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Broadening horizons : the benefits of multicultural education at the elementary level

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CALIFORNIA STATE UNIVERSITY MONTEREY BAY

Broadening Horizons

The Benefits of Multicultural Education at the
Elementary Level

Brittney Stane
Liberal Studies

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Dedicated to my grandmother, Rebecca Dillard, who did an impeccable job at being compassionate and understanding towards everyone.

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This project comes with all my passion and effort. As I type these final words I realize that the pride I have for it is immense. It will hopefully be the start of many more projects that will potentially change the world; at least in a small way. I would like to thank my father, Nick, who taught me to be strong and dedicated. I would like to thank my uncle David, who disagreed with me over everything I believed in, thus helping me to formulate strong arguments. I would like to thank my younger brother, Brandon, without him I would have no one to set a good example for. Lastly I would like to thank my partner in crime, Daniel, who gave me daily strength when I felt like crumbling.

ABSTRACT

Multicultural Education has evolved for many years as a method of teaching equity across all cultures and races. However, progress in its acceptance and implementation has been slow. This study was conducted on a Central Coast community in California. Data was collected from teachers and parents of an elementary school to determine the benefits of Multicultural Education at the elementary school level. Additional information was gathered from interviews conducted with nearby university students to recognize their views on Multicultural Education. Cultural performances were organized at the elementary school and resources were provided to the teachers for educational purposes. Results for the data showed that Multicultural Education was deemed valuable by all teachers, parents, and university students. However, knowledge and consistency of implementation varied among participating teachers. Further actions were planned to help the elementary school improve moderate levels of Multicultural Education already present at the school.

“If there is no struggle there is no progress.” Frederick Douglass (1849)

INTRODUCTION

I remember observing racism and prejudice in my youth. As a high-school student in the central valley of California. I took a college credit class that illustrated the basics of teaching pre-school-age children. The class was lead by a teacher I admired; she was a Caucasian female in her mid-fifties. This was the unit everyone had been waiting for. We were permitted to take home the mechanical infants, which offered an opportunity to acquire knowledge of how it would feel to be a mother or father. There were several mechanical babies from which to choose, all of different races. The one lament for students was that the babies were already named. The instructor held up the Chinese mechanical baby and said “this one is named Sum Ting Wong”; and the class erupted in laughter. Even I giggled, thinking it was a funny joke. This was in 2007. It may seem like a small incident of racial prejudice, but this was the kind of everyday occurrence that so easily is overlooked. Today I am educated enough to know better, however I believe that racism has waned only partially since the Civil Rights Law of 1964.

As a University Senior, my understanding of racial prejudice and racism is clearer. I now understand and recognize racism and discrimination at a higher level and within larger scope. Recently, the first Indian-American Miss America was crowned in 2013. With an extremely impressive resume of achievements, Nina Davuluri was a shoe-in for the position and status of Miss America. Almost immediately, social media viewed the new Miss America reprehensively. The twitter-sphere erupted with racist comments about the new “Muslim terrorist” that was America’s newest Miss America. This accusation was the epitome of the word “ignorance.” Ironically, Davuluri’s platform was based on multiculturalism and pluralism. “Davuluri’s platform was ‘Celebrating Diversity Through Cultural Competency.’ For

the talent portion of the competition, she performed classic Indian dances fused with Bollywood moves.” (Stapleton, 2013) Additionally, the sole act of her competing and winning is another victory for America in her book. “‘I have always viewed Miss America as the girl next door,’ Davuluri said. ‘But the girl next door is evolving, as the diversity of America evolves. She's not who she was 10 years ago, and she's not going to be the same person come 10 years down the road.’” (Botelho, 2013) What Davuluri was saying is powerful; the image of an American girl is no longer one specific race and demeanor. An American girl, and therefore Americans in general are dynamic and fluid, no longer only a European-American female. However the reactions to her victory demonstrated a resistance to such change and diversification of the American norm.

Racism was defined for this project as “power” plus “prejudice”. It was first coined by Pat Bidol in 1970 in *Developing New Perspectives on Race*. (Shetterly, 2012) There is (and has been for a long time) a problem with societal racism and by association, institutional racism. From the year 2007 to 2013, any improvements in race relations have been minimal and slow-going. If anything, racism, fear, intolerance, and infectious spreading of cultural misinformation appears to be getting worse in America. Something needs to be done to develop and improve tolerance and respect in our nation. Some Caucasian Americans and other racial groups of America appear to have difficulty with accepting and appreciating a multicultural America, comprised of many different races, cultures, religions, sexual orientations, and physical and mental abilities. Wilkins (2000), a Professor of History and American Culture at George Mason University, says “We all know what the U.S Census tells us; in 50 years, half the population will be white and half the population will not be.” (Wilkins, 2000, p.159) With diversity in America skyrocketing and globalization on the rise, it behooves the entire country to be well educated and informed and to squash hatred and disrespect for those who are different from a falsely

prescribed norm. In this research project I proposed a method to help combat the growth of racism in America. The research was grounded in historical, theoretical, and primary research.

Education has long held the potential to combat hatred and breed tolerance in the U.S citizens of all cultures. Unfortunately, the results are less than stellar. In fact, according to Grant (1975), public schools were used in the past to perpetuate the racist-agenda and withhold a sense of superiority of White Americans. This was especially true after legislation was passed that outlawed discrimination in schools. Grant argues that public schooling was used to institutionalize children to adhere to a certain pattern of racist thought.

Laws, as a product of formalization, were not sufficient to enforce racism; if a social practice is to become institutionalized, it must be integrated into the personal value systems of those who will enforce it and perpetuate it. The public schools provided an excellent vehicle for this part of the institutionalization process. (Grant, 1975, p. 185)

Grant's words still ring true to this day. More can be done as overturning laws or making new ones has provided insufficient substantive progress. Something has to be done about the mindset of the United States population if anything is to really change. Grant (1975) surmises that sustainable, long-lasting change will come through the reformation of how we educate future citizens; the children. Through proper Multicultural Education at the elementary level, we will move into an educated, culturally competent, loving and respectful American society that supports all of the racial and cultural components that create our unique country.

It is necessary to know what Multicultural Education means in order to continue with this research paper. Sleeter & Grant (1999) define Multicultural Education as such:

Multicultural education has emerged as an umbrella concept that deals with race, culture, language, social class, gender, and disability. Although many educators still apply it only to race, it is the term most frequently extended to include additional forms of diversity. (Sleeter & Grant, 1999, pg 30)

Multicultural Education is a method of approaching content in a way that's honest with the facts and unites cultures through proper instruction, not misinformation and prejudiced hidden agendas. Bennet (1999) said it well;

Multicultural education in the United States is an approach to teaching and learning that is based upon democratic values and beliefs, and affirms cultural pluralism within culturally diverse societies and an interdependent world. It is based on the assumption that the primary goal of public education is to foster the intellectual, social, and personal development or virtually *all* students to their highest potential (Bennett, 1999, p. 11) .

The idea of Multicultural Education is not new. In fact, the concept pre-dates the civil rights movement. Banks (1995), one of the well known leaders of Multicultural Education theory, explains that publications regarding the state of African Americans in the United States were published as early as 1882 (the Emancipation Proclamation ending slavery was issued in 1863). One of the first publications about Hispanic immigrants was published in 1930. More texts were specifically geared toward culturally relevant education during the 1970s after the

Civil Rights Movement, but the vision was being cultivated long before that. What Multicultural Education means, and what it entails, also has changed and developed over time as the nation has become more educated. In the 1970's, theorists began to realize that the scope of the concept of multiculturalism was too narrow; it was based mostly in race and ethnic background. The 1990's brought the realization that inequities were embedded in religion, social class, gender, abilities, and ageism. As we approached the new millennium, sexual orientation was added to multicultural curricula. Sexual Orientation has been one of more controversial additions to Multicultural Education. Another current evolution in Multicultural curriculum is the connection to ecological issues. (Ramsey, 2008) While the progression of Multicultural Education has become very complex and advanced, more needs to be done.

The literature suggests that Multicultural Education at the Elementary level will combat racism at the societal level over time. Through research this belief will be tested to determine if it holds true and has support from community stake holders. This study will explore the benefit of teaching with a Multicultural Education approach at the elementary level and will address obstacles for attempting to create a more pluralistic atmosphere at an elementary public school. Throughout this study information about methods for implementing Multicultural Education approaches are explored and reasons for its importance are critically discussed.

A more equitable world is possible. The question is "how do we create it?" Some theorists suggest that through widespread Multicultural Education, a more equitable society is achievable. Educators are the cultivators of tomorrow's American citizens. The curriculum is the soil that we drop our seedling students into. If we grow our citizens in tainted soil with hands

that are complacent and uninterested; how great of a society will our tomorrow have? Unless something is done, our society will continue on this path of cultural and racial hate.

LITERATURE REVIEW

PREJUDICE AND THE CHILD'S MIND

Racism and discrimination begin with a nasty thing called prejudice. Bergen (2001) defines prejudice as such: "Prejudice is a negative feeling toward a group based on a faulty definition." (p. 154). Prejudice, being the very root of the problem of societal racism and discrimination, was naturally the place to begin vanquishing it. Bergen (2001) argued that children learned prejudice through parental modeling, and modeling was unfortunately most effective at age 8 and younger. "The child can become prejudiced by adopting the biases and attitudes of the family and by living in an environment that fosters prejudice." (Bergen, 2001, p. 154). Bergen goes on to explain that prejudice is a negative quality of human thought. Because humans have a basic need to classify new information, sometimes unawareness leads to over-classification.

To the prejudiced person reality is separateness, differences, incompatibility, dissonance. In some areas of life there are no concentric sets with a common area. Men are different from women. And the two shall never meet. Blacks are blacks. Latinos are Latinos. Neither is white. And that is the way it is. (p. 154)

Bergen describes "discrimination" as actions that stem from prejudice which are merely thoughts and ways of thinking. Discrimination cannot exist without prejudice. Bergen (2001) explained

that the overwhelming majority of prejudiced thoughts in children originated from the environment the child grew up in.

The same environment that welcomes the child into this world supplies the fertile soil for the development of prejudice. The family becomes a part of the new child and the child becomes a part of it. Within this setting, the concept of group develops. (p. 155)

Bergen says that before the age of three, children are aware of the group they belong to. They feel loyalty and love for this group, which is usually their family. It also goes vice versa, children are regarded as part of a group and expected to think in similar ways to the group and perform as a member of that group. Bergen explained that as the child gets older, his/her group may expand and differentiate, but in these preschool-age years, the family (along with all the benefits and deficits) is all he or she knows. "It is ironic that something as basic as this attachment can provide the right soil for the development of prejudice." (Bergen, 2001, p. 155)

Famous childhood development theorist, Piaget (1932), argues in his work on the moral development of children, that while the home and family environment has the most impact on a child's prejudices, it doesn't mean the child cannot change his or her view. As the child grows and learns more about the world, has more experiences, and becomes more educated, the child can make a more informed decision about the modeling their guardians demonstrate. Other people, such as peers, teachers, and co-workers, that enter a child's life can neutralize the effects of parental modeling. (Piaget, 1932)

When children start going to school, they start a new stage of development that can either rebut or support things they have been taught at home. "Experiences with peers encourages

children to take the perspective of others. Since they live in a culturally diverse world, they are confronted with opposing viewpoints. This is good. Exposure to different value systems stimulates racial critical thinking.” (Bergen, 2001, p. 160). Bergen encourages the use of teacher-led discussions about moral dilemmas and role-playing in the classroom to help children become more aware of other ways of thinking. Because elementary school is the first institution a child usually enters, it is important that the social constructs of the school they enter are valuable to the child’s thinking patterns. If the child received a prejudiced upbringing in the home during the first years of life, it is important that the child’s prejudiced group idea be refuted in schools. If the child received a very open-minded, and culturally competent upbringing, then a multicultural curriculum will enhance the child’s tolerant thinking patterns. This goes beyond just having contact with others from many racial groups or diverse school populations. Short (1993) explains that while inter-racial contact in schools is important, it is not the sole factor in reducing prejudice in children. The contact must be positive to disprove negative stereotypes instead of enabling them. Throwing a diverse mixture of children together into a classroom isn’t enough to reduce racism and prejudice if the curriculum is unchanged. Inter-racial contact must also be accompanied with school curriculum that supports social justice and equity.

Indeed, as initiatives to combat any form of prejudice are likely to be most successful if undertaken with children who have yet to develop a vested interest in retaining the prejudice, the primary school ought to be the main focus of such work. (Short, 1993, p. 164/165).

MULTICULTURAL EDUCATION – HISTORICAL CONTEXT

The idea that Multicultural Education is beneficial to United States students has roots going far back in our history. Knowing how the evolution of Multicultural Education transpired provides a more complete knowledge base in which to handle new information. Banks (1995) states: "A historical perspective is necessary to provide a context for understanding the contemporary developments and discourse in multicultural education and to restructure schools, colleges, and universities to reflect multicultural issues and concerns." (p. 5) As stated before in the introduction, publications on the education of minorities began to arise in the late 1800's to early 1900's. In 1933, Carter G. Woodson published *The Mis-Education of the Negro* (as cited in Banks, 1995, p. 6). However, the explosion of Multicultural Education happened around the time of the civil rights era in the United States. The 1970's and 1980's brought about the top theorists and specialists in the field: James Banks, Carl Grant, and Christine Sleeter just to name a few. Today the scope of Multicultural Education is evolving to tackle the tough issues: education of immigrant children and of course, education about the LGBTQ community.

The 1960's and 1970's, were times that can be classified as the Early Ethnic Studies Movement, according to Banks (1995). During the civil rights movement, there was a push for curriculum that informed African Americans about their ancestry and culture. Ethnic Studies stemmed from historical inequities in education for African Americans starting in the early 1800's. Minorities faced harsh discrimination in public schools, and it was especially true for African Americans. In the free northern states, some of the people of the African American communities created segregated schools in which they sent their children. The city of Boston set up the first funded "black" school in 1818 (Banks, 1995). When the south began educating African Americans, their first schools were segregated by law. Segregation was one thing, but the schools in which African American children attended were of very poor quality in

comparison to those of White American's schools. children. Ethnic Studies (ES) grew from this pattern of injustice in minority children's education. Ethnic Studies had the most effect on African Americans, who were empowered by taking control of their own education. They hired their own teachers and created curriculum that supported their culture (Banks, 1995). The down side of this was that it isolated Whites and Blacks from one another.

Also during the 1970s another movement had quietly arisen. This was called The Intergroup Education Movement (IEM), or the Intercultural Movement (IM). The Intercultural Movement (IM) had the major goal of reducing tension between groups in different areas. For example, the western states were dealing with prejudice between European Americans and Hispanic Americans while in the eastern states it was prejudice between European Americans and African Americans (Banks, 1995). The Intercultural Movement has a lot of similarities to Multicultural Education today. However, it seems that it came before its time as the movement lost footing against the powerful Ethnic Studies movement (Banks, 1995). "The intergroup education publications and projects emphasized interracial harmony and human relations. The early ethnic studies advocates endorsed ethnic empowerment and what Sleeter and Grant call 'single-group studies'" (Banks, 1995, p. 9). Multicultural Education as we know it today has been influenced by both the IM and ES movements and many other achievements in the field.

According to Tiedt & Tiedt (1990), the groundbreaking *Brown v. Topeka Board of Education* Supreme Court case of 1954 was the biggest jumpstart in the world of Multicultural Education. The court ruled that it was unconstitutional for states to have laws that provided separate schools for black and white children. Tiedt & Tiedt (1990) note the establishing of the

U.S. Commission on Civil Rights in 1957. According to LeRoy (2009) the duties of the commission were as such:

1. Investigate allegations in writing under oath or affirmation that certain citizens of the United States are being deprived of their right to vote . . . by reason of their color, race, religion, or national origin;
2. Study and collect information concerning legal developments constituting a denial of equal protection of the laws under the Constitution; and
3. Appraise the laws and policies of the Federal Government with respect to equal protection of the laws under the Constitution (Leroy, 2009)

In 1968 the Bilingual Education Act was passed that promoted bilingual education programs in schools. The authors argue that the *Lau v Nichols* Supreme Court case of 1974 was the most significant case in the world of multicultural education.

This class-action lawsuit against the San Francisco Unified School District led to a decision that the school districts must provide education in languages that meet the needs of the students who attend the school. Thus began plans to teach students in their native language, whether it be Yupik or Tagalog, and provide ESL programs specifically designed for each group. (Tiedt & Tiedt, 1990, pg 10)

The authors talk about the laws, but also make an important distinction in the pathway to Multicultural Education. “Legislation and court decisions reflect the thinking of our times. It is important to realize, on the other hand, that laws alone do not effect change.” (Tiedt & Tiedt, 1990, pg 10). Grant (1975) had similar ideas:

Laws have been changing so that racism is no longer a formal part of our society, but an institution cannot be abolished merely by changing laws. In 1954 the U.S Supreme Court, in rendering its decision in *Brown v Board of Education*, declared school segregation illegal, yet today we are still confronted with scenes of angry parents who refuse to comply with court-ordered school desegregation plans. The Court's decision in *Lau v Nichols* that children who are unable to effectively participate in English are entitled to special language instruction is also not being implemented with all deliberate speed. (Grant, 1975, pg 186)

HISTORICAL AND CURRENT APPROACHES TO MULTICULTURAL EDUCATION

Sleeter, another well known expert in the field of Multicultural Education, paired up with Grant to take a look at the history of Multicultural Education as a series of five changes in approach. Their five approaches to Multicultural Education overlap with the two movements that Banks describes.

The first approach is called *Teaching the Exceptional and the Culturally Different*. This approach "...focuses on adapting instruction to student differences for the purpose of helping these students succeed more effectively in the mainstream." (Sleeter & Grant, 1999, pg 31). This approach was mostly adopted in the 1960's by white educators of black students in newly desegregated schools. The second approach, *Human Relations*, was happening around the same time as the first. Educators "...argued that love, respect, and more effective communication should be developed in schools to bring people who differ closer together." (Sleeter & Grant, 1999, pg 31) The third approach is called *Single-group Studies*. "The 1960's also saw the emergence of more assertive approaches to change the mainstream of America rather than trying

to fit people into it.” (Sleeter & Grant, 1999, p. 31) This approach included ethnic studies and women’s studies, which both raise awareness about a single group’s oppression and history. The fourth approach is the *Multicultural Education* approach that came about in the 1970’s. The authors state that this method is evolving everyday as more and more educators are becoming aware of the need of Multicultural Education. “This approach links race, language, culture, gender, disability, and, to a lesser extent, social class, working toward making the entire school celebrate human diversity and equal opportunity.” (Sleeter & Grant, 1999, p. 31) The fifth approach proposed by Sleeter and Grant (1999) was called *Education that is Multicultural and Social Reconstructionist*. It began its development in the 1970’s and 1980’s and gained momentum throughout the 1990’s. This approach takes education to the next level, challenging social stratification and encouraging students to be activists for social justice and equal rights for all.

Banks (1995) states that a major goal of Multicultural Education is “to reform the school and other educational institutions so that students from diverse racial, ethnic, and social-class groups will experience educational equality.” (p. 3). Ramsey (2008) echoes Banks:

The purpose of multicultural education was to increase individual awareness and respect for people of all races and cultural backgrounds to help all individuals develop positive racial and ethnic identities, to ensure that all children had access to high quality education, and to challenge social and economic injustices. (p. 207).

Today the degree in which Multicultural education is used in public schools ranges from none at all to a very rigorous Multicultural Curriculum. Banks (2002) describes different approaches of

Multicultural Education used today in schools. He feels that each approach he introduces is an improvement from the last.

Bank's (2002) first approach is called the *Contributions Approach*.

The Contributions Approach to integration is one of the most frequently used and is often used extensively during the first phase of an ethnic revival movement. This approach is characterized by the addition of ethnic heroes into the curriculum that are selected using criteria similar to those used to select mainstream heroes for inclusion into the curriculum. The mainstream curriculum remains unchanged in terms of its basic structure, goals, and salient characteristics. (p. 73)

This approach is typified as being the easiest to execute, but has many pitfalls. "When this approach is used, the class studies little or nothing about the ethnic groups before or after the special event or occasion." (Banks, 2002, p. 73) This is a very superficial approach. It tends to avoid the tough issues like the ethnic group's struggles with racism, poverty, and oppression. "The Contributions Approach often results in the trivialization of ethnic cultures, the study of their strange and exotic characteristics, and the reinforcement of stereotypes and misconceptions." (Banks, 2002, p. 73)

The second approach was called the *Ethnic Additive Approach*.

The Additive Approach allows the teacher to put ethnic content into the curriculum without restructuring it, which takes substantial time, effort, training, and rethinking of the curriculum and its purposes, nature and goals. The Additive Approach can be the first phase in a more radical curriculum reform effort

designed to restructure the total curriculum and to integrate it with ethnic content, perspectives, and frames of reference. (Banks, 2002, pg 73/74)

While Banks stated that this approach was better than the Contributions Approach, he also stated that it shares most of the same disadvantages with the Contributions Approach. “It’s most important shortcoming is that it usually results in the viewing of ethnic content from the perspective of mainstream historians, writers, artists, and scientists because it does not involve a restructuring of the curriculum. (Banks, 2002, p. 74). The author seemed to be concerned that the students who were receiving information from this approach were only getting a Western point of view.

The third approach was called the *Transformative Approach*. “This approach changes the basic assumptions of the curriculum and enables students to view concepts, issues, themes, and problems from several ethnic perspectives and points of view.” (Banks, 2002, p. 74). The point of this approach was to instill many different perspectives into the curriculum, across all subjects. Banks does not mention any specific pitfalls of this approach.

The fourth approach was the *Decision-Making and Social Action Approach*. “This approach included all of the elements of the Transformation Approach but adds components that required students to make decisions and to take actions related to the concept, issue, or problem they had studied in the unit.” (Banks, 2002, p. 74). This type of approach is highly associated with Sleeter and Grant’s *Education that is Multicultural and Social Reconstructionist* approach. This approach has been the most recent development and the hardest to implement socially. “Major goals of the *Decision-Making and Social Action Approach* were to teach students thinking and decision-making skills, to empower them, and to help them acquire a sense of

political efficacy.” (Banks, 2002, p. 74). Bank’s final note was that all four of these approaches could be mixed and blended together to form very effective Multicultural curriculum.

BENEFITS OF MULTICULTURAL EDUCATION

Multicultural Education has been around in some form for many years. This review of various literatures has shown many benefits of having Multicultural Education in public elementary schools. Benefits include societal advantages such as teaching children more about the world around them, creating more global citizens, having a more accurate curriculum, and being more ethical. There are academic advantages to Multicultural Education as well.

Tiedt & Tiedt (1990) claim that education begins at home but a child must gain education outside of the home to become more aware of the world around him or her.

A major aim of schooling is to dispel ignorance. We do not fear that which we understand, whether it is higher mathematics, the Amish community’s lifestyle, or the history of the Korean Americans. Therefore, as we focus on multicultural concepts, we feel that it is essential that young children and older students first learn to understand their own individual cultures. Based on a strong sense of worth and self-esteem, they can then begin to understand and to accept the cultures of others. (Tiedt & Tiedt, 1990, p. 5).

The authors believe that racial and cultural harmony is reliant on good Multicultural Education.

Tiedt & Tiedt (1990) make a powerful statement; students should learn that “difference is not synonymous with deficient.” (p. 6); there is a definite need for multicultural education.

The recognition of cultures within our population and the need for greater understanding across these cultures has increased, appearing under various titles ranging from Affirmative Action, to Women's Studies, to Early Childhood Education, to AIDS Education. Multicultural education pertains to all of these efforts and more. (Tiedt & Tiedt, 1990, p. 3).

Learning about other cultures gives children the opportunity to participate more fully in the world when they become adults. "Young people who will soon become our country's adult citizens, need to learn broad concepts of cultural difference and respect for the diversity of our population." (Tiedt & Tiedt, 1990, pg 3) Bennett (1999) believes that the existence of an interconnected world is another reason that Multicultural Education is beneficial. Today as the world has become more connected, it is apparent that we are not just U.S citizens but global citizens. The author argues that Multicultural Education creates more globally aware individuals and prepares them for a job market that is extending its connections to other countries. Being globally aware, is a personal and a professional asset (Bennett, 1999).

Tiedt & Tiedt (1990) believe that educators are the key to a good Multicultural experience. Educators are cultivating the citizens of tomorrow. While the past has instilled fear and ignorance in our children, Multicultural Education, when used properly, has the potential to nurture brave social activists and tolerant participants in United States society. Bennett (1999) says that the need for cross-cultural academic excellence can also be filled by Multicultural Education. She states that teaching from a euro-centric point of view is inaccurate and incomplete. "The traditional curriculum is filled with inaccuracies and omissions concerning the contributions and life conditions of major ethnic groups within our society and for nations across

the globe.” (Bennett, 1999, p. 17) A Multicultural Education provides all sides of every story and creates a more multi-faceted educational experience.

While there were many societal reasons why Multicultural Education is beneficial and needed as stated earlier by Tiedt & Tiedt (1990) and Bennett (1999); a good Multicultural curriculum can also raise academic achievement across all cultures. Duncan-Andrade (2005) argues that having the curriculum relate to a student makes that student enthusiastic and passionate about what they are learning. Duncan-Andrade (2005) communicated with seven teachers in an inner city elementary school, three of which produced the highest test scores of the school. The school served minority and poverty-stricken students in South Central Los Angeles. The interviews of the three high-performing teachers had common threads running through them.

1. They all believed that kids have the ability to absorb the same amount of knowledge regardless of their race, culture, and economic background.
2. They all believed that children should learn how to develop within the system and also how to make changes to the system.
3. The teachers also all felt that students should question the system and if what they are learning is relevant to their lives. Also, the content of what students are learning should be relevant to them; a teacher should create an un-ambiguous classroom discourse for his/her array of culturally, racially, and economically diverse students. (Duncan-Andrade, 2005)

These three successful teachers studied by Duncan-Andrade (2005) were keenly aware of the dire conditions in which many of their students live. They believed that they should not ignore these conditions, but instead should talk about them in

the classroom. They designed their pedagogy to empower students with tools for recognizing, naming, analyzing, and confronting the most acute social conditions facing them: poverty, racism, violence, and inequality. (Duncan-Andrade, 2005, p. 71).

Duncan-Andrade also compared these views of the successful teachers in his group to the least successful teachers in his interview group. “Less successful urban teachers tend to have more modest ambitions, such as wanting their students to study for tests, behave well in class, and persist in school.” (Duncan-Andrade, 2005, pg 71) This example shows how the approach to curriculum in a classroom had a tremendous effect on the test scores of the students. Students of the teachers who affirmed their culture were interested in learning, confident with their identity, and feel capable of addressing social injustice as it pertains to them. Teachers who produced the lower scores, seemed occupied with controlling their students and are unconcerned with their cultural needs. (Duncan-Andrade, 2005) The numbers don’t lie; in 2009 only 9.4% of White students had dropped out of high school as opposed to 11.6% African-American students and 20.8% of Hispanic-American students. (U.S Census Bureau, 2012) While these scores still are unsatisfying, they are better than previous scores. In 1995 14.4% of African-American students dropped out of high school and 34.7% of Hispanic-American students dropped out. (U.S Census Bureau, 2012) This shows equity in education has made a stride in the last generation, but we still have progress to make.

While changing the State Curriculum was a legislative process that takes tremendous time. The approach to which educators can use to teach the curriculum can be changed with less time. The high-performing teachers from the Los Angeles Elementary school found a way to

incorporate the student's cultural needs into the state standards, resulting in the class doing very well on the Standardized Tests (Duncan-Andrade, 2005). It was not the things that were taught, it was the way it was taught. Having more children performing at an academically proficient level is an asset to the U.S society. Multicultural Education has the potential to create students who consistently perform well and withhold their unique culture, knowing that it is valuable by public school standards.

Cummins (2008) argues that every educator (regardless of culture, race, and biases) has the right and responsibility to make a positive difference in the lives of every child they come in contact with. Multicultural Education upholds the ethical standards our nation hopes to meet through a true democracy. Grant (1975) states that it is morally evil to dehumanize others through inequitable education leading to prejudiced societal thought (Grant, 1975). Bennett (1999) says: "Finally, equity is not only a matter of bettering our country's educational system. It is required if we value this nation's democratic ideals: basic human rights, social justice, respect for alternative life choices, and equal opportunity for all." (p.19)

THE OPPONENTS OF MULTICULTURAL EDUCATION

Many advantages of Multicultural Education were apparent, as explained earlier. However, some scholars felt that Multicultural Education was detrimental to the United States. Bennett (1999) explained that opponents usually viewed Multicultural Education as a way to break apart the unified nation. Cultural pluralism was considered dangerous to society by those who believed it heightens ethnic group identity and leads to separatism, intergroup antagonism, and fragmentation." (p. 17)

One such opponent is historian Schlesinger Jr. He claims to believe that having a multi-ethnic nation is an advantage but feels that cultural assimilation is needed and that everyone should receive an 'American' education. He feels that valuing diversity creates cult-like attitudes.

But, pressed too far, the cult of ethnicity has unhealthy consequences. It gives rise, for example, to the conception of the U.S. as a nation composed not of individuals making their own choices but of inviolable ethnic and racial groups. It rejects the historic American goals of assimilation and integration. And, in an excess of zeal, well-intentioned people seek to transform our system of education from a means of creating "one people" into a means of promoting, celebrating and perpetuating separate ethnic origins and identities. The balance is shifting from unum to pluribus (Schlesinger Jr., 1991, p.21).

Schlesinger Jr. talks about the education of minorities with relevant cultural curriculum as a way to create some sort of unhealthy out-group. However, he fails to bring in the fact that for many years the curriculum has been primarily Euro-centric in cultural relevance and does not seem to feel that there is a cult among European Americans. In fact he feels that European Americans are under unnecessary scrutiny. "Europe--the unique source of the liberating ideas of democracy, civil liberties and human rights--is portrayed as the root of all evil, and non-European cultures, their own many crimes deleted, are presented as the means of redemption." (Schlesinger Jr., 1991, p.21)

Schlesinger Jr. does have a point about European cultures coming under attack. In all fairness, European culture has been very detrimental to many other cultures in the United States. However, a quality Multicultural Education would not be complete without the incorporation of *all* cultures. For example, a recent grassroots effort in the northeast of the United States produced very good results in a predominantly white middle school. Over a 2-year period, the teachers from every discipline in this small private middle school took it upon themselves to do research about how to implement Multicultural curriculum into their subject. Even the math and physical education teachers were involved. Over the next five years, they implemented their findings, with one entire year devoted to each culture. “In the first year, they would focus on Asian cultures. This would be followed successively by years devoted to European cultures, Hispanic cultures, African-American cultures, and Middle Eastern cultures.” (Brandwein & Donoghue, 2011, p. 38) With the exception of Native Americans and parts of the Hispanic populace, America is a land built on immigrants (either by choice or by force) (Bennett, 1999). These immigrants include the European immigrants as well. Schlesinger Jr., and other opponents who see Multicultural Education as a way to attack White-Americans simply do not understand and are uninformed about the many facets and goals of Multicultural Education.

THE FUTURE OF MULTICULTURAL EDUCATION

Multicultural Education, at least in the scope of racial and cultural equity, will become less controversial over time. Cultural competence is becoming more valued among all races. Sleeter & Bynoe (2001) explain that college students who are fortunate

enough to attend a university that has a quality Multicultural Education program become enraged at the deficiencies of their K-12 curriculum.

Many students- both White and of color- when initially exposed to a pluralistic, antiracist curriculum in which centuries of falsehood and defamation are scrutinized and the whole human experience is explored, regret and resent the banality of their kindergarten through grade twelve education. Some students feel that their education manipulated information and used propaganda, miseducation, lies, and denial to distort the reality of the total human experience, leaving them ignorant of what was and is true about their community and society. (Sleeter & Bynoe, 2001, p. 167)

These higher education programs produce individuals who are more aware of the need for Multicultural Education at the Elementary level. As more individuals become educated rise to action against inequities in education and society as a whole, the future of Multicultural Education will be solidified. Campbell (2004) states that schools can be transformed "...into places where education is a rich, compelling, and affirming process that prepares all young people to make thoughtful contributions to their community in economic and civic terms." (p. 405) As more individuals, especially those wanting to enter the education field, acquire some sort of Multicultural Education, they will have the ability to pass it on to future generations. With hopes, the more controversial additional to Multicultural Education, such as immigrant education and LGBTQ curriculum will have a secure place as well in public schools.

MOVING TO ACTION

This research literature review found that Multicultural Education has a rich history spanning across many great advances in the United States. Racism and prejudice is bred through the family and through institutional goals (whether they are beneficial, detrimental, or neglectful). It seems that through quality and equitable Multicultural Education beginning in the elementary levels, a more tolerant nation could be devised over time. Brandwein & Donoghue (2011) saw very positive results in their recent seven year study. In the following section, action will be discussed to develop more tolerant and respectful future U.S citizens.

METHODOLOGY

OVERVIEW

The purpose of this study was to determine the mindset regarding Multicultural Education among various stakeholders and to see if Multicultural Education was seen as a long-term remedy for prejudice and racism in the U.S. The purpose of this study was to see if significant knowledge about Multicultural Education was had by all stakeholders, if it was considered an effective and valuable method for improving social justice among cultures, and if forms of Multicultural Education were already in use. Evidence and data were gathered through interviews and various surveys of stakeholders in a community on the Central Coast of California. For the purposes of this study, the term ‘community’ is limited to an Elementary School and a nearby California State University.

SUMMARY

Surveys and interviews were done at an Elementary School and at a University on the Central Coast of California. The interviews and surveys conducted at the Elementary School were to determine teacher attitudes regarding Multicultural Education and how well the school and the teachers personally implemented any approaches to Multicultural Education. The parents of the elementary school were surveyed to determine how they viewed Multicultural Education at the school their children attended and also what benefits they saw from using Multicultural Education approaches in the school. College students at the nearby university were also surveyed to ascertain a community view of the issue from educated individuals on the verge of entering the professional work force. Research conducted with college students was meant to reveal attitudes toward Multicultural Education as a tool to combat societal racism and prejudice over time. The interviews and surveys done at the elementary school and the surveys completed at the University were used to gather information about attitudes about Multicultural Education, benefits of Multicultural Education at the elementary level, and to see how the future of Multicultural Education stood.

COMPREHENSIVE METHODOLOGY

The community in which the study was conducted was located on the Central Coast of California. The community has a population of about 28,000 but experiences a very torrential tourist season. The demographic is dominated by European-Americans, comprising about 78% of the community's population. 14% of the population is Hispanic-American, 8% is Asian-Americans, and about 3% African-Americans. This information was gathered from the city's official website, but will remain unnamed for privacy purposes.

The school within this community where the research was conducted serves 238 students, kindergarten through 6th grade. Forty-one percent of the school's students were European-American, 33% of the students were Hispanic-American, 17% identified as two or more races, 5% were African-American, and 3% were Asian-American. The school is classified as a public charter school and one of the more racially diverse schools in the county. This information was gathered from the school's website, but will remain anonymous for privacy purposes as well.

PROCEDURE

Collaboration with the Principal was the first step in the study. A previous relationship with the Principal and various teachers had already been established at the elementary school through service learning courses offered at the university. The Principal was contacted by email over the summer of 2013. The email explained the project, requested to do research, and perform an action at the school. Permission was received and sequential emails were exchanged to discuss logistics of the project. When the issue of funding the project arose, the Principal provided the email contact of the coordinator of the Community Volunteer Organization (CVO), a volunteer organization consisting of parents who raised money for the school. This is similar to PTA, or Parent Teacher Association, present at many schools.

The next step was to begin collaboration with cultural groups of the area who performed musical and dance performances. Through research of the area, several contacts were discovered. Another great resource for finding cultural groups came from a local community college that had recently sponsored a Multicultural Fair on their campus. Emailing the club that coordinated the event at the community college provided even more contacts of various cultural groups in the area. A personal email was sent to each prospective cultural group explaining the topic and how

they would fit into and enhance the action and research. The first to respond was the instructor of a West African Drum and Dance group. An initial phone call conversation confirmed his interest in the project. After that, emails were exchanged to discuss a date in which the group could perform at the Elementary School. Once a date was confirmed, a visit to the group's practice was made to meet all the team members and introduce the topic personally. To enhance learning, it was decided to provide some informational material about West Africa to the teachers. Using information from the cultural group as well as other research, a compilation of informational material was formed and sent to the teachers of the elementary school. The teachers were asked to review the information with their students prior to the West African performance.

Once the first performance was confirmed, asking for funding became more pertinent. The CVO was a group of parents of children attending the elementary school who fund raised to provide the school with extra resources. An email was sent to the leader of the CVO asking for permission to attend a meeting and pitch the project. A space in the schedule was granted. A short presentation was given explaining the project topic, asking for funding, and asking for all parents attending to provide their email for a parent survey to be sent. A leaflet was distributed to all attending parents (see Appendix A) proposing the plan of action and requesting funds from the CVO. Parent's at the CVO meeting provided informal feedback at the meeting and all attending volunteered to take a survey by email.

The Almuni Association at the University was also asked to provide funds for the project. This process involved writing a project summary and expressing the need for funding as well as estimating the costs.

An email survey was sent to 24 parents who were present at the CVO meeting. Only six were returned even after a repeat email reminding the parents to return the answered survey. The survey questions with the consent statement can be accessed in Appendix B.

Two teachers were asked to participate in an interview face-to-face. A previous relationship had been established with these two teachers so it was appropriate to greet them in person to request interviews. To protect their privacy these interviewed teachers were referred to as Respondent 1 and Respondent 2. Respondent 1 was a Hispanic-American male teacher of 2nd grade students. Respondent 2 was a European-American female teacher also of 2nd grade students. Their transcribed interviews can be viewed in Appendix C.

After the first performance, an informal meeting was held during the lunch hour with various teachers. Unofficial feedback was given by the teachers to the researcher about the informational materials sent to them, the logistics of the assembly, and the educational aspects of the performance. Many unofficial and unplanned encounters with various stakeholders arose throughout the project.

An email was received from another cultural group, the Chinese Lion Dance club at the University in the community. Emails were exchanged discussing logistics and an appropriate date for the performance. A date was agreed upon. A visit to the group's practice was made to meet with the entire team and to watch a small performance. A club member and the researcher met at the elementary school to view the performance area and review final logistics.

The college students of a nearby University were surveyed. Forty-nine were surveyed by captive audience method. This involved asking various professors of the University to distribute

and collect paper surveys during their classes. The survey questions can be viewed in Appendix D.

Three Hispanic cultural groups of the area were contacted by email explaining the project and requesting their participation. Only one response was received. Unfortunately the cultural group was not able to schedule a performance during the day on a weekday. Research was done and it was discovered that a group of Hispanic Aztec dancers were going to perform at the University for El Dia de Los Muertos celebration. The celebration was attended and the performance was filmed. A short video was made using the film from the performance and given to the teachers to show to their students.

A response was received from an Indian cultural group in the area asking for more information and expressing interest in the project. A meeting was set up at the school to view the stage and review dates and logistics. An email conversation was continued but a suitable date could not be agreed upon.

A response was received from a Korean dance group in the area asking for more information and expressing interest in participating in the project. After explaining the project in more detail, a date was agreed upon quite rapidly. A meeting was held at the school to view the performance area and discuss the logistics of the performance.

A survey was sent to the remainder of the teachers at the school. Surveys were sent by email to nine teachers and five were returned. The survey questions with consent statement can be accessed in Appendix E.

Finally, after the last performance, the principal was approached with all the analyzed data for discussion about further action.

PROTECTION OF HUMAN SUBJECTS

In order to protect the privacy of all individuals involved no real names were used. The transcribed interviews do not contain the real names of any individuals, the school, or name of the city in which the study was done. All surveys were anonymous and all participating stakeholders were aware of their anonymity either through written statements, verbal contracts, or both.

LIMITATIONS AND VARIABLES

Limitations of this study lie in the sample sizes, the demographics of the samples, and the time in which the project needed to be completed.

The sample size of the parent survey was quite small. Only 24 parents received surveys via email and only 6 returned the answered survey. The sample size of the college student survey was more satisfactory. Only two teachers were interviewed. Nine teachers received surveys but only five were returned completed.

The racial demographics of the parent survey respondents was well rounded, but results were difficult to generalize because of the small sample size. The college student survey had somewhat equal gender demographics but the racial demographic was skewed, being dominated by European-American participants. The two teachers who were interviewed had different racial and gender demographics but both were 2nd grade teachers. The demographics of the teacher surveys were somewhat skewed with the racial demographics being dominantly European-American and Asian-American and only one other respondent being Hispanic-American.

The time in which this project was to be completed was also a limitation. The project scope covered in this document spanned across fifteen weeks from start to finish. More time would have allowed for a much more complex project. Data collection was limited during this time to allow for ample time for analysis. With such a small span of time available, the amount of cultural performances that could be scheduled was also limited.

DATA

PARENT SURVEYS

Twenty-four parents were sent a survey via email and six returned the survey. The parents were asked five open-ended questions in order to get their perspective about Multicultural Education at the elementary school in which their children attended. Because these questions were open-ended, the results ranged from simple one-word answers to very detailed answers. Each answer was carefully interpreted into categorical scales specific to each topic.

The first question inquired about the parent's racial and cultural identity. Two identified themselves as European-American (they simply stated "White" or "Caucasian"), one identified as Hispanic-American with parents whom were born and raised in Mexico, one identified as bi-racial (of Mexican and Filipino descent), one identified as African-American, and one identified as bi-racial being part Pacific Islander and Italian.

The next question: "How do you feel about the multicultural curriculum at your child's elementary school?" The answers were interpreted into three categories; happy, some doubt, and complete doubt of the Multicultural Curriculum. The parent respondents generally expressed that their particular elementary school created a more Multicultural atmosphere than most public

schools but at the same time the parents either expressed more could be done or that they were unaware that their school had a Multicultural Curriculum. Three respondents seemed very happy with the Multicultural Curriculum at their child's elementary school, while the remaining three expressed some doubt to complete doubt in the Multicultural Curriculum at the school.

The third question: "Do you feel that your culture and the culture of your child is being adequately represented at your child's elementary school presently?" The answers were interpreted into three categories; the parent believe that their child's culture is fully represented, only partial representation is present, or they feel there is little to no representation of their child's culture at the elementary school. Four respondents said that they do feel their child's culture is full represented, one expressed that they felt their child's culture was partially represented, and the final respondent said that they though there was no representation of their child's culture at their elementary school.

The fourth question: "How do you feel about performing arts/music being incorporated into the multicultural curriculum?" This question was to see if the cultural performances were something that was going to be approved of by the parents. All six respondents agreed that using the arts in Multicultural Education was beneficial.

The fifth question read "Do you feel that good cultural education has something to do with good academic performance? Why or why not?" The parent answers ranged from thinking cultural education was a nice addition but not responsible for academic success to thinking academic success is enhanced by good cultural education. Four respondents thought academic success was improved with good cultural education and two respondents did not.

University students were also surveyed to learn the community view of the issue from educated individuals about to enter into the workforce as professionals. Forty-nine individuals were surveyed using the captive audience method, which means the respondents were already in congregation and were able to complete the data collection at the time. The 9-question survey consisted of 3 multiple choice demographic questions and 6 scaled-answer questions. There were thirty females and nineteen males surveyed. Most were between the ages of 18 and 23 years. Only eight respondents were over age 23 or preferred not to disclose their age. The respondents were 55% European-American, 24% Hispanic-American, 0.08% Asian-American, and 0.02% African-American. Two respondents preferred not to disclose their race, 1 reported “other” and wrote in Arab-American, and two reported themselves as bi-racial.

The first scaled-answer question asked “If tomorrow you woke up and one thing in America had changed, what would you rather it be from the following two choices?” 33% of respondents said they would rather “The National Debt repaid or somehow the National Debt had disappeared.” 67% of respondents said they would rather “All Racism, Homophobia, and Sexism within America was totally gone.”

The remaining questions consisted of statements in which the respondents were asked how much they agreed or disagreed. The next question read “Racism in America is still a problem. Do you agree with this statement?” 35% of respondents strongly agreed, 53% of respondents agreed, and the remaining somewhat agreed.

With the question that read “Sexism in America is still a problem. Do you agree with this statement?” 29% of respondents strongly agreed, 49% agreed, and the remaining somewhat agreed.

The next question read “Homophobia in America is still a problem. Do you agree with this statement?” 45% of respondents strongly agreed with this statement, 47% agreed, and the remaining somewhat agreed.

The next question asked “Education about other cultures at the elementary level will help combat racism and improve attitudes of tolerance in America for future generations. Do you agree with this statement?” 24% strongly agreed, 49% agreed, 24% somewhat agreed, and the remaining stated “not at all.”

The last question stated “Present day education in elementary schools is focused on a Eurocentric Point of View, meaning kids will learn through the lens of European-American men. Do you agree with this statement?” 20% of respondents strongly agreed, 39% agreed, 35% somewhat agreed, and the remaining stated “not at all.”

This survey contained questions about sexism and homophobia as issues in the United States alongside the Multicultural Education as a tool to combat racism questions. This data collection helped to determine the focus issues of educated individuals soon entering the professional workforce and if they did or did not align with this project scope. Next, two teachers of the elementary school were interviewed for a comprehensive look at this topic.

TEACHER INTERVIEWS

Two teachers were interviewed for a more in-depth perspective on Multicultural Education in general, the Multicultural Education at their particular school and in their

classroom, and also to gain feedback on the cultural performances. These interviewees were selected through the convenience method, which refers to sampling those who are available and willing at the time. To protect their identity, they will be referred to as Respondent #1 and Respondent #2. Respondent #1 was a 2nd grade male Hispanic-American teacher. Respondent #2 was a 2nd grade female European-American teacher with a Master's degree in Social Justice and Equity. The interviews were semi-structured. Key questions were asked, but more questions could enter the interview if it seemed fit at the time.

One of the categories of the interviews had to do with general feelings of Multicultural Education. When asked to describe their personal feelings about students being introduced to many cultures both respondents expressed good feelings. Both respondents also said they think Multicultural Education is very valuable. When asked if they thought that it was the school's role to teach about many cultures both replied that it was the school's role and that teaching it at a young age was important.

Another category dealt with the atmosphere at the specific Elementary school considering Multicultural Education. When asked what the school specifically did to uphold its vision statement and to teach culturally competency; Respondent #1 focused on the language of Spanish being taught as an enrichment course and the cultural concepts that go along with language, while Respondent #2 focused on the lessons around the holidays in which the 1st grade students learned how different countries celebrate the holidays. When asked about the vision statement's validity, both expressed it was not valid at the school. Both agreed there was more that could be done at the school in the field of Multicultural Education.

Another aspect of the teacher interviews was asking the participants what they did personally to enhance the Multicultural curriculum. Respondent #2 focuses on personal and familial background. In her classroom, Respondent #2 chooses a student to focus on each week. Throughout the week, the class participates in multiple activities that involve honoring one student. A few activities mentioned are a poster and a lesson taught by the student. Also learned through further personal communication with Respondent #2 after the interview was that each grade chose six thematic units in which to teach throughout the year, but all teachers (K-6th grade) taught a thematic unit based on community in the previous academic year. This thematic unit was the first unit taught at the beginning of the academic year.

The teachers were then asked specifically about the West African cultural performance that was held for the students. Both felt that experience was fun and exciting for the kids. In the area of teaching appreciating for African culture it just wasn't enough. A big area of weakness was the curriculum materials. Both expressed that they would have liked a complete presentation put together for them already.

The insights provided by the teachers showed that Multicultural Education is valued but not always attained. The specific elementary school in which they taught had a vision statement rooted in Multicultural Education but it is apparent that they do not feel it is presently accomplished. They try to include small amounts of Multicultural Curriculum in their classrooms and achieve in different methods and levels. Finally, the two respondents stated that educational presentations already made for them will increase their ability to provide the students with a deeper Multicultural understanding when such as these cultural performances are held. Next, a survey of other teachers at the elementary school was analyzed further determine educator

perspectives on Multicultural Education, the school's Multicultural curriculum, and other concepts.

TEACHER SURVEYS

Nine teachers received a survey via email in order to get a well-rounded educator's perspective on Multicultural Education in general and Multicultural Education at their particular school and in their classroom. Five teachers responded. These teacher respondents were selected through the convenience method, which refers to sampling those who are available and willing at the time. Two of the teacher survey respondents were European-American, two were Asian-American and one was Hispanic-American. All were female except for one Asian-American respondent. All respondents were between 1 and 5 years in their position. Two respondents were enrichment teachers, meaning they did weekly enrichment classes available at the elementary school such as art, music, drama, Spanish language, and physical education.

The survey consisted of four open-ended demographic questions and five scaled-answer questions. These five scaled-answer questions addressed the respondent's perspectives.

One question asked "Do you feel capable of teaching students of all races and cultures equitably? (As in, can you provide fair and culturally relevant instruction to all children regardless of race and culture?)" The unanimous answer was that the teachers felt only somewhat capable of teaching students of all races and cultures equitably.

The next question asked "Do you feel the curriculum you are required to teach is relevant to all cultures?" Two respondents replied that they believed that the curriculum did apply to all cultures. The other three respondents replied that they believed that the curriculum only applied to some cultures.

Another question began with a brief explanation of Multicultural Education. It read “Multicultural education in the United States is an approach to teaching and learning that is based upon democratic values and beliefs, and affirms cultural pluralism within culturally diverse societies and an interdependent world. Do you feel that this approach is valuable for elementary level students?” Four respondents replied saying they believed that they did believe it was valuable and only one responded by saying they believed it was somewhat valuable.

The next questions read “Do you feel quality Multicultural Education will help combat racism and improve attitudes of tolerance in the U.S for future generations?” With this question, it was unanimous in answer. All respondents answered saying that they did believe Multicultural Education would reduce racism and improve tolerance over time.

The last question read “How often do you personally try to incorporate some form of Multicultural Education in your classroom?” Two respondents answered saying that they would try and incorporate some form of Multicultural Education often. The other three respondents replied saying that they would incorporate some form of Multicultural Education when it was convenient or if they saw fit.

The insights provided by the teacher survey respondents showed that Multicultural Education is valued but not always practiced in the classroom. These relatively newer teachers believe that Multicultural Education helps to decrease racism and improve attitude of intolerance and overall it was felt that the present day curriculum only applies to certain cultures.

OTHER COLLECTED DATA

Many times teachers, staff members, parents, and the Principal of the Elementary school would willingly approach and offer informal feedback or made useful remarks and comments

regarding the project. Even students of the school would offer up their sentiments without provocation. These were unplanned encounters but provided excellent sources of extra data.

Teachers said that their students were excited about the performances and would come away from the cultural performances very inquisitive and inspired. The Principal said that parents would approach her and explain that their children were talking about the day's events and said that they were impressed how excited their children seemed to learn about a different culture. Parents who happened to come and view the cultural performances would comment that it was such a valuable experience for their students. The Principal said in passing that the cultural performances were an amazing contribution to the school.

These unplanned interactions will be analyzed like small interviews and added to the data to be analyzed.

RECOMMENDATIONS

After all the research has been conducted, a brief list of recommendation has been compiled for future researchers.

- Use the captive audience method whenever possible for distributing surveys. Sending surveys via email resulted in very few being returned.
- Surveying others in the community besides university students would have created a more well-rounded perspective.
- Increased sample sizes would have added to the validity of all data.
- Diversified samples would have also added to the validity of all data.

- Allow plenty of time, a full academic year is recommended. An increased time-span would have allowed for more data collection and a more complex and large-scale action.

METHODS CONCLUSION

Four different data sets were collected in which to go into depth on perspectives of Multicultural Education in the community. Parents of the elementary school were surveyed via email, teachers were interviewed, teachers were surveyed via email, and University students of the community were surveyed using captive audience method. The purpose was to see if Multicultural Education was valued, if significant knowledge was had by the stakeholders, and if it was considered an effectual method for diminishing racism and prejudice, and also to see if forms of Multicultural Education are in current use.

In the next section the data collected is analyzed and interpreted into action. The Principal of the Elementary school was approached with the results of all the analyzed data and possible actions were considered.

RESULTS

As stated previously, the original purpose of this project was to determine benefits of Multicultural Education at the Elementary level. Additionally, this study was also meant to explore stakeholder knowledge regarding Multicultural Education, stakeholder perspectives of Multicultural Education (ie. Was it deemed valuable or not?), and also to learn about the implementation of forms of Multicultural Education at the research site. Through collected data acquired from interviews and surveys, this research project's goals were extended. The data was interpreted and separated into categories that gave insight into the above topics.

BENEFITS OF MULTICULTURAL EDUCATION

Through interviews and surveys as well as review of scholarly literature, many benefits can be derived for the use of Multicultural Education at the Elementary level. As stated earlier, there are societal advantages and academic advantages to Multicultural Education. Societal benefits include more globally aware citizens, more truthful and ethical curriculum, and dispelling of ignorance about one's community. The interviews and surveys echo these words derived from the academic text.

The teacher interviews showed that there are perspectives among educators that Multicultural Education benefits our society in a multitude of ways. Respondent 1 from the teacher interviews was asked about his general feelings regarding Multicultural Education and responded: "I think it is very important that they're introduced to many different cultures in school because they're going to be working in a global market and in an environment where it's not going to just be people in their community." This is interpreted that teachers believe that creating global citizens is important and therefore see advantages to the Multicultural Education method. Respondent 1 also said: "I think schools need to expose kids to different cultures. It's our job to create model citizens, so in that process of doing that, we need to expose them to what other cultures and other countries believe are model citizens too and what their beliefs are."

Respondent 2 spoke about creating culturally competent students and future citizens with an ability to live and socialize happily with diverse people. In her interview when asked about her feelings of Multicultural Education she said: "I think it's important for kids to build social skills with kids who are different from them. I think it's important for kids to dive deeper. Not just 'this is the food that they eat and these are the clothes that they wear.' But meeting them and

hearing their story.” Respondent 2 was asked if it was the role for the school to teach using this method at the younger grades and she replied: “I think especially at a young level. Young kids have an open mind and open heart to be able to meet people of different backgrounds and I think they are able to accept and have an understanding for other people.” Respondent 2 showed an interest in Multicultural Education for the benefit of dispelling ignorance for the student’s culturally diverse peers. Data from the teacher surveys also supports various benefits of Multicultural Education at the Elementary level.

Nine teachers were sent surveys by email, only five were returned. The question “Do you feel quality Multicultural Education will help combat racism and improve attitudes of intolerance in the U.S for future generations?” received a unanimous affirmative answer. All five respondents to the teacher survey selected the choice “Yes, I do believe that Multicultural Education will decrease racism and improve tolerance over time.” Five out of five teachers surveyed did think that Multicultural Education provides a future societal benefit of decreasing racism and prejudice over time. Additional data from 49 University students supported the benefits of acquiring a Multicultural Education.

Forty-nine University students were also surveyed by captive audience method. Only eight of the respondents were above the age of 23 years or declined to state their age; meaning 84% of the respondents were between the ages of 18 and 23. University students were chosen because of their status of participating in higher education and the fact that they were on the verge of entering into the professional market as productive individuals. One of University student questions was: “Education about other cultures at the elementary level will help combat racism and improve attitudes of tolerance in America for future generations. Do you agree with this statement?” This question is similar to the questions stated above in the survey of five teachers.

The University students replied; 24% strongly agreed with the statement, 49% agreed with the statement, 24% somewhat agreed, and only 3% did not agree at all. The data from this question indicated that there was a belief among teachers and University students that Multicultural Education benefits society by reducing racism and improving tolerance in future citizens. Another proposed benefit of Multicultural Education is academic enhancement. The parents' surveys also produced data that supported teachers' and University Students' responses and beliefs.

The open-ended survey of parents who had students attending the research site, an Elementary school in the community indicated that academic performance was positively affected by Multicultural Education. Six parents were surveyed and in the survey they were asked: "Do you feel that good cultural education has something to do

Figure 1.

Benefits of Multicultural Education

- Creates more globally aware citizens
- Develops cultural competency in students
- Decreases societal racism and prejudice
- Enhances academic performance

with good academic performance?" Overall 4 out of the 6 parents expressed that they thought Multicultural Education had a positive impact on their child's scholastic performance. One parent stated "I feel that good cultural education can only enhance academic performance. Any learning, multicultural or otherwise, expands their horizons, exposes them to different ways of life and opens their minds to additional ways of life." The other two parents who did not concretely express a belief in a correlation between Multicultural Education and academic success did not ultimately disagree either. For example, one of the disagreeing parents had this to

say when asked the same question: "I am not sure about this statement. I think that good academic performance depends on the individual and their willingness to do their best whether or not they have had a "cultured education" or not. However, those who have had the opportunity to be cultured most likely have done well in school. There's no doubt that having a cultural education is helpful, but academic success is still up to individual." It was interpreted in this stage of data collection that parents generally believed that academic performance was benefitted from use of Multicultural Education at the Elementary level. Those parents who did not distinctly communicate this seemed to view Multicultural Education as purposeful for enhancing self esteem and saw it as a good opportunity but not necessarily needed to produce good grades.

Overall it seems that various stakeholders in this project did feel that there are benefits to Multicultural Education at the Elementary level. Figure 1 shows the benefits of Multicultural Education as derived from the data. Societal advantages are seen among individuals, such as creating globally aware citizens, culturally competent persons, and decreasing societal racism and improving tolerance among future citizens. Also seen are academic advantages to Multicultural Education, by enhancing classroom performance.

KNOWLEDGE OF MULTICULTURAL EDUCATION AMONG STAKEHOLDERS

Through interviews and surveys, it was sought out to determine if Multicultural Education was a method of education widely known about and understood, or not. The data that contributed to this subtopic were the teacher interviews and the teacher surveys. Parent surveys

and University student surveys were inconclusive to confirm or deny how much stakeholder knowledge was held about Multicultural Education.

In the teacher interviews, Respondent 2 exhibited abundant knowledge of Multicultural Education; speaking specifically of approaches to Multicultural Education and the pros and cons of such approaches. For example, Respondent 2 offered up this remark “I think that a lot of times what is done, it’s what’s called the additive approach. Teachers will teach the regular curriculum but then will be like ‘Oh! Martin Luther King day is coming up!’ And then throw in a book about Martin Luther King. They aren’t getting the background about Martin Luther King or knowing what he was going through. They may not even learn anything about the Civil Rights Movement.” Respondent 2 had a Masters degree in Equity and Social Justice and showed remarkable understanding of Multicultural Education. However, Respondent 1 was not quite as intellectual on the issue but did show minor understanding of the simpler forms of Multicultural Education such as Ethnic Studies and the Additive Approach as described in the Literature Review section. This showed that while there was discrepancies among the amount of knowledge instructors held about Multicultural Education, it was not a completely unfamiliar topic.

The teacher surveys also served to enlighten this topic area. The five teachers surveyed were asked “Do you feel capable of teaching students of all races and cultures equitably? (As in, can you provide fair and culturally relevant instruction to all children regardless of race and culture?)” There was again a unanimous answer among all five respondents. All five selected the answer “I feel somewhat capable.” This was interpreted to mean that while the teachers do not

feel entirely unqualified to teach equitably across all cultures, they also do not feel wholly skilled

Figure 2.

Teacher Knowledge of Multicultural Education

Interviews – 1 out of 2 teachers exhibited knowledge about quality Multicultural Education

Surveys – 5 out of 5 teachers only feel somewhat capable of teaching all cultures equitably.

to do so either. This echoed the data received from the teacher interviews.

Conclusively, teachers seem to have minimal to moderate understanding of Multicultural Education with such exceptions as Respondent 2. Figure 2 displays an overview of what the data showed regarding knowledge of Multicultural Education. Understanding of Multicultural Education among parents and University students of

the community stood inconclusive. More research is needed to determine levels of understanding among these stakeholders.

PERSPECTIVES OF MULTICULTURAL EDUCATION AMONG STAKEHOLDERS

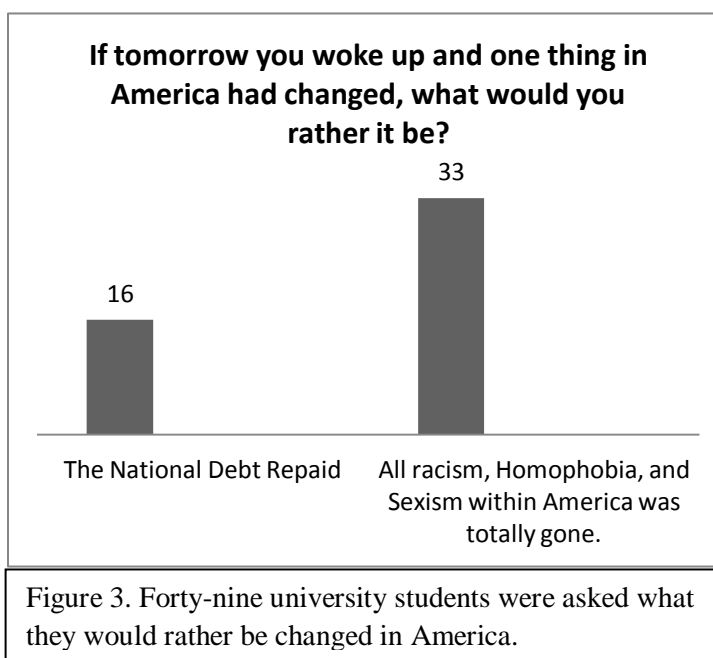
In this project it was also pertinent to determine if Multicultural Education was held valuable, or if other perceptions about Multicultural Education existed among the stakeholders. Data about this subtopic was collected through teacher interviews and also surveys of teachers, University students, and parents.

The parents' surveys showed that Multicultural Education was seen as a valuable teaching method. In layman's terms, parents liked Multicultural Education, or the idea of it at

least. While a specific question was not asked, the open-ended style of the questions allowed for parents to expand and give more information than asked for. This proved helpful to see their perspectives on Multicultural Education. One parents said “I feel the more exposure our children have cultures outside of their own the more well-rounded and tolerant they will learn to be.” No parent expressed disdain for Multicultural Education, only uncertainty for what it could and could not accomplish (such as academic enhancement).

University student surveys also helped to illuminate this topic. The data showed that University students cared about the issues of racism, sexism, and homophobia (see figure 3). When asked “If tomorrow you woke up and one thing in America had changed, what would you rather it be from the following two choices?” 33% of the forty-nine respondents replied that they wished the National Debt would disappear while 67% of respondents wanted that “All racism, Homophobia, and Sexism within America was totally gone.” This showed that the majority of University students cared about the issues of discrimination in the United States more so than other issues such as monetary issues. The reduction of discrimination is believed to be an advantage of Multicultural Education.

University students were also asked: “Present day education in



elementary schools is focused on a Eurocentric Point of View, meaning kids will learn through the lens of European-American men. Do you agree with this statement?” 20% of respondents strongly agreed, 39% agreed, 35% somewhat agreed, and the remaining stated “not at all.” In this example, University students showed that their majority feel that there was an issue with education being skewed to the point of view of European-Americans, leaving out other cultures present in the United States. This is also another issue that Multicultural Education addresses. Because University students saw a problem with issues in education that Multicultural curriculum deals with; it was determined that University students perceived Multicultural Education as valuable.

Teacher interviews were also used to collect data regarding this topic. When asked if Multicultural Education was valuable, Respondent 2 said: “Oh yeah! Kids learning to appreciate people for their differences. Not just ‘this is my friend, and I like him because...’ more like ‘this is my friend, he’s different than me but I still like him...’ I think it’s completely important for kids to build social skills with kids who are different from them.” Respondent 1 also agreed. When asked if Multicultural Education was valuable he said simply: “I say it’s *very* valuable.” The two teachers interviewed were very explicit in how they perceived Multicultural Education and made it easy to determine that instructors generally believe Multicultural Education is valuable.

Teacher surveys were also done to help determine the perceptions of Multicultural Education. In the survey taken by five teachers, they were asked overtly if they felt Multicultural Education was a valuable approach for elementary level students. The results were that 4 of the 5

teachers thought Multicultural Education was valuable and only one respondent saying it was somewhat valuable. This data coincided with the previous determination that instructors generally found Multicultural Education valuable for elementary level students.

Irrefutably, it was verified amongst all stakeholders that Multicultural Education was believed to be a very important and valuable approach to education, especially for younger grades. Parents spoke highly of it, inferring their benevolence towards Multicultural Education. University students expressed their awareness of specific problems that Multicultural Education helps to correct. Elementary teachers stated clearly that Multicultural Education was valuable for a multitude of reasons. Knowledge that the belief that Multicultural Education is valuable is important for the justification of future action. However, the current implementation method had to be determined in order to go forward. The next part of the study dealt with the actual implementation of Multicultural Education at the research site.

IMPLEMENTATION OF MULTICULTURAL EDUCATION AT RESEARCH SITE

Data about implementation of various forms of Multicultural Education was collected through teacher interviews, teacher surveys, and parent surveys. The University student surveys did not serve to explore implementation of Multicultural Education at the research site. The question was how and to what degree were forms of Multicultural Education being implemented?

The two teachers interviewed were asked about what the Elementary school did to implement forms of Multicultural Education and what they themselves did in their classrooms to

personally use Multicultural Curriculum. In the course of these interviews and other informal personal communications with teachers, it was found that there was a correlation between what the teachers did personally in the classroom and what the school did as a whole. For example, each grade level designed its own set of six thematic units to teach throughout the year. Three were required to be focused in Social Studies. In every grade level, the first thematic unit of the academic year was based on some sort of community theme or community building in the classroom. This showed up in one of the 2nd grade student projects described by Respondent 2: “They make ancestry boxes, and decorate them, and fill them with family artifacts. So it’s a really good time to start to understand where people come from. Not just you know ‘I am Latino and this is my flag...’ more like ‘well this is a family just like my family’ and to get the kids to make connections is important.” Respondent 2 also explains a project done by 1st graders at the school: “I know that first grade has a unit about celebrations around the world. It’s around the holidays, they have these little passports and they go visit holiday celebrations around the world. And they do a little video.” Respondent 1 had another viewpoint about how the school implements forms of Multicultural Education: “Well, I think they expose them to the Spanish language. They expose them to a lot of customs and beliefs of the Spanish cultures. Particularly Argentinean and Mexican cultures. But then they also expose them to Hawaiian culture, with the Ukelele during music time. Also in art, they expose them to many European artists. Through a lot of our enrichment classes, they are exposed to a lot of different cultures.” Through the teacher interviews it was concluded that the Elementary school in study had a structure in place that did provide simple forms of Multicultural Education. The teachers were also asked about their personal contributions in their own classrooms.

The two teachers interviewed were asked about how they individually practiced any sort of Multicultural Education in their classroom. Respondent 1, a Hispanic-American male, had this to say: “Often times in my own lessons I will incorporate Spanish words, to expose them to some of the words in Spanish, since we are around so many Spanish speakers. I’ll also teach them some Hawaiian words for the same things, just because I know those two cultures, just to expose them to that. And I think it’s fun, makes it fun for them.” Respondent 1 focused a lot on language during this portion of the interview as well as in many other areas of the interviews. It was interpreted that language was seen as a very important cultural aspect to Respondent 1 and so he felt his greatest contribution was displaying different languages in his classroom. Respondent 2 talked primarily about a sort of program in her classroom called “student-of –the-week,” in which one student per week was honored. She explained: “Well I do the student of the week. The kids get to make a poster and share with us about themselves and their family. Then they get to teach us something of their choice. My master’s degree was in equity and social justice. Coming from that background I try to make sure that my classroom is equitable for all students. It’s something I try to do, and I hope they appreciate it.” Respondent 2’s responses were interpreted in the sense that she felt community and family were a very important aspect to culture and therefore felt that including it in her classroom was an important contribution of hers. The two teachers interviewed gave wonderful insight to the ways in which Multicultural Education was implemented on the school-wide level and then in their individual classrooms. There however seemed to be some discrepancy on how much and what levels of Multicultural Education was being used, depending on the instructor. The surveys of five teachers also shed some light on this matter.

Five teachers were surveyed at the school. These teachers did not include the two teachers interviewed. One of the questions asked in the survey was: “How often do you personally try to incorporate some form of Multicultural Education in your classroom?” This question resulted in the following data: 3 out of the 5 teachers selected “I will incorporate some form of Multicultural Education when I see fit or when it is convenient.” The remaining 2 respondents chose the answer “I try and incorporate some form of Multicultural Education in my classroom very often.” This showed that most teachers were aware that Multicultural Education was not a constant part of the normal curriculum and they only tried to incorporate it when it was easy to or if the lesson called for it. This also showed that discrepancies among instructors existed dealing with levels and quantity of Multicultural curriculum used in the classroom. While the school has structures in place to require some Multicultural Curriculum, it depended on the teacher whether more or less was used. Parents were also an insight to this subtopic.

Six parents were surveyed using open-ended survey questions. One question asked “How do you feel about the Multicultural curriculum at your child’s Elementary school?” Parent responses were about divided in half. Three respondents expressed happiness and contentment with the school’s Multicultural curriculum and three expressed doubt. One parent who expressed doubt had this to say: “To be honest, I did not know [the Elementary school] had a multicultural curriculum. I only knew that some thematic units taught on different cultures, such as what my 6th grader is learning about, ancient Egyptians and Greeks, or what she learned in 4th grade about the different migrants to California.” This showed that a discrepancy among teacher’s individual Multicultural Curriculums were present as well as an inconsistency among parents contentment and/or knowledge about the Multicultural Curriculum at their child’s Elementary school.

Another parent survey question asked: “Do you feel that your culture and the culture of your child is being adequately represented at your child’s Elementary school presently?” 4 of the 6 respondents expressed that they did believe there was adequate representation, 1 respondent expressed there was partial representation, and 1 expressed that there was no representation of their child’s culture. Here it was shown that parents of various cultures are not seeing all cultures represented at the Elementary school, though the majority were content.

Surveys of teachers and parents as well as interviews of teachers at the Elementary school studied show that in some aspects the implementation of simple forms of Multicultural Education are present. However, the quality of Multicultural Curriculum and the amount used in the classroom varied among instructors. Implementation of Multicultural Education in the Elementary school proved not to be as minimal as previously hypothesized, however the depth and consistency of implementation showed room for improvement.

ACTION

As stated in the Methodology section, cultural performances were organized for the school to help make contributions to the school’s Multicultural Curriculum. These performances also served to help determine what would be helpful to the Elementary school through trial and error. It was also pertinent to begin the performances while the study was being conducted because time was scarce. Informal feedback from the teachers and Principal as well as a portion of the teacher interviews helped to turn the performances into collectable data.

Material and resourced that coincided with each cultural performance were distributed to the teachers in attempt to make the performances more educational. However, the materials were not always used by the instructors. Interviews with the teachers revealed that it was difficult for

the teachers to add a new lesson into their day or even to have enough time to turn the provided materials into an age appropriate lesson plan. Some teachers admitted in informal conversations that they did not even open the email containing the materials for the performance. This led to the decision that any lessons would have to be integrated into the daily curriculum, and not as an additive. Implementing a deeper and more quality Multicultural Education program in this Elementary school would have to include helping the teachers incorporate it slowly into their preexisting curriculum.

A meeting was set up with the Principal of the Elementary school after the final performance and analysis of all data from surveys, interviews, and personal communications. All data and results were relayed to the Principal. The Principal agreed that teachers were having difficulties adding Multicultural Curriculum into their day and a new strategy was needed. After collaborating with the Principal it was decided that further action was necessary to truly help the school take on a more in-depth Multicultural curriculum.

FURTHER ACTION

With the new semester, more actions are planned to help the research site achieve higher quality Multicultural Education. The teachers of each grade level create their own thematic units in which they go in-depth on a topic. To help incorporate Multicultural Curriculum, Lesson plans and strategies will be provided to each individual grade level that aligns with their specific thematic units. Also, the library is an excellent resource for students. It was also decided that more Multicultural literature can be included in the library for student use. In the upcoming semester, quality Multicultural books will be researched and purchased and donated to the school's library. With the previous action of organizing cultural performances and further actions

to be executed, the Elementary school is predicted to have improved Multicultural Education and curriculum for its students.

CONCLUSION

Hypothesizing that Multicultural Education had the potential to combat racism and prejudice was how I got started with this project. Through review of scholarly literature and my own data collection, I proved that and also found out so much more. I now know that others have the same interest to implement Multicultural Education for global awareness and employment, to improve cultural competence, and even to improve student academic performance. With this information, it gives me the drive to go forward and do even more for the school.

As the cultural performances were commencing, I looked out onto the sea of little faces in the audience, curious as to what was about to happen. Some of their teachers had the time to introduce the culture and some didn't, some were leaning over and whispering things like "this is the African Drummers" to their friends. As the performances were going on, some kids laughed and clapped while others stared silently slack jawed, and in awe. After the performances, students who recognized me would run up and ask when the next "culture" was coming. As far as making a difference for societal change, I feel more confident in the action plans for next semester with more in-depth Multicultural Education. However, for sparking an interest in cultures that will hopefully transcend into their adulthood, the roars of applause tell me I have done some good for those kids.

A famous Greek Proverb sums it up well, "A society grows great when old men plant trees whose shade they know they shall never sit in." For too long the progress towards

education that teaches for tolerance has been stunted by complacency and disinterest. The Elementary school that was part of this study has proven they have the convictions to attempt going against the methods of teaching of the past. For many reasons, Multicultural Education is present and thriving at their school but as we read, there is so much more to be accomplished. I may not see radical education reform in my lifetime. In fact, many of those who work today to change education will probably die before their dreams are accomplished. Rest assured, because for all the effort of today will come into fruition another day. All the struggles will be worth it. Recall the quote by Frederick Douglass, at the beginning of this essay: *“If there is no struggle there is no progress.”*

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APPENDIX A - LEAFLET TO CVO PARENTS AT MEETING

MULTICULTURAL EDUCATION PLAN –

[SCHOOL NAME], FALL SEMESTER 2013

Summary

My name is Brittney Stane, and I am in my final stages of completing my BA in Liberal Studies at California State University Monterey Bay. I hope to one day be a teacher. For my final Capstone project, I would like to create a multicultural education experience for all students at [School Name] for the 2013 Fall semester. To do this I plan to provide educational materials to all teachers and organize to have various cultural performances come to the campus.

Proposed Cultural Groups

I hope to bring at least 5 of the following cultures to [School Name].

- West African (confirmed for September 20th, 2013)
- Italian
- Chinese
- Hispanic
- Polynesian
- Korean
- Filipino

Funding

I expect that I will need \$500 maximum to make this semester a success. My estimated costs are as follows.

Estimated Expenses

- \$400 for 5 groups (for their fees and transportation costs)
- \$100 for miscellaneous (such as “Thank you” cards, and Snacks and Beverages for performers)

*Note: An expense report will be provided and all unused monies will be returned to the granters.

Other Necessities

Because this project is to fulfill my final Capstone for my Bachelor’s degree, I need to make sure that my process is well documented and thorough.

I ask that the CVO parents present allow me to send them an email survey to get their opinions as stakeholders in their child’s education. This will help me in my action project and also my final dissertation. (Answered surveys are like gold for students doing research!) ☺

Thank you very much for your time!

APPENDIX B – PARENT SURVEY QUESTIONS

Hello dear parents who have decided to help me in my quest!

My name is Brittney Stane and just in case you are not aware: I am in my final semester of Liberal Studies BA program at CSUMB to become a teacher . I have done some of my service learning at [School Name] and fell in love with it.

For my capstone project I am exploring the Multicultural Education at Bayview Academy.

If you could answer the following questions to best of your ability it will help me direct my project in a way that will do the most good. Feel free to copy and paste the questions and re-mail to bstane@csumb.edu or any method you see fit (such as numbering the answers with the numbers of the questions)

Ethics and rights for Survey Respondents: You may of course decide at any time not to take this survey or to not answer specific questions. Because most questions are open-ended, it is up to you how much you want to tell me. The more you tell me the better, but do not feel pressure to write a lot. I will read as much as you write and appreciate it! If you DO NOT want me to use quotes from your answers in my final dissertation and presentation, please let me know in your email response. I may also contact you again with a second follow up survey, if you do not want to be contacted for the second survey please let me know in your email response. Any other concerns, please feel free to contact me. Everything is completely anonymous!

SURVEY QUESTIONS

1. How would you describe your race and culture?
2. How do you feel about the multicultural curriculum at [School Name]?
3. Do you feel that your culture and the culture of your child is being adequately represented at [School Name]?
4. How do you feel about performing arts/music being incorporated into the multicultural curriculum?
5. Do you feel that good cultural education has something to do with good academic performance? Why or why not?

Once again thanks so much for your participation! With your help we can make this a great semester!

APPENDIX C – TEACHER INTERVIEW TRANSCRIPTS

Respondent #1 – 2nd Grade Teacher /Male / Hispanic-American [R]

Interviewer – Female / European-American [I]

[I]– How do you feel about students in general being introduced to many different cultures in school?

[R]- I think it's very important that they're introduced to many different cultures in school because they're going to be working in a global market and in an environment where it's not going to just be people in their community. Through the internet, working in New York or San Francisco, you're working with people throughout the whole world. Understanding different customs and beliefs just brings down barriers that would be there otherwise.

[I] – So would you say Multicultural Education is valuable, is that the word you would use?

[R] – I say it's *very* valuable.

[I] – Do you think it's a schools place to do this for kids? Do you think it a schools role to do this?

[R] – I think schools need to expose kids to different cultures. It's our job to create model citizens, so in that process of doing that, we need to expose them to what other cultures and other countries believe are model citizens too and what their beliefs are.

[I] – I went over the vision statement for this school and it has a lot to do with Multicultural Education. What does this school do specifically to make sure that the students receive a good Multicultural Education?

[R] – Well, I think they expose them to the Spanish language. They expose them to a lot of customs and beliefs of the Spanish cultures. Particularly Argentinean and Mexican cultures. But then they also expose them to Hawaiian culture, with the Ukelele during music time. Also in art, they expose them to many European artists. Through a lot of our enrichment classes, they are exposed to a lot of different cultures.

[I] – Specifically you as a teacher, do you do anything on your own initiative to enhance Multicultural curriculum in your classroom?

[R] – Often times in my own lessons I will incorporate Spanish words, to expose them to some of the words in Spanish, since we are around so many Spanish speakers. I'll also teach them some Hawaiian words for the same things, just because I know those two cultures, just to expose them to that. And I think it's fun, makes it fun for them.

[I] – It sounds like this school goes above and beyond most schools in the department of Multicultural Education, but do you think more can be done? Do they live up to their vision statement?

[R] – I think they are striving to reach their vision statement. There is always something else more to do. I think we can focus on specific cultures, and we can do that at the lower grade levels we can focus on different cultures such as Egyptian, African, and Japanese. As they get older, we can go back in time and what like say the Greeks believed during that time. We can do more breadth at the young levels and more depth as they get older. There is more room for growth, we do a good introduction. There is more to do though.

[I]- On September 20th 2013 a group of West African drummers came to the school and performed for the kids. Were you present?

[R] – Yes.

[I] – Okay great. So tell me your overall feeling about the performance. Give me your feedback. What did you like about it? What did you not like about it?

[R]- I thought the experience was really good for the kids to see what traditional drums look like and sound like and experience some of the dancing. I don't think they have experienced it in a way where they were able to do it physically. They have probably seen it on T.V or here or there, but they've never seen it or felt the loudness of the drums. That was really great.

[I] – And since nothing perfect, there had to be something that was unsettling or could have been improved?

[R] – Maybe some more explaining of what the drums look like and maybe if the kids could have come up and actually hit the drums, would have been nice. That would have kept their attention a little bit more. I think if we had known there would be dancing we would have spread out where we were sitting a bit more. To have more room.

[I] – I'm sorry I didn't know they were going to do interactive dance.

[R] – I think the one dancer was okay, but if he was up on stage, the kids would have seen his feet better.

[I] – I agree, and I think they caught on to that because of the next performance the dancer was up on stage. So, you had your kids at the performance and you brought them back to the classroom. On the way back to the classroom and in the classroom, did you observe any reactions? What were their reactions?

[R] – Well, I have to say I wasn't able to meet with them afterward because they went right into art. Then they went straight home. We didn't really get a chance to discuss what they learned or

what they took from that experience. I think I would like to have a closing with them to see their takeaway.

[I] – That's okay, I understand. Did they at least seem excited?

[R] – Oh they were very excited! They were very excited to see it! I had one kid come up and tell me that 'I like this, but I'm shy.' He like the drums, he like the dancing, he wanted to try but he wasn't sure if he could. Start of the year, he's still kind of new to the class and to me, so the shyness was still there.

[I] – I sent out curriculum materials to the teachers about West Africa. I hear that it didn't work out. Can you give me your take on what didn't work out and what could have worked out better?

[R] – I think a power point presentation would have been good. With, not just slides to flip through, but maybe with video clips, discussion questions, and answer. Maybe you also can provide books about Africa. For lessons, having those resources, they're nice to have.

[I] – Books are always available if you look hard enough. And I can definitely do that. I understand as a teacher, things can get hectic. I should have thought about it more.

[R] – Kids need more. Especially younger kids, they need lots of visuals.

[I] – Okay I understand. Okay, so what about you as a teacher? When you were viewing the performers, do you think this is something that should happen every year? What was your viewpoint as a teacher?

[R] – I loved the drumming. I think every other year is great for music, and maybe on the off year doing crafts or art.

[I] – As far as future performances, what would you like to see?

[R] - I would love to see music from Japanese culture, Hawaiian culture, from South America, some of the dancing from South America. I think that would be good to see. I think it would be important for the kids to see something from Latin America.

[I] – What do you mean by Latin America?

[R] - I think music from Mexico would be cool, but also Argentinean culture.

[I] – Having kids from other cultures, what do you think it did to them seeing African Americans doing something interesting and having them be excited about it?

[R] – I think it's important for them to see that. I think if I had a kid who was African American I think they would feel that their culture is valued and it's important. They would see that their friends are appreciating it and feel a pride for their culture. I think that's its important. And the other kids get an appreciation for the culture, at least in a small way.

Respondent #2 – 2nd Grade Teacher/ Female / European- American [R2]

Interviewer – Female / European- American [I]

[I] – How do you feel about students in general being introduced to many different cultures in school.

[R2] – I think that a lot of times what is done, it's what's called the additive approach. Teachers will teach the regular curriculum but then will be like 'Oh! Martin Luther King day is coming up!' And then throw in a book about Martin Luther King. They aren't getting the background about Martin Luther King or knowing what he was going through. They may not even learn anything about the Civil Rights Movement. We read this book in Grad school called Beyond Heroes and Holidays and it was kind of about pushing the curriculum beyond looking at Martin Luther King, Rosa Parks, and Abraham Lincoln. So I think this school does a fairly good job at teaching Multicultural Education, but we could be doing so much better, especially by moving beyond the additive approach.

[I] – I agree. I appreciate the additive approach as a step, but I do agree with what you're saying about going deeper. So does that mean you think Multicultural Education is valuable?

[R2] – Oh yeah! Kids learning to appreciate people for their differences. Not just 'this is my friend, and I like him because...' more like 'this is my friend, he's different than me but I still like him...' I think it's completely important for kids to build social skills with kids who are different from them. I think it's important for kids to dive deeper. Not just 'this is the food that they eat and these are the clothes that they wear.' But meeting them and hearing their story. We do a unit on ancestry, so the kids get to bring in boxes. They make ancestry boxes, and decorate them, and fill them with family artifacts. So it's a really good time to start to understand where people come from. Not just you know 'I am Latino and this is my flag...' more like 'well this is a family just like my family' and to get the kids to make connections is important.

[I] – This school has a Vision Statement about Multicultural Education, and so what do they do specifically?

[R2] – I know that first grade has a unit about celebrations around the world. It's around the holidays, they have these little passports and they go visit holiday celebrations around the world. And they do a little video. Fourth grade does a unit about explorers. But other than that I can't think of anything outside the additive approach.

[I] – So then what would you say about the Vision Statement?

[R2] – I think it's a buzzword more than actual reality. Although there are many different cultures represented here, I am not sure if they feel that it's their home. We have like 3 Indian families, I have two black children in my class... Last year I had 3

[I] – Could more be done?

[R2] – Definitely.

[I] – Do you think it's the school's role to go deep?

[R2] – Yes.

[I] – Even at a young level?

[R2] – I think especially at a young level. Young kids have an open mind and open heart to be able to meet people of different backgrounds and I think they are able to accept and have an understanding for other people.

[I] – So you said you have the ancestry box which is implemented through the school. Is there anything you do personally that enhances the multicultural curriculum?

[R2] – Well I do the student of the week. The kids get to make a poster and share with us about themselves and their family. Then they get to teach us something of their choice. My master's degree was in equity and social justice. Coming from that background I try to make sure that my classroom is equitable for all students. It's something I try to do, and I hope they appreciate it.

[I] – On September 20th 2013 a group of West African Drummers came to perform at the school. What was your overall feeling about the performance?

[R2] – I thought it was really wonderful. The kids got exposed to different types of music, different types of dancing, different types of outfits that they were wearing, different voice, like his accent, different personalities. I think the exposure was good even without the lesson. Of course the lessons help it hit home. I think something that did work was having the groups separated, the young kids and then the big kids. I think it was also really nice that they just talked a little and then played and let the kids listen. And then it was neat letting them practice dancing. I think it was really fun for them. I think it was overall pretty awesome. I thought it was interesting that 3 of the people up on stage were white, I was wondering if the kids were thinking about that. I was also wondering about the words they were singing.

[I] – The curriculum materials I sent didn't work out. Can you go into depth about why it didn't work?

[R2] - I think it would have been easiest for us as teachers since we have a bajillion things to do, maybe making a power point or film yourself. Something we can open up and that is easily accessible, would have been better, the more likely they'll use it. The information was great, but I had to translate it to 2nd grade level. The primary grades are also more welcoming, the upper grades have more standards to cover and usually aren't as welcoming. Maybe a video clip, film reaches all ages.

[I] – After the performance, on your way back to the room, and back in the room. Was was the air about them? Were they excited?

[R2] – Oh yeah they were super hyper. They were like ‘we just saw drumming and dancing and now we want to dance and talk to each other... wasn’t that cool!’

[I] – Do you have African American children in your class?

[R2] – Yes. One, and then two that are half African American.

[I] – So having all the other children in the room see the performance. Do you think it affects their relationship with those kids?

[R2] – No not really, well maybe a little bit. But I don’t know if it’s enough for those kids to tie in how they look with those performers. Well I don’t know, that’s a good question. I’m excited for the next performance.

APPENDIX D – UNIVERSITY STUDENT SURVEY QUESTIONS

CONSENT TO PARTICIPATE IN HUMAN SUBJECT RESEARCH

PROJECT TITLE: Broadening Horizons: The Benefits of Multicultural Education in Elementary Schools

I, Brittney Stane, would like you to participate in a research study conducted by myself, a Liberal Studies Student, to be used for my

capstone project dealing with Multicultural Education at California State University, Monterey Bay (CSUMB).

The purpose of this research is to find out if people find value in Multicultural Education. You were selected as a participant in this study because your age group and/or education level is of interest.

If you decide to participate in this research, you will be asked to answer the survey questions on the attached survey to the best of your ability and with honesty. Your identity will not be disclosed to anyone besides myself. If you do not want to participate, you don't have to do anything.

Any information that is obtained in connection with this study that can reveal your identity will remain confidential and will only be disclosed with your written or witnessed verbal permission or as required by law.

Taking part in this project is entirely up to you. You can choose whether or not to be in the study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

If you want to know more about this research project or have questions or concerns, **please call me at 559-737-1260, or email me at bstane@csumb.edu**. You may receive a copy of this consent form upon request.

The project has been reviewed and accepted by the Committee for Protection of Human Subjects (CPHS) California State University Monterey Bay's review board for research involving humans as subjects. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

If you have questions about CSUMB's guidelines and policies for human subject research, they're posted online at:

<http://spo.csumb.edu/guidelines>. To speak with someone about human subjects, please contact the CPHS Chair, Dr. Chip Lenno, at (831) 582-4700, clenno@csumb.edu, or in person at CSU Monterey Bay, 100 Campus Center, Media Learning Center (Building 18), Seaside CA 93955.

Thank you for considering participation.

Sincerely,

Brittney Stane

Liberal Studies Department, CSUMB

Consent Statement

I understand the procedures described. My questions have been answered to my satisfaction and I freely agree to participate in this study. I know what I will have to do and that I can stop at any time.

I have been given a copy of this Consent Form if I had requested it.

Signature

Signature of Researcher

Date

In my judgment, the participant is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in this research study.

Signature of Researcher

Date

SURVEY QUESTIONS:

For questions 1-4 please place an "X" next to the appropriate space. For questions 5-9 please circle the appropriate response for each statement.

What is your Gender? _____MALE _____FEMALE _____OTHER _____Prefer not to Answer

What is your age? [Please write number] _____ years _____Prefer not to answer

What race/ethnicity do you identify with? _____African-American _____European-American
(White)

_____Hispanic-American _____Asian-American _____Prefer Not to Answer

_____Other: [please specify:_____]

If tomorrow you woke up and one thing in America had changed, what would you rather it be from the following two choices?

_____ The National Debt repaid or somehow the National Debt had disappeared.

_____ All Racism, Homophobia, and Sexism within America was totally gone.

For the following questions, please specify your answer by circling the appropriate response.

Racism in America is still a problem. Do you agree with this statement?

Not at all Somewhat Yes, I agree I strongly agree

Sexism in America is still a problem. Do you agree with this statement?

Not at all Somewhat Yes, I agree I strongly agree

Homophobia in America is still a problem. Do you agree with this statement?

Not at all Somewhat Yes, I agree I strongly agree

Education about other cultures at the elementary level will help combat racism and improve attitudes of tolerance in America for future generations. Do you agree with this statement?

Not at all Somewhat Yes, I agree I strongly agree

Present day education in elementary schools is focused on a Eurocentric Point of View, meaning kids learn through the lens of European-American Men. Do you agree with this statement?

Not at all

Somewhat

Yes, I agree

I strongly agree

This concludes the survey. If you would like a copy of your consent form and completed survey, please fill out the space below. If you do not want/need a copy of your consent form do not fill out the space below.

FULL NAME: _____

ADDRESS to mail forms to: _____

PHONE: _____

APPENDIX E – TEACHER SURVEY QUESTIONS

Hello Teachers!

Thank you in advance for considering taking my survey. This survey is to conduct research about Multicultural Education at the elementary school level for Brittney Stane, a Liberal Studies undergraduate at California State University Monterey Bay. Your name and the name of the school will be kept anonymous as to protect your privacy. At any time you may decide not to take the survey and you may choose not to answer the questions. All responses are completely anonymous.

To respond to this survey:

You may type your corresponding answers in an email to send to bstane@csumb.edu. OR you may mark (ex: bold or underline your choice of answer) your answers on this word document to return in an email to bstane@csumb.edu

Any questions can be directed to Brittney Stane at bstane@csumb.edu.

The 9 questions are below.

Teacher Survey Questions

Please write out the answers to questions 1 - 4

1. What is your ethnicity?
2. What is your gender?
3. What grade/class do you teach?
4. How long have you been in the teaching profession?

For the following questions, please choose the appropriate response.

5. Do you feel capable of teaching students of all races and cultures equitably? (As in, can you provide fair and culturally relevant instruction to all children regardless of race and culture?)
 - A. Yes, I feel completely capable
 - B. I feel somewhat capable
 - C. No, I do not feel capable at all
 - D. I do not understand or I do not think this question applies to me
6. Do you feel the curriculum you are required to teach is relevant to all cultures?
 - A. Yes, I feel that the curriculum applies to all cultures
 - B. I feel that the curriculum applies only to some cultures
 - C. No, I feel that the curriculum only applies to one cultures
 - D. I do not understand or I do not think this question applies to me
7. Multicultural education in the United States is an approach to teaching and learning that is based upon democratic values and beliefs, and affirms cultural pluralism within

culturally diverse societies and an interdependent world. Do you feel that this approach is valuable for elementary level students?

- A. Yes, I believe it is valuable
 - B. I believe it is somewhat valuable
 - C. No, I do not think it is valuable at all
 - D. I do not understand or I do not think this question applies to me
8. Do you feel quality Multicultural Education will help combat racism and improve attitudes of tolerance in the U.S for future generations?
- A. Yes, I do believe that Multicultural Education will decrease racism and improve tolerance over time.
 - B. I believe that Multicultural Education will not do this, but is useful for other reasons.
 - C. No, I do not believe that Multicultural Education will decrease racism and improve tolerance over time.
 - D. I do not understand or I do not think this question applies to me
9. How often do you personally try to incorporate some form of Multicultural Education in your classroom?
- A. I try and incorporate some form of Multicultural Education in my classroom very often.
 - B. I will incorporate some form of Multicultural Education when I see fit, or when it is convenient.
 - C. I incorporate some form of Multicultural Education very rarely.
 - D. I do not incorporate any form of Multicultural Education at all.