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A MULTICULTURAL CLUB AT HAMMONTON HIGH SCHOOL

by
Mildred Peretti

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
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Approved by _____
Professor

Date Approved May 2001

ABSTRACT

Mildred Peretti
Multicultural Club at Hammonton High School
2000
Dr. Ronald Capasso
Administration in Secondary Education

This action research study examines the attitude change among rural high school students regarding diversity and tolerance presented through a multicultural club. Fifty randomly selected students and parents of the high school were pre-tested using a survey instrument measuring needs assessment and an attitude profile. Data analysis was conducted using percentages of each of the four questions asked. The entire student body was then exposed to various multicultural facts and experiences promoted through a multicultural club. Activities included daily factual announcements, a trivia contest of information retrieval, guest speakers, music, assemblies, displays of heritage's artifacts, and relevant content knowledge integrated throughout various content areas. Findings show an increased interest, awareness, and tolerance among the student body. Introduction/background, literature review, design of study, data analysis, conclusions, references, and survey instruments are included.

MINI-ABSTRACT

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This action research study examines the attitude change among rural high school students regarding diversity and tolerance presented through a multicultural club. Findings show an increased interest, awareness, and tolerance among the student body following six months of active promotion and integration of cultural information throughout the school.

Acknowledgments

Upon completion of this research project, I reflected on the inspiration, support, and assistance I have received to fulfill this thesis. First, I'd like to thank Dr. Ronald Capasso, my intern professor, for his time, vision, and insights to improve and expand this project, as well as supply me with invaluable needed leadership knowledge to provide confidence and knowledge for my future administrative positions. Next, I'd like to extend my appreciation to my mentor, Mr. Gene Miller, for his patience and endless guidance. Mr. Miller has instilled within me leadership values and qualities through his example and many administrative conferences. Finally, thanks to my gifted editor, Mrs. Stacy Peretti, for all of her patience, time, efforts and conscientiousness in her endless endeavors to develop and improve this paper's presentation.

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Chapter 1

Introduction

Focus of Study

Student violence and intolerance in America today have taken precedence in the news media thereby raising many concerns in educational facilities. Globally, the Kosovo situation with its ethnic cleansing has been an international situation displaying intolerance of a particular people and their religious beliefs. In addition, within our own country, past and recent news coverage of student violence in school settings has become apparent and more frequent. The Columbine School mass shooting by classmates heightened and focused this need for cultural awareness and tolerance. This atrocity was followed by several additional acts of school violence where students from upper white middle class homes were responsible. Apparently, students from all backgrounds and socioeconomic groups need to become aware and more tolerant of other people with different or unique backgrounds and beliefs. The social institution of the school seems to be the best place to begin this lifelong learning process. Therefore, every school district needs to teach tolerance of other cultures so students today will become aware and enlightened to differences among people. Schools have an obligation and responsibility to develop an understanding and appreciation for cultural differences.

Through action research, the intern will initiate and develop a multicultural club consisting of 9th-12 grade students, teachers, and parents from various cultures. Surveys

will be conducted among the student body and a random sampling of parents for their needs and interest. Once the club is established, then through literature, discussion, guest speakers and school related projects, students will become more involved with and knowledgeable of the values and experiences of those whose roots are different from their own. Ultimately, students will learn how to react and respond to people from diverse cultures, valuing diversity, and creating more tolerance among students.

For the multicultural club to be established, various theory bases must be incorporated. Leadership and decision making will be instrumental for proper communication which will lead to organizational change. The leadership will be the development of a task list, survey instruments, and committees including students, teachers, and parents to review this data. Board approval will be needed along with a teacher stipend for the advisor of the club. Through active decision making, decisions will be reached regarding the particular needs of the students, teachers, and community along with how much support and cooperation to expect. Communication will be a key element of this project's success. Students, teachers, and parents must be properly notified of the club, its purpose, and its learning.

Purpose of Study

The purpose of this study is to initiate and develop an after school multicultural club composed of students, parents, and faculty to learn divergent backgrounds and cultures using a school and community action research design. The study will show how students more knowledgeable of other cultures will become more tolerant of differences among people. A multicultural club will be defined generally as a group of students, faculty, and community members of various backgrounds interested in sharing and learning about other cultures, customs, religions, and ideas.

The intern will analyze and solve problems using appropriate decision-making techniques as well as develop the leadership of others, especially the students. The intern will communicate with students, staff and the community in ways that will motivate them to reflect upon and support this multicultural club and its mission, while facilitating group processes in shared decision making among students, staff and parents.

Ultimately, this program will create a school climate which encourages optimum student performance in a safe and enlightened environment. The intended organizational change of teaching tolerance will lead to a more conducive educational environment for student learning, along with parental involvement and social awareness of diversity.

The intern's intended outcome goal is to have 100% of the students in this project to become enlightened to other cultures while developing tolerance of divergent ideas and people.

Definitions

The following terms are used in this research. For clarification, they will be defined as described.

divergent - different, varying from the norm

enlightened- free from ignorance, prejudice, or superstition, giving light to fact and knowledge revealing truths

multicultural- a philosophy of giving equal attention or representation to the cultural needs and contributions of all groups and beliefs in society

optimum student performance- the production and fulfillment of the maximum student potential

student violence- overt student reaction using force so as to injure, damage or destroy human life or physical property

tolerance- the ability to accept views, beliefs, and practices different from your own and the understanding that all people can live together harmoniously.

Limitations of the Study

The main limitation of this study is its location. Hammonton High School is primarily a small, rural high school predominately white in ethnic composition with few minorities in the populace or staff. However, from recent school violence occurrences, it is apparent that students from all backgrounds need to learn tolerance.

Another limitation may be the lack of great diversity within the community. Here, again, the majority of the townspeople are white with about 10% Hispanic, and a very small representation of other minorities, such as Black, Asian and Indian. This limited diversity will probably be reflected in the club's small representation of various ethnic backgrounds.

A final limitation will be the initiation of this project in the high school and not the elementary where students begin to learn their prejudice. However, due to the time restraint of the project, the intern expects more progress in attitudinal changes can be created with more mature minds of older students. Furthermore, older students will be able to generate valid ideas while becoming actively involved in curriculum expansion, participate more in discussion and implementation of multiculturalism within the school, and be more confident to promote the idea of tolerance among their peers.

Setting of the Study

Hammonton High School is located in Hammonton, a small rural community located in the heart of South Jersey, originally referred to as the “Hub of South Jersey” because of the road configurations and its proximity to main cities. Surrounded by the environmentally protected Pinelands, Hammonton is just 30 minutes from the fast-paced urban center of Philadelphia and the excitement and commercialization of the tourist attraction of Atlantic City.

Formally part of Mullica Township, Hammonton was incorporated as a town in 1866 under the leadership of Richard Byrnes, a banker, and Charles Landis, a lawyer. Their aim was to found a village largely based on agriculture, but inclusive of a municipality operating as a town. But as early as 1860, Byrnes and Landis quarreled and parted company. Landis founded Vineland and Sea Isle City while Byrnes stayed to develop Hammonton.

By 1863, a native Italian named Salvador Calabrese, originally from Gesso, Sicily,

wrote to two of his countrymen in Gesso, Mattia Campanella and Antonio Capelli, encouraging them to make the journey to Hammonton, “a most beautiful place”(Brown, 1996). Upon their acceptance of the challenge, their love of Hammonton urged them to write to their friends and relatives, encouraging their arrival to Hammonton flowering a growth of Italian immigrants, most of them farmers to the new land bringing new vigor and agricultural skills to the community. By the end of the Civil War, Hammonton’s population had swelled to 4,000.

Despite a short lived glass factory surviving until 1895, a huge munitions plant built during World War I, a clothing factory in 1921, and a pharmaceutical plant initiated in the 60's, agriculture has remained the real driving force in Hammonton’s economy. Hammonton is known as the Blueberry Capital of the world with thousands of acres of cultivated blueberries, but Hammonton is also a leading producer of sweet potatoes, along with sales in peaches, apples, string beans, and other vegetables within its 5,000 acres of farmland.

As of the 1996 census, the total population of Hammonton is 12, 433; a number that has remained quite stable for the past forty years. Its composition is 11,580 white, 1,045 Hispanic, 139 Black, 85 Asian, 4 American Indian, and 100 other, according to the census. There are a total of 4,410 households with 3.15 persons per family. The total civilian force is 6, 324: 1,299 managers and professionals, 1,867 technicians, sales, administrative support, 984 with service occupation, 215 farming, 785 precision production (craft and refining), 879 operators, fabricators, laborers, and 381 self employed.

As with Byrnes' original town design, the center of town is lined with small, family-owned retail stores with urban-style apartments located above the small businesses and the main boulevard, Bellevue Avenue, flowing into a thoroughfare of well-maintained, beautifully landscaped homes. For most of Hammonton's early history, these stores on Bellevue Avenue were the only sources of food, medicine and supplies until the early 70's. At this time, Jamesway, a large chain store, was eventually allowed to enter the sanctions of Hammonton on Rt. 30, away from the isolated main street shopping district, in direct competition to townspeople's old, established stores. Jamesway spearheaded the arrival of chain grocery stores and fast food restaurants culminating in a whole new look and perspective for Hammontonians. While large new businesses have flourished on the main highway through Hammonton, programs have emerged to restore and revitalize Hammonton's historic downtown.

The closing of Whitehall-Robbins in 1998, a pharmaceutical plant, had a significant economic impact on the community since it employed 924 workers of which 423 were residents of Hammonton. To facilitate its employees' transitions to other jobs, the company paid for job training in other fields, however, with limited business opportunities in Hammonton, most of its employees found employment in other towns while still remaining residents of Hammonton..

However, despite being a small town, Hammonton provides a wide range of services and facilities to its populace. The Atlantic County Library is housed here affording our

students a large reference source easily accessible. Most recently, the Atlantic Community College and a technical school opened a branch here for furthering education. For physical health, Hammonton has the Kessler Memorial Hospital, Greenbriar Nursing Home, the Hammonton Family Community Center, along with several physical therapy facilities. A small airport affords ease in transportation. For recreation, Hammonton has a large community park where Little league baseball and football are played. Additionally, there is Penny Park Playground, built on the grounds of the elementary school which also houses the town's soccer fields to coordinate and facilitate their use. With a predominately Catholic population, there are three Roman Catholic Churches, however, today's diverse religious backgrounds is apparent in Hammonton with a representative house of worship for many religions including Presbyterian, Baptist, Episcopal, and Assembly of God.

Two major town celebrations are indicative of the town of Hammonton and its heritage. The Feast of Our Lady of Mt. Carmel has been celebrated in Hammonton for over 100 years. Thousands of worshipers from all over the country have made the trip here for the 16th of July feast participating in the religious procession and mass, or just enjoying the Italian cuisine sold at the many vendors lining the streets and the weekly carnival rides.

In 1987, the Greater Hammonton Chamber of Commerce staged the first "Red, White and Blueberry Festival" in conjunction with the Atlantic County Sesquicentennial. This celebration commemorates our agriculturally renown reputation and rural heritage. This festival has become one of the most popular festivals in the Delaware Valley

displaying our blueberries and their byproducts, along with all of the fanfare of bands, food and craft stands, plus an antique car show entertaining the large crowds throughout the day's fun-filled agenda.

The town of Hammonton has a parochial school system as well as a public school system. The cross-town rival, St. Joseph's School, has an enrollment of 356 students, K-12, and a graduating class of about 60 annually. The Hammonton School District is composed of an elementary: The Warren E. Sooy Elementary School of about 1100 students, pre-K through 5th grade, a middle school (6-8) of about 495 students, and a high school (9-12) of about 651 students: 558 white, 9 black, 76 Hispanic, and 8 Asian.

The Hammonton High School receives its students from the middle school and Folsom School, a small sending district with an 8th grade graduating class of about 35 students. The high school employs 60 teachers, 5 supervisors, and two administrators. The average class size is 14.6 with the student/faculty ration 11 to 1.

Over the past four years, our students have performed well on the High School Proficiency Test with our scores in reading, writing, and math all in the 90 percentile. The guidance department, with four counselors, offers a wide range of services to help assist students realize their potential and meet their challenges. The district also employs a Student Assistant Counselor for specialized problem solving and support, along with a full time nurse, a health specialist, and a Family Learning Center representative.

Hammonton High School offers a broad program of subjects based on a single track

curriculum. Under this program, students may select any subject which seems appropriate based on ability, achievement and goals. At this time, Hammonton High School offers 68 core courses, 43 electives, 11 honor courses, and 4 Advanced Placement courses. To help students reach their goals, a Cooperative Industrial Education Program has been operative for over thirty-five years. Additionally, students may participate in the Atlantic County Vocational School Program and the Atlantic County Alternative School Program. An alternative school housed within the district was begun in 1997. Also, to strengthen the bilingual students' ability to communicate, ESL courses are provided. Finally, special education curriculum provides a life skills program for the classified and mainstreamed students who are in self-contained classes.

After checking the school election records from 1968, the town of Hammonton has usually supported school elections and their capital outlay budgets. However, capital outlay budgets were overwhelmingly turned down 7 out of 31 elections in the past three decades, usually with a two to one margin. Furthermore, four of the seven defaults were out of the past six years where the state funds have been dramatically reduced creating a larger void for the taxpayers to fill. With these concerns, it's understandable why these election turnouts were the largest in the thirty years numbering up to 2056 in the April 1996 election and its budgetary defeat. The total number of registered voters in Hammonton is 7172.

Furthermore, the 1998-99 budget was defeated by a slim margin of 9 votes indicating the taxpayers' continued frustration and distrust in the educational system. However, the

1999-2000 budget passed in the May election. Then in June 1999, a referendum for a \$33.8 million bond to build a new high school for a new sending district of Waterford passed by a very slim margin of 47 votes, but with the largest turnout of voters in the history of Hammonton with 3254; well over a 1200 voters beyond the highest previous election of 1996. This is the first time in the history of Hammonton regarding bond issues that a referendum has passed in its initial election. These results are indicative of the strife within the historically conservative town of Hammonton and its resistance to change. Hammontonians are proud of their heritage and uniqueness. They prefer to maintain their status quo. However, with this election, enough of the townspeople recognized the potential and need of this venture and its impact on the economic, social, and educational growth of Hammonton going into the millennium.

The new high school's construction will begin in the fall of 1999, with an expectation date of completion for the fall of 2002. The new facility will accommodate approximately 1100 students in a state of the art school. But, before the first plod of dirt is dug, the Commissioner of Education must approve a 30-year agreement between Hammonton and Waterford Township protecting the Hammonton taxpayers. This contract would assure Waterford's commitment to send their 7-12 students to Hammonton for the duration of the bond, thereby offsetting costs associated with the proposal through Waterford's tuition payments.

Despite the obvious questions and concerns in anticipation of a new facility along

with new sending students to the district, the inclusion of Waterford students, and their new backgrounds, has breathed new life into the town of Hammonton. To accommodate future planning, over the summer of 1999, the Board of Education repositioned five of the six current administrative positions, along with adding a new assistant superintendent position. Therefore, over the summer months, the conservative town of Hammonton has experienced the acceptance of a monumental new idea incorporating a new district, and has repositioned its administrative staff to accommodate these future needs. All of this has been done with anticipation and speculation that only the future can unfold.

Significance of the Study

The intern and the Hammonton High School will seek to learn whether a multicultural club with various activities and input of other cultures will make a difference in student awareness and tolerance of divergent cultures and beliefs. This need stems from the growing immediate social conditions of intolerance which have recently come to light with the Columbine shootings in Colorado. With the newly passed bond issue allowing over 700 new students from a foreign district to attend the Hammonton High School, it would be prudent to establish an organization now to begin exposing students at Hammonton to divergent cultures and to build tolerance. The club of 9-12 grade students, guided by an advisor, will explore cultures through literature, current events, discussion, and guest speakers.

Research on political tolerance notes that traditional civics curricula alone does little

to promote tolerance, but that actual tolerance for diverse beliefs must be learned (Avery, 1997). The paper reflects the need for educators to foster greater tolerance among young people through active participation. Literature can be used as the medium for this purpose since it gives a human face to other cultures causing teens to think about values (Fifield, 1996). According to Gormley, 1997, in The Language and Literacy Spectrum, students can become empowered through active participation using the media of multiethnic literature and poetry promoting not only reading skills but also awareness of other cultures. Once students are enlightened to other values and cultures they can be empowered to take leadership roles in discouraging prejudice and discrimination (Boccia, 1997). The goal of this multicultural club will be to develop an understanding of and appreciation for cultural differences (Alexander, 1993). D'Emidio-Caston concludes in his 1994 case studies that teachers will learn to use their own strengths, talents, knowledge, shared visions and commitment to promote student growth and development to effect change in student tolerance of divergent cultures. Finally, an evaluation of the Queens Tri-School Confederation in a New York City public school, showed how a multicultural club, along with a school wide program of tolerance, effectively reduced minority group isolation (Hannah, 1992).

Organization of the Study

This thesis will continue with the following format: Chapter 2 will focus on a review of literature which evaluates and synthesizes research data and information about

multicultural and tolerance education in schools; Chapter 3 will describe the design of the study used to implement a multicultural club; A presentation of the research findings answering what information was found and its meaning will be discussed in Chapter 4; Finally, major conclusions of this study, and corresponding implications, along with further study will be examined in Chapter 5.

Chapter 2

Review of Literature

Recent student violence throughout America has demonstrated a desperate need for knowledge of tolerance and multicultural education among our youth. In the past, school violence and student intolerance have been defined as criminal justice or crime problems, and not educational issues. However, this is just one more social issue that needs to be addressed in the educational facility with the responsibility resting on our educators. Educators must take ownership and leadership in this quest to teach student tolerance. Additionally, students must become active participants in the learning process in order for them to accept its worth.

In attempting to create more tolerant students, a more secure, stable learning institution must be achieved (Mileski, 1998). The purpose of Mileski's study was to provide evidence that employing a teaching tolerance curriculum would create more tolerant individuals since intolerance hinders the learning process for all involved. Educators believe that learning is facilitated when the classroom provides a safe, comfortable environment. Conversely, when students treat each other with disrespect and intolerance of other members disrupting a usually conducive learning environment, the teaching lesson is more difficult to comprehend (Mileski, 1998).

Most researchers agree that prejudice is a learned behavior and learned at a very young age. If left unaddressed, children will assume that discrimination, intolerance, and racism are acceptable practices (Byrnes, 1988). However, with the understanding of differences of people throughout the nation and the world,

children will even begin to better appreciate themselves. This appreciation will in turn create students who value "humanity" and only then can violence be reduced.

Another reason why people are prejudice relates to their fear of "differences" and "xenophobia" (Mileski, 1998). Prejudice is used to conceal an individual's apprehensiveness just as an alcoholic will use alcohol to conceal his/her insecurities. The difference being that instead of converting fear into heavy drinking, a prejudice person converts fear into. Optimistically, instead of fearing differences, people should learn to appreciate differences and to learn from them, thereby becoming more tolerant "whole" individuals (Mileski, 1998). According to Mileski's study, cooperative learning may improve a student's self-esteem through possible acceptance within the group or successes made by the group. This improvement of self-esteem is significant since a low self esteem is correlated with a less tolerant individual (Aronson, 1995). Aronson outlined the 5 A's or ingredients needed for a strong self esteem: attention, acceptance, approval, acknowledgement, and affection. Self-esteem is not just feeling good about yourself, but feeling that your life matters to parents, teachers, friends, and counselors. Learning how to respect one's self is probably one of the best ways to learn to respect people of other cultures (Aronson, 1995).

According to Ernest Fuhr, 1996, student awareness and appreciation of their own culture and the cultures of others is a prerequisite to co-existence in life. In his northern Illinois study of 30 eighth grade language arts students, multicultural intervention addressed issues of discrimination, segregation, and institutional racism by attempting to

change students' attitudes toward fellow classmates and their cultures. Post intervention data indicated only a minor change, but still a change, in student awareness and appreciation of cultures (Fuhr, 1996).

The Klein study examined the attitude change of 30 college-bound seniors in California regarding prejudice and racism. Students received a pre and post attitudinal test following a three week unit of instruction, which included reading and viewing multicultural material and performing exercises in critical thinking, esteem, and personal reflection. The findings of the study showed increased awareness and tolerance in the attitudes of the students as showed by their change in attitudes concerning specific questions on the test (Klein, 1992). Literature is a valuable weapon in combating racism as students explore the lives of people from cultures other than their own. Autobiographies are especially helpful because "by reading stories in the first person students walk through the experience of discrimination and hardship that characters endure. Students not only become aware of intolerance, but they are able to make an emotional attachment to the victim (Bauman, 1995). This emotional attachment is what is needed for the student to break the feelings of prejudice as he/she becomes more sympathetic to the plight of the victim.

Luckily, students lack of appreciation of culture and lack of tolerance can be changed. First, they must be exposed to other cultures teaching them to accept and respect other cultures. From education, they should develop an appreciation of those cultures and should be able to better adapt (Hoopes, 1975).

In order for students to become educated about multiculturalism and tolerance, educators must first gain an understanding of the views which define multiculturalism and multicultural education; a major element of school reform in the 1990's. Most Americans, while they cherish their particular heritage, view themselves primarily as American, and not as Italian, Asian, African, Irish, Jew, or Hungarian. Proof of this theory lies in the growing number of marriages that run across racial and religious lines (Schlesinger, 1992).

A major flaw in the liberal argument is the assumption that 'identity' is synonymous with 'race' (Bennett, 1988). Schlesinger (1992) feels that there is a unique American identity. Yet, while a common language, morality, culture, and institutions hold the country together; the American identity will transform, and tolerance will develop naturally. However, student tolerance does not appear to be occurring naturally when you consider all of the recent student violence.

A very appropriate place to learn tolerance and multiculturalism is in literature. According to Gary Soto, A Mexican-American author, literature should reflect reality. He feels that there are plenty of books which deal with social issues, but not enough that deal with identity, or the heart of who people are (Lewis, 1994). Lawrence Yep, author of Dragon of the Lost Sea says, "If you visit another culture, or even read about it, you look at your own culture with new ideas. You understand your own culture more deeply" (Lewis, 1994). Perhaps one of the most applicable solutions comes from British author, E.M. Forster, who wrote Three Cheers For Democracy during World War II. Included in this book in his essay, "Tolerance". Forster advocates tolerance, rather than love, as a

way for mankind to get along. He states that while love is indeed a great force in private life, love in public affairs does not work as it has been tried again and again. Forster admits tolerance has been viewed in a negative way, being dull and boring. Tolerance means putting up with different people. Forster strongly feels that tolerance is the only force which will enable different races, classes, and interests to work together (Forster, 1993).

Concerning curriculum reform, Stern (1994) offers a solution of de-emphasizing White, western culture in the teaching of literature and history. She quotes Banks who states,

The movement is designed to restructure educational institutions so that all students, including middle class white males, will acquire the knowledge, skills, and attitudes needed to function effectively in a culturally and ethnically diverse nation and world. (Stern, 1994)

Singer (1994) offers solutions that would include "multiple perspectives": more than one way to view and understand an idea, enabling students and teachers to explore the similarities and differences in human experiences, and the necessity for dialogue to express different points of view and acknowledge diverse opinions. He would encourage students to become active learners, and be appreciative and respectful of the rich differences that exist in individual cultures.

Finally, Stotsky (1995) focuses on the goal of multicultural education which is to teach students to understand and appreciate our common heritage as Americans, as well as each other's ethnic heritage. In a two year study of 5th grade students and how a

teacher accommodated diversity within the classroom, the findings showed the value of a Book Club and its reading log. Through the incorporation of reading, writing, and a community sharing of personal experiences, students focused on particular topics guided through teacher questioning and selection of material. The whole class discussion was an integral part of this study with students sharing their own life experiences prompted from the story line as the teacher was the facilitator following student needs. Of primary significance to the sharing of diverse backgrounds was the value that the teacher placed on student comments encouraging more communication (Pardo, 1992).

Students must be empowered to take a leadership role in discouraging prejudice and discrimination. One way is for students to feel confident, inspired, and motivated by taking on community service learning projects. Another way is their participation in a Human Relations Club where student leaders address issues of multicultural education and social action (Boccia, 1997).

In a Wichita High School, a multicultural education plan was begun in 1991. It involved a school-wide effort to inservice the teachers, change the curriculum, and develop a human relations club. The club's main function was to develop a "Culture of the Month" program emphasizing human relations and interactions of the entire school where various curricula would be included in the expanded knowledge of the particular culture through participation in projects and studies (Wichita, 1991).

Prejudice and intolerance are cultural diseases that America as a nation has to treat. Prejudice, discrimination and intolerance conflict with our democratic values and therefore pose a threat to our free government (Byrnes, 1988). Prejudice causes waste in

human resources and talent, and weakens our position as a nation, leads to delinquency and crime, and lowers standards for all of us (Bettelheim, 1953). But most of all, prejudice hurts people from all races and cultures.

In conclusion, as educational facilities, it is the responsibility of the schools to develop programs consistent with these ideals, promote tolerance throughout the curriculum, and teach students to treasure their differences as a stimulus for growth. These programs must include the administration, teachers, parents, and especially, the students. All of these studies have demonstrated how biases among students and adults develop, plus some isolated attempts at changing student attitudes through the incorporation of literature, curriculum, or clubs. My action plan will implement all of these areas generating from a multicultural club, attempting to make an even broader effect on student attitudes through their empowerment and leadership. As a result, my research question is: Will the participation in a multicultural club comprised of staff, students, and parents, change the attitudes of those students and parents making them more tolerant to other cultures?

Chapter 3

The Design of the Study

Through action research, the intern developed a multicultural club consisting of 9th-12th grade students, using the World Literature class (10 senior students) as active agents to connect the literature of cultures with their other aspects. An additional reason for integrating this particular senior class was to provide leadership status and experience of research and activity development. As the year progressed, the club's membership was opened to all students throughout the high school using announcements and the enthusiasm of the club's activities to encourage enrollment. Membership also included a supportive teacher staff and community members on a volunteer and need basis.

The development and design of the research instruments was conducted by the intern in July. The two survey instruments, one for the parents and the other for the students, were designed to be similar in questioning to add validity to their findings. Each survey was personalized to identify specific needs. To facilitate understanding, the instrument had a preface providing the respondents with a brief explanation and expectations of the survey. To motivate participation, the survey increased the respondents' level of concern by informing them of their significance to the study. Four questions followed addressing assessment of needs and an attitudinal profile.

The random sampling survey of parent assessment needs and attitudinal profiles was conducted of 50 randomly selected parents. This survey (see Appendix A), along with a self-addressed postage paid envelope, was mailed out to the 50 parents in late August. To ensure a timely return of the surveys, a psychological reward was provided

through parental involvement as guest speakers and a better learning environment for their child. Thirty out of the fifty, or 60%, of the parents returned their surveys. The parent surveys indicated a strong interest in such a club. To those who did not respond to the mailed survey, a follow-up phone call was made by the intern of the twenty “no response.” Of the twenty called, ten parents participated in the phone interview. The same questions of the written survey were asked of the participants. Eight of the remaining ten parents never returned the phone messages left by the intern. Three attempts with additional messages left were made by the intern with no response. The final two of the ten parents were unable to speak English and the intern was unable to obtain an interpreter, voiding their responses.

The fifty randomly selected parents represented all four classes in the high school and both genders. A fairly even distribution of the number of surveys was provided. Thirteen parents of freshmen students were selected, thirteen parents of sophomore students, twelve parents of junior students, and twelve parents of senior students were selected to receive the survey. The intern considered contacting as many different cultural backgrounds to accurately assess community needs and interest in participation as a guest speaker. The random selection accomplished this goal. Of the fifty parents represented were: 10 German, 11 Hispanic, 7 Asian, 8 Greek/Italian, 4 Irish, 4 Polish, and 6 African American. The large response of surveys returned indicated a definite interest of diverse cultures sharing their heritage.

Additionally, during the third week in September 1999, a student survey was conducted. Fifty randomly selected students from Math, Science, English, and Special

education content areas participated in a needs assessment and attitude survey concerning a multicultural club at Hammonton High School (see Appendix B). The first three questions queried: 1) the need for a multicultural club at Hammonton High School, (2) the surveyed person's interest in its participation, and (3) specific activities that they would like to see incorporated into such a club. The fourth question surveyed their initial attitude toward other cultures (tolerance). Student responses ranked from (a.) zero tolerance to (f.) very open-mindedness of all cultures and ideas.

The 50 student participants were selected from various content related areas. Volunteer staff members from different content areas participated in conducting the survey: 10 from an Advanced Biology class (5- 11th graders and 5-12th graders), 10 from a Special Education class in language arts (4 - 9th graders, 3 - 10th graders, 3 - 11th graders), 10 from Applied Math (5- 11th graders, 5 - 12th graders), 10 English (10- 9th graders), 10 from a physical education class (9-10th grader, 2 - 12th graders. The total number of students surveyed were 50 somewhat equally distributed among the four grades: 13 - 9th graders, 12 - 10th graders, 13 - 11th graders, 12 - 12th graders. Specific content area courses were volunteered by the teacher representative of the club membership and their respective student distribution. The intern considered this selection to allow for an equal distribution of the populace as per individual needs and attitudes. The random selection was obtained based on the total number needed for that class representation divided by the total number of that particular class representation. Next, within each classroom, the students were counted off with the numbered student assigned to take the survey in a pull-out fashion. Selected students were removed from

the class, and brought to a general location(the auditorium) with all of the other selected students. Here, in a comfortable, no-distraction environment, students were provided time to complete the survey among their peers. Following a brief introduction by the intern of the purpose, students were informed that the survey was on a volunteer basis. The psychological rewards used to motivate student response was their need to improve the system of education and that their input would be genuinely considered. Therefore, none of the participants were annoyed to participate in the survey and all cooperated in an apparent earnest manner.

Both the student and parent survey instruments were designed to assess the needs of the student body and the community. Both the student and the parent surveys were similar in questioning so valid comparisons were made between the two surveyed groups. The first question pertained to the surveyed person's perspective of the need for a multicultural club. For clarification, a brief review of the club and its purpose was provided as a prefaced reading to the survey. The second question asked if the surveyed person would be interested in participating in the club (for parents, it was asked if they would participate as a guest speaker). In question #3, the surveyed person was asked if such a club developed, which activities would they think should be incorporated into the club? Nine choices were provided with the last choice as "other" for any personal response. The first three questions pertained to needs assessment. The last question checked the present attitude of the surveyed person with a progression of attitudes concerning cultural knowledge from complete intolerance to complete tolerance/appreciation in a scale of six choices.

The data collected from these surveys was calculated by the intern. The parent data analysis was the number of respondent answers to each of the four questions. That number was divided by the total number of participants (50) to calculate a percentage. An inference based on these percentages for each question generated a perception of the intern pertaining to needs and attitudes of the parents. The student data analysis was similar in this process, however, respondent scores were separated according to grade level for the intern to distinguish if particular needs and attitudes were reflective of certain grade levels.

A complete analysis of the data collected from the aforementioned surveys follows in chapter four.

Chapter 4

Presentation of Research Findings

The results of the pre-surveys (parent and student) demonstrated a need for the spread of diversity knowledge. Additionally, the surveys generated an initial list of club activities to assist in the circulation of cultural study knowledge to the student body, staff, and community. The overall results of the survey reflected a need for improved cultural knowledge to promote tolerance among the student body of Hammonton High School. The study demonstrated a need to simulate and promote appreciation of other cultures to develop student sensitivity to diversity and tolerance.

The data analysis of the parent survey concerning the need for a multicultural club and its activities was responded to in a very positive manner. Thirty out of the fifty surveys sent out were returned within a two week period. Then, with the follow up phone interview, ten additional parents agreed to participate in the survey. Out of the remaining ten parents, three were unable to be contacted by phone, four refused to respond to the survey, and three did not understand English (the intern was unable to obtain an interpreter at this time).

The following is a table presenting the data from the parent pre-survey sent home in August to 50 randomly selected parents.

PARENT PRE-SURVEY(40 respondents)

1. Do you think HHS would benefit from a Multicultural Club?	Yes-37/40 or 93%	No-3/40 or 7%
2. Would you be interested in being a guest speaker?	Yes-35/40 or 87%	No-5/40 or 13%
3. What activities should be incorporated?	<p>31/40, or 78%, wanted a Culture Feast Day 30/40, or 75%, wanted guest speakers 28/40, 70%, wanted assemblies 27/40, or 67.5%, wanted cultures of the months 27/40, or 67.5%, wanted culture discussions among club members - sharing 24/40, or 60%, wanted to assist in the incorporation and integration of multiculturalism across curriculums</p>	
4. How do you personally feel toward other cultures?	<p>24/40, or 60%, appreciate most cultures 15/40, or 38%, appreciates all cultures 3/40, or 8%, appreciates only a few cultures</p>	

Of the forty parent respondents, the majority were clearly open-minded and receptive to the initiation of a multicultural club at Hammonton High School: 37/40, or 93%, said “Yes,” Hammonton High School would benefit from such a club, while 3/40, or 7%, responded “No.” One reason for this overwhelming response was due to the pride

people take in their respective heritage. This enthusiasm was especially noted and prominent with the phone interviews as parents elaborated on their interest and support of developing a program to promote diverse ethnic knowledge leading to cultural appreciation and tolerance. From the data, the intern concludes that the community overwhelmingly wants a multicultural club to teach and spread diverse cultures to their children.

The response to question #2 asking for volunteer guest speakers was also very positive with 35/40 parents willing to participate as a guest speaker. This response corresponds to the first question from the parents: most parents want their child to learn more of other cultures and they are willing to share their heritage and culture through guest speaking to the students. The particular nationalities willing to speak were Chinese, German, Italian, and Hispanic. The intern will encourage these cultures to be represented in the “Culture of the Month.”

Additionally, concerning question #3, the intern concludes from the data, that most of the parents wanted all of the suggested activities to be incorporated. An interesting observation is that most of the 10 parents interviewed over the phone supported 100% of all of the suggested activities. This support could be attributed to the parents’ inhibitions of the personal contact, feeling a necessity to respond positively to them all. Or the parents’ responses may be attributed to the enthusiasm from the intern in her presentation of the suggestions. Either way, the overall parental response was in favor of many activities to stimulate and promote diverse cultures. This intern found this very encouraging as a valuable support system to the club and its future activities.

Finally, question #4 surveyed the attitude of the participant with a 6-point scale ranging from complete intolerance of “I don’t like anyone” to complete tolerance of “I can appreciate all other cultures.” Again, indicating the interest of this random group, and their open-mindedness, “0” surveyed parents responded to either of the first three choices which supported their previous responses from the survey. The largest response, 24/50, or 48%, responded they could appreciate most cultures. Fifteen/50, or 30%, responded in a very positive with “I can appreciate all other cultures”. Only 3/50, or 6%, said they could only appreciate a few other cultures.

Generally, the intern concludes that the survey of parents reflected a national pride of their respective heritages which most would like to share, promote and spread. Plus, noted by the intern was an authentic interest in learning about other cultures by the parents’ responses. Many volunteered to participate as a guest speaker for their heritage, but all shared a great support for all of the suggested programs expressing their enthusiasm for multiculturalism in general. In conjunction, their personal attitudes about appreciating other cultures was very open-minded, with most responding they appreciate most other cultures, some responded they appreciate all other cultures, and only a few responded they only appreciate a few cultures. Considering the diversity of this population, it was the intern’s interpretation that it is an accurate indicator of the parents’ feelings.

The student survey, similar to the parents’ survey in questions, was given to 50 randomly selected students across all four grade levels (9th-12th), including both genders, polling a heterogenous sampling. The results of the data collected from the

such a club. Many of these students may not have understood the question or what a multicultural club would entail since later, in question number three, they all responded to suggestions for such a club. This indicated potential misunderstandings.

Despite most students considering the club as being beneficial, the majority, 34/50, or 68%, were not interested in its participation. Again, I feel this survey may not have been clear enough, or students did not read the introductory summary of a multicultural club. Or, perhaps it may have been their present involvement in existing extracurricular activities and lack of free time to participate in such a demanding club, despite their interest. It may just have been their lack of commitment to a new concept.

Overall, all of the suggestions of activities for a multicultural club were considered and well responded to by most students. The highest response (30/50, 60%) was for school assembly programs promoting tolerance. This response could display students' awareness of the benefit of a broad-based student informative or it could be indicative of the lack of present assembly programs at HHS and students' interest therein. The next largest response was for guest speakers and Culture Feast Days with 26/50, or 52%, for each. This shows the interest for expert discourse, first-hand experience, and social gatherings with a variety of activities. The next activity chosen was the culture of the month program having 25/50, or 50% response. Here, students would probably want an entire month devoted to learning about one specific culture.

The other choices for club activities followed in this order: learning about new and different cultures 22/50, or 44%, learning about song and dance of other cultures 22/50, or 44%, and cultural discussions 20/50, or 40%. Reading literature and poetry

(19/50, or 38%), and assisting in the incorporation and integration of multiculturalism in the curriculum. Apparently, these must have sounded less appealing ways to learn about cultures from the students' point of view.

Considering student initial attitudes of tolerance, there was a coordination with question #1 asking for the need of a multicultural club. Students had a more open-minded attitude with a greater understanding of the need for cultural awareness. Many students felt they appreciated most cultures. Some students considered themselves more introverted and obsessed with liking just their friends/groups. However, there seemed to be some common needs throughout the student body to warrant a multicultural club and its many activities to adjust students' attitudes and to build tolerance among more students at Hammonton High School.

Based on these two pre-surveys of needs assessment and attitudinal profiles, the intern will continue to develop a multicultural club with its initial membership from the senior World Literature class of ten students. The intern will then survey the staff of 60 teachers to find interested staff members to support the promotion of multiculturalism into the classroom and throughout the school. Once the club has begun, membership will be open to the entire school through daily announcements, flyers in homeroom, hallway posters, and word of mouth. Initial meetings will develop the club's intent, and activities to promote multiculturalism in the high school incorporating the needs of the surveys and the specific cultures mentioned by its participants. Special attention will be made to the Hispanic, Asian, Middle East, and Mediterranean heritages as requested in the parent surveys. Additionally, activities such as a culture of the month, a food fest, dress up day,

cultural food day during all lunch periods, infusion of multicultural information into curriculum by teacher members in different content areas, guest speakers, assemblies, and other celebrations of particular cultures will be explored and implemented by the club's membership. These educational activities will reflect the broad-based spectrum of suggestions offered in the surveys which were positively responded to by both parents and students.

Chapter 5

Conclusions, Implications, and Further Study

After the multicultural club had been active for seven months, a post survey (see Appendix C) was given to the previously surveyed 50 students in September which involved randomly selected students equally distributed among the four grade levels (9th-12th), and genders. The survey asked two questions: (1). Did they believe the multicultural club was effective in its goal of promoting diversity? and (2). Which activities of the club did they believe were especially effective? With question #2, each surveyed student was asked to rank the five activities listed from one to five, with one being the most effective activity that promoted multiculturalism and five being the least effective according to the respondent's opinion.

Student Post Survey (50 students)

1. Do you believe the Multicultural Club was beneficial in its quest to teach diversity and tolerance?	YES - 39/50, or 78%	NO - 11/50. or 22%
2. Rank helpful activities	24/50, or 48% - daily announcements 12/50, or 24% - assemblies 9/50, or 18% - display case 4/50, or 8% - integrate cultural material in content areas 4/50, or 8% - cultural feast 1/50, or 2% - trivia contest	
3. Attitude Assessment	0/50, or 0% - I don't like anyone 1/50, or 2% - tolerance for only a few cultures 3/50, or 6% - my heritage is the only good one 5/50, or 10% - I only like my group 13/50, or 26% - I can appreciate all other cultures 29/50, or 58% - I am beginning to appreciate most other cultures	

Based on this post survey, several conclusions may be deducted by the intern.

First, students recognized the various activities implemented by the club to promote diversity and tolerance. Additionally, the students show that there is a need for a multicultural club to spread the ideas of diversity and tolerance, since an overwhelming number of students found the club and its activities beneficial in this quest, according to question #1.

The intern concluded from question #2 that most students (48%) found the daily announcements the most beneficial activity to promote multiculturalism at Hammonton High School. Since daily announcements are listened to in quiet homerooms as mandated

by the administration, all students had an opportunity to learn from these cultural facts presented every morning. As a result, this activity would have the most impact for the student body.

Next, the display case of cultural artifacts reflective of every culture presented throughout the year was the students' next most effective means to disseminate cultural information. The intern can appreciate this response with the continued growing student interest with the display case demonstrated throughout the school year as cultural conversations developed in front of the case as a result of the display. Student interest grew not only with the actual display, but in their cooperation to bring in artifacts and participate in the monthly display presentation.

Tied with the display case student response of 8%, the intern concluded that the integration of cultural facts and information into various content areas throughout the school is a response consistent with the intern's impression of the student reaction of the content area infusion of multicultural data. As told by the teachers to the intern, students seemed genuinely interested and stimulated to the culturally related information of people and facts in their regular content area studies, including Math, Science, English, Foods, Art, Industrial Arts, and Music.

As concluded by the intern in analyzing the data, the least effective activity used by the club was the trivia contest. The intern feels the reason for this activity coming in last was due to its limited participation and involvement of the total student body. However, it should be noted that this last choice does not indicate it was not effective, but just rated number five out of five activities.

Furthermore, with question #3, the intern compared any attitude change in the selected population from September to March. A marked improvement of tolerance was noted with 58% of the students now choosing the selection, "I now am beginning to appreciate most other cultures." The next largest group was 26% selecting, "I now believe I can appreciate all other cultures." Whether this statistic is an accurate account of actual student attitudes is insignificant to the fact that 84% of the student body now recognized other cultures and their knowledge as important. The intern feels this main idea is relevant to the overall study and reflective by the growing student involvement in the club's activities throughout the school year.

Further conclusions not revealed by the pre and post survey are the actual growth of the club membership and with student and teacher growing responsiveness to the activities throughout the year. The club's initial membership began in the World Literature class with ten members. However, within a few weeks of its promotion, the membership doubled in size, including students from diverse cultural backgrounds. As the year's events and promotional activities continued, particularly following the assembly, students continually asked to join the club with the membership culminating to 43 students and 8 teachers actively participating. Students and teachers seemed genuinely interested and motivated to share not only their culture, but to research and become knowledgeable with other cultures and customs.

Transformational leadership is essential in the continuance of this program. The leader, or advisor, needs to empower the students with control and self-direction to decide which activities and cultures need to be promoted for the upcoming year. The leader

needs to maintain open communication between the parents, students, teachers, and administration, motivating and energizing the members to infuse their creativity to promote multiculturalism throughout the school, realizing the right environment with more opportunities will enhance performance. Without the cooperation of the administration, the research could have been hindered. Therefore, it is imperative for the researcher to positively promote the initial idea of a multicultural club and its significance to the social system of the school. To assure this continued cooperation and support, the intern must gain support from the Board of Education and school associations, such as Home School Association.

Furthermore, the leader needs to continue to build trust within the social culture and continue to be a facilitator for the initiation and control of the club. Once the members feel committed, they will exercise self-direction and self-control with their objective, complementing the initial objective to spread the appreciation of diversity and build tolerance among all students.

The administrative support was essential in getting the funds and cooperation to initiate this project. This communication must continue for the club's success. Without the financial support from the Home School Association, the club could not have sponsored the food feasts in the evening commemorating different cultures, nor could it have held the two multicultural assemblies for the entire student body and staff.

Community involvement with guest speakers, participation in activities, and involvement through various activities was another important facet of the club's success.

Continued communication and leadership roles must be maintained in order to sustain and generate community support.

The organization has changed as a result of the study to become more supportive, compassionate, and interested in multiculturalism. As adults in a very conservative small rural community, most were not interested in promoting other cultures, feeling there was no need for it. However, with the adoption of the club, along with the various activities and press releases announcing its accomplishments, many staff members throughout the year have changed their indifference to compassion and actual participation of the club's activities.

Students displayed enthusiasm to participate, promote knowledge of different cultures, and to participate in an array of activities. Following the first month's celebration of Hispanic month, students basically took responsibility for the subsequent month's celebrations, their specific activities to promote them, and the generation of new ideas which would be more beneficial to the particular culture's celebration.

This change was also reflected with the administration. With the intern's initial proposal, the administration was hesitant of its need and skeptical of its impact. However, throughout the year, they have become very cooperative and supportive, having seen its positive results and impact on the students and their attitudes. Perhaps a result from the club's input, Hammonton High School did not have one racial incident this past year. The intern realizes this study may have primarily impacted on the students, but based on the post survey and student reactions to the club's activities, the intern feels confident it was a positive influence on most students.

Further study is needed to monitor if this change in attitude continues to grow with knowledge of other cultures, religions, ideas. The intern feels that the results of this short study warrant additional years as a Board of Education approved extra-curricular club. In only a few months, the club has generated enthusiasm for diversity knowledge, understanding of tolerance, and a renewed spirit of brotherhood.

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Appendix A

Parent Pre-Survey instrument

STUDENT CLUB SURVEY for parents

A new multicultural club for all students at the Hammonton High School is being considered. The club would encourage students from all cultures and backgrounds to share in their customs/beliefs/ideas while learning about new cultures. The ultimate purpose of this multicultural club would be to promote tolerance of divergent ideas, people and their customs.

1. Do you think HHS would benefit from such a club? YES _____ NO _____

2. Would you be interested in participating in such a club as a guest speaker of your heritage?
YES _____ NO _____
If "YES", what ethnic background would you present? _____

3. If such a club would develop, which activities should be incorporated? *Circle all that apply.*
 - a. culture discussion of members and their heritage
 - b. learning about new and different cultures, peoples, religions
 - c. reading literature and poetry to learn about cultures
 - d. guest speakers (parents, students, faculty)
 - e. culture of the month program and its activities
 - f. Culture Feast Day of foods (a culminating activity)
 - g. school assembly programs promoting tolerance among people
 - h. song and dance associated with different cultures
 - i. other _____

4. How do you personally feel toward other cultures, people, beliefs and religions? *Circle one*
 - a. I don't like anyone
 - b. I only like my friends/group/pact/etc
 - c. My heritage is the only good one
 - d. There are only a few cultures for which I have tolerance
 - e. I can appreciate most other cultures
 - f. I can appreciate all other cultures

Appendix B

Student Pre-Survey instrument

STUDENT MULTICULTURAL CLUB SURVEY

A new multicultural club is being considered for all students at the Hammonton High School. The club would encourage students from all cultures and backgrounds to share in their customs/beliefs/ideas while learning about new cultures. They would also have an input in the appropriate curriculum changes needed. The ultimate purpose of this multicultural club would be to promote tolerance of divergent ideas, people and their customs.

Randomly selected homerooms of HHS will participate in this survey. Your input and cooperation are essential for the program's success.

Please answer each of the following questions to assist in this process.

1. Do you think HHS would benefit from such a club? (check one) YES ___ NO ___

2. Would you be interested in participating in such a club promoting your heritage while learning about others? (check one) YES ___ NO ___

3. If such a club would develop, which activities should be incorporated? Check all that apply.
 - ___ a. culture discussion of members and their heritage
 - ___ b. learning about new and different cultures, peoples, religions
 - ___ c. reading literature and poetry to learn about cultures
 - ___ d. guest speakers (parents, students, faculty)
 - ___ e. culture of the month program and its activities
 - ___ f. Culture Feast Day of foods (a culminating activity)
 - ___ g. school assembly programs promoting tolerance among people
 - ___ h. song and dance associated with different cultures
 - ___ i. assist in the incorporation and integration of multiculturalism in needed curriculum
 - ___ j. other _____

4. How do you personally feel toward other cultures, people, beliefs and religions?
(Check the **one** that most accurately expresses your attitude)
 - ___ a. I don't like anyone
 - ___ b. I only like my friends/group/pact/etc.
 - ___ c. My heritage is the only good one
 - ___ d. There are only few cultures for which I have tolerance
 - ___ e. I can appreciate most other cultures
 - ___ f. I can appreciate all other cultures

Thank you for your time, effort, and cooperation .

Appendix C

Student Post-Survey instrument

STUDENT MULTICULTURAL CLUB POST-SURVEY

From the beginning of this school year, the Multicultural Club at Hammonton High School has sponsored a variety of activities throughout the school promoting knowledge of many cultures, including daily announcements, trivia contests, dress up days, music, integrated cultural information throughout the different content areas, multicultural assemblies, and culminating cultural evening feasts open to staff, students, and community.

This survey is a follow up to the one you took in September prior to the club's activities. ***It is voluntary, but your input and cooperation are essential for the program's success. Please be as honest and accurate as possible.***

1. As a student of Hammonton high School, do you believe the Multicultural Club was beneficial in its goal to spread multiculturalism and teach diversity and tolerance?

_____ YES

_____ NO,

Why _____

2. As a student in Hammonton High School, which of the following activities did you find to be helpful in your learning and appreciation of other cultures.

Number each from 1-5, with 1 being the most helpful and 5 being the least helpful.

- _____ a. daily announcements of cultural information
- _____ b. trivia contest
- _____ c. the incorporation and integration of multiculturalism throughout content areas.
- _____ d. evening cultural fest
- _____ e. multicultural assemblies
- _____ f. display case of cultural artifacts, etc.

2. Following the exposure to all of the different cultures presented throughout the year, how do you personally feel toward other cultures, people, beliefs and religions?

*(Check the **one** that most accurately expresses your attitude)*

- _____ a. I still don't like anyone
- _____ b. I still only like my friends/group/pact/etc.
- _____ c. I still believe my heritage is the only good one
- _____ d. I now believe there are only few cultures for which I have tolerance
- _____ e. I now am beginning to appreciate most other cultures
- _____ f. I now believe I can appreciate all other cultures

Thank you for your time, effort, and cooperation .

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