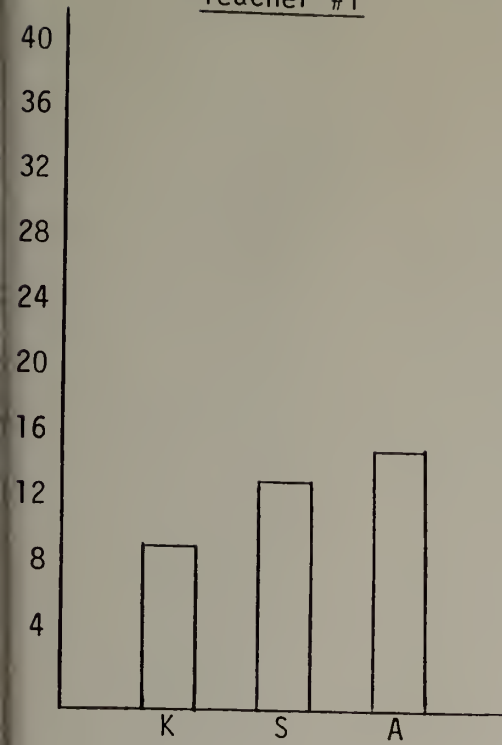
Teacher #2
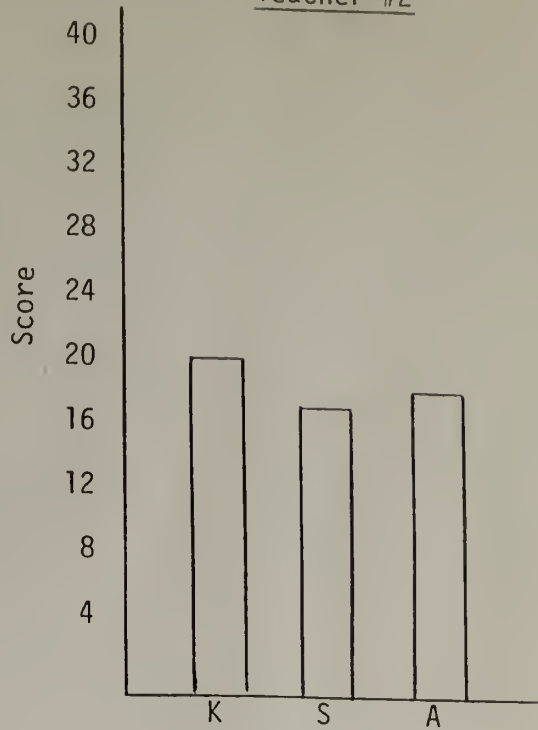
Teacher #3
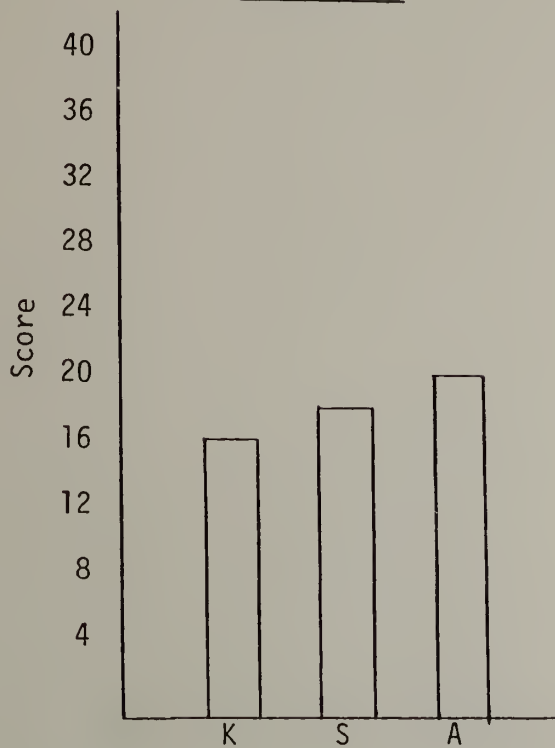
Teacher #1 =
 Small Urban

Teacher #2 =
 Large Urban

Teacher #3 =
 Suburban

Knowledge Variable
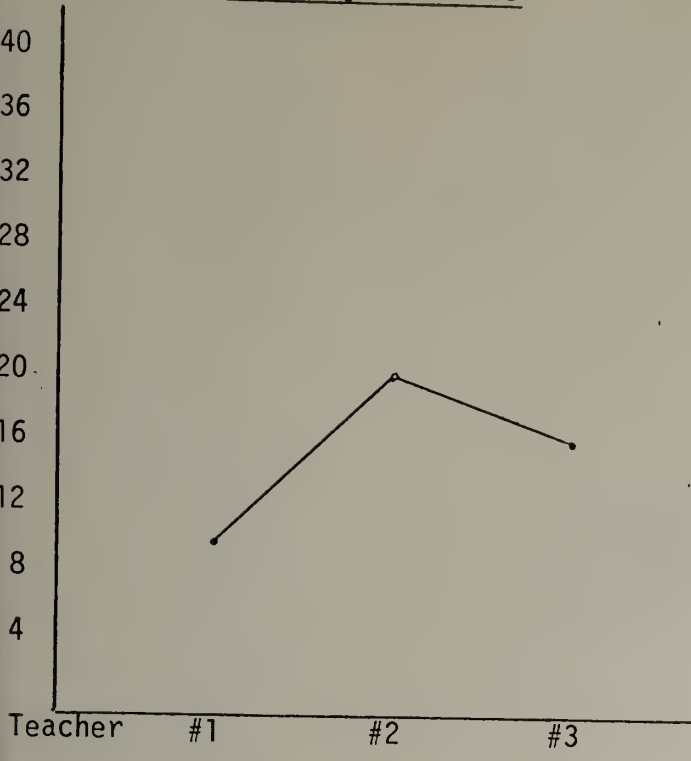
Skill Variable
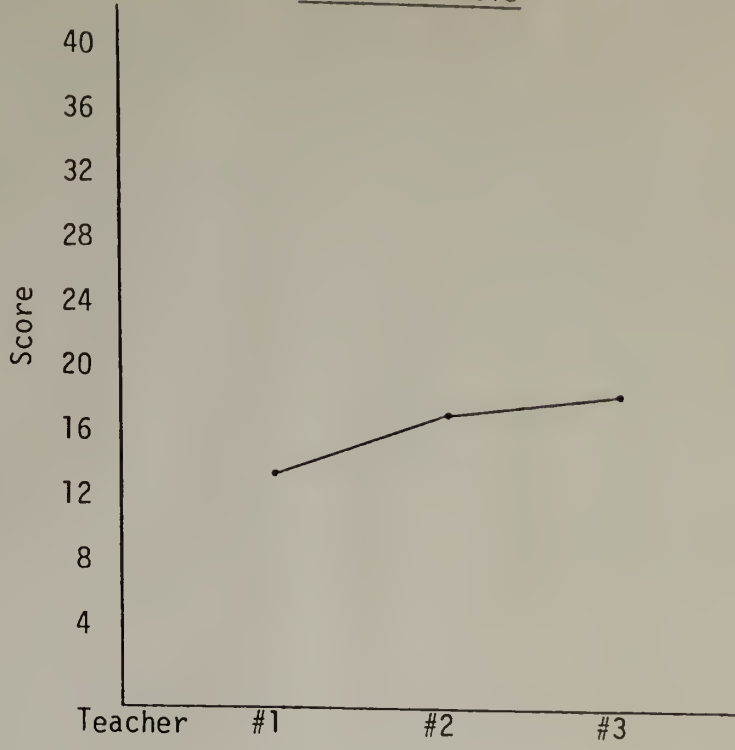
Attitude Variable
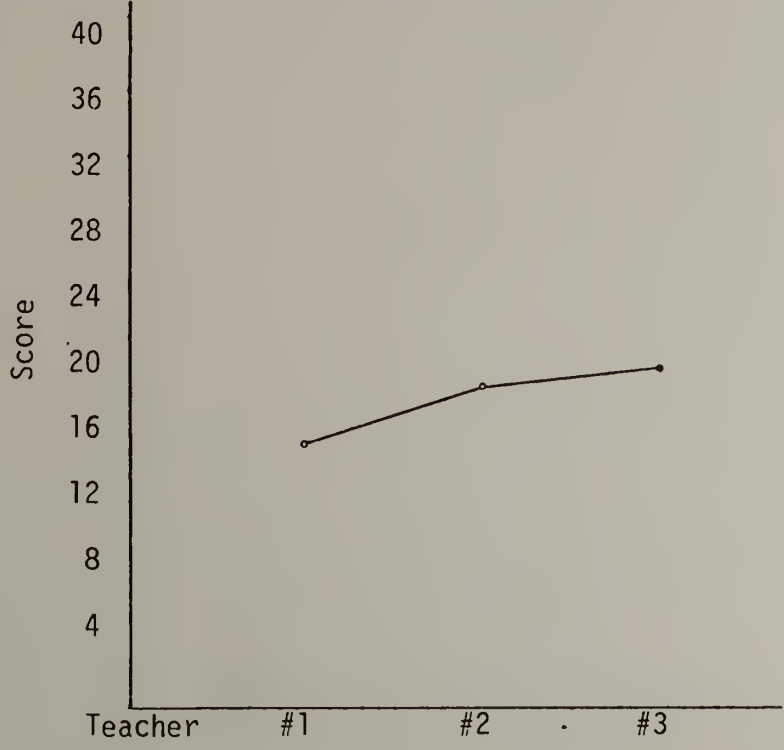
Classroom #1 = Small Urban

Classroom #2 = Large Urban

Classroom #3 = Suburban

APPENDIX D

1. Final Instrument-Multicultural Environment Survey
2. Answer Sheet Used With Final Instrument
3. Instructions to Teachers
4. Multicultural Objective Checklist and Results
5. Letter Sent to Prospective Schools/School Systems Being Solicited for Inclusion in Sample

MES

MULTICULTURAL ENVIRONMENT SURVEY

INSTRUCTIONS TO STUDENTS

We are asking you to be a reporter and tell us your thoughts about your classroom. No one will know your answers because we do not ask your name. We just want your honest ideas about your classroom.

There are 45 sentences in this booklet, each describing what happens in classrooms. You are to mark each sentence TRUE or FALSE.

Definitions

Some of the sentences below include the words "different cultural groups." Whenever you read these words, please keep in mind the following definition:

DIFFERENT CULTURAL GROUPS means the many groups of people who are living in the United States. They include:

ASIAN AMERICANS (e.g. CHINESE AND JAPANESE AMERICANS)

BLACK AMERICANS

NATIVE AMERICANS (AMERICAN INDIANS)

SPANISH SPEAKING AMERICANS (e.g. MEXICAN AND PUERTO RICAN AMERICANS)

WHITE AMERICANS

How to Mark Sentences

When you think a sentence is describing what students do in your classroom, mark that sentence TRUE by filling in the space beside the T on the answer sheet. In other words, draw a line connecting the two dots beside the letter T on the answer sheet if you think the sentence tells the way things usually are in your classroom, what usually happens or might happen there, or the way students usually act or feel.

Draw a line connecting the two dots beside the letter F if the

sentence is FALSE, or is not the way things usually are in your classroom, is not what happens or might happen there, or is not the way students usually act or feel.

Sample Sentence

The following SAMPLE shows how to mark a sentence:

1.   In our classroom, everyone knows what others like about them.

```
T  ·0·
   ·1·
   ·2·
   ·3·
   ·4·
   ·5·
   ·6·
   ·7·
   ·8·
F  ·9·
    |
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If this statement is TRUE for your classroom, you should have drawn a line through the small "o", connecting the dots beside the letter T. If this statement is FALSE for your classroom, you should have drawn a line through the small "9", connecting the dots beside the letter F.

Now you are ready to mark each of the 45 sentences in the booklet. It is important to remember that the sentences are about what students learn in your classroom, what students do in your classroom or how students feel in your classroom. You might think some of the sentences are neither completely true or completely false for your classroom, but we need you to mark each sentence T or F based upon what your classroom is usually like. Think about each sentence carefully and answer as honestly as you can. Don't take too much time on any one sentence. Make sure all sentences are marked.

Turn to the next page

If you have any questions, please ask them now. If you under-
stand what to do and have no questions, please wait until everyone
is asked to turn the page and start at the same time.

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PLEASE MAKE SURE THE NUMBER YOU ARE MARKING ON THE ANSWER SHEET IS

THE SAME AS THE NUMBER IN THE BOOKLET.

T 1. In our classroom, we ask a person before we make up our minds about why they act like they do.

T 2. In our classroom, we listen to each other most of the time, even when we disagree with what is being said.

T 3. In our classroom, most students enjoy learning things about the differences between Blacks, Chinese, Native Americans, Mexican Americans or Puerto Ricans.

F 4. In our classroom, most students pay little attention to others who are different from them.

T 5. In our classroom, students talk about things we can do to improve good feelings between people in the different cultural groups of the U.S.

T 6. In our classroom, most students are glad we have to learn about people from different cultural groups.

T 7. In our classroom, we are taught why some people don't like to spend much time with people who look or act different from them.

F 8. In our classroom, we think that Asians, Blacks, Whites, Mexican Americans, and Native Americans are different in every way.

F 9. In our classroom, when students are mad at each other, we usually stay out of it.

T 10. In our classroom, most students believe it is their job to help students in different cultural groups to be friendly.

T 11. In our classroom, we take actions to stop students who are hurting others because they are different from them.

T 12. In our classroom, we are taught why Chinese, Black, White or Spanish people do not always like the same things.

T 13. In our classroom, we are taught that how we talk to a person has something to do with what we think about that person.

T 14. In our classroom, we try to get many different opinions when we study about any problems between people of different cultural groups in our country.

F 15. In our classroom, most students think that Black, Native American or Spanish people are not as smart as people who are White.

A7 | T 16. In our classroom, most students think it is important to learn about the different kinds of people who live in the U.S.

K4 | F 17. In our classroom, students think that people who are poor are different in every way from people who are rich.

S7 | T 18. In our classroom, if we don't understand why students are acting the way they are, we usually tell them.

S8 | T 19. In our classroom, students are helped to figure out why there is a lack of understanding between some Whites and some Blacks in our country.

K5 | T 20. In our classroom, we are taught some of the reasons why people like certain kinds of people and dislike others.

K6 | F 21. In our classroom, students learn that some people are better than others because they're a different color.

K7 | T 22. In our classroom, we study why people in different cultural groups sometimes see the same thing in different ways.

S9 | T 23. In our classroom, we are helped to figure out why different cultural groups in the U.S. have not gotten along in the past.

S10 | F 24. In our classroom, most students are unable to tell if other students dislike something they do.

K8 | T 25. In our classroom, our teacher helps us understand why people who are Chinese, Japanese, Black, Spanish, or Native American are sometimes treated unfairly in the U.S.

A8 | T 26. In our classroom, if we got a new student in class who was Black, Chinese, Mexican, or Puerto Rican, most students would be friendly.

S11 | T 27. In our classroom, when we disagree with someone we help them understand why we disagree.

A9 | F 28. In our classroom, we do not try to stop fights between other students most of the time.

S12 | T 29. In our classroom, we work on listening better to each other.

K9 | T 30. In our classroom, we learn about some of the things that cause some persons to dislike people of another race.

13	F 31.	In our classroom, most students make fun of others who are different from them.
10	T 32.	In our classroom, we are taught the reasons why people in different cultural groups are poor.
10	T 33.	In our classroom, most students would like to know more people who are in cultural groups different from their own.
11	T 34.	In our classroom, students are taught the problems of poor people in the U.S.
12	T 35.	In our classroom, we talk about the ways people are treated because of the color of their skin.
11	T 36.	In our classroom, most students like learning about the different ways that Chinese people live or the different ways that Spanish people live in the U.S.
12	F 37.	In our classroom, most students think our country would be stronger without so many cultural groups.
13	T 38.	In our classroom, we study about the problems different cultural groups are having in the U.S.
3	F 39.	In our classroom, most students believe that having different cultural groups in the U.S. causes a lot of problems.
14	T 40.	In our classroom, most students don't take it out on others when they are mad or upset about something.
14	T 41.	In our classroom, we learn about Native Americans (American Indians).
14	T 42.	In our classroom, most students like to do things which help us learn about the Black, Native American, or Spanish culture in the U.S.
15	F 43.	In our classroom, most students believe that Black people are all the same.
15	F 44.	In our classroom, most students usually take sides when there is an argument between other students.
15	T 45.	In our classroom, we have visits by people from other races or cultural groups.

Thank you for marking these sentences.

MES

MULTICULTURAL ENVIRONMENT SURVEY

INSTRUCTIONS TO STUDENTS

We are asking you to be a reporter and tell us your thoughts about your classroom. No one will know your answers because we do not ask your name. We just want your honest ideas about your classroom.

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Definitions

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BLACK AMERICANS

NATIVE AMERICANS (AMERICAN INDIANS)

SPANISH SPEAKING AMERICANS (e.g. MEXICAN AND PUERTO RICAN AMERICANS)

WHITE AMERICANS

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Draw a line connecting the two dots beside the letter F if the

sentence is FALSE, or is not the way things usually are in your
classroom, is not what happens or might happen there, or is not
the way students usually act or feel.

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1. In our classroom, everyone knows what others like about them.

```
T   ·0·
    ·1·
    ·2·
    ·3·
    ·4·
    ·5·
    ·6·
    ·7·
    ·8·
F   ·9·
     1
```

If this statement is TRUE for your classroom, you should have drawn a
line through the small "o", connecting the dots beside the letter T.
If this statement is FALSE for your classroom, you should have drawn
a line through the small "9", connecting the dots beside the letter
F.

Now you are ready to mark each of the 45 sentences in the booklet.
It is important to remember that the sentences are about what students
learn in your classroom, what students do in your classroom or how students
feel in your classroom. You might think some of the sentences are
neither completely true or completely false for your classroom, but we
need you to mark each sentence T or F based upon what your classroom is
usually like. Think about each sentence carefully and answer as
honestly as you can. Don't take too much time on any one sentence. Make
sure all sentences are marked.

Turn to the next page

If you have any questions, please ask them now. If you under-
stand what to do and have no questions, please wait until everyone
is asked to turn the page and start at the same time.

PLEASE MAKE SURE THE NUMBER YOU ARE MARKING ON THE ANSWER SHEET IS
THE SAME AS THE NUMBER IN THE BOOKLET.

K16	T 1.	In our classroom, students are taught some of the things which are important to different cultural groups in the U.S.
K17 2	F 2.	In our classroom, we learn that people who have Black skin are different from people who have White skin in every way.
A12	F 3.	In our classroom, most students think our country would be stronger without so many cultural groups.
S16 2	T 4.	In our classroom, we help each other when we work on problems in small groups.
A14 2	T 5.	In our classroom, most students like to do things which help us learn about the Black, Native American or Spanish culture in the U.S.
A6	F 6.	In our classroom, most students think that Black, Native American, or Spanish people are not as smart as people who are White.
K18 2	T 7.	In our classroom, we study about Americans who are Black.
A2	T 8.	In our classroom, most students are glad we have to learn about people from different cultural groups.
S17	T 9.	In our classroom, some of us have different ideas about what is important, but we respect each other's right to feel different or be different.
K19	F 10.	In our classroom, we learn that all people in the U.S. have an equal chance to get good housing, a good education, and a good job.
K20	T 11.	In our classroom, we are taught how people act when they dislike someone or some group without any good reason.
S18 2	F 12.	In our classroom, most students let each other know when they don't understand each other.
A8 2	T 13.	In our classroom, if we got a new student in class who was Black, Chinese, Mexican, or Puerto Rican, most students would be friendly.
S5	T 14.	In our classroom, most students believe it is their job to help students in different cultural groups to be friendly.
S19	T 15.	In our classroom, when groups of students are angry at each other, they usually talk things out.

Turn to the next page

S20	F 16.	In our classroom, most students don't listen very well to other students.
S21	T 17.	In our classroom, most students share ideas when we work in small groups, and we use these ideas.
S22	T 18.	In our classroom, students are good at figuring out why they like or dislike people in cultural groups different from their own.
S23 2	T 19.	In our classroom, when students do things we don't understand, we try to find out why.
A1	T 20.	In our classroom, most students enjoy learning things about the differences between Blacks, Chinese, Native Americans, Mexican Americans, or Puerto Ricans.
K21 2	T 21.	In our classroom, our teacher helps us learn the difference between facts, opinions, and stories in books which tell about different cultural groups in the U.S.
A4	F 22.	In our classroom, when students are mad at each other, we usually stay out of it.
S24 2	T 23.	In our classroom, most of us are good at finding out what other people think about things that we do.
A3	F 24.	In our classroom, we think that Asians, Blacks, Whites, Mexican Americans, and Native Americans are different in every way.
K22	T 25.	In our classroom, we study about the way Americans live who are different from ourselves.
K23	T 26.	In our classroom, we are taught what Chinese, Japanese, Black, or Spanish Americans have done to help our country.
S25 2	T 27.	In our classroom, we sometimes settle arguments we have with other students without the teacher's help.
10 2	T 28.	In our classroom, most students would like to know more people who are in cultural groups different from their own.
13	F 29.	In our classroom, most students believe that having different cultural groups in the U.S. causes a lot of problems.
26	F 30.	In our classroom, we allow students who are different from each other to be unkind to each other.

2		
15	F 31.	In our classroom, most students believe that Black people are all the same.
24	T 32.	In our classroom, we study about Americans who are Mexican or Puerto Rican.
25	F 33.	In our classroom, we learn that poor people who are Spanish or Black have an equal chance to live well if they work as hard as other groups of people in the U.S.
26	T 34.	In our classroom, we sometimes talk about why we treat people with different color skin the way we do.
27	F 35.	In our classroom, when we have class discussions, most students pay little attention to other students who are different from them.
28	T 36.	In our classroom, we are good at doing things that make new students or guests feel welcome.
29 2	T 37.	In our classroom, we are helped to figure out when our ideas about people are wrong.
1	T 38.	In our classroom, most students like learning about the different ways that Chinese people live or the different ways that Spanish people live in the U.S.
17	T 39.	In our classroom, we study about Americans who are Chinese or Japanese.
18 2	T 40.	In our classroom, students learn how to be friendly with people different from themselves.
	T 41.	In our classroom, most students think it is important to learn about the different kinds of people who live in the U.S.
10	T 42.	In our classroom, if two students are not getting along, other students help them get along better.
9	F 43.	In our classroom, we are taught that people are born liking certain things.
0 2	F 44.	In our classroom, students learn that some people are born lazy.
	F 45.	In our classroom, we do not try to stop fights between other students most of the time.

Thank you for marking these sentences.

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	32

One objective of the Multicultural Environment Survey is to compare student perceptions about what happens in their classroom with the perceptions of their teachers. Therefore, we are asking you to complete Form A and Form B of the M.E.S. since both forms are used in all classrooms.

Teachers are to follow the same instructions as those provided for students. Remember, True or False answers (a line through the "o" or through the "9") are necessary for each item.

Teachers are reminded they are to respond to each sentence based on their opinion about what happens in their classroom, and not based on how they think their students will respond.

Please use separate answer sheets for Form A and Form B. Also be sure to use a # 2 pencil to mark your answers. After finishing both forms, please complete the Multicultural Objective Checklist placed in the back of Form B.

Thank you for your cooperation.

MULTICULTURAL OBJECTIVE CHECKLIST

Please complete the attached checklist after you have finished both Form A and Form B of the M.E.S. We wish to make clear that we are not implicitly suggesting that teachers should be pursuing these objectives most of the time; however, this research will be aided by our knowing the extent to which you think any of these objectives are consistent with what you are attempting to help students accomplish in your classroom. Your written response to the last two questions is also very important in that we need to have examples of what happens in your classroom that isn't necessarily related to the list of objectives.

Thank you very much for your cooperation.

PLEASE INDICATE ON THE SCALE BELOW THE EXTENT TO WHICH YOU ARE ATTEMPTING TO
HELP YOUR STUDENTS ACCOMPLISH THE FOLLOWING KNOWLEDGE, SKILL AND ATTITUDE
OBJECTIVES IN YOUR CLASSROOM:

	NONE OF THE TIME	ALMOST NONE OF THE TIME	SOME OF THE TIME	MOST OF THE TIME
Students will acquire knowledge about:				
1. The contributions of Blacks, Puerto Ricans, Mexican-Americans, Native Americans and Asian Americans to United States society.				
2. The political, economic, and social conditions, past and present, which contribute to the inequities experienced by Asian, Black, Spanish and Native Americans in the United States.				
3. The similarities in personal experience of people in the U.S. who are diverse in racial, socioeconomic, ethnic, religious or other ways.				
4. The causes and consequences of considering people inferior, unacceptable and/or undesirable because they are culturally different from oneself.				
5. Values, customs and life styles in contemporary society associated with different groups (religious, socioeconomic, ethnic, racial).				
6. The combination of fact, myth, legend in most history texts.				
7. Poverty and institutional racism as they have existed and exist in United States society.				
8. How personal perception influences communication with others.				
9. Factors which cause social acceptance and/or rejection to be a problem experienced by many people, especially Spanish, Asian, Black and Native Americans.				
10. The difference between what one inherits and social learnings (e.g. one's eye color is inherited and one's food preferences are learned).				
Students will develop skill in:				
11. Working as a member of groups, which have a focus on solving problems together.				
12. Avoiding stereotypic thinking.				
13. Resolving interpersonal conflicts which occur in the classroom.				
14. Analyzing the causes of conflicts between individuals or groups.				
15. Approaching in an objective way any problems of conflict being studied or being experienced in school.				
16. Identifying what actions they can take to have some impact on a given problem studied in				

	NONE OF THE TIME	ALMOST NONE OF THE TIME	SOME OF THE TIME	MOST OF THE TIME	
Students will develop skill in:					
17. Identifying their own values and other value positions related to a specific issue or problem.					i
18. Attempting to resolve intergroup tension in the classroom.					1
19. Self-assessing personal attitudes toward Black, Chinese, Japanese, Puerto Rican, Mexican and Native Americans.					1
20. Attentive listening.					2
21. Exploring what others mean by what they say or do (verbally and nonverbally.).					2
22. Recognizing the relationship between one's feelings, one's behavior, and one's relationship with others.					2
23. Attempting to determine how their behavior affects others.					2
24. Examining their personal assumptions about the motives of others, and testing with others whether those assumptions are correct.					2.
Students will:					
25. Begin to understand and respect the human differences between people of the same cultural group, as well as understand and respect the human differences which distinguish cultural groups from each other.					2
26. Begin to develop a belief in the value of positive interaction by all cultural groups, based on mutual respect.					2,
27. Begin to appreciate the value of cultural diversity in the United States.					2
28. Begin to develop a sense of responsibility for making personal efforts to have some impact on conflict between individuals or groups of diverse cultural origin.					2&

The objectives listed above may not accurately represent what you are doing in the area of multicultural education. Therefore, we would like you to please do the following on the attached sheet:

1) Describe an activity in your classroom which contributes to your students awareness about the contributions and problems of Asian, Black, Spanish or Native Americans.

2) Describe an interpersonal skill which students develop in your classroom which might help

Classroom	KNOWLEDGE 5/10					SKILLS 7/14					ATTITUDES 2/4					299
	N	AN	S	M	*	N	AN	S	M	**	N	AN	S	M	***	Multicultural
1		3	7		*		2	11	1	*		1	3		*	*
2			10		*			7	7	*			3	1	*	*
3			9	1	*			3	11	*			3	1	*	*
4	1	5	4		-		2	3	9	*		3	1		-	-
5			2	8	*			5	9	*			1	3	*	*
6	3	5		2	-	1	1	3	9	*	4				-	-
7		1	8	1	*		3	11		*			4		*	*
8		2	5	3	*			6	8	*				4	*	*
9		1	2	7	*			8	6	*			1	3	*	*
10																
11	3	1	6		*		1	8	5	*			4		*	*
12			9	1	*			10	4	*			4		*	*
13			6	4	*	(1)	1	8	4	*			1	3	*	*
14		5	5		*		4	7	3	*			4		*	*
15		6	4		-			3	11	*			2	2	*	-
16			3	7	*			7	7	*			1	3	*	*
17		5	5		*	(1)	1	11	1	*		1	3		*	*
18			6	4	*			2	12	*				4	*	*
19		8	2		-	(1)	5	4	4	*		4			-	-
20		1	6	3	*	1	2	5	6	*			2	2	*	*
#1	1	1	8		*		2	7	5	*			4		*	*
21																
#2		2	5	3	*	2		3	9	*		1	2	1	*	*
22			6	4	*			5	9	*			1	3	*	*
23			7	3	*			3	11	*			4		*	*
24			1	9	*				14	*				4	*	*
25			4	6	*				14	*				4	*	*

Classroom	KNOWLEDGE 5/10					SKILLS 7/14					ATTITUDES 2/4					Multicultural
	N	AN	S	M	*	N	AN	S	M	**	N	AN	S	M	***	
<u>26</u>			3	7	*	1	2	11		*				4	*	*
27			10		*		4	10		*			2	2	*	*
<u>28</u>			1	9	*			14		*				4	*	*
29		8	2		-	9	5			-	3	1			-	-
30			7	3	*	2	3	9		*		3	1		*	*
31			6	4	*		3	11		*			2	2	*	*
32	1	1	2		*		3	11		*		1	3		*	*

Criteria for designating a classroom as "having Multicultural Objectives" are the following:

1) At least 5 of the 10 Knowledge objectives must be pursued <u>some</u> of the time or <u>most</u> of the time

2) At least 7 of the 14 Skill objectives must be pursued <u>some</u> of the time or <u>most</u> of the time

3) At least 2 of the 4 Attitude objectives must be pursued <u>some</u> of the time or <u>most</u> of the time.

N = none of the time

AN = almost none of the time

S = some of the time

M = most of the time

* = classroom designated as having multicultural objectives in the Knowledge category

** = classroom designated as having multicultural objectives in the Skill category

*** = classroom designated as having multicultural objectives in the Attitude category

Multicultural = classrooms which have multicultural objectives in each of the three categories, and were thus designated by the investigator as "classrooms with multicultural objectives."

Thank you for considering the possibility of cooperating with us in research on multicultural environment in elementary schools. Many educators acknowledge the need for schools to foster a multicultural climate. Such a climate should help students develop greater understanding and respect for various human differences, including cultural differences. In an effort to help teachers identify the multicultural climate in their classroom, I have developed the Multicultural Environment Survey.

The Multicultural Environment Survey is designed to determine what 5th and 6th grade students and their teachers perceive about the multicultural climate in their classrooms. These students are chosen because they are at a developmental level when their personality characteristics and attitudes are most likely to be influenced by their learning environment. Multicultural climate is defined in this study as the social and intellectual stimuli in classrooms (in the form of learning conditions) which influence the following kinds of student learning:

1- the acquisition of knowledge about culturally diverse people in the U.S.
2- the development of interpersonal skills which can be used when interacting with individuals culturally different from oneself.
3- the development of respectful attitudes toward individuals culturally different from oneself, and toward cultural diversity in the U.S.

Too often, research conducted in schools does not provide educators with information that can be used in their work. This research provides practical information, and each school will be provided with the results. The principal of each school will receive a profile on each participating classroom. The classroom profile will report a score in knowledge, skills and attitudes. This information will help teachers and principals to identify the extent to which multicultural climate exists in their class-rooms. The profile will also help them to identify items consistent with their intended goals and ascertain the degree to which students think those learning conditions prevail. Teachers and principals can use this information for making decisions which will lead to improvement in their multicultural climate.

Enclosed for your examination are Form A and Form B of the Multicultural Environment Survey. In each classroom, half of the students will complete Form A and half Form B.

John R. Browne

APPENDIX E

1. Administrator's Assignment Sheet
2. Administrator's Checklist
3. Administrator's Classcover and Narrative Sheet
4. Description of Verbal Instructions Which MES Administrators Were Requested to Use

MULTICULTURAL ENVIRONMENT SURVEY

ADMINISTRATOR'S ASSIGNMENT SHEET

School System #1 Thurs. Mar. 20

CLASSROOM #	SCHOOL	TIME	ADMINISTRATOR
1		9:15	JB
2		9:15	HR
3		9:15	WG
4		10:30	JB
5		10:30	HR
6		10:30	WG
7		12:30	JB
8		12:30	HR
9		12:30	WG
10		1:45	JB

School System #2 Mon. Mar. 24 & Tues. Mar. 25

11	J.H. # 72		JB
12	J.H. # 72		JB
13	J.H. # 72		JB
14	J.H. # 72		JB
15	J.H. # 72		JB
16	J.H. # 72		JB
17	J.H. # 72		JB
18	J.H. # 72		JB
19	J.H. # 72		JB
20	J.H. # 72		JB

School System #3 Thurs. Apr. 10

21		9:15	JB
22		9:15	HR
23		9:15	WG
24		10:45	JB
25		10:45	HR
26		10:45	WG
27		1:00	JB
28		1:00	HR
29		1:00	WG
30		2:00	JB
31		2:00	HR
32		2:00	WG

1. Arrive at the classroom at least 15 minutes before the M.E.S. is to
be administered.

2. Introduce yourself to the teacher. Tell the teacher you will need
five minutes to talk to her/him before beginning the administration.

3. Try to get situated in the classroom close to the blackboard, since
you will use it later. Also decide how you will distribute the M.E.S.
Make note of the general spacial arrangements in the classroom.

4. In the five minutes you requested above, show the M.E.S. to the teacher.
Ask the teacher if, in his/her judgment, there are any students who will
probably not be able to read the instrument. If the teacher says there
are 0-8 students who probably can't read the instrument, make arrangements
with the teacher to read the instrument to those students in an appropriate
place in the room where other students reading the M.E.S. will not be
distracted, but where you can see everyone in case someone raises their
hand for assistance. Use the following schedule: Helen, Form B 1st time,
Form A 2nd time, etc.; Ward, Form A 1st time, Form B 2nd time, etc.; J.B.
Form B 1st time, Form A 2nd time, etc. If the teacher says between 8
students and 50% of the students in the class probably can't read the
M.E.S., then plan to give Form A to students who can read the instrument
and have them sit in the back of the room, while you read Form B to others
in the front of the room. The 2nd time this happens, give the readers Form
B and read Form A; continue to alternate if necessary. If the teacher says
more than 50% of the students probably can't read the M.E.S., plan to read
both Form A and Form B. Pass out the M.E.S. class packet; have those
students getting Form B to busy themselves at their desk while you read to
those with Form A; then do the same for the other half of the class.

5. If applicable, have the teacher identify and help you relocate within the
room those students who will have the M.E.S. read to them.

6. Introduce yourself to the class and explain to them what Multicultural
Environment Survey means, and why we are asking them to take the M.E.S.

7. Distribute the M.E.S. to all students and to the teacher. Ask everyone
to keep the booklet closed for the time being. Loan #2 pencils to those in need

8. Ask students to pull the Answer Sheet out of the booklet and give them
verbal instructions on how to respond in columns #61-63. In column #64,
have students to whom you will be reading the M.E.S. draw a line connecting
the dots through the small letter "o". Have all teachers respond in
columns #61-63, and also strike a line through the small "o" in column #65.

9. Have the students and teacher write the appropriate classroom # (found on
your assignment sheet and on this form) in the upper right hand corner of
the Answer Sheet. Walk around the room to make sure students and the teacher
are marking the Answer Sheet correctly.

10. Ask the students and teacher to open their booklet to page one and begin to
read the instructions.

11. As students read, emphasize the following: a) students are not required to
sign their names; b) the M.E.S. is an attempt to get student's honest ideas
about what they think they are learning about different kinds of people in
the U.S., and what they think about how students act in their classroom; c)
students might feel they can't say True or False for some of the sentences
(they "don't know how most students feel about something", or "how most
students act in certain situations", or the sentence is true or false for
most students "depending on the situation") but remind them that while we
know they might have these problems, it is necessary for them to mark True
or False for each sentence based on their opinion.

12. Make sure students understand the definitions. Then illustrate on the black-
board how they are to respond to each sentence on the Answer Sheet. Tell them
they are NEVER to mark through #'s 1 through 8; only through "o" for TRUE and
through "9" for FALSE. Remind them again they must answer T or F for each
sentence and should be careful not to skip any.

13. Ask students to MAKE NO MARKS in the booklet. Ask students to get something 305 ready which they can work on when they finish the M.E.S. Ask them to avoid talking to their neighbors when they finish. Ask students to NOT TURN IN their booklet or Answer Sheet when they finish; they will all be collected at once. Tell students that when they finish they are to place their Answer Sheet in their booklet until it is time to collect them. Finally, tell students if they have questions after they begin the M.E.S., they should raise their hand and you will come to them.

14. After answering any remaining questions they have, instruct students to begin.

15. Check to see if the teacher has any questions in reference to special instructions provided for teachers. Teachers are to take BOTH FORMS of the M.E.S. Remind the teacher to complete the Multicultural Objective Checklist AFTER completing both forms of the M.E.S. Request the teacher to complete the above IN THE CLASSROOM and to stay in the classroom if they finish early.

16. Walk around the room to ascertain that all students are able to read the sentences without difficulty. Also check to see if they are marking the Answer Sheet correctly.

17. Read the M.E.S. to those students so identified through # 4 above. Whenever a student who is reading the M.E.S. raises their hand for assistance, go to them rather than have them come to you. WHEN THERE ARE ONLY TEN MINUTES OF THE ALLOTED TIME LEFT, CHECK ON STUDENTS WHO HAVEN'T FINISHED TO SEE IF THEY ARE HAVING ANY DIFFICULTY.

18. If students try to turn in their booklet and answer sheet when they finish, remind them to put their answer sheet inside their booklet and to keep the booklet on their desk until you are ready to collect them. Again, remind students who finish early to work quietly at their seat.

19. Attempt to start collecting the M.E.S. FIVE MINUTES BEFORE the alloted time is up. When getting ready to collect the M.E.S. from students, instruct them to now put their answer sheet on TOP of the booklet.

20. Collect both the answer sheet and booklet from each student at the same time, in the reverse order used for distributing the M.E.S. As you collect the M.E.S., CHECK EACH ANSWER SHEET to ascertain that all appropriate spaces are filled in. Place the filled in answer sheets on the right side of your box and the booklets in their original place on the left side of your box. Collect any pencils you have allowed students to use. If there are any students who still haven't finished, request the teacher's permission to allow them five more minutes to finish. THANK THE STUDENTS for their cooperation.

21. Place a class cover sheet on top of the answer sheets for that class. Insert new answer sheets in each of the booklets, making sure the booklets remain in ABABAB etc. order. CIRCLE the appropriate identifying form letter (A or B) on the new answer sheets you place in the booklets.

22. Collect both forms of the M.E.S. and answer sheets from the teacher. MAKE SURE the teacher has also completed the Multicultural Objective Checklist. THANK THE TEACHER for her/his cooperation.

CLASS COVER SHEET
AND
ADMINISTRATOR'S NARRATIVE SHEET

CLASS # _____

TOTAL # OF STUDENTS_____

TAKING FORM A_____

TAKING FORM B_____

DATE/TIME_____

Please provide below any information about happenings during administration
of the M.E.S. in this classroom which you feel would be important to know
(student difficulties, student illness, teacher absence, fire drill, etc.):

DESCRIPTION OF VERBAL INSTRUCTIONS WHICH MES
ADMINISTRATORS WERE REQUESTED TO USE

MES Administrators were requested to verbally remind students and teachers of the following:

1. All statements in the MES refer to what happens in the <u>classroom</u> and one should not respond to a statement based on only their personal agreement or disagreement with a statement.

2. Instead, individuals should respond to each statement based on what is true or false <u>most</u> <u>of</u> <u>the</u> <u>time</u> for <u>most</u> <u>of</u> <u>the</u> <u>students</u>. Most of the time means more than half of the time, and most of the students means over 50% of the students in their class.

3. After responding to each of the forty-five statements, students and teachers should check to make sure they have marked each of the forty-five columns on the answer sheet, and that no column has more than one mark.

4. If any statement describes something that hasn't been experienced in the classroom, individuals should mark it false, including statements which describe students enjoying certain activities. Students might hesitate to respond false to statements which describe students in a classroom liking to study about certain cultural groups. This hesitation is based on some students

not wanting to say they don't enjoy something they haven't had a chance to do. Nevertheless, students should be instructed to respond false to any statement which is not true for their classroom, regardless of the reason.

5. When students have difficulty responding true or false to a statement because in their classroom it is sometimes true and sometimes false, their response should be based on what tends to happen at least 51% of the time, as best they can remember. Students cannot skip any statement. They must respond T or F to each statement.