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Attitudes of Michigan Agriscience Teachers Toward Diversity

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Introduction

A number of scholars (Fullwood III and Healy, 1994; Goode, 1993; Grogan, 1991; Henry, 1990; Johnson and Packer, 1987; Sivy, 1997) have written extensively on major demographic changes that are occurring in the United States. Growing percentages of our country's population are people of color. Many are immigrants whose first language is not English. Those with disabilities are exercising their rights to participate in society in greater numbers. The gap between the rich and the poor is widening. The fastest growing religion in this country is not Christianity. And those with life styles and sexual orientations different from "the norm" are less likely than in the past to hide or attempt to "blend in."

As a result, many systems including government, education, the private sector, and non-profit organizations are giving issues of diversity a high priority. A review of the literature indicates that various organizations are actively examining their vision and mission statements, philosophy, goals, priorities, and workforce composition (Lattimer, 1998). For example, Monsanto's Vision of Diversity is measured through four objectives: a) how they develop and treat people; b) where people come from; c) how they hold themselves accountable; and d) how they have built a more

diverse community (Monsanto Corporation, 1997).

Issues of diversity are moving up on the agendas of educators, as well. In fact, according to an Association of Teacher Educators survey of critical issues in teacher education, "Preparing teachers for multiethnic, multicultural settings" was determined to be one of the three most critical issues to be addressed (Buttery et al., 1990). Further, the National Council for Accreditation of Teacher Education (NACTE) uses multicultural education as a specific criteria for evaluating teacher preparation programs (Reiff, 1992). It is predicted that by the year 2000, 40% of students in public schools will be from ethnically different backgrounds. At the same time, 94% of teachers in the year 2000 are expected to be White (Reiff, 1992). Teachers will need to relate effectively with an increasingly diverse student population in public schools (Henry, 1990).

The increased diversity of the Michigan population has created a challenge for colleges and universities to determine the extent to which they are adequately preparing teachers to serve a more diverse student body. Adams and Marchesani (1999) express this challenge. "The understandable difficulty for faculty socialized within another historical and cultural situation is to know how best to facilitate diverse student learning within an increasingly multicultural

context.” Adams and Marchesani (1999) offer a model for faculty development that delineates four dimensions of teaching and learning that have particular relevance to issues of social and cultural diversity. This model is adapted from one developed by B.W. Jackson in 1988. Three of the dimensions concern knowing the student; creating a curriculum that incorporates diverse social and cultural perspectives; and developing a broad repertoire of teaching methods. A fourth dimension focuses on the instructor: knowing oneself, specifically one’s own beliefs and attitudes about race, ethnicity, gender, sexuality, disability, and immigrant status. According to the model, these attributes affect a teacher’s interactions with their students. Further, Adams and Marchesani contend that the attitudes which one holds can reduce a teachers’ effectiveness with at least some of his or her students.

Extensive research has shown that teacher attitudes and perceptions of students have a significant impact on the level of expectations teachers set for students and in the kind of interactions students have with teachers in the classroom (Banks, 1987; Brookover et al., 1982; Gault and Murphy, 1987; Rosenthal and Jacobson, 1968; Wheelock, 1992). In particular, differing teacher attitudes toward gender, race, ethnicity, and class can have positive or negative affects (Larke, 1990). Henderson (1999) states, “At some point in the semester, most students are able to determine their teachers’ expectations of them, and they learn to play appropriate roles. Teachers’ attitudes are that powerful” (p. 114).

The literature contains many examples of studies that focus on teacher expectations regarding various dimensions of student diversity. For example, Sadker and Sadker (1994) report that teachers generally expect males to perform better than females in the areas of math and science. Asian Americans and White Americans are perceived to be more academically competent and are therefore expected to be more successful in school than are African Americans, Hispanic/Latino Americans and Native Americans (Sleeter and Grant, 1988; Tokuyama, 1989). The higher the socioeconomic status, the higher the student is expected to perform academically (Sleeter and Grant, 1988; Winfield, 1986).

Additionally, attitudes and beliefs about those with physical and mental disabilities, those with differing sexual orientations, and those with obvious accents have been the subject of research. Many teachers have negative attitudes toward students with disabilities (Alexander and Strain, 1978) and many feel that education of students with disabilities should not be the responsibility of the general education teacher (Ingram, 1997). Ryan et al. (1984) determined that standard accented speakers are usually rated highly on traits related to intelligence and social

status, whereas nonstandard accented speakers are rated lower in both intelligence and social status.

However, studies have shown that appropriate professional development programs can increase the cultural proficiency of teachers and modify the effects of preconceived attitudes and expectations (Larke, 1990; Lindsey et al., 1999). Michigan high school agriscience teachers are on the front line, serving youth in the state. Knowing the attitudes of these teachers toward diversity was viewed as an important preliminary step in preparing teachers to serve an increasing diverse population.

Purpose and Objectives

The purpose of this study was to determine the attitudes of Michigan high school agriscience teachers toward diversity. More specifically, this study was designed to address the following research objectives:

1. To determine the demographic makeup of Michigan high school agriscience teachers.
2. To determine how Michigan high school agriscience teachers define “diversity.”
3. To determine the attitudes toward diversity that are held by Michigan high school agriscience teachers regarding: a) equality of gender; b) comfort when interacting with people who are different from themselves; c) valuing of cultural diversity and cultural pluralism vs. assimilation of diverse cultures; d) multilingualism vs. “English only” e) characteristics of different types of communities; and f) need for diversity training.

Methods

Population

The target population for this study was agriscience teachers who were teaching in Michigan public school districts during the 1996-97 school year. The Michigan Agriscience Educators Directory 1996-97 (Department of Agricultural and Extension Education, 1996) was used to determine that there were 139 teachers who were teaching agriscience classes. A census of this population was surveyed.

Instrument

The assessment instrument was an 86-item questionnaire, developed by the researchers and based on a review of literature. A panel of experts validated the instrument for content validity. Part I asked participants to define the word “diversity.” A six-point Likert-type scale was used in Part II for rating attitudes toward various aspects of diversity. The following rating scale was used: 1

= Strongly Disagree; 2 = Disagree; 3 = Slightly Disagree; 4 = Slightly Agree; 5 = Agree; and 6 = Strongly Agree.

Internal consistency of the instrument, measured by Cronbach's Coefficient Alpha (Ary et al., 1990), was overall 0.96. Statements in Part II were categorized as relating to six areas, each forming an attitude scale. Cronbach's Coefficient Alpha for individual attitude scales were as follows: equality of gender 0.68; comfort with differences 0.92; assimilation vs. cultural diversity/pluralism 0.93; multilingualism vs. English-only 0.73; characteristics of different types of communities 0.94; and need for diversity training 0.74.

Data Collection and Analysis

A cover letter, a questionnaire, and a stamped return envelope was mailed to each (139) Michigan high school agriscience teacher. After three weeks, a second mailing was sent to non-responders. Finally, a follow-up telephone call, and a third mailing was sent to encourage response from those who had not yet responded. In total, 88 questionnaires were returned, resulting in a response rate of 64%. The cover letter informed participants that their responses were strictly confidential. Each questionnaire was assigned a code number by a graduate student for follow-up purposes. The list of code numbers was maintained by the graduate student and was not shared with the researchers. Surveys were returned directly to the graduate student who recorded receipt of the completed questionnaire and then removed the code number from the questionnaire before submitting the returned questionnaire to the researchers. This process was used to assure confidentiality of survey responses. All data were analyzed using the Statistical Package for Social Sciences (SPSS) (Norusis, 1990). Descriptive statistics were used to describe the frequencies, percentages, means and standard deviations of item responses.

Limitations

Although participants were made aware of the procedures taken to assure confidentiality of their responses, it is possible that teachers were sophisticated enough to recognize socially and culturally desirable (or undesirable) attitudes and responded accordingly, regardless of their "true" attitudes. Results should be interpreted with caution.

Results

Respondents

As shown in Table 1, 74% of the respondents were males, 62.4% were between the ages of 40-57, the majority (53.4%) had master's degrees, and the majority (53.4%) had sixteen or more years of teaching experience.

Definition of Diversity

In Part I of the questionnaire, the teachers were asked to define the word "Diversity." The largest percentage (26%) of respondents defined diversity specifically as a difference in backgrounds, lifestyles, experiences, culture, gender, race, and/or religion. An almost equal percentage (24%) of respondents defined diversity in much broader terms such as "wide variety" or "broad spectrum." A smaller percentage (14%) defined diversity in terms of inclusion, using words such as "include" or "all." And few (10%) defined diversity as a "mixture" or "combination." Twenty-six percent (26%) of respondents did not answer this question.

Equality of Gender

Overall, agriscience teachers in this study had very positive attitudes toward equality of gender (Table 2). The overwhelming majority (96.5%) believed that "Women are as capable as men in American society," and 94.0% believed that "Most school subjects are equally appropriate for girls and boys." A smaller percentage (21.8%) agreed with the statement that "Women should not work outside the home unless the family needs the money," and just 4.6% believed that "Women's emotions interfere with their ability to do a good job."

Comfort with Difference

Generally speaking, Michigan high school agriscience teachers welcomed the opportunity to work alongside people from a variety of different groups. Of the choices given, teachers would welcome the opportunity to work with people of both genders (100%) more than with other groups. Teachers would least like to work alongside mentally retarded individuals (78.8%) and those with different sexual orientations (65.1%) (Table 3).

Most teachers (83.8% - 91.9%) disagreed that people from different groups *make them feel uncomfortable*. Further, a large majority of teachers (81.4% - 93.1%) would feel comfortable *talking to* people of different groups. However, fewer (72.1%) would be comfortable talking to mentally retarded people, and only 57.0% would be comfortable talking with people who have a different sexual orientation. Additionally, more than three-quarters (77.9%) agreed that people who had a learning disability were as intelligent as other people. More than eight out of ten (82.4%) were comfortable talking about differences in religious beliefs.

Assimilation Versus Cultural Pluralism

Generally, teachers tended to hold favorable attitudes regarding cultural pluralism (Table 4). The

Table 1. Gender, Age, Years of Teaching, and Highest Degree Completed by Survey Respondents (N = 88)

Demographic Factors		N	%
Gender	Males	65	74
	Females	21	24
	No Response	2	2
Age	22-30 Years	10	11
	31-39	16	18
	40-48	31	35
	49-57	24	27
	58-65	3	3
	No Response	4	5
Years of Teaching	> 1-3	9	11
	4-9	19	22
	10-15	10	11
	16 or more	47	53
	No Response	3	3
Highest Degree Completed	Bachelor's	31	35
	Master's	47	53
	Specialist/Doc.	6	6
	No Response	4	5

Table 2. Percentage of Respondents Who Agreed and Disagreed with *Equality of Gender* Statements (N = 88)

Equality of Gender Statement	SA/A	SLA	SLD	SD/D
Women are as capable as men in American society.	91.9	4.6	3.4	0.0
Women should not work outside the home unless the family really needs the money.	10.3	11.5	5.7	72.4
Women's emotions interfere with their ability to do a good job.	2.3	2.3	16.3	79.0
Most school subjects are equally appropriate for girls and boys.	86.9	7.1	3.6	2.4

SA/A = Strongly Agree/Agree; SLA = Slightly Agree; SLD = Slightly Disagree; SD/D = Strongly Disagree/Disagree.

Table 3. Percentage of Respondents Who Agreed and Disagreed with *Comfort with Difference* Statements (N = 88)

Comfort With Difference Statement	SA/A	SLA	SLD	SD/D
I would welcome an opportunity to work alongside:				
a. Racial groups	90.7	8.1	1.2	0.0
b. Ethnic groups	89.6	9.3	1.2	0.0
c. Males	94.3	5.7	0.0	0.0
d. Females	95.4	4.6	0.0	0.0
e. Physically disabled people	82.5	10.5	5.8	1.2
f. Different sexual orientation groups	50.0	15.1	10.5	24.4
g. Mentally retarded people	58.8	20.0	11.8	9.5
h. Different religious groups	84.9	5.8	5.8	3.5
People who are _____ different from me make me feel uncomfortable.				
a. Racially different	1.2	12.8	11.6	74.4
b. Ethnically different	1.2	11.6	8.1	79.1
c. Opposite sex	4.7	3.5	4.7	87.2
d. Physically different	3.5	12.8	9.3	74.5
e. Religiously different	4.7	3.5	9.3	82.5
I would feel quite comfortable talking to:				
a. Racial groups	61.7	22.1	3.5	12.8
b. Ethnic groups	64.0	19.8	4.7	11.7
c. Males	86.1	7.0	0.0	7.0
d. Females	80.2	11.6	1.2	7.0
e. Physically disabled people	67.4	16.3	8.1	8.2
f. Different sexual orientation groups	47.7	9.3	15.1	27.9
g. Mentally retarded people	51.2	20.9	11.6	16.3
h. Different religious groups	69.8	11.6	8.1	10.4
People who have a learning disability are as intelligent as other people.	57.0	20.9	16.3	5.8
People who are culturally different from me make me Uncomfortable.	2.2	9.2	17.2	71.3
People of diverse groups are treated differently because they act Different.	26.7	33.7	14.0	25.6
I feel comfortable talking about differences in religious beliefs.	59.3	17.4	9.3	14.0

SA/A = Strongly Agree/Agree; SLA = Slightly Agree; SLD = Slightly Disagree; SD/D = Strongly Disagree/Disagree.

Table 4. Percentage of Respondents Who Agreed and Disagreed with *Assimilation versus Cultural Pluralism* (N = 88)

Assimilation versus Cultural Pluralism Statement	SA/A	SLA	SLD	SD/D
Minorities should conform to dominant American cultural standards if they want to be accepted	25.0	38.1	10.7	26.2
If members of ethnic groups want to keep their own culture, they should keep it to themselves.	3.4	11.5	20.7	64.3
I appreciate the similarities that exist among:				
a. Racial groups	71.8	20.0	4.7	3.6
b. Ethnic groups	71.7	20.0	4.7	3.6
c. Males	80.9	10.7	6.0	2.4
d. Females	80.0	14.1	3.5	2.4
e. People with physical disabilities	70.2	21.4	6.0	2.4
f. Different sexual orientation groups	40.5	21.4	13.1	25.0
g. Mentally retarded people	63.1	17.9	14.3	4.8
h. Different religious groups	69.4	16.5	9.4	4.7
I appreciate the differences that exist among:				
a. Racial groups	65.1	23.3	5.8	5.8
b. Ethnic groups	70.9	18.6	5.8	4.6
c. Males	73.3	17.4	5.8	3.5
d. Females	73.3	19.8	3.5	3.5
e. People with physical disabilities	64.0	23.3	9.3	3.5
f. Different sexual orientation groups	40.7	20.9	11.6	26.8
g. Mentally retarded people	64.0	16.3	12.8	7.0
h. Different religious groups	69.8	19.8	3.5	7.0
America would be a better place if we would all assimilate into one culture.	5.9	8.2	20.0	65.9
We should try to eliminate cultural difference between racial minorities and whites in society.	22.1	24.4	17.4	36.1
Immigrants should be expected to give up their own cultures and adapt to American ways.	4.6	18.6	23.3	53.5
Having lots of different cultural groups in this country causes lots of problems.	9.4	25.9	20.0	44.7
Each minority culture has something positive to contribute to American society.	82.3	12.9	2.4	2.4
I find myself thinking, "Why don't they act like us?"	0.0	15.5	23.8	60.7
Cultural diversity				
a. is a valuable resource	75.3	20.0	4.7	0.0
b. should be preserved	69.4	23.5	7.1	0.0

SA/A = Strongly Agree/Agree; SLA = Slightly Agree; SLD = Slightly Disagree; SD/D = Strongly Disagree/Disagree.

overwhelming majority of the respondents (95.2%) agreed that "Each minority culture has something positive to contribute to American society." Further, almost all (95.3%) agreed that "cultural diversity is a valuable resource," and 92.9% agreed that "Cultural diversity should be preserved." Considering the similarities that exist among various groups, the respondents were very appreciative of the similarities among most groups listed (81.0% - 94.1%). Appreciation of similarities was least among different sexual orientations groups (61.9%). In regard to differences among groups, the teachers were also very appreciative of differences among most groups (80.3% - 93.1%). Appreciation of differences was least among different sexual orientation groups (61.6%). Moreover, nearly half (46.5%) of the respondents agreed with the statement that "We should try to eliminate cultural differences between racial minorities and whites in our society." Additionally, nearly two-thirds (63.1%) agreed that minorities should conform to the dominant American cultural standards if they want to be accepted, and nearly one-quarter (23.2%) agreed that immigrants should be expected to give up their own cultures and adapt to American ways.

Multilingualism Versus English Only

As shown in Table 5, 92% of the respondents agreed that it is good for our children to learn a second language, other than English; and 90.7% thought that the ability to speak another language is a valuable skill in this country. Most (71.0%) indicated that they enjoyed being around people who spoke more than one language; yet more than half (60.0%) said they were comfortable with the ability to speak only English. And one in four (25.9%) agreed a person who does not speak English has no right to expect to get ahead in America.

Different Types of Communities

Overall, the agriscience teachers in this study had a positive attitude about people from rural, urban, and suburban communities; however, they seemed to favor people from rural communities (Table 6). Most (81.0%) of these teachers agreed that "children get a better sense of community" growing up in a rural community, while more than half (59.1%) agreed that people from rural communities make better neighbors. Nearly half of the respondents agreed with the statements that people who live in rural communities work much harder than people who live in urban communities (48.8%) and suburban communities (46.4%).

Need for Diversity Training

Respondents' attitudes toward the need for diversity training tended to be somewhat positive (Table 7).

The overwhelming majority (92.7%) agreed that an understanding of diversity is important for everyone whether they live in diverse communities or not. Few (7.1%) said they did not need training in diversity because the groups they worked with were all farm families; and only 13.9% of the teachers felt they did not need training in diversity because the groups they worked with were all White. However, just 57.8% indicated that they needed diversity training because their position required them to work with an increasing population of diverse groups.

Respondents were asked to indicate the type of diversity training they had received from university, college, or local educational programs. Eighty-six percent (86.4%) of the teachers did not take diversity courses offered by colleges and universities; eighty-three percent (83%) of the teachers did not attend diversity sessions integrated into other classes; seventy-six percent did not attend diversity workshops offered by colleges and universities; and sixty-six percent (65.9%) did not attend diversity workshops offered by local educational agencies.

Conclusion and Recommendations

As the demographic make up of this country continues to change, teachers will need to relate effectively with an increasingly diverse student population in public schools. The beliefs and attitudes that teachers hold toward gender, race, ethnicity, immigrant status, disability, sexual orientation, and other dimensions of diversity can have a positive or negative impact on teacher interactions, expectations, and effectiveness with students. This study attempted to examine the attitudes of Michigan high school agriscience teachers toward selected aspects of diversity.

Michigan high school agriscience teachers held generally positive attitudes toward equality of gender. This finding is consistent with that of other studies that focused on attitudes toward equality of gender (Ingram and Rodgers, 1997; Ingram and Moore, 1999). The teachers were comfortable working alongside and talking with people from a variety of different groups. There were, however, two groups with which a notable percentage of teachers were less comfortable. These included people who are mentally retarded and people who have a different sexual orientation. When compared to other groups, a smaller percentage of teachers were comfortable working alongside or talking with people from these two groups. This finding related to mentally retarded people is not surprising. Blank and Slipp (1994) report a tendency for many to feel uncomfortable around people who have a physical or mental disability. Further, a notable percentage of teachers did not appreciate the similarities and differences of people with different sexual orientations. Although an increasing number of gays, lesbians, and bisexuals are open about their sexual

Table 5. Percentage of Respondents Who Agreed and Disagreed With *Multilingualism versus English Only* Statements (N = 88)

Multilingualism versus English Only Statement	SA/A	SLA	SLD	SD/D
Its good for our children to learn a second language, other than English	75.9	16.1	3.4	4.5
I enjoy being around people who speak more than one language.	46.0	25.3	14.9	13.7
I get kind of irritated when I am around people who do not speak English.	4.8	30.6	17.6	47.0
I am comfortable with the ability to speak only English.	48.2	11.8	16.5	23.6
A person who doesn't speak English has no right to expect to get ahead in America.	13.0	12.9	22.4	51.8
The ability to speak another language is a valuable skill in this country.	67.4	23.3	2.3	7.0

SA/A = Strongly Agree/Agree; SLA = Slightly Agree; SLD = Slightly Disagree; SD/D = Strongly Disagree/Disagree.

orientation, the literature and popular press are abundant with examples of violence and controversy around these groups (Eisen and Hall, 1996; D'Augelli, 1999).

Most teachers tend to prefer cultural pluralism to assimilation; however many teachers believed that minorities should conform to the dominant American cultural standards if they want to be accepted. While most teachers felt it was good for our children to learn a second language, many were comfortable with their own ability to speak only English. Generally, teachers tended not to hold negative attitudes toward those who speak another language.

While teachers did not express overwhelmingly positive or negative attitudes about people from different types of communities, they did tend to favor rural communities. Teachers believed that people in rural communities are more likely to know what real work is; that they work harder; they make better neighbors; and their children get a better sense of community.

A large majority of teachers had not attended university, college, or local educational agency diversity training programs or diversity workshops. While most agreed in principal that such training is important for

everyone, fewer agreed that they need training because their position will require them to work with an increasing population of diverse groups.

Based on the findings of this study, the following recommendations are offered.

1. Diversity initiatives within the undergraduate teacher preparation program should continue to prepare teachers for working effectively with diverse populations. Particular attention should be given to work with students who have mental disabilities and students who have different sexual orientations.
2. Teacher education programs should provide structured opportunities for students to gain first hand experiences interacting with people who are different from themselves. Such experiences should be built into the curriculum early in the teacher education program. Scholars such as Banks (1991) have focused on the importance of cross-cultural interactions and community involvement.
3. Considering the continuing changes in society related to values and beliefs, this study should

Table 6. Percentage of Respondents Who Agreed and Disagreed With Characteristics of Different Types of Communities Statements (N = 88)

Characteristics of Different Communities Statement	SA/A	SLA	SLD	SD/D
People who live in <u>rural</u> communities work much harder than <u>people</u> who live in:				
a. urban communities	25.0	23.8	11.9	39.3
b. suburban communities	21.4	25.0	14.3	39.3
People who live in <u>suburban</u> communities work much harder than <u>people</u> who live in:				
a. rural communities	1.2	6.0	32.1	60.7
b. urban communities	1.2	17.9	32.1	48.8
People who live in <u>urban</u> communities work much harder than <u>people</u> who live in:				
a. rural communities	0.0	4.8	28.6	66.7
b. suburban communities (NR=5.7%)	1.1	9.1	31.8	52.3
This country would be much better off if people who live in _____ communities would learn to live more like people in <u>rural</u> communities.				
a. urban	16.3	23.3	7.0	53.5
b. suburban	15.3	22.4	7.1	55.3
This country would be much better off if people who live in _____ communities would learn to live more like people in <u>urban</u> communities.				
a. rural (NR=5.7%)	3.4	3.4	14.8	72.8
b. suburban (NR=5.7%)	6.8	10.2	11.4	65.9
This country would be much better off if people who live in _____ communities would learn to live more like people who live in the <u>suburbs</u> .				
a. rural (NR=5.7%)	3.4	5.7	11.4	73.9
b. urban (NR=5.7%)	6.8	10.2	11.4	65.9
Children get a better "sense of community" growing up in the following communities:				
a. rural communities	65.5	15.5	3.6	15.4
b. urban communities	21.5	27.4	19.0	32.1
c. suburban communities	23.8	26.2	25.0	25.0
People who live in the following communities do not know what real work is:				
a. rural communities	3.6	3.6	2.4	90.5
b. urban communities	4.8	9.5	19.0	66.7
c. suburban communities	8.4	6.0	19.0	66.7
People in the following communities make better neighbors:				
a. rural communities (NR=6.8%)	39.8	19.3	4.5	29.5
b. urban communities (NR=8.0%)	11.4	19.3	26.1	35.3
c. suburban communities (NR=6.8%)	14.8	27.3	18.2	33.0

SA/A = Strongly Agree/Agree; SLA = Slightly Agree; SLD = Slightly Disagree; SD/D = Strongly Disagree/Disagree. NR = No Response.

Table 7. Percentage of Respondents Who Agreed and Disagreed With *Need for Diversity Training Statements* (N = 88)

Need For Diversity Statement	SA/A	SLA	SLD	SD/D
I don't need training in diversity because the groups I work with are all white.	4.6	9.3	22.1	64.0
An understanding of diversity is important for everyone whether they live in diverse communities or not.	79.8	11.9	3.6	4.8
I do not need training in diversity because the groups I work with are all farm families.	2.4	4.7	24.7	68.2
I need training in diversity because my position requires me to work with an increasing population of diverse groups.	28.4	29.4	21.2	21.1

SA/A = Strongly Agree/Agree; SLA = Slightly Agree; SLD = Slightly Disagree; SD/D = Strongly Disagree/Disagree

be replicated in about five years to determine a) how high school agriscience teachers define diversity; and b) the attitudes of high school agriscience teachers toward various dimensions of diversity.

The following additional recommendation is made:

It is difficult for college and university faculty who may have limited experience with diverse populations to be effective in preparing future teachers to adequately serve diverse populations of high school students. Therefore, institutions of higher education should provide faculty with opportunities for professional development in the area of diversity education.

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NACTA will be 50 years old in 2004

***If you have reminiscences or memorabilia of our first 50 years
that you would like to share with the organization
please notify Dr. Wayne Banwart, NACTA Historian
or Dr. Bob Gough, NACTA Editor.***