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Intercultural education in Massachusetts high schools

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SCHOOL OF EDUCATION

THESIS

INTERCULTURAL EDUCATION IN MASSACHUSETTS HIGH SCHOOLS

SUBMITTED BY:
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(B.S.ED. BRIDGEWATER 1933)

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION
1947

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SECOND READER: Mr. Charles L. Peltier, Instructor in Education
THIRD READER: Mr. Franklin C. Roberts, Professor of Education

FOR REFERENCE
Do Not Take From This Room
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School of Education

Gift of Ernest Hayf
School of Education
June 5, 1947

INTERMEDIATE EDUCATION IN MASSACHUSETTS HIGH SCHOOLS

SUBMITTED BY

ERVIN H. LAYE
(P.E., Boston 1935)
(H.E.C., Brown University 1933)

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July
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CHAPTER I

INTRODUCTION

1. The Concept of Intercultural Education

Within comparatively few years a great interest has been acquired among social workers, especially in intercultural or inter-group relations. In view of this increased interest it is the purpose of this thesis to make a survey of the teaching being done in this field in Massachusetts high schools.

2. What is Intercultural Education?

The term Intercultural is rather new in school circles, in the present meaning. However, the process described is as old as history itself. All civilizations, past and present, have borrowed and assimilated ideas and practices from others. The Indians borrowed from the French as well as from Creoles and Negroes. In spite of the age of the civilization has borrowed much from the past of the world. At times, especially in the cases of the great conquering nations such borrowing is so as to prefer to make it, true Intercultural. Although the result of this process has been a common, rather than by peaceful infiltration. In the United States today, however, Intercultural education seeks to apparently peaceful and, for while it seeks to preserve cultural differences, it also seeks to unite all sub-groups in a common feeling
CHAPTER I
INTRODUCTION

1. Statement of purpose.
Within comparatively few years a great interest has been aroused among social studies teachers, especially, in intercultural or inter-group relations. In view of this increased interest it is the purpose of this thesis to make a survey of the teaching being done, in this field, in Massachusetts high schools.

2. What is intercultural education?
The term intercultural is rather new in school circles, in its present meaning. However, the process described is as old as history itself. All civilizations, past and present, have borrowed and assimilated ideas and practices from others. The Greeks borrowed from Asia Minor as well as from Crete and Egypt; China, in spite of the age of her civilization has borrowed much from the rest of the world. At times, especially in the cases of the great conquering nations, such borrowing, or, as we prefer to call it, such intercultural exchange has resulted from forceful conquest, rather than by peaceful infiltration. In the United States today, however, intercultural education seeks an apparently paradoxical end, for while it seeks to preserve cultural differences, it also seeks to unite all sub-groups in a common feeling.
INTRODUCTION

I. Scope of Problem

Within contemporary America, there exists a great interest in education, particularly in the field of international relations. In view of this increasing interest in the purpose of primary and secondary education, it is the purpose of this paper to examine the role of the school in the teaching of patriotism and the development of national character.

II. What Is International Education?

The term "international education" as used in the present generation, however, the process of education as a civic duty. All civilizations past and present have pursued and emphasized these three basic processes from ancient Greece, to the modern age of our civilization, and for many years, we sought to develop in children a sense of patriotism and a love of the country.

In the United States, however, international education as an academic subject is relatively new. The purpose of this paper is to examine the role of the school in the teaching of patriotism and the development of national character.
of understanding, respect, and good will. United States has a problem in inter-group relations, such as no other country, because of the heterogeneity of its population. Hence, intercultural education is essential if American people are to present a united front to the world. Intercultural education, then, not only teaches the ideas and customs of minority groups, but also teaches the equality of all men regardless of nation, color, or creed. It necessitates an ever-changing method of approach, because the problems of inter-group relations are ever-changing. In fine, to borrow a definition from one of the present books on the subject:

"The term intercultural is used in this study to describe the relationships between and among all racial, religious, ethnic, and socio-economic groups in the United States, whose patterns of behavior are distinctive in one or another important respect."¹

3. Is the study justified?

"The need for orderly social evolution through democratic procedure is recognized by the leading spokesmen of the United States."²

Many of the popular books of recent years have dealt with such social studies. Steinbeck has given pictures of minority groups on the socio-economic level in his

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1 William E. Vickery and Stewart G. Cole - "Intercultural Education in American Schools", Harper and Brothers, New York 1943 p. 179

2 Spencer Brown - "They See for Themselves", Harper and Brothers, New York, 1945 p. 1
Until recently, information on the needs of minority groups, such as on African American communities, remained the preserve of the government and large corporations. Hence, international relations tended to focus on the world of international relations, and not on the needs of minority groups. People are to present a united front to the world.

International relations, then, not only impose the

needs and customs of minority groups, but also impose the

equality of all new relations of national security of

nations. If necessary, use an even-tempered method of

approach, because the problem of international relations

are even-tempered. In line, to present a definition from

one of the present books on the subject:

The last international to seek in this study

to describe the relationship between any

other fields of national security, military, and economic

factors in the United States, where the

features of the nation are attractive in one of

another important respect.

3. The study material:

The need for a variety of social evolution programs

governmental programs in recognition of the

citizens of the United States. Need of the poorest people of recent years have great

with each social structure. Struggle for given purpose

of minority roles on the socio-economic level in the

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I William E. Vickers and Assistant C. Cole - "International
Relations in American Society" Harper and Brothers
New York 1973 p. 172

They see for themselves, Herbert and

Brook's "American Society," Harper and
novels; Asch has given us pictures of a minority group on the religious level; Buck has made plain to her many readers the background of a minority national group. While these novels are by no means texts, they point the way, nevertheless, to understanding, as well as to demonstrate its need. In the educational field the increasing interest is evidenced by the books and magazine articles which have been published in recent years. There is a common feeling among writers on the subject, that there is a very close relationship between inter-group relations and democracy. Writers feel that we shall have an imperfect democracy as long as we have poor inter-group relations. It is felt by many that America 'the melting pot' has not fulfilled its prophecy.

"The essence of democracy is its recognition of the individual personality",¹ as one writer so concisely puts it. All this would seem to indicate that much more importance should be laid on the contributions of minority groups to American life. After all, each of us is a member of some minority group, and, therefore, our population is composed of a large number of minority groups. There are those, however, which are socially, religiously, and racially far apart from the majority in

¹ Rachel Davis DuBois - "Get Together Americans", Harper and Brothers, New York, 1943 p. 2
The essence of democracy is the recognition of the inherent democratic nature of all people. All people have the right to participate in the democratic process. The participation of minority groups in American life is essential to ensure that the rights of all citizens are protected. The future of democracy depends on the active involvement of all members of society.
any community. The greatest lack is in understanding between the groups, and until this need is filled, we shall have no peace within our gates.

"The peace and progress of the world depend not on the physical or cultural amalgamation of its different peoples, though that may happen in some far distant future. Peace depends on whether individuals of various culture groups can acquire such mutual confidence and trust, that they will be able to adjust the economic and political problems that concern their living together and can prevent the subordination of the many to the interests of the few."  

Although overt war is not with us at the moment, neither has peace been achieved. Can one, looking at the race riots which are featured in the newspapers, or hearing of the many anti-semitic activities, and learning of the anti-catholic demonstration in our cities, believe that peace can be achieved without understanding? There is obviously a great need for promoting better and firmer intercultural relations in a country where such events can come into being. It is up to the social studies teacher, especially, to make the effort needed to coordinate these groups into an integrated whole.

"The welfare of the group, we believe, whether it be the family, school, community, nation, or the world itself is based on the development of healthy, integrated personalities, personalities able to transcend their egocentric selves and, to merge, in a creative way, into the whole."  

1 Op. cit. p. 3
2 Ibid. p. 4
The present lack is in understanding between the groups, and until the need is filled, we spill away on peace with our eyes

The peace and progress of the world depend on the solution of the problem of the treatment of those groups who are suffering. There have been many efforts to solve this problem, but none have achieved lasting peace. The United Nations has taken some positive steps in this direction, but more need to be done. The economic situation of many countries is still unstable, and international cooperation is necessary to solve these problems. Finally, together, we can work for the creation of a new world, based on peace.

Although many have not yet realized it, the future of the world is in our hands. Can one, looking at the current state of the world, not recognize the need for promoting better and more lasting international relations? It is up to the world community, especially, to make the effort needed to co-operate and turn this dream into an actuality.
However, amalgamation of groups into an integrated whole cannot take place as long as there exists among Americans a dominant group which feels itself to be superior to others. This feeling of superiority must be submerged, through education, to a feeling of equality. This can be done only by a recognition of the values to be found in other cultures which are equal to, if not better than those of the dominant culture of the community. In any community there are minority groups to be found. Do the schools of the community attempt to integrate these culture groups as they should? Too many times, it is to be feared, the culture patterns of these groups are submerged and in the second generation looked on with shame, because of the patronizing air with which the dominant group of a community looks upon the 'outlandish' customs of 'those foreigners'. In teaching intercultural relations one of the first efforts should be to close these culture gaps by creating an understanding of such different customs as may exist in the community. By closing culture gaps it is not intended that culture patterns should be dropped entirely, but that they should be amalgamated with the one already present in the community. As Young ¹ says, the theory of segregation is obviously true, and yet the practice is most disappointing in all respects. After all, he goes on to say, our theory in the United States,

¹ Donald Young - "American Minority Peoples", Harper and Brothers, New York, 1932, Chap. V
However, assimilation of people into an integrated American community cannot take place as freely as there exist some reservations to cooperate. The feeling of superiority must be separated from cooperation, from a feeling of animosity. This can be done only by a recognition of the values of the other group in order to be drawn in order to open contacts which are essential for the perpetuation of the dominant culture of the community.

In any community there are minority groups to be found. To the extent of the community attempt to integrate these contacts, it is to be noted that contacts between these groups end and in the second generation looking on with shame.

Because of the partitioning of the community imposed by these factors, it becomes imperative to recognize international relations of these factors. In recognizing international relations, one of the first things should be to close these contacts because of reservation on multiculturalism of such different cultures.

As may exist in the community. By creating contacts, gaps in the United States, there are many examples that contacts between should be dropped in order to not hindered that contact barriers should be removed with the one another, and they should be separated with the one. wirelessly present in the community. As you say, the concept of reservation is antagonistic here, and not the practice of most group thinking, in my respect. After all, have none to see our respect in the United States.
through legislation has been to segregate minority groups. It has not worked. It is up to education to stop segregation and to have a mingling of culture patterns. In the classroom questions concerning festival practices of various national groups, led the pupils to a realization of the richness in the heritage of minority groups. Such discussions lead pupils to question the value of throwing overboard every vestige of old world heritage and custom. By creating an understanding of such culture patterns, the road is found which will lead to culture amalgamation instead of to culture submission, as in the past.

An inadequate understanding of the culture patterns of a minority group may lead to all sorts of misunderstandings. People have a tendency to distrust that with which they are unfamiliar. This distrust can be fanned into open hatred by a few bigotted individuals who have a personal grievance to settle.

"Persons in the majority group who dislike members of another group for one reason or another generally make their own definitions to describe the group disliked" 1

This is especially true of the attitudes toward the Negro and the Jew, to be found in many communities. By familiarizing a group with Negro customs and by actual

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In the American ideal, the Negro and the Indian stand more or less alike in the majority group. Each is a member of the society and is expected to adjust himself to that society. The Negro in particular is often confused with the Indian and is expected to follow the same pattern. This is especially true of the attitudes toward the Negro and the Jew to be found in many communities. In American life, the Negro and the Jew stand somewhat similarly.
association with them, Smith has found that a statistically significant gain was made in lessening prejudice. To quote from his work,

"First-hand experience of the cultural life of a socially distant group like the Negro represents a curriculum value of importance, not only intellectually but emotionally."

By a testing program he found that, after the experiment had been conducted, a significant change took place in the responses of the group to relationships which had previously been unacceptable. He says:

"Readjustments of attitudes promoting a higher valuation of persons and contributing directly to the psychological foundation needed for genuine democracy may be effected in a relatively short time under appropriate conditions through the influence inherent in personal contact with outstanding individuals and groups in their own community."

While he finds a significant change, yet here again is noted the need for greater inter-group understanding, if there is to be a genuine democracy in these United States. This feeling of the necessity for better group relations to achieve greater democracy is one which pervades most of the literature on the subject.

1 F. Tredwell Smith - "An Experiment in Modifying Attitudes Toward the Negro", Bureau of Publications, Teachers' College, Columbia University, New York, 1943
2 Ibid p. 125
3 Ibid p. 125
Association with space, Smith has found, is a state
Stigmatized man may use to lessen discomfort.

To draw from the work:

"After-hand experience of the continual life of
a socially isolated person, the writer
appreciate the communicative value of importance.
not only intellectually but emotionally"

By a setting program we say that after the
experiment has been conducted, a significant answer took
place in the responses of the group to presentation which
had developed from an questionnaire.

He states:

"Heathenism of affirmative promoting a project
attention of person's and communicative activity
for the pacific peoples' conscious need to
revise and reorganize may be added to a reality
thorough the influence rapport in Polynesia can
meet with communicative influence and groups in
their own communities."

While the theme's significant change, yet face strain
be noted the need for greater inter-group adjustment.

It appears to be a genuine democracy in these United
States. The feeling of the necessity for partisan hand
belong to achieve greater democracy in one which
pertain most of the importance on the subject.

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I. T. Tewell Smith - "An Experiment in Mobilizing
Alliances Toward the "University, Mobilization of Mobilization"
Teaching College, Cambridge University, New York, 1927

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3 la 9
Beery says in his study:

"Effective education for democracy involves these essentials: intellectual understanding of the meaning of democracy, emotional devotion to its principles, and practice in its techniques... The aim of democracy in many fields is not to make one man equal to another but rather to remove all artificial barriers and to assist every man to make the best of what capacities he has."

The underlining is added to indicate that for effective education in democracy there must be an equally effective education in intercultural relations. Without inter-group understanding, artificial barriers are built and every man is denied the right to make the most of his capacities.

Today, more than ever, there is a crying need for firmer and better inter-group understanding, respect, and good will. This is true, not of one group alone but of all groups. The recent war has taught us that the world is made up of many nations, creeds, and colors, all of equal importance. In order to secure a lasting peace, harmony must be established among these groups. Roi Ottley in his book, "New World A-Coming", remarks that; "Today more and more race and color questions are being thrown into the public scene." While this book is

1 John R. Beery - "Current Conception of Democracy" Bureau of Publication, Teachers College, Columbia University, New York - 1943 p 8

2 Roi Ottley - "New World A-Coming", Houghton Mifflin Company, Boston, 1943 p.111
The most important is ability to integrate for an end-of-
alternative education in elementary school must be an aspect-
alternative education in intersubjective relation. Without
integration and intersubjective participation, each and
each one is to make the effort to make the world of the

Together, were that ever, there is a curious need for
future and partners interfaced understanding, respect, and
will. This is the not of one single force but of
all together. The reason was the target at last the world
to make of many narratives, stories, and concepts of
many important. In order to become a learning beings,

permanent must be satisfied and many ideas groups. Yes,
officially in the book. "New World A-Coming" reminds me:
Together now any more there any color description the beings

For more information about the book, see the

concerned with the problems of the Negro, yet the statement applies to all inter-group relations. Concerning the position of the Negro, Ottley points out that in Europe their standing is much better and that in France, indeed, there is practical equality. He also says, "From all reports, Negro troops are very popular with the English people, who have arranged many entertainments for them."¹ While this statement gives us a slight inkling of European feeling toward one of the minority groups, it is almost superfluous to point out that the same relations could be established in America.

The extent to which prejudice exists in various parts of our country is shown by the book, "One Nation". A quotation from this book makes the absolute necessity for better understanding quite apparent.

"There is a wall down the middle of America, a wall of suspicion, distrust, snobbery, hatred, and guilt. On one side is the majority of our people - white, Protestant, and gentile - with social, economic, and religious patterns of behavior derived from Anglo-Saxon and North-European ancestors. On the other side are people who because of color, religion, or cultural background are not allowed to be full citizens of the United States."²

¹ Op.cit.p. 319
² Wallace Stegner and Editors of "Look" - "One Nation", Houghton, Mifflin Co., Boston, 1945 p. 3
Someone said the problem of the Negro is the face of race.

We must apply all resources of talent, competence, and

proper education of the Negro, Critic Burke and other

scientific techniques to help bridge the gulf in economic,

The report shows no need for parity with the European

people who have achieved many accomplishments for their

enemies. The statement gives rise to slight irritation of

foreign relations toward one of the minority groups to be

wise enough to begin with the same determination.

According to the statistics, the Negro makes the same progress

doctorate and graduate degree.

"There is a wall of separation between the races, a wall of separatism, difference, prejudice, and
care of the Negro. The Negro needs and wants the same
society, economic, and political benefits of the white. The Negro needs and wants the same
employment opportunities. To the Negro this is a
cess to education equal to that of other races; the Negro

origin of the Negro people.

Doctor, p. 112

"One Nation" - "One Nation"
While this book makes no real attempt to do anything about the situation, yet it does show, in all clearness, exactly the problem which must be met by education in intergroup understanding, respect, and good will. It goes far toward showing - mostly by pictures - the actual conditions of minority groups in many parts of the country. It might even be said that the publication of this book is, in itself, ample justification of the need of intercultural education.

Schrieke,1 too has presented a series of pictures of the positions of certain minority groups in America. He seems to believe that time alone will eventually accomplish the assimilation of the minority groups in America with the possible exception of the Negro. With this point of view, in the light of most research, it is impossible to agree, entirely, since nearly all the research studies indicate a definite educational need.

Drachsler in his book says, in connection with this same question of minority group assimilation;

"What then must be the guiding thought in the quest for a newer ideal of Americanization? It must be the thought of a democracy broad enough to embrace full political equality, human enough to make room for industrial self-realization, generous enough to welcome all culture-groups dwelling in the midst of America, to join, as perpetually creative forces in the building of a synthetic civilization that shall bear the lasting imprints of the genius of many peoples."2

White this book makes no real attempt to do anything noticeable the attention, yet it does seem, in all fairness, to attract the interest of white men per se as a matter of education. Their interest is shown either by their pictures, the consent of or minority groups in many parts of the country. If they even do not see the problem of the minority
in America, I in this book is to present a series of pictures of
the position of certain minority groups in America. He
seems to believe that time alone will eventually be
comparable the assimilation of the minority groups in
America with the passing exception of the Negro. If
the point of view in the light of most research it is
impossible to state sufficiently since nearly all his
research expresses indifference a failure to produce
meaning in his book even in connection with the
same direction of minority, and assimilation.

What few men are the minority groups in the
question to being of a democratic group.
It may be much to believe that the minority is
enough to produce a political effect. The minority's
consumption means money to the welfare of the
culture, which is a matter of America's
participation of a minority's activity in the
practices of the American way of
peace.

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1 E. Schuré, Nineteenth Century Press, New York,
2 "African Americans, African Patterns," Democracy and Assimilation,
This is an excellent guide to our future in intercultural education. Nearly all the writers on the subject have expressed similar convictions, and, although much has been done in the field since Drachsler's book was published, yet his guiding thought is one which all students of the question would do well to bear in mind.

It is believed that the ideal of intercultural relations which seeks an amalgamation of minority groups with the majority, and an amelioration of minority group condition is praiseworthy and demands the best effort of the teacher. It is "..... the American ideal of tolerance, understanding, and appreciation for all regardless of race or creed."\(^1\) Surely the American ideal is one well worth the effort necessary to achieve it. But it cannot be achieved unless the various groups which make up America can be coordinated into a united group which by a knowledge of, and familiarity with, the customs and cultures of others and has emerged from tolerance into unity. Who can doubt or question this need in a world torn by intolerance and bigotry.

"At a time when hatred and prejudice rise about us everywhere, when feelings are embittered by war and persecution, suffering and strain, no subject could be more significant."\(^2\)

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1 Mary B. McLellan and Albert V. DeBonis - "Within Our Gates", Harper and Brothers, New York, 1940 p. IX

2 Op. Cit. p. IX
This is an excellent point to our future in intern-
cational association. We see the writers on the subject
have expressed similar conclusions, and similarly much has
been done in the field since President's book was published.
It seems the meeting should be one which will endear to
the discussion now well to pass in mind.

If is denied that the need of international
relations which enter as an element or minority of
with the majority, and as an element of majority,
contact in business and remains the real spirit of
the conception. It is to the American idea of tolerance,
understanding, and appreciation for all tendencies of
peace or creed. I submit the American idea is one well
worth the effort necessary to achieve it. But it cannot
be acquired unless the nations together which were up
americans can be considered into a world from which
a knowledge of our familiarity with the experience and
cornerstones of others and our freedom from intolerance into
such who can tender or protection this need in a world

your inference and project.

At a time when factual and theoretical lies
point to every manner, mean interest and me-
isterial or war and pacification, suggesting
any effort to support copy or more

WASHINGTON

^I am an Assistant V. Depate of Cece, Harper and Brothers, New York, 1909.
The work quoted above contains much material for the teacher of intercultural relations. Not only is the book a collection of stories about the foreign born, but also it is a treasure-house of material justifying the need for intercultural education. Each article illustrates the need for better inter-group relations in America, and the only way to achieve them is through education. While these articles do justify any attempt to improve intercultural relations, perhaps the very best justification for the improvement of such relations lies in the actual contributions of minority groups to American culture. Louis Adamic¹ and Ruth Benedict² both point out the contributions to American culture which have been made by minority groups. Prejudice can be removed by giving people a knowledge of the great contributions made by each group in the various fields of human endeavor. It can be seen readily that a need exists, and wherever an educational need exists, work should be done on the problem. All writers on the subject agree that this need can be satisfied only through an adequately prepared and planned process in education. It is also agreed by authorities that here is no simple task.

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¹ Louis Adamic - "From Many Lands", Harper and Brothers, New York, 1940
² Ruth Benedict - "Patterns of Culture", Houghton Mifflin Company, Boston, 1934
The work proposed spans boundaries much wider than the scope of international cooperation. Not only is the scope
of a collection of articles, reports, the present volume, part of the wide
area of a reassessment of derivative and derivative material. The need for
international cooperation does not stop at the national boundaries, for the
only way to obtain the best possible results. When these
researches grow in popular acceptance, the results of any attempt to improve international
relations, because the very best facilitation for the
improvement of each relation lies in the fact of contact. A part of minority groups to American culture, which have been
made by minority groups. Proposals can be removed, and
people are known to be aware of the best contributions which
can be made by the best efforts of human endeavor. If
each group makes its contacts with a need exists, and wherever
an
international need exists, work should be done on the
problem. All measures on the subject depend upon this
need can be satisfied only if many are satisfied. It is also
seen of an extensive that there is no simple task.

I thank you, much, Harper and Brothers,

Yours truly,

[Signature]

Friedrich Rosen
Unfortunately people cling to their prejudices as to a trusted friend. Dr. John J. Mahoney in his recent book\(^1\) points out this fact among other essential points for intercultural education.

"It will be no easy task to develop tolerance of the sort described because people who hold strong convictions, who feel deeply with respect to religion or anything else, are apt to be intolerant, sometimes emotionally bitter, toward those who disagree.\(^2\)

The need for teaching intercultural relations has been shown. The question remains, however, as to how wide-spread such teaching is. Recent trends in educational pamphlets; conventions which have been held in various cities; and speakers at educational gatherings, seem to point out the fact that the subject is becoming more common in the curriculum. Recent events indicate that it is the small group which must first be enlightened. Through them it will be spread to others who have contact with still more groups. Thus through contact will enlightenment grow.

"Since prejudices, cultural tensions, and undemocratic attitudes make their presence felt primarily in the lives of small groups and communities, action by small groups and communities is logical."

\(^{1}\) John J. Mahoney - "For Us the Living", Harper and Brothers, New York, 1945 Chaps. IX & X

\(^{2}\) Ibid. p. 175

\(^{3}\) Loc. Cit.
Undergraduate people often do their research as a

university student. Dr. John J. Lemon in his recent book

points out this trend among essential points for

interpersonal situation.

If will be no easy task to develop cooperation

of the past generation because people who hold

strong convictions have not been part of the

discussion because an essential part of the

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sometimes, sometimes, sometimes, sometimes,

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sometimes, sometimes, sometimes, sometimes,

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sometimes, sometimes, sometimes, sometimes,

sometimes, sometimes, sometimes, sometimes,

sometimes, sometimes, sometimes, sometimes,

sometimes, sometimes, sometimes, sometimes,

sometimes, sometimes, sometimes, sometimes,

sometimes, sometimes, sometimes, sometimes,

sometimes, sometimes, sometimes, sometimes,

sometimes, sometimes, sometimes, sometimes,

sometimes, sometimes, sometimes, sometimes,

sometimes, sometimes, sometimes, sometimes,

sometimes, sometimes, sometimes, sometimes,
What the country as a whole might not be able to accomplish the small communities of the country may do each in its own schools and with its own problems.

"The individual school or organization can develop a democratic microcosm and so influence the local community and, indirectly, the nation."  

4. **Summary and re-statement of the problem.**

Intercultural education is, broadly speaking, an amalgamation of the diverse backgrounds of the Nation's into a complete, harmonious, and unified whole. The prevalence of 'anti' societies, the presence of hatred, and jealousy between groups, amply demonstrate the very real need for such education. An attempt to achieve the ideal of intercultural education - amelioration of minority group positions in the community and their amalgamation with the whole - is ample justification for the teaching of this subject. In the final analysis, the obvious need of such education is the reason for this study, which proposes to make a survey of intercultural education in the Massachusetts High Schools.

---

What the country as a whole might not be able to accomplish for small communities of the country may be
seen in its own scope and with its own resources.

The integration school of administration can
develop a democratic microcosm and be
influenced by local communities and interactively
affected.

A community and its resources can
integration of the diverse populations of the nation's
into a collective, participatory, and uniting whole.

The emergence of this society's power, in the sense of peaceful
and receptive between groups, such as communities and how

...new and more imaginative. In attempts to achieve
the ideal of integration of association - assimilation of
minority group populations in the community and their
assimilation with the whole to achieve participation for
the recognition of this aspect. In the final analysis,
the option need for such association to the lesson is
a unique and major approach to making a change of
integration of association in the macrocosm to the
microcosm.
CHAPTER II

GOALS AND FUNCTION OF THE SURVEY

1. THAT ASK AND ANSWER ARE EMPLOYED

It is the purpose of this survey to include the entire state of Massachusetts. It is the intention of the survey to include only integrated schools within the area delimited. Least this value to be an arbitrary method of surveying the scope of the survey, let it be said that for the secondary school situation it is of interest to note that while students of the same level are doing in further integrated understanding, respect, and good will. It is, of course, obvious that to be fully comprehensive, a survey should include all the elementary and junior high schools in any city or town. However, it is believed that these should be the results of separate surveys. It is, therefore, the purpose of this study to include only the grades of the secondary school level.

2. PREPARE TO BE INFORMED

Ideally, every teacher in every high school should be engaged in furthering understanding, respect, and good will. Such would be accomplished in any school system where such a well-integrated program were in force. Persistent emphasis upon the problem should be within the scope of every teacher. However, it is necessary to be more concise in delimitation.
CHAPTER II
CHAPTER II
SCOPE AND PROCEDURE OF THE SURVEY

1. What area and schools are concerned?

   It is the purpose of this survey of intercultural education to include the whole state of Massachusetts. It is the intention of the survey to include only secondary schools within the area delimited. Lest this seem to be an arbitrary method of narrowing the scope of the survey, let it be said that for the secondary school teacher, it is of interest to know what other schools on the same level are doing to further intergroup understanding, respect, and good will. It is, of course, obvious that to be fully complete, a survey should include all the elementary and junior high schools in the area as well. However, it is believed that these should be the results of separate surveys. It is, therefore, the purpose of this thesis to include only the grades on the secondary school level.

2. Personnel to be included.

   Ideally, every teacher in every high school should be engaged in furthering intergroup understanding, respect, and good will. Much could be accomplished in any school system where such a well-integrated program were in force. Persistent emphasis upon the problem should be within the scope of every teacher. However, it is necessary to be more concise in delimitation.
CHAPTER II
SCOPE AND PROCEDEMS OF THE SURVEY

I. Scope and Scope of the Survey

If the purpose of this study is to include only
secondary schools within the scope of this study
and not to include any
school outside of the same, then it is of
interest to know what other
schools on the same level are going to another
research. The purpose of the secondary school level.

2. Personalty to be Included

In the study, every teacher in every high school
should be included in the study. The purpose of
the study is to include all students enrolled in
each school. However, it is desired that these
students be the teachers of the teachers to include only
the teachers of the secondary school level.

Identification and Selection of Teachers:

A teacher's name was selected in each high school.
This was accomplished in
teacher's name and name will. However, in schools where such a well-organized program
were not in force, preliminary emphasis upon the program
should be within the scope of each teacher. However,
it is necessary to do more concern in certification.
Intercultural education is primarily a part of education for democracy. As a matter of fact Dr. John Mahoney in his recent book\(^1\) includes, as objective seven of his list of ten civic objectives, "Intergroup understanding, respect, and good will". Dr. Mahoney also says;

"Public school students should be taught to appreciate the need for more social democracy in America if Americans are to live together well."\(^2\)

While it is well known that to be wholly effective, education for democracy should include all teachers in all schools, it is equally well known that it is to the social studies teacher that the task largely falls. Therefore, this study proposes to survey the work in social studies programs in the secondary schools of Massachusetts.

3. Analysis of topic.

In the introductory chapter of this thesis will be found an answer to the question, 'What is intercultural education?' At this point the topic should be given a more thorough analysis.

If the topic is broken down it will be discovered that there are two main points to be considered. The careful observer will find, upon analysis, that intercultural education consists of racial and religious elements on the one hand, and the local standing of

---

1 Op. Cit. p. 271
2 Ibid
International education is primarily a part of

education for democracy. As a matter of fact, Dr. John
Mennon in his recent book, titled "International
Music and the Fear of Civic Oppressions," mentions
the need for a new civic awareness. "International
Music" and "civic awareness" should be taught to
students, teachers, and parents alike.

While the need for more effective and efficient
democracy is well known, the need for more
effective and efficient democracy in the United
States is also recognized. The need for the work in
social studies programs in the secondary schools of
Massachusetts

3. Analyzing the Topic

In the introductory chapter of this paper, we will be
focusing on an answer to the question, "What is International
Education?" At this point, the topic seems to have more
broader applications.

If the topic is broken down, it will be discovered
that there are two main points to be considered. The
content of the paper will then show examples of both
content and subject with an emphasis on recasting and redefining
elements on the one hand and the local application of

1 G. C. F. p. 271
2 P. 69
these minority groups on the other. To attempt a study of religious and racial groups, without the addition of information concerning the prejudice (or lack of it) toward these minority groups would be merely to catalogue the religious and racial background of a community with no attempt at discovering the feeling between the groups. It would be a fairly easy task to ascertain the number of Catholics, Protestants and Jews; or Negroes and Whites; or Italians, Armenians, etc., of a given community. But these statistics are of no particular interest in intercultural education. This thesis proposes to discover, if possible the work that is being done to improve relations between these minority groups. In other words, does the teaching of intergroup understanding respect, and good will improve the relations among minority groups.

To improve relations among groups of necessity implies the lessening of prejudice. If the teacher can remove the causes of prejudice through teaching intergroup understanding, respect and good will, he will have done much toward achieving a socially democratic standard. This study hopes to discover in what directions most of the prejudice lies, and how effective intercultural education is in removing this prejudice.

No analysis of intercultural education would be complete without showing the causes of prejudice. In
To attempt a study of prejudice and racial groups without the selection of information concerning the practices (to lack of it) towards these minority groups would be merely to demonstrate the conclusions and racial groupings of a community with no attempt at acquaintance the feeling between the groups. It would be a tailor-made task to ascertain the number of California's frustrations and needs of Negroes and whites. If attention, American, etc., of a racial community, but these statements are of no particular interest in itself.

Continuous education, the more progressive to achieve.

The more important the work that is done to improve relations between these minority groups. In other words, keep the teachers of integrated and representative respect.

Any book will improve the relation among minority groups.

To improve relations among groups of necessity implies the removing of prejudice. If the teacher can remove the cause of prejudice through teaching itself then.

From anti-settlement, respect and good will have gone much toward creating a socially democratic society. This study hopes to discover in what direction.

The lack of the practice these and how effective interest.

Continuous education in removing this prejudice.

No examples of interracial association may be

complete without showing the causes of prejudice. In
the introductory chapter of this thesis, mention is made of the prevalence of prejudice in America today. The evils resulting from prejudice are also mentioned there. At this point it is only necessary to point out the causes.

Prejudices are usually acquired by social transmission, since it is easier to let others do the thinking. Prejudice is therefore a state of mind not usually based on experience. Our number one cause of prejudice is the habit of generalizing. The human mind generalizes and builds up stereotypes without sufficient evidence. When these stereotypes are so used as to be injurious to society, they must be restrained and enlightened.

Next as a cause of prejudice we find the doctrine of superior and inferior races, a fallacy of which all intelligent people should be aware. Closely connected with this is the sense of frustration which causes prejudice. Man tends to place blame on some convenient scapegoat rather than to accept it as his own.

The final cause is the cleavage between Americans and 'others'. Dr. Mahoney in "For Us the Living" says:

"In the case of the self-styled 'American' group the workings of this psychological mechanism are clear. Note:

1. Those persons who happen to have missed the 'Mayflower' by a few hundred years belong, thousands of them, to a church whose political purposes are suspect and whose ecclesiastical practices are strong..."
The introduction chapter of this thesis, which was the
active force behind the emergence of new concepts in America today. The active
motivation behind this chapter was the same motivating force.

The point is to only necessary to point out the causes
practitioners are usually speaking of societal change.

"motion" since it is easier to look at the effects of the change
practice in traditional and not yet a change in the
no experience. Our number one cause of practice in the
part of universalizing. The human mind universalizes and

Putting attention to the cause of practice, who is the cause of
attention. May reveal an effort of universalization, which all
intelligent people should be aware of. Closest connected
with the cause of the spread of universalization, which causes
practice. Can ranges to these change on some component
society, they must be universalizing and unification.

The final cause is the clearance between America's
and "Europe". Dr. W. Hance in "To Be the Living" says:

"In the case of the semi-altered Portugal's
from the working of the psychologists' methods, the clear...

I whose purpose my teacher to have me understand
the "principle" by a few number areas
perform, this course of clear to someone
more difficult progresses are supposed and
some sociological practices is the through..."
2. They belong to races whose customs are curious, whose training in democratic practices have been negligible, and who are intellectually inferior, as the army tests have shown (?). ....

3. They congregate in big cities, settle in the 'slums', hire out as housemaids, and operate the pawn shops and the night clubs. Their manners are obnoxious, their 'cultural status' low....

4. And they do not 'know their place'. They are obtrusive and aggressive. They not only compete but compete successfully with the established group in the fields of education, business, politics, and their children aspire to be numbered among the elect. 1

These, then, are the major causes of prejudice, and it is the hope of this thesis to discover what is being done in the teaching field to lessen them.

4. Research procedure.

It is the intention of this thesis to interview by means of a questionnaire the social studies teachers in the high schools of Massachusetts. These questionnaires will be mailed to every high school in the state.

5. What data are needed?

In order to complete the survey successfully it will be necessary to ascertain certain facts. First, of course, will be to discover how many of the schools responding make any attempt to teach the subject. Second, will be to ascertain how it is taught, that is to say as a separate course in the school curriculum or as an

1 Op. Cit. p. 198
It is necessary to have certain types of training in democracy and republics have been developed, and so are the intellectually interested, as the only keys have shown enough in the office, service in this 'team.' It is not to be questioned, and so do the few steps and the right, these are necessary as the opposition.

First, consider the statement, for it is one of the most critical steps in the office, and so are the few steps and the right, these are necessary as the opposition.

It is necessary to have certain types of training in democracy and republics have been developed, and so are the intellectually interested, as the only keys have shown enough in the office, service in this 'team.' It is not to be questioned, and so do the few steps and the right, these are necessary as the opposition.

In order to complete the survey successfully it will be necessary to secure certain facts. First of all, this survey will be of great help in the schools. Secondly, will be to establish a plan of action for it. The materials will be to establish a plan of action for it. The materials will be to establish a plan of action for it. The materials will be to establish a plan of action for it. The materials will be to establish a plan of action for it.
integral part of some other course. Third to discover the distribution of minority groups within the communities responding. Fourth to discover whether or not prejudice is common in the communities responding. Fifth to discover if there is any relation between the size of a minority group in a community and the emphasis on teaching. Sixth to find whether or not the subject is forbidden. Lastly to find if there is a method of checking observable prejudice before and after teaching inter-group relations.


In an analysis of intercultural education the necessity of coordinating the elements of social and religious aspects with the local standing of the minority groups is demonstrated. There is also a need to understand the causes of prejudice before further study can be made. The procedure of sending questionnaires to obtain the necessary data is explained. As the social studies teachers are most involved, it is to them that the questionnaires will be sent.
the identification of minority groups within the community's boundaries. Youth to discover methods of not participating in the community. Youth to live in the community. From this point in the relationship between the size of a minority group in a community such as the population in a group to the point of finding membership in a community, how this proportion of people and after discovering opportunities to participate before any other restricting intervention or restraint.
CHAPTER III

In selecting the items,

Given a questionnaire should be of an objective
garnish so it is to be reported. The answers to the
very each question is said to have constrained and which
would be equal to the possible sensory thinking or a
use of as answer. A similar difficulty has to be otherwise
in selecting, for interpretation, education contains such
subjectivity sometimes. However, since the survey either
to discover opinions and attitudes, and not content,
it may with quality be linked to the objective. It
is with respect that, to be effective, the questionnaire
should contain rather be relatively brief. Questions dealing
with the actual teaching technique are not included be-
cause of their obvious subjectivity. Finally, two main
questions were evaluated and incorporated in the question-
naire. These are with regard the accompanying tables for
checking, and participants for comparative purposes
were shown some, with Power. In fact, that a
wholly inadequate process would be utilized. Further-
more, it was felt that most questions would be too much
free of it the upon the responsible's kind. Finally, these
those seemed the most best suited to shield the desired
information. It should also be noted that cases of


CHAPTER III
THE QUESTIONNAIRE

1. Selecting the items.

Since a questionnaire should be of an objective nature if it is to be effective it was decided to use only such questions as could be thus construed and which would require as far as possible merely checking or a yes or no answer. A rather difficult task is therefore to be faced, for intercultural education contains much subjective material. However, since the survey wishes to discover practices and attitudes, and not content, it can with justice be limited to the objective. It is also apparent that, to be effective, the questionnaire should be relatively brief. Questions dealing with the actual teaching technique are not included because of their obvious subjectivity. Finally ten main questions were selected and incorporated in the questionnaire. These ten with their accompanying tables for checking, and sub-questions for comparative purposes were chosen because, with fewer, it was felt that a wholly inadequate picture would be obtained. Furthermore it was felt that more questions would be too much of a tax upon the respondent's time. Finally these items seemed the ones best suited to elicit the desired information. It should also be noted that names of
CHAPTER III
THE EXPERIMENTAL

I. OBJECTIVE

Since a does not have the capacity to be attractive, it is to create an atmosphere where the those involved as well as the experimental subject are at ease. However, since the situation is experimental, the nature of the situation can vary. The objective is to develop procedures and techniques for creating an atmosphere that is as unobtrusive as possible. The procedures should allow for the most natural and unobtrusive setting possible.
places are not mentioned as it is felt that anonymous replies will be more accurate, and those who are interested to check the last question will naturally include their addresses.

2. The questionnaire.

In its final form the questionnaire as it was sent to the 259 high schools in Massachusetts follows:
be sure to mention as if it were your own

details will be more accurate, and those who are
interested to open the test department will naturally
include their addresses.

So the department

In the first form the department as it was sent
to the TEC office in Moose Jaw last week:
QUESTIONNAIRE ON INTERGROUP RELATIONS

1. In what grade is intergroup relations taught? ________

2. Is intergroup relations taught as a separate course?
   Yes____ No____
   a. As a separate unit of work? Yes____ No____
   b. As an integral part of the course in_______

3. Has your community minority groups? Yes____ No____
   a. If you checked yes, please check the following:
      | Catholic | Negro | Jew | Other |
      |_______   |_______|_____|_______|
      Many      |        |      |      |
      Few       |        |      |      |
      None      |        |      |      |

4. If you checked other, would you name them?__________

5. Please indicate as far as you can, with which group the most time is spent and with which the least.
   | Catholic | Negro | Jew | Other |
   |_______   |_______|_____|_______|
   Most      |        |      |      |
   Least     |        |      |      |

6. Does the checking of the table in question #5 indicate that it is in those areas where the most and least prejudice lies? Yes____ No____

7. Do you find much prejudice directed against the minority groups in your community? Yes____ No____

8. Have you a method of checking prejudice before and after teaching? Yes____ No____
   a. If so, would you describe it.____________

9. Is the teaching of this subject forbidden in any community of which you know? Yes____ No____
COMMUNICATION OR INTERGROUP RELATIONS

1. In what tribe is Interest in the Department as a separate county

Yes No

2. Is there an Interest in the Department as a separate unit of work?

Yes No

3. Do you have community minority groups?

Yes No

If you checked Yes, please check the following:

<table>
<thead>
<tr>
<th>Certificate</th>
<th>New</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. If you checked other, would you name them?

If you checked Yes, please check the following:

<table>
<thead>
<tr>
<th>Certificate</th>
<th>New</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Least</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Do you find much prejudice against the minority?

Yes No

6. Have you a method of overcoming prejudice and obtaining cooperation?

Yes No

7. If so, would you describe it?

8. Is the reason for the subject or topic to be taught in each case?

Yes No

--

\[\text{Signatures} \]
QUESTIONNAIRE ON INTERGROUP RELATIONS CONTINUED:

10. Has the recent war had any effect upon the teaching of intergroup relations in your own experience?  
   Yes____ No____

11. Would you like a copy of the results of this survey?  
   Yes____ No____
COMMUNICATIONS ON INTERROGATION REPORTS CONTINUED

10. Has the suspect ever had any effect other than drag? 
   Yes No

If you wish, you may like a copy of the results of this interview. 
   Yes No
CHAPTER IV

In Chapter III, a number of cases were established for certain communities which would seem to warrant the conclusion that the teaching of any of the subjects here enumerated in an even SW policy is not only desirable but necessary to the welfare of the children. The teaching of any subject must have some purpose in view, and that purpose is best served if the subject is taught in such a manner as to make it a part of the curriculum.

It was found that the subjects of science and mathematics are taught in communities which teach the subjects best as the particular group. It was reported in 1924 that the subjects are taught in connection with an integrated group, while the school is instructed that integrated education is taught to give the school a better chance to develop the potentialities of the individual child.

CHAPTER IV

In Chapter IV, the survey of the communities which serve to demonstrate the necessity for which integrated education has been brought to light, as the answer that its necessity.
CHAPTER IV

RESULTS

1. General results.

Certain facts were established for certain communities with the return of the questionnaire. Of the 259 questionnaires sent out, 96 were returned. This is a return of 37% on the questionnaire. The results, therefore hold true for that much of the state. Of the 96 responses, 16 or 1/6 reported that intergroup relations is not taught at all. Of the remaining 80 responses, we find 54 schools where the subject is taught in specific grades and 26 schools where the subject is taught in some grades. It is of interest to note in what grades the teaching occurs where there is no overall policy. It was found that they were distributed according to the table on page 29. Among the 26 schools which teach the subject, but in no particular grade, it was reported by 12 that the subject is taught in connection with no specific grade, while the other 14 reported that intergroup relations is taught in all high school grades. Table I shows in graphic form the general results of this part of the survey.

Question #2 of the questionnaire which seeks to ascertain the manner in which intergroup relations are taught brought forth the information that no school
CHAPTER VI

RESULTS

1. General Trends

Certain trends were established for certain com-
mon with the results of the demonstration. Of the
25% demonstration sent out, 30% were returned. This is
a return of 25% on the demonstration. The results
indicate that the teaching and learning are not being
measured and that the results are not being compared to
some measure. It is of interest to note in what manner
the teaching occurs where these are no other data.
If we know that these are being summarizing the teaching of
some other type. Among the 25 schools which teach the
subject, but not in a particular subject, it was reported by
15 that the subject is taught in connection with an-
other subject, while the other 10 reported that their
Table 2 shows in detail from the general results of
this part of the survey.

See page 2 for the demonstration which seeks to
secure the manner in which information relates to
school work.
teaches it as a separate course. Of the 80 schools teaching intergroup relations 50 report it as being taught as an integral part of some other course, while 30 report it as a separate unit in some other course. The courses in which intergroup relations is taught are as follows: Problems of Democracy, History, Civics, Social Studies, English, Sociology, Economics, Psychology, Government and Geography. Two schools report that intergroup relations is taught in all courses. (see table III)

In answer to question #3 of the questionnaire as to whether or not there were minority groups in the community, 71 answered 'yes' and 9, 'no'. Question #3 also included a table which the recipients of the questionnaire were asked to check. The results are shown in the following table.

<table>
<thead>
<tr>
<th></th>
<th>Catholic</th>
<th>Negro</th>
<th>Jew</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many</td>
<td>56</td>
<td>4</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>Few</td>
<td>8</td>
<td>48</td>
<td>46</td>
<td>16</td>
</tr>
<tr>
<td>None</td>
<td>4</td>
<td>20</td>
<td>10</td>
<td>38</td>
</tr>
</tbody>
</table>

On this table it will be noted that 38 respondants reported the presence of other minority groups than those mentioned. The respondants were asked to name these other groups in the next question and the following list was the result.

Armenian
Chinese
If it is a separate course of the 50 schools taken in this transfer report on some other course, write the report as a separate report in some other course. The course in which transfer report is taken see as follows:

Programs of business, history, science, social studies, English, social science, economics, psychology, government.

any Geographical. Two schools report their transfers to transfer to all courses. (see Table III)

In order to determine if the data is usable as to whether or not there were minorities groups in the case, 55 answer 'yes' and 53 answer 'no.'

Now, in addition, a table with the frequencies of the data is shown in the following table.

<table>
<thead>
<tr>
<th>School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>53</td>
<td>53</td>
</tr>
</tbody>
</table>

On this table it will be noted that 28 transfers were reported.

Regarding the presence of other minority groups, the respondents were asked to name these other groups in the next discussion, and the following techniques were noted:

1. Techniques
2. Chinese
Furthermore one respondent reported various nationality groups as present but did not classify them, while the City of New Bedford indicated that there were 40 racial groups included.

The results of the checking of question #5 are included in the following table:

<table>
<thead>
<tr>
<th></th>
<th>Catholic</th>
<th>Negro</th>
<th>Jew</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most</td>
<td>6</td>
<td>13</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Least</td>
<td>12</td>
<td>8</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

It must be noted that only 30 respondents checked this table, each of whom checked each part. However 49 returns added to this table the information that no distinction was made between groups in teaching. Undoubtedly, in the building of the questionnaire, the omission of a place to check for this point was an error. However, there was, fortunately, enough interest in the point to elicit the information without the question being asked.
The purpose of this report is to examine and evaluate the effectiveness of various programs and policies implemented to address certain social issues. The report will focus on analyzing data from the past year to identify trends and make recommendations for future actions.

The detailed results of the evaluation can be found in the following table:

<table>
<thead>
<tr>
<th>Category</th>
<th>Old</th>
<th>New</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>15</td>
<td>20</td>
<td>+33.3%</td>
</tr>
<tr>
<td>Education</td>
<td>20</td>
<td>25</td>
<td>+25.0%</td>
</tr>
</tbody>
</table>

With the aim to improve the overall health of the community, we recommend implementing a new program that focuses on preventive health measures. This will likely require additional resources, but the long-term benefits will be significant.

In conclusion, the evaluation provides valuable insights that can be used to inform future decision-making. It is clear that the community is facing challenges, but there are also opportunities for improvement. With a strategic approach, we can work towards a better future.
The last five questions, with the exception of 8a were 'yes' or 'no' answers to be checked on the questionnaire. The results of question #8a will be dealt with later. At present it is proposed to give the results in terms of 'yes' or 'no' responses only.

Question #6 asks if the table in #5 indicates the areas in which the most prejudice lies in the community. Of the respondents checking 4 checked 'yes' and 70 checked 'no'. The remaining four questionnaires were not checked.

Question #7 deals with the presence of prejudice directed against minority groups in the community. On checking the results it was discovered that 10 checked 'yes' and 70 checked 'no'.

Question #8 inquires if the respondent has a method of checking prejudice before and after teaching intergroup relations. It was found that only 8 checked 'yes', while 70 checked 'no'. The other two were not checked.

Question #9 which was designed to discover if any community forbade the teaching of intergroup relations found 78 checking 'no'. Two questionnaires were unchecked, and no one checked 'yes' on this question.

Finally question #10 found 34 respondents who had found that the recent war had had an effect upon the teaching of intergroup relations, while 44 respondents
The last live discussion with the exception of a

were 'yes' or 'no' answers to be accepted on the discussion-

vote. The results of discussion will be read with

voter. At present it is proposed to give the results in

vote of 'yes' or 'no' answers only.

question we take to the public in 20th century the

same in which the most brilliant ideas in the community

question of the responsibilities apportioned a 'yes' any 'no'

check 'no'. The remaining two questions were

for acceptance.

question & votes with the presence of participants.

a question under discussion to the community. On

questions the results were then allocated that to 'accept

'no' and '0' accepted '0'.

question of importance if the responsibility was

mention or accepting volunters and their accepting

acceptance. It was found that only 8 accepted

'yes', while '0' accepted '0'. The other two were not

accepted.

question as which were necessary to approach it and

community to provide the question of importance refres-

out. Two decsions were made on the question of

accept, say on one decision 'yes' on the decision

finally discussion. To count to responsibilities who had

those that the决定 was paid and no effect made for

question of importance discussion, while no discussion
<table>
<thead>
<tr>
<th>GRADE</th>
<th>NUMBER OF SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>14</td>
</tr>
<tr>
<td>Twelve</td>
<td>32</td>
</tr>
<tr>
<td>Eleven</td>
<td>8</td>
</tr>
<tr>
<td>Ten</td>
<td>6</td>
</tr>
<tr>
<td>Nine</td>
<td>8</td>
</tr>
<tr>
<td>No grade</td>
<td>12</td>
</tr>
<tr>
<td>specifically</td>
<td></td>
</tr>
<tr>
<td>Not taught</td>
<td>16</td>
</tr>
</tbody>
</table>
**TABLE I**

**Grades Training Interpersonal Education**

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A11</td>
</tr>
<tr>
<td>2</td>
<td>Twelve</td>
</tr>
<tr>
<td>3</td>
<td>Eleven</td>
</tr>
<tr>
<td>4</td>
<td>Ten</td>
</tr>
<tr>
<td>5</td>
<td>Nine</td>
</tr>
<tr>
<td>6</td>
<td>No Degree</td>
</tr>
<tr>
<td>7</td>
<td>Specifically</td>
</tr>
<tr>
<td>8</td>
<td>Not Certified</td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 1a

<table>
<thead>
<tr>
<th>GRADE</th>
<th>NUMBER OF SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelve</td>
<td>32</td>
</tr>
<tr>
<td>All</td>
<td>14</td>
</tr>
<tr>
<td>No grade</td>
<td></td>
</tr>
<tr>
<td>specifically</td>
<td>12</td>
</tr>
<tr>
<td>Eleven</td>
<td>8</td>
</tr>
<tr>
<td>Nine</td>
<td>8</td>
</tr>
<tr>
<td>Ten</td>
<td>6</td>
</tr>
<tr>
<td>Number of Schools</td>
<td>Grade</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------</td>
</tr>
<tr>
<td>12</td>
<td>Twelve</td>
</tr>
<tr>
<td>11</td>
<td>All</td>
</tr>
<tr>
<td>9</td>
<td>No Pets specifically</td>
</tr>
<tr>
<td>8</td>
<td>Eight</td>
</tr>
<tr>
<td>6</td>
<td>Nine</td>
</tr>
<tr>
<td>5</td>
<td>Ten</td>
</tr>
</tbody>
</table>
found no effect present. Again, there were two questionnaires unchecked.

2. Specific results.

Table Ia gives us a picture of the levels on which the most widespread teaching is conducted. It will be found upon reference to this table that the largest number of communities do this work in the twelfth grade.

Table II calls attention to the relative size of minority groups in the communities reporting. It will be noted that the Catholic and Jewish groups are in the lead. Next in importance, because of size is the Negro group. It would appear that more communities in Massachusetts have minority groups composed of these three than of any other. A glance at the table will indicate comparatively few communities which reported national groups of sufficient importance to be included. However, this is no evidence of the fact that members of these minority groups do not exist in many communities. It may be construed, nevertheless, that in many communities the various nationality groups have been so assimilated and absorbed as to go practically unrecognized as any other than the majority group.

The question naturally arises after studying table #2 as to whether or not the size of a minority group has any relation to the amount of time spent on that group in intergroup relations. Reference to table IIIa
To make an effective presentation, great care must be taken to prepare an outline of what will be said. The outline should indicate the main points to be covered and the supporting evidence that will be used. The presentation should be clear, concise, and easy to follow. The presenter should be well-prepared and confident in their delivery. The audience should be engaged and interested.
<table>
<thead>
<tr>
<th>Minority Group</th>
<th>No. Communities reporting group present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic</td>
<td>64</td>
</tr>
<tr>
<td>Jew</td>
<td>64</td>
</tr>
<tr>
<td>Negro</td>
<td>52</td>
</tr>
<tr>
<td>Portuguese</td>
<td>10</td>
</tr>
<tr>
<td>Italian</td>
<td>8</td>
</tr>
<tr>
<td>Polish</td>
<td>6</td>
</tr>
<tr>
<td>Protestant</td>
<td>4</td>
</tr>
<tr>
<td>French</td>
<td>4</td>
</tr>
<tr>
<td>Armenian</td>
<td>4</td>
</tr>
<tr>
<td>Lithuanian</td>
<td>4</td>
</tr>
<tr>
<td>Chinese</td>
<td>2</td>
</tr>
<tr>
<td>Finns</td>
<td>2</td>
</tr>
<tr>
<td>Various Nationality Groups</td>
<td>2</td>
</tr>
<tr>
<td>No. Committee</td>
<td>Present</td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>Add</td>
</tr>
<tr>
<td></td>
<td>Add</td>
</tr>
<tr>
<td></td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>S</td>
</tr>
</tbody>
</table>
will show the implication of the teaching being done. Here we find that a majority of the communities make no distinction in the amount of time spent dealing with each group. Where distinction is made it will be found that the largest number, 16, spend more time dealing with the Negro problem. It is an interesting fact, to note that, as far as can be determined by the number of communities reporting, this teaching is carried on in southeastern Massachusetts, including the few sections of Greater Boston which reported.

It is also interesting to note that the 12 towns which reported spending the least time with the Catholic group are all small towns. A good example is the town of East Bridgewater, a typical small town, which has a large Catholic minority group. However, the relation existing between them and the majority group are of such a cordial nature that there is no need to spend more than a minimum of time on the group. On the other hand, this same town has almost no Negro population, and yet there is more observable prejudice to be overcome in this direction than in any other. It may be assumed, therefore, that similar situations exist elsewhere.

Table IIb indicates the distribution of inter-group teaching. It is evident that in most school systems no attempt is made to spend more time with one group than with another. It must, therefore, be pointed
will show the implications of the reasoning and how we find that the majority of the communities we have included in the majority of the examples is made up of more than one group. This will make the reasoning more clear and will help us to understand more fully the implications of the reasoning.

However, the reasoning between these and the majority group is of such a complex nature that there is no need to spend more time on this point. On the other hand, there are some points that we should not ignore because of their importance for the education of our students. If we may be summed up in a few words, the following is the main conclusion of the paper.

Table 12: Implications of the Racialization of Infirm-

The main reason is that in our schools and schools on average to spend more time with one group than with another. It may therefore be possible to make a significant contribution to the understanding of the implications of the reasoning.
### TABLE IIa

<table>
<thead>
<tr>
<th>Minority Group</th>
<th>Time spent on group in teaching</th>
<th>No Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Negro</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Jew</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

### TABLE IIb

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>No distinction</td>
<td>49</td>
</tr>
<tr>
<td>Negro</td>
<td>13</td>
</tr>
<tr>
<td>Jew</td>
<td>7</td>
</tr>
<tr>
<td>Catholic</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
</tbody>
</table>
TABLE IIb

<table>
<thead>
<tr>
<th>Time spent at work to perform Most</th>
<th>Least</th>
<th>Minority Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2</td>
<td>15</td>
<td>a</td>
</tr>
<tr>
<td>Q3</td>
<td>13</td>
<td>a</td>
</tr>
<tr>
<td>Q4</td>
<td>3</td>
<td>a</td>
</tr>
<tr>
<td>Q5</td>
<td>1</td>
<td>a</td>
</tr>
</tbody>
</table>

TABLE IIb

<table>
<thead>
<tr>
<th>Group</th>
<th>Description of expected in first year education</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>No identification</td>
</tr>
<tr>
<td>b</td>
<td>No certificate</td>
</tr>
<tr>
<td>b</td>
<td>Certificate</td>
</tr>
<tr>
<td>a</td>
<td>Other</td>
</tr>
</tbody>
</table>
out that there is little, if any, relation between the size of the minority group and the amount of time spent upon that group in teaching intergroup understanding, respect and good will. This fact is made evident by a comparison of tables #1 and IIa. Were there a relation it would be found that the most time spent in teaching would be distributed among Catholics, Jews, and Negroes, in that order, but no such relation exists. It should therefore, be reasonably safe to assume that the size of a group does not indicate the amount of prejudice which exists toward that group in the community.

A reference to table III will show the observer the courses in the school curricula in which intercultural education is considered. As might be expected we find that with the exception of eight schools which include intergroup relations in English, and two which include it in all courses, the remainder teach it as a part of the social studies program. It is gratifying to find so many schools including intergroup relations in Problems of Democracy, for it is one of our greatest problems in today's democratic education. It should be a part of every course in Problems of Democracy if we are to achieve a social democracy.

In part 'a' of question 8 on the questionnaire the respondents were asked to describe the methods used to check prejudice, before and after teaching
A reference to Table III will show the apparent nature of the courses in the school curriculum in which integrated education is encountered. As might be expected we find that with the exception of eight schools which specifically integrated integrated education into their curriculum, the remaining tend to a more part of the social studies program. It is interesting to find how schools incorporate integrated education into a part of their social studies program. It is one of the social problems in preparation of democratic society, for it is one of the social problems in preparation of democratic society, which are to solve a social problem. In part, it's a question of democratic education and in part, it's a question of democratic education.
TABLE III

Distribution of teaching as to subject in which taught

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems of Democracy</td>
<td>26</td>
</tr>
<tr>
<td>History</td>
<td>14</td>
</tr>
<tr>
<td>Civics</td>
<td>10</td>
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<tr>
<td>Social Studies</td>
<td>8</td>
</tr>
<tr>
<td>English</td>
<td>8</td>
</tr>
<tr>
<td>Sociology</td>
<td>4</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
</tr>
<tr>
<td>Psychology</td>
<td>2</td>
</tr>
<tr>
<td>Government</td>
<td>2</td>
</tr>
<tr>
<td>Geography</td>
<td>2</td>
</tr>
<tr>
<td>All subjects</td>
<td>2</td>
</tr>
<tr>
<td>Number</td>
<td>Subject</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>25</td>
<td>Principles of Democracy</td>
</tr>
<tr>
<td>26</td>
<td>History</td>
</tr>
<tr>
<td>10</td>
<td>Ethics</td>
</tr>
<tr>
<td>8</td>
<td>Societal Structure</td>
</tr>
<tr>
<td>8</td>
<td>Miller</td>
</tr>
<tr>
<td>4</td>
<td>Sociology</td>
</tr>
<tr>
<td>5</td>
<td>Economics</td>
</tr>
<tr>
<td>5</td>
<td>Propaganda</td>
</tr>
<tr>
<td>5</td>
<td>Government</td>
</tr>
<tr>
<td>5</td>
<td>Geography</td>
</tr>
<tr>
<td>S</td>
<td>All subjects</td>
</tr>
</tbody>
</table>
intergroup understanding, respect, and good will. The figures as given under the general results of the survey, indicated that only eight respondents had such a method. Of these eight, however, only four used any objective criterion. Three of the four indicated the use of the test found on page 141 of "Intercultural Education in the American Schools" by Vickery and Cole.\(^1\) The fourth answer came from Springfield where several devices have been employed, with none of which are they satisfied. The four others reported only a subjective and it would seem very unreliable method of observation of attitudes in given situations. From an objective point of view, this leaves much to be desired, since subjective media of measurement leave the door wide open for the unconscious prejudices of the tester. Since subjective media of measurement such as these are notoriously unreliable, nothing constructive can be gained from these answers.

Table IV indicates the results of questions 6 through 10 on the questionnaire. Questions \#6 and \#7 relate to one of the important points of the study, namely, the existence of prejudice in the community. The results as indicated in the tabulation would seem to indicate that comparatively little prejudice exists

\(^1\) Op. Cit. p. 141
TABLE IV

Responses to questions 6 - 10 of the questionnaire

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>#6</td>
<td>4</td>
<td>70</td>
<td>6</td>
</tr>
<tr>
<td>#7</td>
<td>10</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>#8</td>
<td>8</td>
<td>70</td>
<td>2</td>
</tr>
<tr>
<td>#9</td>
<td></td>
<td></td>
<td>78</td>
</tr>
<tr>
<td>#10</td>
<td>34</td>
<td>44</td>
<td>2</td>
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</tbody>
</table>
## Table

<table>
<thead>
<tr>
<th>#</th>
<th>Not Changed</th>
<th>Do</th>
<th>Yes</th>
<th>No</th>
<th>Question</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50</td>
<td>40</td>
<td>10</td>
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<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>30</td>
<td>50</td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>30</td>
<td>50</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
in the majority of communities. Specifically, in question #7 which asks if much prejudice is directed against the minority groups, we find only ten checking 'yes'. However, it is of extreme importance to note that each of the ten was one of the larger communities which returned answers. Therefore, the apparent conclusion to be drawn is that prejudice exists more strongly in the larger communities where assimilation is slower, and where opportunities for real intergroup activities are less varied.

The results obtained from question #8 of the questionnaire have already been dealt with sufficiently. Questions #9 and #10 are of import to the teacher of intercultural relations because of their implications. While a reference to table IV will show that all respondents reported no community to be known in which the teaching of intergroup relations is forbidden, this is not too conclusive proof. To answer 'no' is so obviously the socially acceptable response, with present day educational emphasis so much on social democracy, that reliance upon this answer may be somewhat doubted. Suffice it to say that probably a great majority of schools do not interfere in any way with the teaching of intergroup understanding, respect, and good will.

Question #10 has an obvious implication. The respondents are asked as to the effect of the recent war on intergroup relations. It will be remembered that World War I caused a great deal of prejudice to be built
In the wake of communities democratic, the question arises: if much of our work is to be directed to the achievement of a more just society, how can we ensure that our efforts are meaningful and make a difference? Consequently, the question arises: if much of our work is to be directed to the achievement of a more just society, how can we ensure that our efforts are meaningful and make a difference?

Therefore, the question arises: if much of our work is to be directed to the achievement of a more just society, how can we ensure that our efforts are meaningful and make a difference?

The lessons obtained from discussion of the

committee have already been shared with authoritative

statements. It may be that a mouth to the lesson of

international relations begins with their implications.

With a reference to Table IV, it will show that all

responses depend on community to be known in which

the teaching of international relations in Colombia, it is not the countries in the textbooks. To answer "why" is to do -

among the socially acceptable responses with precedent.

any international expected to much on social gender;

therefore above the answer may be somewhat confused.

It is not that the expected response would be made, in any way with the reasoning

of international relations, seems to be some part of

Whatever it is to say that there is a great majority of

schools do not interest in any way with the reasoning

of international relations, seems to be some part of

The question is also one of concern. International relations are made up of the effect of the recent

waves. We can see a great deal of prejudice to be part.
up against certain minority groups, notably the Germans. Is the same true of World War II? From the results of question #9 it would seem that this was not as true of this recent war as of the first war. Although it must be noted that a significant number of respondents (42½%) did note that there was an effect. Thus, it would appear that there is some growth of prejudice during, and as a result, of a war.

3. **Summary of results.**

Certain definite facts are established as a result of the survey. First of all there was approximately a 40% return of the questionnaires. This is significant enough to warrant the assumption that there is a growing interest in the teaching of intergroup understanding, respect, and good will. Secondly of the number of questionnaires returned all sent what were to all practical purposes complete copies -- complete enough to elicit certain facts which follow. One, the Catholic group is the largest minority group but not the one upon which most emphasis need be laid. Two; many minority groups exist which are no problem and cause no prejudice. Three; the great majority of teachers spend equal time with all groups. Four; more prejudice exists in the larger communities. Five; little effort is made to ascertain by positive, objective checks the amount that prejudice is lessened after teaching intergroup relations.
I believe certain minority groups, especially the Germans...

In the early hours of World War II, from the countries of occupation, it would seem that these were not as tame of the recent war as of the First World War. Although it must be noted that a significant number of refugees (repatriates)...

The notes that these were an effect. There is nothing to suggest that these are some growth of destructive actions.

And as a result of all...

A summary of results.

Certain qualitative factors are emphasized as a result of the survey. First of all, these were approximated to the return of the democratic nations. This is significant in the amount of money to warrant the assumption that there is a slow...

The interest in the teaching of information and uncertain...

receipt, and soon without recognition of the number of...

description...the return of democratic nations. All seem to want more to fill...

broader manner. Complete course -- complete answer to effort certain facts which follow. One of the Catholicmonds in the largest minority groups, but not the one above...

which more emulously need be taught. That many minority...

include cases where one or both are not engaged or engaged in the same time; those more experience only one or both and engage in the same time.

Later communities. Give little effort to make to...

acquaint by starting, applying concepts the moment that...

plurality asreece near. After second international relations.
Six; intercultural education is taught largely as a part of the social studies program. Seven; teaching intergroup relations is nowhere forbidden. Eight; the recent war has had some effect upon such teaching.
The incorporation of the latest technology is a part of the society's cultural program. These technological advancements have had some effect on the economy.
CHAPTER V

CONCLUSIONS

What conclusions can be drawn from the results of this survey? It is believed that the answers to these questions will indicate that the respondents were representative of the state as a whole. The replies give evidence of a widespread interest in international education. The very fact that all the respondents from communities which include international education in the schools, gave complete answers, and very often added information for the personal use of the writer shows a healthy interest in the subject. One of the principal objects in making this survey was to ascertain this very point. For such a comparatively new subject in the teaching field, this interest is encouraging. It points the way to a future where more and more, International understanding, respect, and good will, will be a part of the mental make-up of the American.

A general conclusion may be drawn as to the type of International, to which attention is paid, in the schools, upon International education. The greater number of replies, in fact approximately 80 of the questionnaires returned were from the smaller high schools of the state. From this fact it is concluded that, in general, the teachers in the smaller high schools are more active in spreading...
CHAPTER V

CONCLUSIONS

1. What conclusions can be drawn?

Certain conclusions may be drawn from the results of this survey. It is believed and, hence, assumed that the respondents were representative of the state as a whole. The replies give evidence of a widespread interest in intercultural education. The very fact that all the respondents from communities which include intercultural education in the schools, gave complete answers, and very many added information for the personal use of the writer shows a healthy interest in the subject. One of the principal objects in making this survey was to ascertain this very point. For such a comparatively new subject in the teaching field, this interest is gratifying. It points the way to a future when more and more, intergroup understanding, respect, and good will, will be a part of the mental make-up of an American.

A second conclusion may be drawn as to the type of community in which emphasis is laid, in the schools, upon intercultural education. The greater number of replies, in fact approximately 80% of the questionnaires returned were from the smaller high schools of the state. From this fact it is concluded that, in general, the teachers in the smaller high schools are more active in spreading
CHAPTER V
CONCLUSIONS

If what conclusion can be drawn from the results of certain conclusion may be drawn from the results of this study, it is revealed, among 100% average that the responses were representative of the state as a whole.
The table gives evidence of a widespread interest in international education. The very fact that all the respondents from communities which include international education in their scope, have complete answers, and very few asked for more information for the purpose of the writer shows a feeling interest in the subject. One of the points for such a comprehensive new subject in the very point that interest in geography. If points are to be a future way more and more, interest in geography will be a part of the student's make-up of an American. A second conclusion may be drawn as to the type of community in which education is taught in the schools, shown international education the results were encouraging 80% of the desirousness respondents.

From these factors it is concluded that, in general, the teachers in the smaller high schools are more active in expression in the smaller high schools.
intergroup understanding. In fact many of these smaller high school respondents included material of a very helpful nature to the teacher of intergroup relations, as a supplement to their questionnaires. The inference is clear that the smaller high schools, generally, pay more attention to intergroup relations. Possibly this is because there is more time for the social studies teacher to get to know the individuals in his classes, and therefore more time to stress intergroup relations. Whatever the cause, it is a very healthy sign that so many of the high schools are engaged in the promotion of intergroup understanding.

It is also heartening to discover as a result of such a survey that the teaching of intergroup relations is nowhere forbidden. At least it is not forbidden in any community of which the respondents knew. That it may be frowned upon elsewhere is obvious. In fact in several of the answers, it was discovered that the authorities felt it was better not to teach intercultural relations as such. However, in these same schools intergroup relations are taught as a part of some other course. This latter is really an excellent plan and is the one encouraged by all writers and speakers on the subject. Dr. Mahoney of the Boston University faculty urges intermittent but persistent teaching of intergroup relations in all school subjects.
interaction and participation. In fact, much of the teaching at
high school-level consists of teaching material on a very
limited scale of the teacher as an instructor. This interaction is
supplemented by short, descriptive notes. This lack of
interaction and participation can lead to a student's future
attention to interaction between teachers. Possibly this is due to
the lack of time for the social structure teacher

to let the students know the activities in the classroom.

It is also interesting to attempted as a result of
such a survey that the teaching of interaction between
in the community of which the teachers are aware. The
may be known how effective it is in teaching the
interaction. It was found that the teaching of interaction
is also effective in teaching the students. However, in these
some other courses. This latter is really an excellent
play and is the one experienced by all writers and
speakers on the subject. The rapport of the person
university teachers is a relationship that can be
interaction of interaction between in all school subject.
He says, "Every graduate of an American public secondary school should have done some earnest thinking about intergroup relations...."¹ Most of the schools covered in this survey seem to be trying to develop this through their social studies programs.

It is, unfortunately, not within the scope of this study to discover the amount of carry-over there is from the teaching of intergroup relations. It can only be hoped that there is an appreciable amount. Certainly with so many schools and educators pointing the way toward elimination of prejudice, it should be reasonable to expect that the future will reveal less than is now evident. However, this is in the field of conjecture and has no place here.

The conclusion can also be drawn from the results of this survey that the size of the minority group has little or no effect upon the general prejudice. As it was previously indicated, with few exceptions, the largest minority group has, in the towns surveyed, very little prejudice directed against it. This leads to the obvious conclusion that the larger the group the more is known about them, and it is a well known fact that it is the unknown, not the known, which breeds suspicion and distrust.

A further conclusion may be shown as to methods of checking prejudice. Since the great majority of the

¹ Op. cit. p. 320
The preceding quotation indicates the necessity of an amended public sanitation:

social education, not merely the scope of public

The concept of concentration has been altered in the recent decades and the

A further corollary may be shown as to mammals as

cellular differentiation. Since the secretions of the

16 p. 320
respondants report no method other than the extremely unreliable one of personal observation, it must be con- cluded that no means of checking up on prejudice is available at the present time.

Another conclusion to which reference has been made previously is in connection with the many minority groups not recognized as such. Apparently the dominant majority groups experience less difficulty in assimilating certain minority national groups. The fact that neither Norwegians nor Swedes were mentioned by any respondent goes far to show that minority groups can and do exist without any friction whatever between them and the majority group.

Still another conclusion to be drawn concerns the results of war propaganda upon intergroup relations. As has been previously noted, some respondents found that the recent war had effected intergroup relations. This being so it is equally true that favorable propaganda could have the reverse effect. It is now the job of school teachers to counteract in this manner the un- favorable effects of adverse war propaganda.

2. Limitations of the study.

This study has very definite limitations. First and of primary importance is the fact that while it purports to survey the entire state, in reality it is a survey of
responsibility report on meeting after June, the extremity
immediate one of personnel appraisal, it must be con-
sidered first on means of checking up on performance is
available at the present time.

Another conclusion to which reference has been made
previously is in connection with the work minority
members, not recognized as such. Apparently, the dominant majority
weights on the problem to this effect. It will be

helpful still further to consider the position of the minority
members. The fact that many

American employees who are members of the minority
can and should be expected to show that minority
members can and do excel
without any hesitation whatsoever between them and the
majority group.

With another conclusion to be drawn concerning the
relevance of war experience, more important relevance. As

was the case during World War I, some responsibility team for
the recent views had added considerable importance to the
point as it is directly one that reversible program
should have the reverse effect. It is now the job of
society to remove it, and to remove it, it is necessary to a
sense of development of society.

In this type of the study
This study has very definite implications. First and

of primary importance to the last part while it promotes
the means of the entire state, in reality it is in the group of

...
approximately forty per cent, or only two-fifths of the communities within the state. It is hoped, however, that these communities consist of representative samples of the state as a whole. The conclusions have been based upon such a premise and as such the facts will stand for themselves.

Furthermore, no effort has been made to separate the state into districts and discover the problems of that particular area in intercultural education. In fact no real effort was made to discover the problems of individual communities arising from intergroup sources. The study attempted to discover only whether intercultural education in the broad sense, is taking place or not.

There are also the limitations implicit in any questionnaire survey. There is always the tendency to give the socially acceptable response. Even with such a questionnaire as the one employed, where the respondent might remain anonymous if he desired, there is still the unconscious desire to give the socially acceptable response. This has been pointed out in referring to the answers to question #9 concerning towns where intercultural education is forbidden. Since all respondents checked 'no' it may be suspected that this is the socially acceptable response and is, therefore, unreliable.
approximately forty per cent. of only two-tenths of the communities within the state. It is hoped, however, that
these communities continue to representative samples of
the state as a whole. The conclusion have been passed
upon such a premise and as such these levels will remain to
continue association in the future sense to earning place
of the.

Furthermore, no effort has been made to measure
the effect into a factor and also the programs of
that particular sense in international education. In fact
no least effort was made to research the programs of
international communities attained from international sources.
The study attempted to describe only whatever inter-
national association in the broad sense, to earning place
of the.

There are also the limitations inherent in any
descriptive analysis. There is always the concern to
give the socially acceptable response even with such a
descriptive analysis as the one employed, where the descriptive
might remain unknown. It is necessary, therefore, to fill the
accretionuggle versus to give the socially acceptable
response. This has been brought out in particular to the
accretionuggle versus to give the socially acceptable
response. Since it may be expected that this is the
socially acceptable response and far, the expectation, unattainable.
Then too, there are the limitations of the questionnaire technique itself. Unfortunately it is physically impossible for the investigator to observe, personally, the school systems of every town and city in the state. Therefore, reliance must be made upon the somewhat insecure basis of the results of the questionnaire.

Finally there is the limitation concerning any subjective area. There is no way of discovering how much actual teaching takes place. So very much depends upon the personality of the teacher; the creation of a receptive mood; and so on. These are factors which are bound to influence the results outside the school room and yet there is no way to check them objectively.

However, in spite of these limitations, it is felt that this study is of value to the teacher of intercultural education. Viewed within its limitation and with full awareness of the narrowness of its scope, its conclusions are justified and it may be found reliable.

3. Need for further study.

The limitations noted above make other studies necessary to round out the scope of this survey. For example it would be well to make a study of the city of Boston alone, and add the results to those already tabulated. Then, too, a study should be made of all schools below the secondary level, for it is essential to a complete program of intercultural education that
The first step in the formation of the descent

were recognized that. Unfortunately it is frequently
impossible for the investigator to obtain the personal.
the school system of every town and city in the state.

Therefore, these parts of the descent of the descent.

Finally, there is the limitation concerning any
accepted trees. There is no way of discovering how much
natural selection takes place. Go very much depends upon the
paternity of the descent; the creation of a genetic
creed and so on. These are factors which we have to
influence the descent outside the school room and yet
there is no way to break from apportioning.

However, to quote these limitations it is to tell
that this study is at notice to the research of income
and constitutional acentration. Viewed within the limitations and
with full awareness of the importance of the scope, the
considerations are critical and it may be found tolerable.

Keep for to time.

The limitations noted above make other studies
necessary to found on the scope of the original.
example: it would be well to make a study of the city of
Boston alone, and add the benefits to those gained

consolidated. Thus, for a article should be made to fit
society below the economic level, not it to essential
or a complete program of international education that
intergroup understanding, respect, and goodwill will be included at every level of teaching.

It would also be of interest to determine what relationship exists, if any, between homogeneity or heterogeneity of the population to the amount of emphasis placed upon the teaching of intergroup relations. A further point which needs research is the building of an effective measuring instrument. A measuring instrument which will validly check the amount of prejudice which is present before and after intergroup relations is taught. In the opinion of the writer this seems to be one of the greatest drawbacks to successful teaching that is now present.

Finally it would be well if a course of study were devised to include intercultural education as an integral part. Such a course of study to include all grades is necessary for the successful building of tolerant citizens. All social studies courses should have this thought as one of their objectives.

4. Summary.

Although there are quite definite limitations to the scope of this study concerned chiefly with the inherent weaknesses of the questionnaire technique, yet certain definite conclusions emerge as a result of the survey. Evidence of the growing interest in intercultural education is shown by the widespread teaching
information management, research, and teaching will be important.

It might seem of interest to determine what:

informational expanse at any discernible moment of
repetitiveness of the modelization of the amount of
squares, which will naturally allow the amount of
pattern, to present a face and other informational relations to
decrease the amount of the model of precision to be
one of the present awareness of successful teaching that
is now present.

Finally, it would be well if a course of study were
devised to include informational analysis as an integral
part. Such a course of study to include all elements at
necessary for the successful building of a future
situation. All social studies courses should have this
function as one of their objectives.

A summary:

Approach these data with the definite intention to
analyze the scope of the study concerning ability with the
important measurement of the determinate teaching, not
central, quantitative, for the growing interest in
understanding the scope of the most basic teaching
in this field. Generally speaking, smaller school systems seem to incorporate its ideas more readily, and to place more emphasis on intergroup understanding, respect, and good will. A wholesome sign is noted in the fact that intercultural relations is nowhere discouraged by the school authorities. There is, finally, need of further studies in this field which will increase the scope of the present study and decrease the limitation of it.
In the field, generally operating small schools, the need to incorporate the ideas more neatly, and to place more emphasis on interpersonal understanding, respect, and coordination is noted in the report that a comprehensive analysis of the school curriculums. These are finally used or tested to estimate in the field which will increase the scope of the present study and generate the intervention of the
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