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A COLLEGE OF EDUCATION STUDENTS' ATTITUDES TOWARD
SELECTED INTERNATIONAL PROBLEMS

DISSERTATION

Presented to the Graduate Council of the
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titles.

An investigation of attitudes toward selected international problems and issues, and the relationship between attitudes and some independent variables was conducted among 234 graduate and undergraduate students in the College of Education at North Texas State University, Denton, Texas.

Attitudes toward Chauvinism, World Government, Cooperation, War, and Human Rights were measured by thirty-two Likert-type items developed by Educational Testing Service. The 234 returned, useable responses were tabulated according to each attitude scale and educational level.

The attitude scales enumerated above were all correlated with students' backgrounds, educational experiences, and political attitudes.

It was concluded that, while most students tend to have nationalistic views, most also tend to reject the United States armed strength as the only insurance of peace. Although students in each group are in favor or

world government, they also do not favor giving up independence of national autonomy to supernational authority. Students' attitudes toward cooperation can be best described as confused or mixed. While most students support the idea that well-fed people in developed nations should contribute food to the inadequately fed in underdeveloped nations, most also reject that the United States should send food and material to any country that needs them. Students in each group (graduates and undergraduates), perceived war very negatively. They also supported the idea of certain universal human rights.

The following recommendations are offered: (1) that, a study be conducted to determine if factors such as environmental factors, knowledge, and extracurricular interests are related to students' attitudes; (2) that an in-depth study should be made of the independent variables that are significant or approach significance in this study; (3) that further study should be conducted on faculty's view of the world problems and the process of intercultural attitude formation and change.

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CHAPTER I

INTRODUCTION

As the interdependent nature of the modern world has become increasingly apparent in the daily life of the average citizen, awareness has been growing in and out of the education community that knowledge of the world, its people and the common problems of mankind now rank among the essential requirements for effective citizenship in our time. International knowledge and perspectives therefore should be among the principal concerns of schools in every country (17, p. 3). One implication of the growing interdependence of nations is that people who prepared not only for certain professions and occupations but also in the language and culture of another part of world become especially valuable, particularly in business, as transnational economics and multinational corporations play a larger role in the decisions that have to be made by American firms (9, p. 22).

Students graduating from colleges and universities live in a world whose people and institutions are increasingly interdependent. What are their attitudes toward specific international problems and issues? Do their backgrounds, educational experiences and political beliefs explain their

varying levels of global attitudes? These questions prompted the general design of this inquiry.

Statement of the Problem

The problem area with which this study was concerned was the attitudes of College of Education students toward selected international problems.

Purposes of the Study

General Purposes of the Study

The general purposes of this study were as follows:

1. To determine students' attitudes toward selected global affairs and
2. To determine the relationship of the attitudes to selected variables.

Sub-purposes of the Study

The sub-purposes of this study were as follows:

1. To determine students' attitudes toward the following problems and issues: chauvinism, world government, cooperation, war, and human rights; and
2. To determine relationships between students' attitudes toward selected problems and their backgrounds, educational experiences, and political beliefs.

Research Questions

Considering the problem and purposes of this study, the following questions based on responses to the instrument were proposed:

1. What are students' attitudes toward selected international problems and issues (chauvinism, world government, cooperation, war, and human rights)?

2. Do students' backgrounds, educational experiences, and political beliefs relate to their attitudes toward selected international problems?

3. Are there any significant differences between two student groups (graduate and undergraduate) in relation to the following areas: chauvinism, world government, cooperation, war, and human rights?

Background and Significance of the Study

In recent years, international education has become an interesting and fruitful field for study. One of the reasons for its growth has been of the rapid advances in communication technology. Modern means of communication have effectively reduced the size of our world and widened our horizon of concern. Today, man is moving toward a world civilization; because of this, he needs to conceive a universal system of education. A universal system of education will have to be based on the common elements in human

experiences. A universal system of education will have to select from the "pool" of human experience that knowledge deemed to be common humanity of man.

In search for the common interests of mankind, education must be conceived as having a broad and unlimited horizon. Education must be more than the transmission of knowledge. There must be a concern with the crucial problems of our time. Education is the instrument by which man shapes his social being, the process by which he molds his mind. Education expands the range of man's consciousness. It provides him with the conceptual system through which he views the world (20, pp. 1-2).

Education--building on the foundation developed within the family--provides the chief opportunity for promoting this objective of responsible democratic citizenship. One obstacle that can block the achievement of this goal is fear generated by the current world crisis. Such fear can lead to policy decisions rooted in emotionalism rather than in basic democratic values. The schools can anticipate this danger by being cognizant not only of the knowledge and skills, but of the attitudes and values students are developing. In total effect, these attitudes can be more enduring and significant in the life of the individual than the information he acquires.

Knowledge of specific facts, concepts, and broad patterns of historical development and relationships are consistently and thoroughly tested through standardized and teacher-made tests. Skills in locating, obtaining, organizing, presenting, evaluating, and interpreting data, and other techniques also tend to be measured adequately. However, this crucial aspect of learning--the attitudes that are developed as concomitants of knowledge and skill are less frequently explored.

Values, perception, and attitudes are inextricably interwoven; they are not synonymous, but inter-related responses of the emerging personality as it satisfies its needs and relates to its environment. Attitudes and values are reflections of each other, the value being the central feeling about an issue, the attitude expressing the overt response to a specific situation. The individual's basic value orientation will determine his perception of a given situation and the response to be made. Through this inter-relationship, values canalize the perception which control the attitudes, and thus form the individual's personality structure and prescribe the motivations for his action-decisions. Differences in values mean divergent perceptions and attitudes, causing a lack of understanding whether it be between individuals or nations. Within this clash of values lies the potential source of actions that could be

disruptive and possibly destructive of any specific political-social-economic system. The kind of attitudes students are developing in the general area of foreign policy are important (3, p. 318).

Change is part of the human condition. We are currently experiencing the globalization of the human condition. As George W. Bonham, chairman of the Education and the World National Task Force, has put it,

we live in a world that is increasingly anarchical, increasingly unpredictable, and increasingly a world not of American's imagination. We may now find ourselves at one of the great disjunctures of our national history. Event after event brings home the fact that we understand each less and less and clamor more and more for simple answers. The role that education must play in the years ahead is inexorable and plain to see. The world has unalterably changed, and so must American education. The world is divided into problems; the universities, however are divided into departments. Enhancing the global dimension of higher education, especially if they are to be more fully integrated into epistemological substructures, in fact faces hurdles of considerable magnitude when added against the new fiscal conservatism imposed on academic institutions and the general public frustration with foreign affairs, one senses how difficult and challenging these prospects are likely to be (7, pp. 3-4).

If attitudes are even more important than knowledge and skills in international affairs, as many experts feel they are, then institutions of higher learning should concentrate more on them. Their faculty members should be challenging students more. They should be stretching the minds of the students to include people, problems, and commitment (12, p. 97).

Modern men and women need to be aware of their place and potential in the context of an international environment. This awareness is as essential as the continuing need for awareness of our places in the context of history and of our limitations and possibilities in the context of the laws of basic science. The time long ago arrived for Americans to develop an awareness of international perspectives through the infusion of these perspectives into the curriculum and their systematic study by scholars (9, p. 38). Difficulties in constructing educational programs may also result from a lack of information on the part of teachers concerning prevailing attitudes and misunderstandings common among students (8, p. 116).

Continuous evaluation of the instructional program is a prerequisite for effective planning of the curriculum, whether it is for the entire school, or that part which is the responsibility of the individual teacher. An examination of the results of instruction provides a basis for acceptance of the procedures used or points the way for improvement (21, p. 80). Experience in different disciplines, different cultures, and different value systems, in addition to the learner's own, is one of the basic elements of an adequate curriculum design (1, pp. 44-45). Awareness of the student's attitudes and how these are related to content knowledge encourages the development of a curriculum

that might promote intelligent participation in world affairs by controlling the factors that increase tension and aggression (10, p. 17).

Learning occurs in response to the needs of the individual. These needs are a product of his physical-emotional-mental development plus his environmental conditioning. The combination of these factors controls the individual's perception and thus, in effect, controls his learning.

Students must not only become comfortable with a global perspective, they also need to be exposed to information about global events, issues, and problems (16, p. 15).

The questions posed by this study were: What are students' attitudes toward specific international problems? Do students' backgrounds, educational experiences and political beliefs explain their varying level of global attitudes? This research obviously cannot give definitive answers; it was a limited exploratory survey to describe any existing pattern that might be represented by this particular group of students.

Such a study seems to have potential value for several important purposes.

1. The stimulus of the study as a whole could help educators become more aware about the kind of attitudes and values students are developing.

2. The results of the study could assist in charting needs and priorities in curriculum planning.

3. The study might stimulate more attention to research on various aspects of international education, including further studies of faculty's views of the world and the process of intercultural attitude formation and change.

Definition of Terms

Because certain concepts underlie the rationale of this study, it is important that these terms be defined. Then, when they occur in the text, the connotation will be understood. The following terms were deemed vital to the present study:

Attitude, Belief, Opinion. For all practical purposes the terms attitude, opinion, and belief can be used interchangeably. There is no universally acknowledged distinction among these three terms, although usually "opinion" is a topical, short-run judgment; "attitude" is a more enduring pattern of reaction; while "belief tends to be related to one's basic life values that account for the consistency in an individual's behavior and society's stability (2, p. 42). Most people tend to use the terms synonymously. For the purposes of this study, discreet definitions are not required because the essential meaning implied in each of these terms is a point of view, a feeling, a tendency or a judgment about some controversial issue about which there

is no unanimity. Opinion, attitude, and belief are related to the individual's experience and knowledge which may be extensive or extremely limited (6, p. 10). Research has indicated that opinions, attitudes, and beliefs which are developed early in the life of the individual tend to have an enduring quality so that these early reactions form a frame of reference within which later problems are assessed (5, p. 561). Other distinctions made are that opinions are verbal; attitudes must be inferred from behavior. An attitude is toward, a belief is in or about some object; an opinion is tentative, attitudes and beliefs are relatively permanent (11, pp. 26, 29). Attitudes are based on the individual's cumulative experiences. Whether or not they change as he meets new situations may depend on the individual's personality structure, how he perceives the new experience, and its total significance for him.

Values. The concept "value" has two basic meanings: (1) the worth of any objective to the individual; (2) a frame of reference representing the individual's life goals by which he judges objects and which give direction to his behavior (11, pp. 30-31).

Values represent the ideal images of a society--the kind of thoughts and actions that are deemed best for that society and which serve as a goal to be sought individually and collectively. Actually, values are beliefs, but

beliefs that provide a standard by which actions are judged. Or expressed very simply, values represent what "ought to be" as opposed to what should not (14, p. 35).

Perception. Perception is the "process by which the individual selects, organizes, and interprets sensory stimulation into a meaningful and coherent picture of the world (5, p. 87). Through this subjective means, the individual decides which elements he will select from the environment and how he will integrate them into his existing mental-emotional being (23, p. 18).

International Relations. International relations focuses on the interactions and interrelationships among governments and other organizations, public and private, as well as individuals and typically is taught in political science departments (9, p. 4).

International Education. For the purposes of this study, international education is defined extremely broadly. In order to prepare Americans to live in an increasingly interrelated world, international education must involve "a major transformation of the entire educational system"; where higher education is concerned, this implies that virtually the total curriculum must be transformed so that it can serve as a vehicle for increased knowledge about other countries and a greater recognition of the transnational character of most issues (15).

World Government.

Many persons believe that a single authority should dispense justice and maintain law and order for the whole world. They would like to see a world government make the major decisions concerning security and the welfare of individuals that separate national governments now make

Some persons began dreaming of a world government as early as the 1300's. The idea did not win wide public support until just before World War II. After that war, many persons accepted the idea. These persons believed that war was inevitable as long as separate national government existed. They pointed out that war had become a threat to the survival of the whole human race. They argued that countries should give a world government the right to make the final decisions regarding war and peace (22, p. 363).

Positive Attitudes. "An attitude may be defined as a predisposition of an individual to evaluate some aspect of his world" (19, p. 238). In this study, positive attitude were those predispositions which are favorable or accepting toward a particular attitude scale. A lower score on the Likert Scale (1 or 2) indicated a relatively more positive attitude toward an international problem compared to higher score.

Negative Attitude. Those predispositions which are not favorable toward a particular international problem.

Limitations

Within the scope of this study it was not possible nor intended to establish causal relationships between and among

variables in the sense of being able to say, for example, that a high level of global attitudes comes about as a consequence of educational background, etc.

Procedures of the Study

Description of the Population and Sample

The population of this investigation was the students in a College of Education. The population of this study representative of two student groups (graduate and undergraduate), for the investigation was comprised of students selected from the Student Enrollment Report in the College of Education. The data were collected at North Texas State University.

Ten per cent of the graduate and 10 per cent of the undergraduate population were considered an adequate sample. Enrollment figures, by excluding physical education majors, for the spring semester 1982, indicated that the total population of students in the College of Education was 2,356. This total was comprised of 938 undergraduates and 1,418 graduates. The procedures followed in this study were those outlined by Roscoe (18, p. 184), which indicated that the sample be one-tenth as large as the present population. The enrollment of two designated student populations by major field of study for the spring semester of 1982 is presented in appendix A.

Description of the Survey Instrument

The instrument used in this study was developed by the Educational Testing Service (ETS) (4). One of the project's major tasks was to take a scientific sampling of what college students do know about their world. The survey, which was funded by the Office of Education for Humanities, was based on a nationwide sample of about 3,000 undergraduates at 185 institutions. The survey measures included an ambitious test of global understanding and three questionnaires on students' backgrounds and interests, their foreign language backgrounds and proficiency, and their attitudes toward foreign nations and world issues.

In order to fulfill the purposes of this study, the following two sectional validated instrument was used.

General Background. To determine if any particular events or situations in the students' lives, such as demographic backgrounds, political beliefs, and educational experiences associated with global attitudes, eleven questions were developed.

Data were collected on the place of birth and the political beliefs of the students. Since it seemed likely that educational experiences in college could contribute to the students' attitudes toward selected international problems, items were included on the subject's grade point average, the frequency of world problems or issues discussions

in college classes, and the courses that possibly could have contributed to the students' awareness of world problems or issues (see appendix B, part I).

Opinion Survey. Thirty-two Likert-type items were used to get students' attitudes toward five selected international problems and issues. (A Likert scale involves a series of statements to which respondents indicate agreement or disagreement on a five-point response scale.) Each subject was asked to indicate the extent of his agreement with each of thirty-two statements on such topics as chauvinism, world government, cooperation, war, and human rights (see appendix B, part II).

Procedures for Collecting the Data

The data necessary for this study were collected at the College of Education during the spring of 1982. To collect data for the study, the researcher secured the permission and cooperation of each division within the College of Education. Ten per cent of the graduates and 10 per cent of the undergraduates considered an adequate sample secured by means of Stratified Sampling Method (in Stratified Sampling, the population is divided into strata, such as men and women, and like, from which random samples are drawn) (13, p. 130). The survey instrument was administered to the selected classes.

Procedures for Treatment of Data

In order to effectively organize the data collected from questionnaires for presentation and analysis, the following steps were taken.

I. The frequency breakdown of demographic data for two student groups were presented in tabular form. The data collected from questionnaires were reported in the form of mean, mode, standard deviation, and percentage

II. The thirty-two Likert-type items were grouped according to five attitudes scales (chauvinism, war, world government, cooperation, and human rights). Response options for all items were: (1) Strongly agree; (2) Agree; (3) Indifferent; (4) Disagree; (5) Strongly disagree. Percentage of each question were calculated according to response options one to five for each group separately.

III. Correlation coefficient of scores on the attitudes scale were calculated with each of the several items measuring background, educational experience, and political belief in order to determine how they were related to students' attitudes. Pearson Product Moment Correlation was the technique that was used for this purpose.

IV. The t-test technique (one for each dependent variable) was used for testing research question number three. A level of significance of .05 was set for the analysis.

Computer processing at North Texas State University, Denton, Texas, was used to assist in analyzing the data and statistical calculations in this study.

Organization of The Study

The second chapter, "Review of the Literature," includes studies pertaining to (1) the need for international education, (2) a definition of international education, (3) internationalization of higher education in the United States, and (4) attitudes and knowledge relating to selected international issues.

The third chapter, "Procedure of the Study," includes a description of the population, as well as a method of obtaining the data and statistical treatment of the data.

The fourth chapter, "Presentation of the Data," contains the treatment of the data, as well as findings of the study.

The fifth and final chapter deals with a summary of the study, as well as the conclusions, implications and recommendations pertaining to international education.

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CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The purpose of this chapter is fourfold: (1) to show a need for the study of international education; (2) to establish the definition of international education; (3) to review the internationalization of higher education in United States; and (4) to examine related studies on students' attitudes and knowledge relating to selected international problems.

Need for International Education

Over the past ten years, while the problems have intensified, and while many new voices have been raised in concern about the long-term viability of humankind itself on planet earth, the general response of politicians, institutions and the public has remained meager. In general the response of educators has also been limited. For the small minority of educators who have responded, a common goal has been the fostering of an informed citizenry with responsible attitude toward global issues and the future of humankind (22, p. 1).

Today, many Americans seem to be suffering from conceptual lag when they think about the world. Conceptual lag occurs when reality and the concepts employed to describe that reality are not of phase (30, pp. 8-9). But efforts to reduce that time-lag are becoming more imperative. Only a small portion of today's adult population has the necessary perception to analyze continuing international crisis (28, p. 673).

What is needed, according to James Becker, is "the development of new techniques and new attitudes which hopefully will enable us to meet the challenge humanity faces" (4, p. 503). Berman expands this and points out the necessity to be future oriented and "to get at the essence of human living and understanding" (7, p. 11). Students must not only become comfortable with a global perspective, they also need to be exposed to information about global events, issues, and problems (30, p. 2). Therefore, it is in the area of global problems, not in the area of attitudes toward nations, that research is most needed (45, p. 30).

Numerous examples of the need for increasing international understanding have been cited. James M. Becker makes the following statements about the need for international education:

A core of dependable, basic information about world conditions is an essential element of a global perspective. Education needs to reassert the fact that

human kind, while possessed of enormous diversity, is nonetheless as a single species of life among multitudes of other forms (6, p. 340).

Charles A. McClelland, explains one reason for the increased concern for developing international education in the public schools as follows:

The task of education, then becomes largely that of developing skills and insights in information processing. Increasingly our well-being as individuals as a species depends on our effectiveness in disseminating among messages arising not only from around us but from distant sources, and on our capacity to make decisions about how and when to respond to the incoming information (29, p. 667).

Ernest L. Boyer, former United States Commissioner of Education, has included international education in his list of priorities for institutions of higher education in the coming decade. Boyer stated his belief in involvement of institutions of higher education with regard to international education as follows: "Higher education must begin to build bridges among the nations of the world and that we must focus on a new curriculum, one that gives us clear vision of the unity of our world" (8, p. 2).

The importance of international education development was emphasized in 1966 by President Johnson in a special message to the Congress. In closing his speech, Mr. Johnson indicated where federal assistance could be given (9, p. 31):

First, to assist the education effort of the developing nations and the developing regions.

Second, to help our schools and universities increase their knowledge of the world and the people who inhabit it.

Third, to advance the exchange of students and teachers who travel and work outside their native lands.

Fourth, to increase the free flow of books and ideas and art, or works of science and imagination.

And, fifth, to assemble meeting of men and women from every discipline and every culture to ponder the common problems of mankind (21, pp. 20-21).

The philosophy expressed in the International Education Act had a continuing effect on American education. The Act has placed importance on the student's right to receive knowledge of the world and the people who live in it, and the educational system's responsibility for providing that knowledge. It has recognized the importance of the free flow of ideas and the problems which are common to all mankind (32, pp. 31-32).

Recently, international education has become a developing area for many institutions of higher education. Public concern for international education has never been widespread in the United States. Young people are also more concerned about international education. In a survey of nearly 2,000 young people aged fourteen to twenty-five, three-fourths indicated that: "International education were highly important to their future" and that they were for the most part "more interested in and knowledge about the subject than their teachers" (25, p. 8).

One question confronting American higher education and the American people at the beginning of the 1980s is

whether the opportunities for expanding and improving international education that were lost in the 1960s should now be recovered. In judgment of many, including the Carnegie Council on Policy Studies in Higher Education, the answer is yes for several reasons;

The proper concern of education is the whole world, not just a part of it. Any educational effort that, in its totality, concerns itself with less than what can be known about all countries and all peoples of the world is incomplete.

Knowledge respects no national boundaries. What is proved to be certain by universal standards of scientific inquiry and evaluation is no less true in China or Brazil than it is in Russia or Canada or United States. Intellectuals of all nations contribute to the scope of human knowledge and understanding.

The ability of educated people to use what they know in the advancement of any human enterprise is greatly enlarged by the acquisition of knowledge and skills that enable them to function effectively in more than one country or culture.

One of the central problems of all nations has become the use of nonrenewable resources.

In many other matters--including the prevention of nuclear war and the arrest of inflation--international cooperation becomes increasingly crucial. Such cooperation cannot be effective unless numbers of men and women in all countries have a good understanding of the people and conditions in other parts of the world. It is inconceivable that any country that aspires to international leadership can exercise that role if its people are under-educated in international affairs (11, pp. xix-xx).

The role of the United States in the world of the twenty-first century will be, however defined, as a leading one, and it calls for our increasing sophistication in understanding complex global issues. The young people in college today will have difficult decisions to make about

their lives and about the life of their country. They deserve the best understanding of the world that we can provide (44, p. 8).

A Definition of International Education

The diversity of literature on the topic indicated that "international education" is a term of many usages and hence of multiple meaning. In attempting to formulate a satisfactory definition, Becker and Anderson on report to United States Office of Education adopted the following definition:

International education consists of those social experiences and learning process through which individuals acquire and change their orientations to international or world society and their conception of themselves as members of that society For the purposes of understanding human behavior, it has become useful to think of human species as having reached a point on the scale of interdependence, common values, and shared problems where we can analytically view the planet's population as members of a single, albeit loosely integrated, society and conceptions of themselves as members of that society (6, pp. 30-31).

One part of international education consists of international studies. International studies has traditionally included mainly the study of foreign countries and regions--commonly referred to as "foreign-area studies"--and international relations. International relations focuses on the interactions and interrelationships among governments and other organizations, public and private, as well as individuals, and typically is taught in political science department. Area studies, in contrast, tend to be

interdisciplinary, involving such fields as political science, history, literature, sociology, and the foreign language of the region or country concerned.

International studies, thus including international relations and area studies, is only one part of the international education, however. International education also includes comparative, transnational, and so-called global studies, which focus more on issues and problems than on specific areas. Although international and global studies should be complementary, all too often they are viewed as competitive in terms of objective, institutional priorities, and funding (11, pp. 3-4).

Charlotte C. Anderson, in her doctoral dissertation titled, "Conceptualizing and Implementing Global Education" discusses the differences between international education and global education in the following manner:

Traditional conceptualizations of international education rest on and are congruent with the nation-state system, not global society. As such they are, not surprisingly then, inadequate for global society. An adequate conceptualization calls for new terminology since the term international education is too closely tied to the nation-state system. The term global education suggested as a term that is both unfettered by that old reality and semantically congruent with the image of global society. If the traditional conceptions of international education are now inadequate, what is an adequate conception of global education? I suggest it is useful to conceive of global education as education for global citizenship whose overarching goal is to prepare the young for responsible involvement and effective participation in global society (1, p. 147).

In summary, international education promotes a better understanding of the culture and values of other people and possibly learn from them how to find effective solutions to shared problems. By studying a subject in its international context, students can acquire attitudes and knowledge that will enable them to see that most issues are international, and hence international solutions. For the purpose of this study, international education is defined extremely broadly. In order to prepare students to live in an increasingly interrelated world. For all practical purposes the terms global education and international education are used interchangeably.

Internationalization of Higher Education in United States

Internationalization of higher education is a concept with many dimensions (23, p. 2302). Three main elements of international education can be identified. The first is the objective study of other societies in the curricula of domestic schools and colleges in order to impart accurate knowledge to students at all levels. This element has been referred to as internationalizing the outlook and curriculum of domestic institutions or, briefly, as world affairs education. The second element is the opportunity for students, teachers, and scholars to study at educational institutions outside their own countries. This may be referred to as the international transit of learning or,

more commonly, as educational exchange. The third element is the educational assistance given by wealthy nations to help improve the health, economy, educational opportunity, and general well-being of poorer nations. This has gone under such headings as foreign aid, technical assistance, development assistance, and international development education (12, p. 166).

U.S. Commissioner of Education Task Force on Global Education identified the components of global education as, increased language learning, foreign area studies, learning about cultural concepts, experience with a wide variety of interdependent relationships, examination of critical global problems, and learning to weigh future consequences of present decisions (46, p. 5).

In the United States the internationalization of higher education was relatively insignificant until after World War II. The Cold War and the contraction of the British and French Empires created an urgent demand for United States specialists conversant with the languages, cultures, and conditions of different regions and countries (23, p. 2299).

After World War II a series of bills passed by Congress added new strength and dimension to the area of international education. The War Surplus Property Act proposed by Senator J. William Fulbright and signed into law in 1946, provided that funds derived from the sale abroad

of surplus property might be used, under terms of mutual agreement with the purchasing countries, to "finance studies, research, instruction, and other educational activities" (48, p. 96).

Truman Doctrine of 1947 began the strong commitment of the United States to international development. The Marshal Plan in 1948 and the Act of International Development of 1950 were followed by a yearly multimillion dollar universities in technical assistance programs overseas (23, p. 2299).

Title XI of the National Defense Education Act of 1958 provided another vehicle for the continuing education for teachers. Advance study was first offered in science, mathematics, and modern foreign languages, but it was not until 1964 that the social studies were included in institute offerings (15, pp. 261-262).

The American Congress, by passing the International Act of 1966, recognized the involvement of the United States in world affairs as a leading power, proposed the special cultivation of international knowledge through American educational institutions, called for the advancement of public understanding of global interdependence in the preservation of peace and the reach for economic sufficiency, and accepted responsibility for foreign-aid cooperation with educators of all nations to these universal ends (31, pp. xi-xii).

The office of Education was reorganized in 1969 to give international education a prominent place in a newly established Bureau of Higher and International Education. A reorganization in AID (Agency for International Development) elevated the role of education in a new Bureau of Technical Assistance. But of course, the passing of resolutions and the reorganization of bureaucracies will not automatically bring about basic changes. The most fundamental need continued to be for the determination of educators to see to it that international education becomes a vital force in the lives of students, of teachers, and of the general population. Basic to this task is the awareness of the role that education can and should play in achieving the concept of a world community. The Commission on International Development stated the case for international cooperation in these terms:

"If the developed nations wish to preserve their own position in [the] world, they must play their full part in creating a world order within which all nations, and all men, can live in freedom, dignity and decency.

"In short, we face an essential need and an unprecedented opportunity. International development is a great challenge of our age. Our response to it will show whether we understand the implications of interdependence or whether we prefer to delude ourselves that the poverty and deprivation of the great majority of mankind can be ignored with tragic consequences for all" (12, pp. 170-171).

In the private sector, the Rockefeller Foundation pioneered grants to higher education in 1934, and from that date to 1942, gave more than \$1 million in support of international studies. From 1947 to 1951, the Carnegie Foundation gave some \$2.5 million, and since 1952, the Ford Foundation has granted over \$300 million in support of non-Western studies (18, p. 9).

Foreign students had been steadily increasing in the United States, and by 1975 there were 200,000 in the United States, representing about one-third of the total number of students studying outside their home country.

Despite these imposing statistics, and the accomplishments of the United States in the area relative to other countries, it was recognized in the 1970s that the challenge of internationalizing higher education in the United States was far from fulfilled (23, p. 2299).

Sanders and Ward in an investigation of the development of international education on American college and university campuses concluded their findings as follows:

The major findings of this investigation have been that international studies are still largely underdeveloped on most college and university campuses and that even the present level of activity (to say nothing of urgent needs for improvement) are in serious jeopardy due to financial, organizational, and other difficulties (39, p. 225).

International education made impressive progress in American higher education in the past twenty years, though they still have a long way to go (11, p. 35). A 1975 survey of international-intercultural education of State Colleges and Universities (AASCU) revealed a noteworthy advance since survey in the 1960s. According to a 1966 study, only 50 per cent of the 191 state colleges and universities surveyed offered a course in non-Western studies. The 1975 survey concluded that since the earlier study, "approximately twice as many colleges . . . have developed international curriculum" (16, p. 17).

The current interest in international education is not a temporary concern. It is not a passing phase in the educational spectrum. The study of international education

has deep roots and represents one of the basic desires in man's intellectual being . . . the desire for common cultural goals. In the pursuit of these goals, our schools have a central role. Thus, it is little wonder that we are demanding more from our schools. We have placed them at the very center of our hopes for the future; if they do not come up to our expectations, we shall be in for a rude awakening (40, p. 7).

Fred Burk, New Jersey Commissioner of Education, has summarized the current situation in international education as follows: "Not much is going on, and we know very little about that little" (10, p. 6).

Two relatively recent developments give cause for optimism about the future of international education. The United States Information Agency (USIA), which amalgamated the former U.S. Information Agency and the Department of State's Bureau of Education and Cultural Affairs and was launched on April 3, 1978, has a new mandate to increase the American people's knowledge and understanding of other countries.

The increasing support of international education (mainly international studies) by the National Endowment for the Humanities (NEH) is also a promising development. Particularly encouraging is the number of grants made in this field through the NEH's Public Program Division. These grants went up from 8.79 per cent of the total in

1976 to 19.48 per cent for the first nine months of 1978. This increased public interest augurs well for the strengthening of international education in both higher education and in American society as a whole (11, pp. 47-48).

Attitude Surveys

The testing of students' international attitudes relatively is a recent phenomenon, dating back only to about 1920. Comparatively little has been done in this regard. The scientific measurement of attitudes has become a field of increasing interest in recent years. Two early pioneers in this field were Thurstone and Chane (43), who as early as 1929 established the philosophical and psychological validity of measuring attitudes. Two men who followed the suggestions of Thurstone and Chane and added their own refinements in attitude were Likert (27) and Hall (17). The contributions of scale models for attitude measurement by Thurstone and Likert have unquestionably been two most influential works in the field, and the methods developed have become the most widely used. Since these pioneering works appeared, a vast literature has accumulated and the opinion research field has expanded greatly (41, p. 109).

Attitudes and Knowledge Relating to Selected International Issues

Because the relationship between attitudes in the area of international education and educational experiences, and

background factors of students is one of the focal points of the study under consideration, it is important to refer to findings of other studies. Put it in another way, the purpose is to show how literature pertaining to aspects of the problem considered in the present study effort might be related, and through this knowledge of this relationship, the reader has another avenue to understanding the present endeavor.

The idea that the major substance of international education should be a study of the global problematique is a relatively recent one (47, p. 59). The classic study in this area was conducted by George Neumann in 1926. He constructed an "Attitude Indicator" on international relations which later was published by the Bureau of Publications in complete form as "A Test of International Attitudes." It was administered to 1,110 high school students, mostly seniors, in order to discover the nature of their attitudes to international problems. Results indicated that students' attitudes toward international problems were not primarily dependent on the presence of information. A multiplicity of factors was involved. He also indicated that students had much information about international problems (33).

Several researchers have conducted studies of attitudes in relationship to background factors and extent of education. Harper believed that not only did knowledge

affect democratic attitudes, but that there was a ". . . positive and substance relation between extent of education and score on the test" (20, p. 67). He also reported that the curriculum emphasis should be on the development of skills in critical thinking rather than in the uncritical accumulation of content knowledge. Harper suggested that content and method are inextricably interwoven and that educators must be aware of this association, for:

. . . while one is learning some facts and relations in connection with a study of history, he may in the same activity be developing habits and attitudes of hasty judgments, prejudiced reactions, unwarranted generalizations, and a type of rationalizing through a self-deceptive juggling of facts in an effort to find reasons for continuing to believe what he wishes to believe (20, p. 86).

In 1931 Heber Harper in an international study of 2,000 university students entitled What European and American Students Think on International Problems, concluded that lack of information about specific international problems led to narrow nationalistic attitudes. Furthermore he recommended: "much more direct instruction about major contemporary international problems is a necessary prerequisite to more international-mindedness upon the part of the intellectual elite, from which leadership in the national and international field will largely come" (19, p. 47).

In 1933 Kolstad conducted a survey to 500 students at Teacher College, Columbia University on some international

problems which were current at that time. The questionnaire was divided into twelve sections, each dealing with some particular phase of international problems. He related the scores to the students' mental ability, sex, major in college, amount of college training, year of graduation, type of college attended, travel abroad, political affiliation, and church affiliation. The following findings are of particular interest. Differences in the responses of the males and females were quite small. No differences in opinion were found for those American students who had traveled abroad and those who had not. Students with high intelligence were more favorable toward internationalism than those with low intelligence. Graduate students were more internationally-minded than undergraduate students (24, p. 4).

This study corroborates the research of Harper (1927), which found that there was a positive relation between extent of education and score on the test. The present study is another effort, focused on graduate and undergraduate students to examine this phenomenon.

The obvious relationship between the Kolstad study and efforts of Garrison (14) is their focus in attitudes of males and females. Garrison conducted a study in 1951 in order to make comparisons between men and women college students. Like Kolstad he found that there was a lack of

differences between men and women students' attitudes toward selected international problems (14, pp. 47-54).

An investigation was made by Eckert and Mills to determine the relationship between student attitudes as measured by the Neumann Test of International Attitudes and intelligence, achievement, personality factors, and home background. Test data were secured for 458 high school seniors. It was found that the internationally-minded as measured by the Neumann test were distinctly superior in scholastic achievement in all fields and in general scholastic ability. Students with the international point of view tended to endorse the more liberal position on a test of attitudes in other fields. For the high school population tested, all factors in the home background of the pupil, except religious affiliation and the education of older brothers and sisters, seemed to be unrelated to the differences found in attitudes (13, pp. 142-153).

To examine the extent to which students are "world-minded," Lentz tested 514 high school seniors, college freshmen and college sophomores in the 1950s. Information was collected on 158 items. About twenty-five items were selected which were presumably related to the factors of "world-minded," referring to such issues as the United Nations, the atomic bomb, national military disarmament, and national patriotism. The next ten items related largely to matters of race. The remaining items had no

obvious relationship to international politics, but were known to be decidedly useful in efforts to measure conservatism or radicalism. From the test population, 200 "world citizens" and 150 "national citizens" were selected on the basis of consistent reactions on two key items: "(a) I would prefer to be a citizen of the world rather than a citizen of one country," and "(b) world patriotism should be second to national patriotism" (26, p. 208).

It was found that "world-minded" (on the basis of the classification indicated) were more inclined to support international efforts and expressions of cooperation; they had less prejudice against people of other nations; they were more democratic, tolerant, and social-minded; and they were more liberal in their outlook generally (26, pp. 207-214).

The degree of the relationships of certain variables involved in the development of international understanding seemed to be an issue in Rempel's study made in 1953. During the period of a month the attitude questionnaire was administered to 761 students at the State University of Iowa. Opinions were solicited about American policies with respect to such issues as the following: immigration, international trade, the role of the United Nations and other international organizations, economic and technical aid; the control of atomic energy and poorly of atomic

materials for peaceful purposes; and methods of dealing with non-Communist countries not falling into line with American security policies (38, p. 298).

The opinions that senior students at the State University of Iowa hold about the various international issues according to Rempel indicated about half of the seniors think that present immigration policies with regard to the number of immigrants allowed to enter this country are reasonable. More than half think that the different immigration quotas according to race should be established on the basis of our ability to assimilate the various racial group. About one-third are of the opinion that present members of the Communist and Nazi parties should be excluded from this country, and 38 per cent wish to exclude those with Nazi, Communistic, and Socialistic sympathies. Either students feel that no restrictions should be imposed on the employment of refugees admitted to this country or else they think that application for America citizenship should be required (38, pp. 305-306).

One-half of the seniors are of the opinion that economic aid and technical aid should be made available to all nations in need of help in improving their standard of living without regard to their political leanings or strategic importance, provided we can be sure that the aid will be used for that purpose. The vast majority of the seniors feel that we should support the work of United Nations to

the fullest degree, and more than half endorsed the idea of strengthening the United Nations organization to make it a world government with power to make decisions that would bind members to a particular course of action, and with sufficient military strength to enforce these decisions.

Almost 90 per cent disagreed with the statement that Russia should be excluded from the United Nations (38, p. 302).

Rempel concluded his findings as follows:

The results indicated that there is a definite relationship between the extent to which a student is "world-minded" in his attitudes to international problems and the extent of the individual's knowledge of world affairs. Also, the extent to which a student is "world-minded" is related to some degree to the extent to which the student has taken some course work having some bearing on international affairs (38, p. 302).

The relationship of the present study to the effort of Rempel is that both raise the same questions about students' attitudes toward international issues.

Numerous investigations have been conducted as to the relationship between information and attitudes.

An investigation was made by Shimberg to discover the differences in attitudes of "well-informed" and "poorly-informed" students on a variety of international problems when certain variables were controlled. He administered a twenty-item questionnaire to a nationwide sample of 10,000 high school students. Students were matched on each of various personal data characteristics--grade, sex, geographical region, socio-economic status, urban-rural residence, and political party preferences.

The results indicated that, of the sixteen opinion questions analyzed in the study, significant differences were found between the two information groups in all but one question. The "well-informed" group were "more optimistic, more internationally-minded, more aware of the implication of events, and less given to emotional solutions to international problems" (42, p. 218).

Pace made a study to determine the relationship existing between social, political, and economic attitudes and knowledge of current affairs pertinent to those attitudes. He constructed a test consisting of thirty discrete, specially described situations pertaining to social and political problems, and subject indicated what they would do if faced with the situation described. On the basis of the responses the subject were classified along a liberalism-conservatism scale.

Correlation between liberal attitudes and information was obtained for each group of college students. Six of the correlations were positive, two were negative. Five of the correlations were statistically significant; four were positive, and one was negative. The relationship between knowledge and liberal attitudes varied considerably with the specific situations presented in the liberalism-conservatism test (34, pp. 247-258).

An investigation was made by Zakrzewski in the 1970s to determine the relationship existing between the

knowledge a student has and the attitudes he expresses in the area of international affairs, and to discover whether or not these are significantly related to his personality or other specific environmental factors. Among the most important research questions were those aimed at finding out, (1) what do students know about foreign affairs; (2) what are their attitudes regarding specific international problems; (3) how are the students' personalities related to what they know; and (4) how are the students' personalities related to their attitudes about specific foreign policy issues?

He concluded that attitudes toward international affairs are more related to certain personality factors and environmental factors than to the students' knowledge of social studies (15, p. 142).

The further conclusions of this study were reported in the form of answers to the general questions posed in the study.

He reports his findings with regard to what students know about foreign affairs as follows:

If their responses on the twelve specific international affairs questions are any indication of their image of the world, it can be best described as confused or mixed. While most are idealistic about improving world conditions, most also tend to harbor a nationalistic view about the superiority of United States, and a relatively suspicious attitude about other nations (15, p. 144).

In reply to the question "what are students' attitudes toward specific international problems?" he indicated that, the reactions to the twelve questions in the test are not consistent, and in most instances there is no clear majority attitude. The one question where there was an overwhelming majority was related to the United Nations having the power to adjudicate grievances among nations through the international Court of Justice. Otherwise, the responses indicated either a confusion or insecurity regarding the issues. Although they oppose "preventive" war against China, an equal number doubt that democracy and communism can co-exist peacefully (15, p. 145).

Zakrzewski reports his findings with respect to the relationship existing between students' personalities and their knowledge and attitudes of foreign policy as follows:

The correlations did not prove a significant relationship between personality and knowledge. . . . Based on this research endeavor, one could conclude that there is little if any degree relationship between personality and knowledge.

Except in one instance the relationship between attitudes and personality . . . when it did exist--was inverse. At any rate, a relationship between desirable attitudes and desirable personality was not demonstrated (15, p. 145-146).

The report of Zakrzewski and Rempel have two common factors. First, both tested the relationship between students' attitudes toward world problems and their knowledge. Although the results were contradicted, both studies endorsed the idea of strengthening the United Nations power

to solve conflicts among nations. Second, Zakrzewski like Remple, accepted the role of schools in shaping students' attitudes toward international problems.

Other Nation, Other People (conducted by the Education Testing Service, funded by the U.S. Office of Education), and "International Attitudes of Secondary Students in Kentucky" (conducted by John H. Peterson, presented at the annual meeting of the International Studies Association), and What College Students Know About Their World (sponsored by the Council on Learning conducted by the Educational Testing Service and funded by the U.S. Office of Education) are three of the newest surveys dealing with international issues.

A study was conducted by the Educational Testing Service (ETS) in order to examine relationships between student knowledge and attitudes and a variety of selected school, community, family, and individual student variables, including sex differences. The data were collected from the nationwide sample of fourth-, eighth- and twelfth-grade students in 1974 (37).

The results indicated a serious misconception about such widely publicized features as the Suez Canal, the Aswan Dam, and the Nile Delta. The findings also report that 50 per cent of the twelfth graders tested could not choose correctly the Arab country from among these four

choices--Egypt, Israel, India, and Mexico; and fully 40 per cent of twelfth graders thought that Golda Mier, rather than Anwar-el-Sadat was President of Egypt (37, p. ix).

Outside of regular course work, television and reading were clearly perceived by students at all three grade levels as the strongest influences on their thinking, attitudes and opinions with respect to other countries and peoples, with television always in first place. Teachers also ranked high as non-scholastic sources of attitudes, at grades eight and twelve (37, p. 39).

A recent survey was undertaken in Kentucky by Peterson in 1980 to examine international information, opinions, and orientation of junior and senior high school students toward some selected international issues. The survey, based on 1,391 respondents, revealed attitudes of youth on such matters as international conflicts and peace, relative power relationships among nations, foreign aid, the United Nations, and international interest and information sources (35, p. 3).

The findings suggest that young people are moderately interested in international affairs, boys more so than girls; that television is far and away the dominant source of international news; and that students have a passing degree of international knowledge, although this was not fully tested.

Students have a pessimistic/realistic view that conflict will have a central role in international affairs, but they oppose the use of force to settle disagreements. They rank the United States and Russia about equal in power, but give Russia the edge in the future growth of power. Boys are more "power-oriented" in international politics than girls and more likely to sanction the use of force. Kentucky students reject isolationism and believe the United States should remain in the United Nations. Most also believe that the United Nations does a good job, although boys and girls differ. Girls are more favorable to the United Nations and boys are more critical (35, p. 35).

Peterson concludes his findings as follows:

While students may lack complete accurate information on international affairs, they are far from being unsophisticated parochials in international outlook. They seem to have a surprisingly realistic view of the nature of the international environment. Given the pervasive character of television, its role in shaping these attitudes cannot be discounted (35, p. 36).

Peterson indicated that the schools will remain a major agent of student socialization to international system. Furthermore, he suggests that

The students do need to do more conscious work in global education. However, this data suggest that in terms of international orientation students may be more sophisticated than often believed and that some of the simplistic and outdated international curricula of the past may not adequately meet student needs for the future (35, p. 36).

A rather extensive project was undertaken by the Education Testing Service (ETS) in 1981, in order to discover "what college students know about their world." The survey, which was based on a nationwide sample of about 3,000 freshmen and seniors in four-year colleges and students in two-year institutions at 185 institutions, was conducted in 1980 (3).

The performance of students on the knowledge test revealed a considerable lack of knowledge of topics the test developers felt were important (3, p. 4). Furthermore, the survey team concluded that: "There is essentially no relationship between proficiency in a modern foreign language and the overall level of global knowledge of U.S. college freshmen and seniors and two-year college students" (2, pp. 36-37).

Results on the students' attitudes indicated that appreciable proportions of the students favor world government: About two-fifths believe that "we should have a world government that could make binding laws," but two-thirds of respondents in each group strongly disagreed that "the United States should give up its independence to belong to such government." The students were generally, but not unqualifiedly, opposed to war (2, p. 30). In this study sex differences in attitudes appeared only once in the data and that was with respect to the War Scale, where women appeared more anti-war than men. Although the survey

included several questions on politics, only one--the student's own "general political attitudes"--correlated substantially with the global attitudes surveyed. For various groups Chauvinism, World Government, Cooperation, and War responses were related to "left" political attitudes (3, pp. 117-121).

This study incorporated the research of Rempel (1953), Zakrzewski (1970), and Peterson (1980) which found that students were considerably in favor of the United Nations.

Previous to the ETS/Council on Learning Global Awareness survey, there had been surveys and other types of research on specific problems. There had been no work, however, which had placed so many global problems in relation to each other, or which has assessed the perception of the connections between problems, the relation between knowledge and attitudes, and beliefs regarding the roles of American government compared to international organizations in solving problems (45, p. 23).

In summary, as with studies cited previously, it appears that students attitudes toward international problems were not primarily dependent on the presence of information. A multiplicity of factors was involved. There is, however, some indications of relationship between the extent to which a student is "world-minded" in his attitudes to international problems and the extent of education. As several writers have indicated, educationally

the most significant need is for teachers to become aware of the kinds of attitudes that students are developing in the area of international education.

Unfortunately, one of the most striking conclusions that can be deduced from this literature related to the present effort pertaining to international education is that relatively little information is available regarding students' knowledge and attitudes toward international problems in order to profit from the findings of these previous studies. At the collegiate level, the research is scattered and often only represents small pilot studies of one or two issues. There is somewhat more research on attitudes to the United Nations, but again it is scattered and does not provide a very coherent picture of attitudes toward international problems in general. There is, however, some indication that students are in favor of the United Nations in solving conflicts among nations.

There has recently been a significant study at the collegiate level concerning students' attitudes and knowledge about global problems. Over the last ten years, a growing body of research has emerged which has placed numerous variables in relation to each other. Among the more notable contributions have been those by Zakrzewski (1970), Pike (1980), Peterson (1980) and Barrows (1981). As a result, we now have some understanding of the process through which students can become more internationally-minded.

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CHAPTER III

PROCEDURES OF THE STUDY

Description of the Population

Several factors led to the selection of the College of Education as a site for this study. First, the College of Education's effort to link general education with interdisciplinary global education made the faculty more aware that today's complex problems cannot be adequately understood or analyzed from the perspective of a single culture tradition or a single discipline; as a result they expressed an interest in obtaining baseline data for expanding this program. Other factors included the importance of obtaining the views of future teachers and the accessibility of students in the College of Education.

There were two populations under consideration in this study, the undergraduate students and the graduate students in the College of Education at North Texas State University.

The two student populations included all majors (except physical education) and both sexes. The enrollment of two student populations by major field of study was obtained from Student Enrollment Report in the College of Education. This information is presented in appendix A.

Enrollment figures, when excluding physical education for the spring semester 1982, indicated that the total population of students in the College of Education was 2,356. This total was comprised of 938 undergraduates and 1,418 graduates. Returned questionnaires accounted 106 for undergraduates and 137 for graduates (based on 10 per cent for each population). Information on the number of students in each population is shown in Table I.

TABLE I
NUMBER OF STUDENTS IN EACH POPULATION

Educational Level	Original List	Research Population
Undergraduates	938	106
Graduates	1,418	137

Procedures for Collecting Data

After permission and cooperation of each division within the College of Education was secured, students were selected randomly from the classes of cooperating teachers. Testing was conducted during the spring semester of 1982. The students were not told in advance that they would be surveyed on their attitudes toward international problems. Students were allowed to take the tests anonymously in order to improve conditions for honesty of response.

Test booklets consisting of instruction sheets, the general background scale, and thirty-two Likert-type items were used to get students' attitudes toward selected international problems or issues (see appendix B). A summated rating scale (one type of which is called Likert-type scale) is a set of attitude items, all of which are considered of approximately equal "attitude value," and to each of which subjects respond with degree of agreement or disagreement (intensity). The subjects were asked to indicate agreement or disagreement on a five-point response scale.

The Likert-type scale technique is widely recognized as a measurement of attitudes. Kerlinger says that the main advantage of summated rating scale is that greater variance results. When there are five or seven possible categories of response, it is obvious that the response variance should be greater than with only two or three categories (1, p. 496).

No time limit was placed on completing the tests. The maximum time needed to complete the instrument was twenty minutes, and the minimum time was ten minutes.

Procedures for Treatment of Data

When the collection of data was completed, the scores were tabulated manually. The data were then punched into cards for automatic processing at the North Texas State

University Computer Center. Data were treated according to the Statistical User's Guide utilizing the SPSS package.

There were three questions to be analyzed, as outlined by the exploratory questions in chapter I. Each was treated in the following manner:

1. To determine students' attitudes toward selected international problems, data were grouped by educational levels. The thirty-two attitude items were grouped according to the five scales (chauvinism, world government, cooperation, war, and human rights). The percentage for all questions was obtained. The interpretation was made to the spread of responses on each item by summing over "Agree" and "Strongly Agree" (see Table II).

TABLE II

METHODS OF TESTING EXPLORATORY QUESTIONS
ONE THROUGH THREE

- | | |
|---|---------------------------------------|
| (1) Attitude toward selected international problems | percent |
| (2) Correlations between students' backgrounds, educational experiences, and political beliefs and their attitudes toward selected international problems | Pearson Product
Moment Correlation |
| (3) Difference in attitudes of two student groups | t-test for two independent samples. |

*At the .05 level.

2. The question of whether students' backgrounds, educational experiences, and political beliefs relate to their attitudes toward selected international problems was tested using the Pearson Product-Moment Correlation technique. All correlations were tested using a table of critical value of the Pearson Correlation Coefficient for a two-tailed test at .05 level of significance outlined in Roscoe's Fundamental Research Statistics for the Behavioral Science (2).

3. The question of differences in attitudes of two student groups with respect to each attitude scale was tested using the t-test for two independent samples. The .05 level of significance was used for this comparison. Data were grouped by attitude scale and educational levels (see Table II).

The remaining data were reported as percentage, mean, standard deviation, mode, and frequency distributions. Much of these data were placed in tables for clarity.

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CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

In this chapter the statistical findings of this study are presented. For the purpose of clarity of presentation and eventual analysis, the data are grouped under four headings. The first group of data, "The Demographic Data," relate to the population under study. Included under this first heading is information concerning the size of each group, and the comparisons for each group by age and sex. Data were also collected on place of birth for each student.

The second section, "The Academic Data," contains information concerning the frequency of classroom discussions of world problems, the frequency of world problems discussions with others, data on the grade point averages (GPAs), and information on the courses that students believe have contributed to their awareness of world problems or issues.

"The Data on the Students' Political Attitudes" is the third heading. Under this heading the statistical findings are grouped by educational levels.

The final section, "Findings and Discussion on the Exploratory Questions," provides the data to answer the

exploratory questions presented in chapter I. These questions are (1) What are students' attitudes toward selected international problems and issues? (2) Do students' backgrounds, educational experiences, and political beliefs relate to their attitudes toward selected international problems? (3) Are there any significant differences between the attitudes of two student groups in relation to chauvinism, world government, cooperation, war, and human rights?

The Demographic Data

The student list acquired from the NTSU Student Enrollment Report in the College of Education contained 938 undergraduates and 1,418 graduates (after removal of physical education majors). Returned questionnaires accounted for 106 undergraduates and 137 graduates. After removing those for which incomplete data were collected, the list was reduced to 101 for undergraduates and 133 for graduates. Table III includes the breakdown between undergraduate students and graduate students and the number and per cent used from the original list of each.

TABLE III
 NUMBER AND PERCENTAGE OF STUDENTS USED IN
 STUDY FROM ORIGINAL STUDENTS
 ENROLLMENT LIST

Group	Original Number in in Each Population	Population Size of Group Studied	Percent of Original Population Used in Study
Undergraduates	938	101	9.37%
Graduates	1,418	133	10.76%

Age

In determination of age for both populations, mean age, standard deviation, mode, and range were calculated. The mean age of undergraduates was 23.6, with a standard deviation of 5.4. The youngest undergraduate was eighteen and the oldest was forty-five. The modal age was twenty-one. The mean age for graduates was 33.6, but the standard deviation of 7.4, reflected the greater age diversity in that population. The youngest graduate was twenty-two, the oldest was fifty-three, and the modal age was thirty-five. This information is contained in Table IV.

TABLE IV
 DISTRIBUTION OF AGE FOR TWO STUDENT GROUPS
 BY MEAN, STANDARD DEVIATION, MODE,
 AND RANGE

	Undergraduates	Graduates
Mean	23.3	33.6
Standard Deviation	5.4	7.4
Mode	21.0	35.0
Minimum	18.0	22.0
Maximum	45.0	53.0

Sex

The information concerning sex for both graduate and undergraduate students is shown in Table V. The majority of students in each of the two groups was female. The statistics reveal that of 101 undergraduates, 70, or 69.3 per cent, were female students, and 31, or 30.7 per cent were male.

TABLE V
 NUMBER AND PERCENTAGE OF UNDERGRADUATE
 AND GRADUATE STUDENTS BY SEX

Sex	Undergraduate Students		Graduate Students	
	Number	Per Cent	Number	Per Cent
Male	31	30.7	60	45.1
Female	70	69.3	73	54.9
Total	101	100.0	133	100.0

The distribution by sex for the graduate students shows a lesser percentage of female and a greater percentage of male than in the distribution for undergraduate students. Males accounted for sixty subjects or 45.1 per cent of the graduate population and females totaled seventy-three subjects or 54.9 per cent of the same population, as shown in Table V.

Data on Foreign Students

Students were asked whether they were born in the United States. Four per cent of undergraduate and 24.1 per cent of graduate students responded negatively to this question. These students came to the United States from the following countries: Argentina, Columbia, Dominican Republic, Iran, Japan, Nigeria, Puerto Rico, Saudi Arabia, and Turkey.

Students were also asked if they were not born in the United States whether they consider themselves a permanent resident of the United States. Affirmative responses were made by 3.0 per cent of undergraduates and 6.0 per cent of graduates. This information is contained in Table VI.

TABLE VI
DISTRIBUTION OF RESPONSES TO PLACE OF BIRTH
AND UNITED STATES PERMANENT RESIDENCY

Statements	Undergraduates		Graduates	
	Yes	No	Yes	No
Were you born in the U.S.?	96.0%	4.0%	75.9%	24.1%
If you were not born in the U.S., do you have permanent resident status in the U.S.?	3.0	1.0	6.0	17.3

Finally, students were asked if they were not born in the United States, how old they were when they first came to this country. The mean age for undergraduates was 16.75 with standard deviation of 9.53. The mean age for graduates was 23.67 with standard deviation of 7.84. This information is displayed in Table VII.

TABLE VII
 MEAN AND STANDARD DEVIATION OF AGE FOR
 FOREIGN STUDENTS CAME TO
 THE UNITED STATES

STATEMENT:
 If you were not born in the United States, how old were you when you first came to the United States?

	Undergraduates	Graduates
Mean	16.75	23.67
Standard Deviation	9.53	7.84

The Academic Data

In this section of the study, grade point average, frequency of classroom discussions of world problems, frequency of world problems discussions with others, and courses which could possibly contribute to students' awareness of world problems are presented.

Grade Point Averages

Students were asked what their approximate college grade point averages were. The highest percentage of students reporting GPAs between 3.5 and 4.0 was found among graduate students (63.9 per cent). The highest percentage of GPAs for undergraduates was found between 3.0 and 3.4 (33.7 per cent).

Specifically 19.8 per cent of the undergraduates and 63.9 per cent of graduates reported GPAs between 3.5 and

4.0. Thirty-three point seven (33.7) per cent of the undergraduates and 34.6 per cent of graduate students reported GPAs between 3.0 and 3.4. Twenty-nine point seven (29.7) per cent of the undergraduates and 1.5 per cent of graduate students reported GPAs between 2.5 and 2.5. Four per cent of the undergraduate students had GPAs lower than 2.4, while none of the graduate students had GPAs lower than 2.4. This information is located in Table VIII.

TABLE VIII
DISTRIBUTION OF GRADE POINT AVERAGE
BY GROUP

GPA	Undergraduate Students	Graduate Students
3.5-4.0	19.8%	63.9%
3.0-3.4	33.7	34.6
2.5-2.9	29.7	1.5
2.0-2.4	10.9*
1.5-1.9	1.0
Less than 1.5	3.0
I don't know	2.0

*.... indicates no response

Frequency of World Problems Discussions
in the Classroom

In this section of the survey, students were asked how often they discussed world problems or issues in their

classes. As indicated in Table IX, a large majority of both samples (51.5 per cent of undergraduate and 39.8 per cent of graduate students) reported that they discuss world problems or issues in their classes less than once a week. In regard to both samples, 9.9 per cent of the undergraduates and 27.1 per cent of the graduates said that they never discuss world problems or issues in their classes. Comparing the response data indicated that almost 20 per cent fewer undergraduates than graduates agreed that they never discuss world problems or issues in their classes. This suggests that undergraduate students had more discussions about world problems than had graduate students.

TABLE IX
DISTRIBUTION OF RESPONSES TO STATEMENT OF
FREQUENCY OF CLASSROOM DISCUSSION
OF WORLD PROBLEMS

STATEMENT:
How often do you discuss world problems or issues in your college classes?

Response	Undergraduates	Graduates
At lease once a day	8.9%	10.5%
Once or twice a week	29.7	22.6
Less than once a week	51.5	39.8
Never	9.9	27.1

Frequency of World Problems Discussions
with Others

Students were asked how often they discuss world problems or issues with others. Almost equal percentages of the two student groups (44.6 per cent of undergraduates and 45.1 per cent of graduates) agreed that they discuss, once or twice a week, world problems or issues with others. Ten per cent more graduates than undergraduates said that they discuss world problems or issues with others at least once a day. An examination of data in Table X indicates that graduate students discuss more about world problems or issues with others than do undergraduate students.

TABLE X

DISTRIBUTION OF RESPONSES TO STATEMENT OF
FREQUENCY OF WORLD PROBLEMS DISCUSSION
WITH OTHERS

STATEMENT:
How often do you discuss world problems or issues with others?

Response	Undergraduates	Graduates
At least once a day	27.7%	37.6%
Once or twice a week	44.6	45.1
Less than once a week	26.7	15.8
Never	1.0	1.5

Comparing the response data of frequency of classroom discussion of world problems and frequency of discussion about world problems with others for both groups indicates that undergraduate students had more discussions about world problems in their classes than did graduates. In contrast, graduate students had more discussions about world problems with others than did undergraduates. In general, students in both groups had had considerably more discussions about world problems or issues with others than they had in their college classes.

Courses Contributing to Students' Awareness of World Problems

This section of the survey explored those courses which could possibly contribute to students' awareness about world problems. Students were given nineteen subjects and asked which subject, if any, had contributed to their awareness of world problems. History was identified by the largest percentage of students in each group (52.5 per cent of undergraduates and 55.6 per cent of graduates). Other subjects judged to have contributed to awareness of world problems were political science, sociology, economic, and geography. These data are presented in Table XI.

TABLE XI
COURSES CONTRIBUTING TO AWARENESS
OF WORLD PROBLEMS

Courses	Undergraduates	Graduates
American Studies ⁸	25.6%
Anthropology	5.0	9.0
Archeology	1.0	4.5
Classical Languages	3.0	7.5
Economics	19.8	27.1
Environmental Studies	5.0	9.8
Far Eastern Languages and Literature	2.0	3.8
Geography	22.8	27.1
History	52.5	55.6
International Studies	5.0	16.5
Journalism	6.9	11.3
Literature	17.8	28.6
Modern Foreign Languages	2.0	11.3
Near Eastern Languages and Literature [*]	1.5
Philosophy	12.9	18.8
Political Science	52.5	39.1
Religion	13.9	24.8
Slavic Studies	1.0	0.8
Sociology	31.7	33.8
Other (specify)	5.9	6.8
None of the above	8.9	9.0

*.... indicates no response

The Data on the Students' Political Attitudes

Students were asked to indicate their political attitudes on a five-point "left/right" scale. The majority of undergraduate students (72.3 per cent) marked the midpoint of the scale, 14.9 per cent leaned to the right and 12.9 per cent leaned to the left. The graduate students were much more spread out on the scale, with only 49.6 per cent

at the midpoint, 31.6 per cent favoring the right, and 18.8 per cent the left. In both groups appreciably more students noted their political attitudes were more right than left. These statistics are found in Table XII.

TABLE XII
PERCENTAGE OF STUDENT POLITICAL ATTITUDES
BY GROUP

Group	LEFT	1	2	3	4	5	RIGHT
Undergraduate Students		3.0%	9.9%	72.3%	9.9%	5.0%	
Graduate Students		3.0	15.8	49.6	25.6	6.0	

Findings and Discussion of the
Explanatory Questions

Question 1

What were students' attitudes toward selected international problems or issues (chauvinism, world government, cooperation, war, and human rights)?

Five scales in the common Likert format were included in this section, the items from the scale being mixed so that the objectives of the scale were not obvious. Thirty-two items were included. Response options for all items were (1) Strongly Agree, (2) Agree, (3) Indifferent,

(4) Disagree, and (5) Strongly Disagree. To answer this question, the data for both population were grouped according to each attitude scale and educational levels.

Chauvinism Attitude Scale. As shown in Table XIII the Chauvinism Scale included seven questions. Each of these questions resulted in a good spread of response.

A large majority, 65.4 per cent, of the undergraduates and 63.1 per cent of the graduates rejected the statement: "Pacifist demonstrations--picketing missile bases, peace walks, etc.--are harmful to the best interests of the American people." The decision of 45.6 per cent of undergraduates and 51.6 per cent of the graduates was that the best way to insure peace is to keep the United States stronger than any other nation in the world. More than half of both groups, 55.4 per cent of the undergraduates and 57.9 per cent of graduates, rejected the statement: "The main threat to basic American institutions during this century has come from the infiltration of foreign ideas and doctrines." The chauvinistic feelings of students in either group is best revealed on item fourteen, regarding patriotism and loyalty as the first and most important requirements of a good citizen. This statement drew agreement from more than half (51.5 per cent of undergraduates and 56.1 per cent of graduates) of the students in each group.

TABLE XIII

CHAUVINISM SCALE
(in per cent)

	SA*	A	I	D	SD
1. Pacifist demonstrations--picketing missile bases, peace walks, etc.-- are harmful to the best interests of the American people. Undergraduate Graduate	1.0 3.8	20.8 15.8	12.9 17.3	44.6 45.1	20.8 18.0
3. The best way to insure peace is to keep the United States stronger than any other nation in the world. Undergraduate Graduate	14.9 12.8	30.7 39.8	17.8 9.0	30.7 27.8	5.9 10.5
6. The main threat to basic American institutions during this century has come from the infiltration of foreign ideas and doctrines. Undergraduate Graduate	5.0 9.0	17.8 15.0	21.8 18.0	39.6 39.1	15.8 18.8
14. Patriotism and loyalty are the first and most important requirements of a good citizen. Undergraduate Graduate	13.9 14.3	37.6 42.1	21.8 15.8	24.8 21.8	2.0 6.0

TABLE XIII--Continued

	SA	A	I	D	SD
24. The only way peace can be maintained is to keep America so powerful and well-armed that no other nation will dare to attack us. Undergraduate Graduate	9.9 8.3	15.8 33.1	20.8 14.3	45.5 30.1	7.9 14.3
26. No duties are more important than duties toward one's country. Undergraduate Graduate	11.9 11.3	27.7 26.3	17.8 15.0	35.6 40.6	6.9 6.8
29. I'm for my country, right or wrong. Undergraduate Graduate	7.9 5.3	18.8 21.8	22.8 14.3	39.6 47.4	10.9 11.3

*SA=Strongly Agree; A=Agree; I=Indifferent; D=Disagree; SD=Strongly Disagree.

United States armed strength as the only insurance of peace drew 53.4 per cent disagreement from the undergraduate students while the graduates split their vote almost evenly (41.4 per cent agreed, 44.4 per cent disagreed). Thirty-seven point six (37.6) per cent of graduates agreed with the statement that "No duties are more important than duties toward one's country." This question divided the undergraduates almost evenly; 39.6 per cent agreed, while 42.5 per cent disagreed. Almost an identical number, 26.7 per cent of the undergraduates and 27.1 per cent of the graduates agreed with the statement "I am for my country, right or wrong."

In general, graduate students had the lowest percentage of "Indifferent" responses and the highest proportion of agreement with chauvinist rationalist statements offered. Graduate and undergraduate students were close together in proportion disagreement (response four or five) and agreement (response one or two).

World Government Attitude Scale. As shown in Table XIV, appreciable proportions of students in each group favor world government. The vast majority, of the two student groups (62.4 per cent of the undergraduates and 71.4 per cent of the graduates) accepted the statement: "We should be willing to settle all differences with other nations within the framework of a World Government."

TABLE XIV
WORLD GOVERNMENT SCALE
(in per cent)

	SA*	A	I	D	SD
7. Since the world's supplies of essential minerals are limited, the mining and distribution of mineral resources should be controlled by an international authority. Undergraduate Graduate	4.0 6.8	18.8 18.8	26.7 21.1	38.6 33.8	11.9 19.5
9. We should be willing to settle all differences with other nations within the framework of a World Government. Undergraduate Graduate	12.9 15.8	49.5 55.6	15.8 9.8	16.8 12.8	5.0 6.0
16. We should have a World Government with the power to make laws that would be binding to all its member nations. Undergraduate Graduate	8.9 8.3	28.7 23.3	21.8 17.3	27.7 32.3	12.9 17.3

TABLE XIV--Continued

	SA	A	I	D	SD
20. An international authority should be established and given direct control over the production of nuclear energy in all countries, including the United States. Undergraduate Graduate	6.9 10.5	28.7 33.8	22.8 11.3	34.7 32.3	6.9 12.0
28. I prefer to be a citizen of the world rather than of any country. Undergraduate Graduate	7.9 9.0	10.9 11.3	19.8 13.5	40.6 36.8	20.8 29.3
30. The United States ought to be willing to give up its independence and submit to the authority of a United States of the World. Undergraduate Graduate	3.0 2.3	6.9 9.0	14.9 14.3	38.6 36.8	36.6 37.6

*SA=Strongly Agree; A=Agree; I=Indifferent; D=Disagree; SD=Strongly Disagree.

Relatively few, only 22.8 per cent of undergraduates and 25.6 per cent of the graduates, favor international control of mining and distribution of mineral resources. About one-third of both samples, 37.6 per cent of the undergraduates and 31.6 per cent of the graduates, accepted the idea of strengthening the United Nations organization to make it a World Government with power to make decisions that would bind members to a particular course of action. However, approximately three-fourths in each group, 75.2 per cent of the undergraduates and 74.4 per cent of the graduates, disagreed with the statement that we should give up United States' independence and submit to the authority of a United States of the World. Forty-one point six (41.6) per cent of undergraduates rejected the statement, "An international authority should be established and given direct control over the production of nuclear energy in all countries, including the United States." On this question the graduates split their vote remarkably evenly (44.3 per cent).

Cooperation Attitude Scale. As shown in Table XV, the Cooperation Scale included a set of five items dealing with immigration of foreign persons or foreign direct investments in the United States. Over 10 per cent more undergraduates and 20 per cent more graduate students agreed than disagreed with the statement, "The immigration

TABLE XV
COOPERATION SCALE
(in per cent)

	SA*	A	I	D	SD
2. I believe that the United States should send food and materials to any country that needs them. Undergraduate Graduate	8.9 7.5	26.7 24.1	18.8 7.5	37.6 45.9	7.9 15.0
4. The immigration of foreigners to this country should be kept down so that we can provide for Americans first. Undergraduate Graduate	10.9 11.3	41.6 36.1	17.8 17.3	26.7 29.3	3.0 6.0
12. We should not allow foreign business enterprises to buy American farmland. Undergraduate Graduate	18.8 19.5	37.6 29.3	26.7 21.8	11.9 22.6	5.0 6.8
15. Immigrants should not be permitted to come into our country if they compete with our own workers. Undergraduate Graduate	5.0 7.5	25.7 20.3	20.8 18.0	42.6 48.1	5.9 6.0

TABLE XV--Continued

	SA	A	I	D	SD
17. Any healthy individual, regardless of race or religion, should be allowed to live in whatever country he chooses. Undergraduate Graduate	21.8 12.0	43.6 44.4	17.8 11.3	13.9 26.3	3.0 6.0
19. Our country should have the right to prohibit certain racial and religious groups from immigrating. Undergraduate Graduate	3.0 4.5	16.8 21.8	17.8 14.3	45.5 42.1	16.8 17.3
21. It is our responsibility to do everything possible to prevent people from starving anywhere in the world. Undergraduate Graduate	6.9 14.3	41.6 45.1	19.8 9.8	26.7 26.3	5.0 4.5
25. The United State should be open to all those who wish to settle here. Undergraduate Graduate	9.9 8.3	34.7 18.0	16.8 18.8	32.7 46.6	5.9 8.3

TABLE XV--Continued

	SA	A	I	D	SD
32. Well-fed people in developed nations should voluntarily cut back on their food consumption and contribute food to the inadequately fed in underdeveloped nations.	5.9	33.7	32.7	23.8	4.0
Undergraduate	7.5	25.6	24.1	34.6	8.3
Graduate					

*SA=Strongly Agree; A=Agree; I=Indifferent; D=Disagree; SD=Strongly Disagree.

of foreigners to this country should be kept down so that we can provide for Americans first. Over half of each group disagreed with the statement, "Immigrants should not be permitted to come into our country if they compete with our own workers." A relatively large segment of the samples, 56.4 per cent of undergraduates and 48.8 per cent of graduates, agreed with a policy forbidding foreign purchases of American farmland. It was the judgment of 44.6 per cent of the undergraduates and 26.3 per cent of the graduate students that the United States should be open to all those who wish to settle here. Almost 40 per cent more undergraduates and graduates disagreed than agreed with the statement, "Our country should have the right to prohibit certain racial and religious groups from immigrating." Sixty-five point four (65.4) per cent of the undergraduates and 56.4 per cent of the graduates agreed or strongly agreed that any healthy individual, regardless of race or religion, should be allowed to live in whatever country he chooses. Over one-third of each group of the students agreed with sending food or material to any country that needs them. The belief of 39.6 per cent of the undergraduates and 33.1 per cent of the graduates was that the statement, "Well-fed people in developed nations should voluntarily cut back on their food consumption and contribute food to the inadequately fed people in underdeveloped nations. A large proportion of the sample, 48.5 per cent

of undergraduates and 59.4 per cent of graduates, accepted the statement "It is our responsibility to do everything possible to prevent people from starving anywhere in the world."

War Attitude Scale. As shown in Table XVI, nine out of ten students in each group disagree that war is a satisfactory way to solve international problems. However, nearly half of the undergraduates, 47.6 per cent, and more than half of the graduates, 63.1 per cent, agreed that "under some conditions war is necessary to maintain justice." Sixty-three point one (63.1) per cent of the graduates and 46.5 per cent of the undergraduates disagreed with the statement, "There is no conceivable justification for war." A vast majority of each group, 77.2 per cent of the undergraduates and 75.1 per cent of the graduate students, agreed that change in government should always be accomplished through peaceful means. Graduate students seems to be more willing to consider violence as a method of changing government. This is seen in the responses of 56.4 per cent of the graduates to the statement, "Violent revolution is sometimes the only way to eliminate an oppressive government." On this question the undergraduates were divided evenly (42.6 per cent).

TABLE XVI
WAR SCALE
(in per cent)

	SA*	A	I	D	SD
10. War is a satisfactory way to solve international problems. Undergraduate Graduate	4.0 1.5	5.0 4.5	40.6 42.9	50.5 49.6	
13. Under some conditions, war is necessary to maintain justice. Undergraduate Graduate	5.0 13.5	10.9 3.0	28.7 18.8	12.9 15.0	
18. There is no conceivable justification for war. Undergraduate Graduate	16.8 7.5	23.8 18.8	12.9 10.5	39.6 51.1	6.9 12.0
22. Changes in government should always be accomplished through peaceful means. Undergraduate Graduate	19.8 19.5	57.4 55.6	8.9 12.8	12.9 10.5	1.0 1.5
27. People should refuse to engage in any war, no matter how serious the consequences to their country may be. Undergraduate Graduate	4.0 1.5	5.9 9.0	17.8 9.8	54.5 54.1	17.8 25.6

TABLE XVI --Continued

	SA	A	I	D	SD
31. Violent revolution is sometimes the only way to eliminate an oppressive government.	10.9	31.7	14.9	30.7	11.9
Undergraduate	7.5	48.9	13.5	22.6	7.5
Graduate					

*SA=Strongly Agree; A=Agree; I=Indifferent; D=Disagree; SD=Strongly Disagree.

Human Rights Attitude Scale. A set of four items measured attitudes toward human rights. The data are displayed in Table XVII. A majority of students in each group agreed with items such as the following: "Political freedom is a basic human right, and no government should be permitted to abridge it" (52.5 per cent of the undergraduates and 87.2 per cent of the graduates); "Everyone should have the right to leave any country, including his own, and return to his country" (85.1 per cent of the undergraduates and 84.7 per cent of the graduates); "No government should deny access to basic education to any of its citizens" (94.1 per cent of undergraduates and 84.7 per cent of graduates). Also, a majority, 59.4 per cent of the undergraduates and 63.1 per cent of the graduate students rejected the statement, "It is none of our business if other governments restrict the personal freedom of their citizens." In general there seems to be strong support for certain universal human rights among undergraduates and graduate students.

Question 2

Did students' backgrounds, educational experiences, and political attitudes relate to their attitudes toward selected international problems or issues? To determine correlations among the five attitude scales and selected variables, the Pearson Product-Moment Correlation

TABLE XVII
HUMAN RIGHTS SCALE
(in per cent)

	SA*	A	I	D	SD
5. Political freedom is a basic human right and no government should be permitted to abridge it. Undergraduate Graduate	10.9 38.3	41.6 48.9	17.8 6.0	26.7 6.0	3.0 0.8
8. Everyone should have the right to leave any country, including his own, and to return to his country. Undergraduate Graduate	35.6 33.8	49.5 48.1	9.9 5.3	4.0 9.8	1.0 3.0
11. No government should deny access to basic education to any of its citizens. Undergraduate Graduate	51.5 52.6	42.6 42.1	1.0 3.0	4.0 2.3	1.0
23. It is none of our business if other governments restrict the personal freedom of their citizens. Undergraduates Graduates	5.0 6.0	18.8 13.5	16.8 17.3	47.5 49.6	11.9 13.5

*SA=Strongly Agree; A=Agree; I=Indifferent; D=Disagree; SD=Strongly Disagree.

Coefficient was utilized. The resulting correlation coefficients were tested using a table of critical value of the Pearson Correlation Coefficient for a two-tailed test as outlined in Roscoe's Fundamental Research Statistics for the Behavioral Sciences.

For the purpose of clarity in presenting the findings, the correlations of scores on the five attitude scales with selected independent variables were reported separately. These correlations are grouped under the following headings: "Correlates of Attitudes and Backgrounds," "Correlates of Attitudes and Educational Experiences," and "Correlates of Attitudes and Political Beliefs." The .05 level of significance was also used for these comparisons. Data were grouped by educational levels and attitude scales.

Attitudes Regarding International Problems Correlated with Students' Backgrounds. When students' background variables were correlated with five attitude scales by the Pearson Product Moment Correlations, the following correlation coefficients were found significant. The magnitude of all correlations are presented in Table XVIII.

A correlation coefficient of $-.24$ was found between the Age variable and the Chauvinism Attitude Scale for graduate students, which is significant at the .05 level. This

TABLE XVIII

ATTITUDES REGARDING INTERNATIONAL PROBLEMS CORRELATED
WITH STUDENTS' BACKGROUNDS

	Chauvinism		World Government		Cooperation		War		Human Rights	
	Und	Grad	Und	Grad	Und	Grad	Und	Grad	Und	Grad
Age	.16	-.24*	.00	.14	-.12	.17*	.07	-.24*	-.10	.09
Sex	.04	.00	-.11	.08	.00	.17*	.36*	.11	.11	.00
Born in the United States	-.01	-.10	-.09	-.31*	-.11	-.42*	-.03	.09	-.03	.08
If not born in the United State, age when came to the United States.**	.39	-.29	-.57	-.05	-.94*	.07	-.19	-.09	-.49	-.15

*Indicates a significant correlation at the .05 level.

**Tested using 4 degrees of freedom.

seems to imply that the older graduate students expressed a more favorable attitude toward chauvinism than younger graduate students.

A significant correlation coefficient of .17 was found between the Age variable and the Cooperation Attitude scores for graduate students. It appears that the older graduate students expressed a less favorable attitude toward cooperation than younger students.

A significant correlation coefficient of $-.24$ was found between the Age variable and the War Attitude Scale for graduate students. This suggests that older graduate students viewed war more positively than younger graduate students.

A significant correlation coefficient of .17 was found between Sex variables and attitudes towards cooperation for graduate students, indicating female graduate students expressed a less favorable attitude toward cooperation than male graduate students.

A significant correlation coefficient of .36 was found between the Sex variable and the War Attitude Scale for undergraduate students. It indicates that the female undergraduate students are more anti-war than male undergraduate students.

A significant correlation coefficient of $-.31$ was found between graduate students who were not born in the United States and their attitudes toward world government.

It appears that graduate students who were born in the United States expressed less favorable attitude towards world government than those who were not.

A significant correlation coefficient of $-.42$ was found between graduate students who were born in the United States and Cooperation Attitude Scores. This result indicates that the graduate students who were born in the United States expressed less tendency toward cooperation than those who were not born in the United States.

For those undergraduate students who were not born in the United States, a correlation coefficient of $-.94$, which is significant at .05 level (tested using four degrees of freedom), was found between their ages and attitudes toward cooperation. Apparently, students who came to the United States at earlier ages expressed less tendency toward cooperation than those who came at older ages.

Attitude Regarding International Problems Correlated with Education Experiences. The relationships between students' educational experiences and five attitude scales are demonstrated in Table XIX. The following correlation coefficients were found significant in this study.

The Pearson Correlation coefficients between undergraduate and graduate students' grade point average (GPA), and their attitudes toward chauvinism scores yield correlation coefficients of $-.29$ and $-.19$, respectively. These

TABLE XIX
 ATTITUDES REGARDING INTERNATIONAL PROBLEMS CORRELATED
 WITH STUDENTS' EDUCATIONAL EXPERIENCES

	Chauvinism		World Government		Cooperation		War		Human Rights	
	Und	Grad	Und	Grad	Und	Grad	Und	Grad	Und	Grad
College GPA	-.29*	-.19*	-.01	-.04	.01	.09	-.02	-.17*	.15	.04
Frequency of classroom discussion of world problems	.09	-.08	.09	.08	-.01	.11	.13	.06	.18*	.09
Frequency of world problems discussion with others	-.05	.04	-.06	-.13	.02	.03	.28*	.12	.09	.17*

*Indicates a significant correlation at the .05 level.

correlations indicate a tendency for students who have a higher GPA, to be less chauvinistic than those who have a lower GPA.

A correlation coefficient of $-.17$ between graduate students' GPA and their attitudes toward war was significant. Apparently, the graduate students who have a higher GPA expressed a more anti-war attitude than those who have a lower GPA.

A correlation coefficient of $.18$ was found between Frequency of Classroom Discussions of World Problems and Attitudes toward Human Rights for undergraduates. It seems that the undergraduate students who reported they discuss more about international problems in their classes expressed a more favorable attitude toward human rights.

A significant correlation coefficient of $.28$ was found between the frequency of world problems' discussions with others and undergraduate students' attitudes toward war. This result suggests that undergraduate students who reported that they discuss more about international problems with others viewed war more favorably than those students who reported fewer discussions about world problems with others.

A correlation coefficient of $.17$ between Frequency of World Problems' Discussions with Others and Human Rights was significant for graduate students. It appears that graduate students who reported more discussions about

international problems expressed more favorable attitudes toward human rights than those graduate students who reported less discussions.

Attitudes Regarding International Problems Correlated with Political Attitudes. As presented in Table XX, the following correlations were found significant.

The Pearson correlation coefficients between undergraduate and graduate students' political attitudes and their attitudes toward chauvinism were found to be $-.16$ and $-.30$, respectively, both significant at the $.05$ level. This supports the fact that students who lean to the right on the Political Attitude Scale express a more favorable or positive attitude toward chauvinism than those students who lean to the left.

The Pearson correlation coefficients between undergraduate and graduate students' political attitudes and their attitude towards world government were found to be $.37$ and $.31$, respectively. These correlations indicate students whose political attitudes lean to the right express a less favorable attitude toward world government than those whose political attitude lean to the left.

The Pearson correlation coefficients between the undergraduate and graduate students' political attitudes and their attitudes toward war scores were found to be $-.17$ and $-.22$, respectively. These correlations indicate students

TABLE XX

ATTITUDES REGARDING INTERNATIONAL PROBLEMS CORRELATED
WITH STUDENTS' POLITICAL ATTITUDES

	Chauvinism		World Government		Cooperation		War		Human Rights	
	Und	Grad	Und	Grad	Und	Grad	Und	Grad	Und	Grad
Political Attitudes	-.16*	-.30*	.37*	.31*	.00	.16*	-.17*	-.22*	.08	.05

*Indicates a significant correlation at the .05 level.

whose political attitudes lean more to the right express a more positive attitude toward war than those students whose political attitudes lean to the left.

A correlation coefficient of .16 was found between graduate students' political attitudes and their attitudes toward cooperation, suggesting students whose political attitudes lean more to the right express a less favorable attitude toward cooperation than those students whose political attitudes lean more to the left.

Question 3

Was there any significant difference in the attitudes of undergraduates and graduate students in relation to the following areas: chauvinism, world government, cooperation, war, and human rights?

To test differences in attitudes between two student groups toward a specific area, data were grouped by educational levels. The mean score for each attitude scale for each group was calculated. To determine if a significant difference did exist between the two means the t-test for two independent samples, as outlined in Ferguson's Statistical Analysis in Psychology and Education, was utilized. The determination of whether or not a significant difference existed between the two means for each attitude scale was based on the .05 level of significance and was tested using a table of critical values of t for

a two-tailed test. With the degrees of freedom equal to 232, a t -value of 1.96 or greater would be significant.

T-test for Two Student Groups for Chauvinism Attitude Scale. The mean scores of the two groups were obtained and tested to determine if the differences between them were significant. As shown in Table XXI, the mean score of undergraduates was 22.01, with standard deviation of 4.88 and standard error of .486. The mean score of graduates was 22.00 with standard deviation of 5.07 and standard error of .440. A t -value of .03 for the difference between chauvinism attitudes of undergraduates and graduates was obtained. Referring to a table of critical values of t in Ferguson, with the degrees of freedom equal to 232, a t -value of 1.96 or more would show significance at the .05 level. Since a value of .03 is lower than critical value of 1.96, it is concluded that there is no significance difference in attitudes of the two groups with regard to the Chauvinism Attitude Scale.

TABLE XXI
 STATISTICAL ANALYSIS OF THE
 CHAUVINISM ATTITUDE SCALE
 FOR TWO STUDENT GROUPS

	Undergraduates	Graduates
Mean	22.01	22.00
Standard Deviation	4.88	5.07
Standard Error	.486	.440
Degrees of Freedom		232
<u>t</u> -Value		.03
.05 Level of Significance		No

T-test for Two Student Groups for World Government Attitude Scale. Again the mean scores of the World Government Attitude Scale were obtained for both groups. The mean score of undergraduates was 19.54, with standard deviation of 4.35 and standard error of .433. The mean score of graduates was 19.72, with standard deviation of 4.70 and standard error of .408. An analysis of the difference between the two student groups' means revealed a t-value of $-.31$. A t-value of 1.96 or more is required to denote a significant difference at the .05 level of significance. Since the value of $-.31$ was lower than the critical value of 1.96, it was concluded that there was no significant

difference in attitudes of the two student groups with regard to the World Government Attitude Scale. The analysis of the results are presented in Table XXII.

TABLE XXII
STATISTICAL ANALYSIS OF THE
WORLD GOVERNMENT SCALE FOR
TWO STUDENT GROUPS

	Undergraduates	Graduates
Mean	19.54	19.72
Standard Deviation	4.35	4.70
Standard Error	.433	.408
Degrees of Freedom		232
t-Value		-.31
.05 Level of Significance		No

T-test for Two Student Groups for Cooperation Attitude Scale. To test whether or not there was a significant difference between the attitudes of two student groups toward cooperation, the mean scores for two groups were obtained and tested to determine if the differences between them were significant. The mean score for undergraduate students was 26.07 with standard deviation of 5.66 and standard error of .564. The mean score of the graduate students was 26.86 with standard deviation of 5.94 and

standard error of .516. A t -value of -1.02 for the difference between two student groups was obtained. Referring to a table of critical values of t in Ferguson, with the degrees of freedom equal to 232, a t -value of 1.96 or greater was necessary to show significance at the .05 level. Since a t value of -1.02 is lower than the table value of 1.96, the difference between the two means was considered not significant at .05. The analysis of results is presented in Table XXIII.

TABLE XXIII

STATISTICAL ANALYSIS OF THE
COOPERATION ATTITUDE SCALE
FOR TWO STUDENT GROUPS

	Undergraduates	Graduates
Mean	26.07	26.86
Standard Deviation	5.66	5.94
Standard Error	.564	.516
Degrees of Freedom	232	
t -Value	-1.02	
.05 Level of Significance	No	

T-test for Two Student Groups for War Attitude Scale. Once again, the mean scores of the two student groups were obtained and tested to determine if the

differences between them were significant. The mean score for undergraduates was 19.50 with standard deviation of 4.40 and standard error of .439. The mean score for graduate students was 18.30 with standard deviation of 3.69 and standard error of .320. The calculated t -value for these means equalled 2.27. Since a value of 2.27 was higher than the tabled critical value of 1.96, the difference between the two means was considered significant at the .05 level. Therefore, there is a difference between the attitudes of graduate and undergraduate students toward war. Apparently undergraduate students view war more negatively than do graduate students. The analysis of results is presented in Table XXIV.

TABLE XXIV
 STATISTICAL ANALYSIS OF THE
 WAR ATTITUDE SCALE FOR
 TWO STUDENT GROUPS

	Undergraduates	Graduates
Mean	19.50	18.30
Standard Deviation	4.40	3.69
Standard Error	.439	.320
Degrees of Freedom		232
t -Value		2.27
.05 Level of Significance		Yes

T-test for Two Student Groups For Human Rights Attitude Scale. Once again the mean score of the two student groups were obtained and tested to determine if the difference between them was significant. As shown in Table XXV the mean score of undergraduates was 7.88 with standard deviation of 2.14 and standard error of .214. The mean score of graduates was 7.85 with standard deviation of 2.24 and standard error of .194. A t-value of .08 was obtained. Since a value of 1.96 or greater was necessary to show significance at the .05 level, the difference between the two means was not considered significant. There is no significant difference between attitudes of graduate and undergraduate students toward human rights.

TABLE XXV

STATISTICAL ANALYSIS OF THE
HUMAN RIGHTS ATTITUDE SCALE
FOR TWO STUDENT GROUPS

	Undergraduates	Graduates
Mean	7.88	7.85
Standard Deviation	2.14	2.24
Standard Error	.214	.194
Degrees of Freedom		232
<u>t</u> -Value		.08
.05 Level of Significance		No

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CHAPTER V

SUMMARY, CONCLUSION, IMPLICATION & RECOMMENDATION

Summary

This study was an investigation of students' attitudes toward selected international problems. The specific purposes of the study were (1) to determine students' attitudes toward international problems such as chauvinism, world government, cooperation, war, and human rights; (2) to determine if there is a correlation between students' attitudes and their backgrounds, educational experiences, and political beliefs; and (3) to determine if differences exist in attitudes toward five international problems and issues between graduate and undergraduate students.

The College of Education at North Texas State University was chosen for this study for several reasons. First to provide a baseline data for expanding and integration of international education with general education for faculty members as well as curriculum developers. Other reasons included the future role of students in the College of Education as teachers.

In order to gather data for the study, a validated instrument developed by the Educational Testing Service was utilized.

A total of 343 questionnaires with instruction for completion was administered randomly to selected classes. Usable questionnaires counted 101 for undergraduate students and 133 for graduate students.

The first part of the questionnaire which consists of demographic data, educational experiences and political beliefs on each respondent, was used as the independent variables for the study.

The second part of the questionnaire which consists of thirty-two Likert-type items, a widely used instrument for ordinal measurement, was used in order to arrive at attitude scores for the five international problems and issues previously mentioned.

Finally, the exploratory questions formulated in chapter I to serve as guidelines were answered. (1) What were students' attitudes toward selected international problems? (2) Did students' backgrounds, educational experiences and political beliefs relate to their attitudes toward selected international problems? (3) Was there a significant difference in attitudes between undergraduate students and graduate students with regard to the following areas (a) chauvinism, (b) world government, (c) cooperation, (d) war, and (e) human rights.

In order to answer these questions, three statistical procedures were used. In question one the percentage was employed to determine students' attitudes toward five international problems and issues. In question two, the Pearson Product-Moment Correlation procedure was used to determine the relationship between students' attitudes and related variables. In question three t-test for two independent samples was employed to test for differences in attitudes between undergraduate and graduate students. The .05 level of significance was arbitrarily used for this comparison.

Conclusions

Based on the results of this study, the conclusions are expressed in the form of answers to the general questions posed in chapter I. In this context, the conclusions are reported under each of the general questions which are restated below.

Question 1

What are students' attitudes toward international problems or issues?

Answer. Chauvinism scale revealed that, while most students tend to have nationalistic views, most also tend to reject the United States armed strength as the only insurance of peace.

Although students in each group are in favor of world government, they also do not favor giving up independence of national autonomy to supernational authority.

While most students support the idea that well-fed people in developed nations should contribute food to the inadequately fed in underdeveloped nations, most also reject the idea that the United States should send food and material to any country that needs them. In general, students' attitudes toward cooperation can be best described as confused or mixed.

Students in each group perceived war very negatively. They also overwhelmingly supported the idea of certain universal human rights.

Question 2

Do students' backgrounds, education experiences, and political attitudes relate to their attitudes toward international problems?

Answer. Among various background variables, graduate students' age was found significant with the Chauvinism, Cooperation, and Human Rights' Attitude Scales. Apparently, the older graduate students expressed a more favorable attitude toward chauvinism and war, and less favorable attitudes toward cooperation than younger graduate students.

It was found that female graduate students expressed a less favorable attitude toward cooperation than male graduate students. Female undergraduate students expressed a more anti-war attitude than male undergraduates. Graduate students who were born in the United States expressed a less favorable attitude toward cooperation than those graduate students who were not born in the United States. It was also found that undergraduate students who were not born in the United States, but came to the United States at younger ages, expressed a less favorable attitude toward cooperation than those who came at older ages.

With regard to educational experiences, undergraduate and graduate students' GPAs were found significant. It seems that students who have a higher GPA are less chauvinistic than those who have a lower GPA. A correlation coefficient of frequency of classroom discussions of world problems and undergraduate students attitudes toward human rights was found significant in this study. It appears that undergraduate students who reported more discussions in their classes expressed a more favorable attitude toward human rights than those students who reported less discussions. It was also found that graduate students who discussed more about international problems outside their classroom with others expressed a more favorable attitude towards human rights than those who reported less discussions.

Among political attitude variables, it was found that students in each group whose political attitudes leaned more to the right expressed a more favorable attitude toward chauvinism and war than those students whose political attitudes leaned more to the left.

It was found that graduate students whose political attitudes leaned to the right expressed a less favorable attitude toward cooperation than those students whose political attitudes leaned more to the left.

It was also found that students in each group whose political attitudes leaned more to the right expressed a less favorable attitude toward world government than those students whose political attitudes leaned more to the left.

Question 3

Is there any significant difference in attitudes of undergraduate and graduate students in relation to the following areas: chauvinism, world government, cooperation, war, and human rights?

Answer. Except in one instance, the students' attitudes toward war, none of the differences between the two means for the two student groups were found to be significant. This seems to imply that undergraduate students view war more negatively than graduate students.

Educational Implications

The following implications in education were made on the basis of review of the research and the findings of this study.

The findings of the present study reveal that the students' exposure to world problems and issues could be appreciably expanded. The need for this expansion is shown by students' reports of class discussions of world problems. Fewer than one in ten students reported such discussions occurring on a daily basis, almost two-thirds reported them as occurring less than once a week or one or two times a week, and more than one-tenth reported that they never occur. Also it appears that most courses do not touch global issues frequently. In fact students report more frequent discussion of world problems with others than in their classes.

It would seem that these findings present an interesting challenge to educators to try to help students develop skills, acquire knowledge, and encourage attitude that are appropriate to the specific problems situation. Among the expected outcomes of instruction in the social studies, a most significant part of an adequate curriculum design, attitudes are frequently mentioned; and the value of an attitude lies in its index to social conduct, to subsequent behavior.

Teachers who wish to develop certain attitudes in their students should attack this objective more directly. It will not be enough simply to teach information and hope that students' attitudes will be desirably modified by that information. It is accepted that attitudes are the enduring end-product of education and are significant in the total life of the individual. Then the determination of their origin and development continues to be a worthy educational goal. The present study was, in part, a test of this proposition, for it seeks to determine what relationship exists between students' attitudes and their backgrounds, educational experiences, and political beliefs.

Recommendations

One of the objectives of this study was to provide baseline information regarding students' attitudes and the effect of certain independent variables upon the dependent variables of students' attitudes toward selected international problems. Certain recommendations can be made relative to studies that might be profitable in the dimension of producing additional information in a variety of dimensions about the problem studied in the present endeavor.

1. Because it could be educationally desirable to know the source of attitudes, it might be useful to explore the problems of the relationship between attitudes and

variables that are not explored in the present study. Therefore, it is recommended that a study be conducted to determine if factors such as environmental factors, knowledge, and extracurricular interests are related to students' attitudes. For example, the relationship between attitude and knowledge may be studied by comparing the attitudes of groups which are different in information, and conversely, by comparing the information of group which differ in attitude.

2. An in-depth study should be made of those independent variables that are significant or approach significance in this study to determine the variable's influence upon students' attitudes toward selected international problems.

3. Further study should be conducted on faculty's view of the world problems and the process of intercultural attitude formation and change.

APPENDIX A

ENROLLMENT OF STUDENT POPULATION BY ACADEMIC LEVEL
AND MAJOR FIELD OF STUDY AT COLLEGE OF EDUCATION

Major Field of Study	Undergraduate	Graduate	Total
Administrative Leadership	0	110	110
Adult & Continuing Education	0	49	49
College Teaching	0	75	75
Early Childhood Education	0	65	65
Educational Psychology	0	2	2
Educational Research	0	11	11
Elementary Education	539	130	669
Elementary School Superv.	0	14	14
Guidance Studies	41	201	242
Higher Education	0	101	101
Industrial Arts	176	22	198
Public School Administration	0	155	155
Reading	0	73	73

APPENDIX A--Continued

Major Field of Study	Undergraduate	Graduate	Total
Secondary Education	164	145	309
Secondary School Superv.	0	3	3
Special Education	0	47	47
Special Education Superv.	0	4	4
Student Personnel Dev.	0	13	13
Teacher Certification	1	134	134
Vocational-Tech Education	0	63	63
Occupational Education	17	1	18
TOTALS	938	1,418	2,356

APPENDIX B

SURVEY INSTRUMENT

Dear Student:

This survey is designed to gather data concerning student perceptions of some specific international problems and issues. The data will be useful for program planners in many areas; therefore, your input will be most welcome.

Please fill out the enclosed instrument by checking the most appropriate responses. This survey can be completed in ten minutes or less. An answer to all questions is essential.

Your cooperation is greatly appreciated.

Roderic C. DuChemin, Ph.D.
Professor of Education

Bahram Kanani, M.Ed.
Doctoral Candidate

PART I--GENERAL BACKGROUND

1. Age: _____ (in years)
2. Sex: Male _____ Female _____
3. Were you born in the United States?
Yes _____ No _____
If not, name the country in which you were born. _____
4. If you were not born in the United States, do you have permanent resident status in the United States?
Yes _____ No _____
5. If you were not born in the United States, how old were you when you first came to the United States?
Age in years _____
6. How would you classify yourself?
Undergraduate _____ Graduate _____
7. Please indicate your general political attitudes by circling a number on the scale below. If you lean very strongly to the left or right, circle 1 or 5. If you lean somewhat to the left or right, circle 2 or 4. If you do not consider your political attitudes to be either left or right circle 3.
LEFT 1 2 3 4 5 RIGHT
8. How often do you discuss world problems or issues in your college classes?
At least once a day _____
Once or twice a week _____
Less than once a week _____
Never _____
9. How often do you discuss world problems or issues with others?
At least once a day _____
Once or twice a week _____
Less than once a week _____
Never _____

10. What is your approximate college grade point average (GPA)?

- _____ 3.5-4.0
- _____ 3.0-3.4
- _____ 2.5-2.9
- _____ 2.0-2.4
- _____ 1.5-1.9
- _____ Less than 1.5
- _____ I don't know

11. Please indicate which of the following courses, if any, you believe have contributed to your awareness of world problems or issues.

- _____ American Studies
- _____ Anthropology
- _____ Archaeology
- _____ Classical Languages
- _____ Economics
- _____ Environmental Studies
- _____ Far Eastern Languages and Literature
- _____ Geography
- _____ History
- _____ International Studies
- _____ Journalism
- _____ Literature
- _____ Modern Foreign Languages
- _____ Near Eastern Languages
- _____ Philosophy
- _____ Political Science
- _____ Religion
- _____ Slavic Studies
- _____ Sociology
- _____ Other (Specify) _____
- _____ None of the Above

PART II--OPINION SURVEY

Instructions: Following are 32 statements descriptive of some world problems. Please indicate the extent to which you agree or disagree with each statement by checking the appropriate response.

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
1. Pacifist demonstrations--picketing missile bases, peace walk, etc.--are harmful to the best interests of the American people.	_____	_____	_____	_____	_____
2. I believe that the United States should send food and materials to any country that needs them.	_____	_____	_____	_____	_____
3. The best way to insure peace is to keep the United States stronger than any other nation in the world.	_____	_____	_____	_____	_____
4. The immigration of foreigners to this country should be kept down so that we can provide for American first.	_____	_____	_____	_____	_____
5. Political freedom is a basic human right and no government should be permitted to abridge it.	_____	_____	_____	_____	_____
6. The main threat to basic American institutions during this century has come from the infiltration of foreign ideas and doctrines.	_____	_____	_____	_____	_____
7. Since the world's supplies of essential minerals are limited, the mining and distribution of mineral resources should be controlled by an international authority.	_____	_____	_____	_____	_____
8. Everyone should have a right to leave any country, including his own, and to return to his country.	_____	_____	_____	_____	_____

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
9. We should be willing to settle all differences with other nations within the framework of a world government.	_____	_____	_____	_____	_____
10. War is a satisfactory way to solve international problems.	_____	_____	_____	_____	_____
11. No government should deny access to basic education to any of its citizens.	_____	_____	_____	_____	_____
12. We should not allow foreign business enterprises to buy American farmland.	_____	_____	_____	_____	_____
13. Under some conditions, war is necessary to maintain justice.	_____	_____	_____	_____	_____
14. Patriotism and loyalty are the first and most important requirements of a good citizen.	_____	_____	_____	_____	_____
15. Immigrants should not be permitted to come into our country if they compete with our own workers.	_____	_____	_____	_____	_____
16. We should have world government with the power to make laws that would be binding to all its member nations.	_____	_____	_____	_____	_____
17. Any healthy individual, regardless of race or religion, should be allowed to live in whatever country he chooses.	_____	_____	_____	_____	_____
18. There is no conceivable justification for war.	_____	_____	_____	_____	_____
19. Our country should have the right to prohibit certain racial and religious groups from immigrating.	_____	_____	_____	_____	_____

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
20. An international authority should be established and given direct control over the production of nuclear energy in all countries, including the United States.	_____	_____	_____	_____	_____
21. It is our responsibility to do everything possible to prevent people from starving anywhere in the world.	_____	_____	_____	_____	_____
22. Changes in government should always be accomplished through peaceful means.	_____	_____	_____	_____	_____
23. It is none of our business if other governments restrict the personal freedom of their citizens.	_____	_____	_____	_____	_____
24. The only way peace can be maintained is to keep America so powerful and well-armed that no other nations will dare to attack us.	_____	_____	_____	_____	_____
25. The United States should be open to all those who wish to settle here.	_____	_____	_____	_____	_____
26. No duties are more important than duties toward one's country.	_____	_____	_____	_____	_____
27. People should refuse to engage in any war, no matter how serious the consequences to their country may be.	_____	_____	_____	_____	_____
28. I prefer to be a citizen of the world rather than of any country.	_____	_____	_____	_____	_____
29. I'm for my country, right or wrong.	_____	_____	_____	_____	_____
30. The United States ought to be willing to give up its independence and submit to the authority of a United States of the world.	_____	_____	_____	_____	_____

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
31. Violent revolution is sometimes the only way to eliminate an oppressive government.	_____	_____	_____	_____	_____
32. Well-fed people in developed nations should voluntarily cut back on their food consumption and contribute food to the inadequately fed in underdeveloped nations.	_____	_____	_____	_____	_____

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