



This is to certify that the
thesis entitled
AN EXPLORATORY STUDY OF FACTORS INFLUENCING
SELECTED TEACHERS TO BECOME INTERESTED AND INVOLVED
IN THE AREA OF INTERNATIONAL UNDERSTANDING

presented by

Walter Glenn Williams, Jr.

has been accepted towards fulfillment
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Charles A. Blackman
Major professor

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AN EXPLORATORY STUDY OF FACTORS INFLUENCING
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By

Walter Glenn Williams, Jr.

AN ABSTRACT OF A THESIS

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ABSTRACT

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by Walter Glenn Williams, Jr.

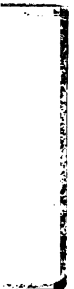
Purpose

The purpose of this study was to ascertain what factors influenced selected teachers to become interested and involved in promoting, learning and teaching about international understanding.

Procedure

The study sample included thirty teachers who demonstrated an interest in international understanding through participation as members in, at least, one of two committees or two organizations which are recognized for promoting international understanding. The two committees are the Michigan Department of Public Instruction's Committee on International Understanding and the Michigan Association for Supervision and Curriculum Development's Committee on International Understanding. The two organizations are the Michigan Council for the Social Studies and the People-To-People program.

Three focal points determined the composition of the study group: equal numbers of both sexes; as equal a representation as possible of elementary and secondary teachers; and as close an equal distribution as possible of teacher-members from the committees and organizations.



One type of instrumentation was developed for use in the study. A standardized interview was designed to elicit responses peculiar to the problem under investigation. Through personal interviews, data concerning the following major categories were procured: characteristics of the study sample; influential factors; and implications for curricular programs.

A description of the data was presented in response-frequency distributions, percents, means, medians, ranges, ranks, elaborations, grouping of specific responses and selected comments.

Findings

From the data, the following generalizations were drawn: The study group generally acquired an interest in international understanding before becoming professionally involved in promoting it. Greater professional than non-professional involvement in organizations, committees and programs promoting international understanding was practiced by members of the study group. And professional involvement occurred more as a result of invitation than upon personal initiative.

The study group generally expressed interest in the social sciences throughout their education (elementary through graduate school) and favored the social sciences in selecting undergraduate majors as well as non-degree courses.

Little, if any, relationship existed between graduate and undergraduate programs in terms of subject matter selection. The diminishing exposure to international content as teachers progressed from undergraduate to graduate programs was accredited mostly to the fact that

internationally oriented courses were not available due to program restrictions or lack of offerings. The absence of courses that were designed for developing international understanding at both the undergraduate and graduate levels of education was also considered for the major cause for inadequate preparation to promote international understanding through teaching.

Major factors influencing teachers to become interested and/or involved in the area of international understanding were (1) school administrators, (2) college professors, especially those who have had personal experiences abroad, (3) first-hand, personal experiences with peoples of different ethnic backgrounds, (4) home environments which facilitate and encourage exposure to foreign peoples and ideas, and learning of international matters, (5) enthusiasm and encouragement of others who were interested and/or involved in the area of international understanding, and (6) experiences abroad, regardless of their duration. A few members of the study group reported being influenced by observing other peoples' intolerance and disrespect toward peoples of different ethnic and cultural backgrounds. Courses per se generally had little or no influence.

The unsystematic, incidental development of interest and involvement in the area of international understanding reported by nearly everyone was attributed, for the most part, to the lack of international orientation in undergraduate and graduate programs.

Several curricular elements were suggested for generating interest in international understanding. Personal qualities of persons who are involved in international aspects of education were also elicited from the study group.

Walter Glenn Williams, Jr.

Questions are posed with related sets of generalizations to highlight (1) possible bases for further study, (2) certain implications for college and high school programs of a general education nature, and, more specifically, (3) certain implications for the preparation and in-service education of teachers, as well as non-teaching educators.

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CHAPTER I

INTRODUCTION TO THE STUDY

Introduction

Never has a sound, basic liberal education been more essential for each one of us than it is today. In a time of ever-increasing complexity, of ever-accelerating change, none of us can master more than a small part of the widening range of human knowledge. All the more imperative, then, is a firm understanding of essentials--the nature of the world we live in, the kind of world we are trying to build, the kind of nation we are and want to be.

Some understanding of other peoples, other cultures, other nations, is an indispensable part of a liberal education. This is true not only because our community, in essential respects, has been enlarged far beyond the county or the nation, to the point of becoming global, it is true because a knowledge of others helps us to understand ourselves. . . .

Dean Rusk, Secretary of State¹

Concern about international education and cultural and international understanding is not new among American educators who prepare teachers for elementary and secondary schools.² Until recently, however

¹Harold M. Long and Robert N. King, Improving the Teaching of World Affairs. The Glens Fall Story, (Washington, D.C.: National Council for the Social Studies,) , Bulletin 35, 1964, part of an introductory statement.

²Milton Bennion, "Teacher-Training Curricula for Development of International Understanding," School and Society, Vol. 34, October 24, 1931, pp. 551-7, and Walter C. Langsam, "International Cooperation in the Schools of Education of the United States," School and Society, Vol. 30, August 17, 1929, pp. 234-9, and Long and King, op. cit., p. 16.

most of the emphasis has been focused on Western cultures and peoples and their contributions to the American culture. Also, despite a certain amount of concern and cognizance about the importance of international understanding, it has received little emphasis in curricular programs. Consequently, the lack of balance due to the near-exclusion of non-Western cultures and the absence of international understanding concepts in curricular programs has presented a formidable task to those educators who have accepted the challenge of promoting international understanding.

A liberal education must impart an understanding of both new and old states that have achieved new world status. To accomplish this, a new strategy must be devised to divest learning of its present provincialism, or more properly of its historical and current preoccupation with the heritage of Western civilization. The new strategy must extend liberal learning to include the great teachings of other world cultures and thus fulfill its purpose of embracing life in all its diverse human forms. It must lead the student to understand these cultures in the same manner as he does those of the West--as growing and dynamic, with a past, a present, and a future.³

It will be the responsibility of institutions of higher education to prepare teachers adequately for the task of educating for international understanding. A thorough approach to educating teachers in the area of international understanding will necessitate a focus on the total teaching force: prospective teachers and in-service teachers. In addition to the teacher segment of our educational enterprise, institutions of higher learning must not ignore those individuals who exert some measure

³The Committee on the College and World Affairs, The College and World Affairs, (February 1, 1964,) p. 5.

of influence upon the curriculum.⁴ This includes administrators, counselors and other non-teaching personnel in the profession. To do all this effectively, organized programs designed to bring about greater awareness and interest in international affairs and international understanding must be initiated at all levels of education.

Desired Outcomes in International Understanding

This section presents a few interpretations of international understanding which, if placed along a continuum, would have at opposite poles (a) human understanding from an emotional perspective and (b) cultural understanding from a rational, intellectual perspective. These polar extremes possess qualities which, if properly utilized, would provide guidelines for internationally oriented educational programs, as well as criteria for the evaluation of such programs.

Writers vary as to the specificity to which they go to explain what international understanding is. For example, some writers regard international understanding in broad general terms much related to human understanding. "We have learned that the differences between East and West grew out of their conditions and not out of the nature of mankind. . . Its plain to see that human emotions are the same everywhere. Regardless of national boundary lines, all people are very human."⁵

⁴Of course, the entire community should not be overlooked either. Although the education of the lay-public is not given direct attention in this study, implied herein are implications for community education.

⁵Centennial Review, Vol. 7: No. 4, 1963, p. 497.

Long and King elaborate upon an extension of the above interpretation.

In education for international understanding we should try to promote a comprehension of the ways of life, the values, and the aspirations of all peoples of the world. . . In this sense 'understanding' includes the necessity of comprehending our own ways of living, as well as the ways of other peoples. In short, international understanding should lead to the ability to observe and appraise, critically and objectively, the conduct of men everywhere toward each other, irrespective of the nationality or culture to which they may belong.⁶

John and Ruth Useem differentiate various levels of cross cultural understanding by defining three categories: (1) the minimum level is defined simply as the absence of strident ethnocentrism; (2) a moderate level is characterized by the presence of both respect for the values of another society and a fair degree of awareness of the social patterns of that society; and (3) the highest level is defined as the ability of the individual from one society to interpret realistically the reasons why the people in another society act in a specific way.⁷ The latter level involves a high degree of perception and knowledge of a foreign society; its social, economic and political forces, cultural traditions, etc. Not only does this approach to international understanding give a more international rather than national orientation, but it also provides some means of evaluating a person's degree or extent of cross-cultural understanding.

Theories of popular participation in democratic government provide means to measure international attitudes and reactions or behavior.

⁶Long and King, op. cit., p. 23.

⁷John Useem and Ruth Hill Useem, The Western-Educated Man in India, (New York: The Dryden Press, Inc.) 1955, pp. 138-139.

From such theories, Hero suggests four interrelated levels by which world-mindedness may be measured. Herein lie implications for measuring levels or degrees of international understanding. Adaptations of Hero's four levels include:

1. Sustained interest in major, long term, international issues facing one's own country, as well as other nations.
2. Large fund of information, at least of a general nature, about both the world abroad and one's own country.
3. Rigorous analysis, in a logical or rational way, of major issues facing the world, as well as the realism of different policies toward them.
4. Extensive participation in world affairs and the promotion of international understanding, whose nature is dependent on the role the individual plays in his community and in his country generally, as well as on the channel of communication available to him.⁸

Although the suggestions of the Useems and Hero provide yardsticks to measure the degree of international understanding which a person might possess, they do not identify those factors that contribute to the development of interest or involvement in the area of international understanding.

The Problem

It was the purpose of this study to determine what factors influenced a select group of teachers to become interested and involved in the area of international understanding. This study was an attempt to find answers to such questions as: what effect have the concepts and information about foreign countries which are taught in elementary and

⁸Alfred C. Hero, Americans in World Affairs, World Peace Foundation, Vol. 1, 1959, pp.2-3.

secondary schools, and colleges and universities had on the development of interest and understanding of foreign peoples and cultures? What effect has exposure to an educational system (elementary, secondary, higher education) had on individuals who are professionally interested and involved in promoting international understanding? Which influences outside the academic world have had the greatest influence?

Significance of the Problem

There is little doubt that the citizenry of the United States should become more knowledgeable of the world in which they live and more understanding of the peoples of the world. The task of educating for international understanding is being given more attention by educators who have the responsibility of preparing elementary and secondary school teachers. For much of the responsibility for furthering international understanding among the citizenry will fall in the hands of teachers.

In addition to the preparation of individuals to teach about international understanding, another problem must be considered. There is a great need to develop and evaluate curricular programs at all levels of education, elementary through higher education, which include concepts of cross-cultural understanding. In accomplishing improvements in both the preparation of teachers and curricular programs of public schools, it will be necessary to know what experiences have the greatest effect in developing understanding of different peoples and cultures. Prejudices and hatred nurtured by ignorance, and traditional resistance to change, are not easy to overcome. This is a delicate and complex problem, and therefore, one that should be approached cautiously.

One possible approach to identifying what factors would be most influential in the development of international understanding would be to study people who have become interested and involved in the area of international understanding. From studying these individuals, it should be possible to determine what factors had the greatest influence on them. In order to focus on the improvement of teacher preparation and educational programs, the subjects of this study were teachers who had demonstrated an interest in international understanding.

Naturally, it is important to recognize that such teachers represent only one of many sources which can contribute significantly to the development and evaluation of programs designed to develop greater international understanding.⁹

⁹AACTE, Programs and Projects for International Understanding, A Report by the Committee on International Relations, American Association of Colleges for Teacher Education, (Washington, D.C., 1956)

H. K. Barker (ed.), AACTE Handbook of International Education Programs, The American Association of Colleges for Teacher Education, (Washington, D.C., 1963.)

Foreign Policy Association, "Teaching World Affairs: A Special Guide for Educators and Program Planners," Intercom, A World Affairs Handbook, Foreign Policy Association, Vol. 5, No. 5, (October, 1963)

Leonard S. Kenworthy, World Horizons for Teachers, Bureau of Publications, Teachers College, (New York: Columbia University, 1952).

Charles A. McClelland (ed.), Background, Journal of the International Studies Association, Institute for Research on International Behavior, San Francisco, Calif: San Francisco State College,) Vol. 7, No. 1, May, 1963.

Michigan State University, The International Programs of American Universities, An Inventory and Analysis, Institute of Research on Overseas Programs, (East Lansing: Michigan State University, 1958.)

Edward W. Weidner, The World Role of Universities, The Carnegie Series in American Education, (New York: McGraw Hill Book Company, 1962.)

Knowledge about the elements which contribute to a person's interest and involvement in developing international understanding should be helpful in developing curricular experiences for public school youth and teachers of these youth. Such information should be valuable in developing the most effective preparation programs for teachers and non-teaching educators, and should enhance interest and understanding toward foreign peoples and cultures.

A Major Assumption

A major assumption undergirding this study is that teachers, as well as others in the field of education, who are presently interested and involved in promoting international understanding, arrived at their present state of involvement more as a result of unanticipated outcomes of certain experiences rather than through systematic, deliberate planning. Exposure to international content in courses, or international influences in curricular programs, which are organized in an institutional setting may come about, from a student's point of view, without preconceived purposes or intentions. It is also possible that formal education, although planned and offered in an institutionalized setting, may not have as an objective the development of interest and involvement in the area of international understanding. Both situations might contribute to (a chance development of) interest and involvement in the area of international understanding.

Although the following quote reflects conditions in one school system, the content does mirror, to a great extent, the way in which many schools have approached the area of international understanding.

Before the Improving the Teaching of World Affairs program began, the responsibility for teaching world affairs in the Glens Falls Schools was limited almost exclusively to the social studies department. To be sure, incidental contributions were made through the teaching of literature, art, music, science and current affairs, but these were not organized as part of a total school program. Although the teachers of foreign languages, such as French and German, made a significant contribution to the understanding of a single country, or culture, there was no concerted effort to present a total picture of the richness and diversity of the world as a whole. And in the social studies themselves, major emphasis was upon the Western world, or more accurately upon North Atlantic civilization, with only passing reference to Asia, Africa, and Latin America. In short, the teaching of world affairs was an incidental part of instruction in both the elementary and secondary schools. As a consequence, many students finished high school with little, if any, understanding of non-Western cultures; with disorganized and fragmented scraps of information about the contributions of other peoples to world civilization; and with numerous false notions about the position and responsibility of the United States in the world community.¹⁰

Similar situations exist in institutions of higher education. For example, a survey of international involvement at Michigan State University revealed that many department and faculty members had been involved incidentally in the teaching of foreign cultures and peoples. It was also found that a greater emphasis was given to Western cultures than to non-Western cultures.¹¹

Definition of Terms

Area of international understanding - Learning, teaching and promoting concepts designed to further knowledge about and understanding of other peoples and cultures.

¹⁰Long and King, op. cit., pp. 27-28.

¹¹A Report to the Institute for International Studies in Education on a Survey of International Involvement, April 29, 1964, pp. 1-13, mimeo.

International dimension - Total scope of situations that include international and cultural education and the understanding of foreign peoples, their societies and cultures.

Professional involvement - Person is involved as an educator with activities which promote international understanding.

Non-professional involvement - Person is involved in his personal, non-professional, life with activities which promote international understanding.

In-service teacher - An employed teacher who has completed basic requirements for state certification to teach.

Prospective teacher - A person who is working toward the completion of basic certification requirements to teach.

Western cultures - Cultures which are found in the major geographical areas of Europe, Australia and North America, excluding Mexico.

Non-western cultures - Cultures which are found in the major geographical areas of Asia, Africa and Latin America.*

Non-teaching personnel - Educators who do not have, as a major responsibility, a subject to teach. Such people as superintendents, principals, counselors, and curriculum coordinators fall under this definition.

*It is recognized that the inclusion of Latin America in the non-western world is a debatable point. The position taken here is one shared by Vera Micheles Dean in her book, The Nature of the Non-Western World, The New American Library of World Literature, Inc., New York, 1961. Two reasons for classifying Latin America as part of the non-western world are: the heavy influence of the indigenous Indian cultures; and the relatively slow, or almost lack of industrialization which is characteristic of western cultures. Although Latin America has received more attention than other non-western parts of the world in curricular programs, it still has been minute compared to the emphasis given to cultures found on the European continent.

Limitations of the Study

1. Since this was an exploratory study, the nature or significance of relationships between certain variables was not in the purview of this study.

2. It was not the intent of this investigation to study a random sample of teachers, but to study a select group which had demonstrated an interest and professional involvement in the area of international understanding.

3. Individuals responded according to their own perceptions of cause-effect relationships regarding influential factors.

Organization of the Thesis

This thesis is divided into five chapters as follows:

Chapter I describes the importance and treatment of international understanding in elementary, secondary and college curricula. It also deals with: desired outcomes in international understanding; a statement of the problem; the significance of the problem; a major assumption undergirding the study; definition of terms; and the most important delimitations of the study.

Chapter II is devoted to a review of related literature.

Chapter III explains the methodology used in the study. Included is a description of the: population and sample considered in the study; justification of the interview technique; development of the interview schedule; pilot study; administrative procedures; interview settings and treatment of the data.

Chapter IV contains a description of the data, and is organized according to the following categories: selected aspects of the teaching experience; presence of interest before involvement; involvement in the area of international understanding; educational background; international aspects of educational experiences; foreign language background; nationality background; experiences abroad; process of becoming professionally involved; influential people; special events and situations; effectiveness of experiences abroad; course influences; way in which interest and involvement developed; academic preparation to promote international understanding through teaching; most important characteristics of individuals who are involved in international aspects of education; and suggestions concerning important curricular elements.

Chapter V includes a summary of the entire study, generalizations which are drawn from the data, recommendations, and a concluding statement.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

There is a dearth of research concerning the specific topic of this study. There are related studies and literature, however, that provide a background for this study.

Influential Factors Related to Developing Interest in International Understanding

The factors presented in this section may have an influence in developing interest in international understanding.

Long and King pointed out that,

The experiences which help a teacher to develop a world affairs point of view are of several sorts; personal travel, entertainment of overseas visitors, personal interest in an overseas assignment of a family member or a friend, formal study, mass media offerings, or systematic reading. Once a teacher has gained a world point of view, by whatever means, he becomes concerned to learn more about what the people of the world think, feel and do. He will become more concerned about his own country and its role in world affairs. Sustained reading will help him to widen and deepen his insights.¹²

All the above influential factors imply still other motivations. How is it that certain teachers become exposed to some of these influential factors?

¹²Long and King, op. cit., p. 86.

Pasteur once said, in describing the process of scientific discovery, that 'chance favors the mind prepared.' When our intensive interviews probed beneath the surface of the formal questionnaires, the replies took on a little more life and color-and perspective. Time after time, men and women who said at first that they were abroad 'by accident' revealed a deep-seated desire for travel to foreign places dating back to their earliest childhood experiences.¹³

Cleveland also points out situations which imply certain inner drives affecting international involvement.

1. A young adult, who is attracted to the idea of marrying a foreigner or deliberately seeks an unusual roommate, is clearly one who is 'accident prone' for overseas service.
2. The very fact of being away from home, of being thrown together with all kinds of people, whets the interest of servicemen abroad whose backgrounds incline them to try working abroad at a regular civilian job.
3. A sense of service, to aid a cause. . . this is gaining momentum in all phases of life.
4. A broadened sense of values, less provincial and more international.¹⁴

Some environmental factors which may contribute consciously, or unconsciously for some people, to such inner drives are identified:

1. An accident or an atmosphere in home or school piques a youthful curiosity and creates a desire to go to unusual places, do unusual things, and see unusual people.
2. A father in foreign trade: 'We had a lot of foreign visitors come to the house and I was fascinated by some of the stories I heard. History came alive through these stories.'
3. 'We always had the National Geographic all over the house.'
4. 'We always talked about other places.'
5. Friend in school who had a foreign background.
6. Study or reading.
7. Teacher or college professor attributed to that first peek beyond the culture curtain.

¹³Harlan Cleveland, et. al., The Overseas Americans, (New York: McGraw-Hill Book Comp, Inc, 1962), pp. 9-10. See John and Ruth Useem and John Donoghue, "Men in the Middle of the Third Culture: the Roles of American and Non-Western People in Cross-Cultural Administration," Human Organization, Vol. 22, No. 3, pp. 169-179, Fall, 1963.

¹⁴Ibid., pp. 12-13.

8. Prior travel or a special love for travel.
9. Military experience abroad.
10. Escape.
11. Sheer accident.
12. Exposure to foreign cultural attitudes and behavior.¹⁵

Pool, Keller and Bauer found that, "the travel experience did serve to shake previous views loose, raising the saliency of foreign affairs in the travelers' minds and making them think about them more."¹⁶

Cormack reported that teachers participating in a Seminar to India,

. . . spent only one month in India, but there was considerable pre-departure and post return seminar activity. And the month in India was carefully planned and executed. Many of the teachers reported 'changed lives,' and their actions confirm their words. Several have come to the Teacher Interchange Program at the Center for Cultural and Technical Interchange Between East and West in Hawaii, others have changed their careers, and some are merely reading differently.¹⁷

Interest in International Understanding

Hero claimed that, "Although few studies have investigated interest per se in international affairs, such interest may be inferred with reasonable validity from related research."¹⁸ For example, failure to answer all or part of a questionnaire, degree of exposure to mass media and organizations dealing with international issues, and subject matter of informal conversations provide some indirect indicators.

¹⁵Ibid., p. 10.

¹⁶Ithiel de Sola Pool, Suzanne Keller, and Raymond A. Bauer, "The Influence of Foreign Travel on Political Attitudes of American Businessmen," Public Opinion Quarterly, Vol. 20, No. 1, 1956, p. 175.

¹⁷A private letter (June 25, 1964) from Margaret L. Cormack, Director of Reference Research and Information at the East-West Center in Honolulu, Hawaii.

¹⁸Ibid., p. 4.

Just as there are various levels or continua of international understanding,¹⁹ there are polar attitudes and behaviors in regard to the degree people are attentive or inattentive, informed or ill-informed, active or inactive. Possibly as much as twenty-five percent of the national population is apathetic toward world affairs even in times of crisis, i.e., the Korean War.²⁰ Research also indicates that well over fifty percent (according to surveys taken since 1945) are involved in world affairs only at certain times and under certain conditions, ". . . when the international problem is so dramatized and personalized as to seem important to the career, standard of living, health, or family security of the individual. They have no continuing interest in the world beyond their jobs, homes, and immediate acquaintances."²¹

The two preceding sections dealt with an overview of influential factors and a profile of American citizenry in regard to their interest and involvement in world affairs. The latter topic presented the negative or what may appear to be the ineffectual side of world affairs education. The following sections focus upon possible causes of world affairs behavior. Early life experiences, formal education, and the vocational emphasis given to education are discussed in particular because of their impact on the development of interest in the area of international understanding.

¹⁹cf. Chapter I, pp. 3-5.

²⁰Hero, op. cit., pp. 9-10.

²¹Ibid., p. 10.

Early Life Experiences

Psychological and Sociological Forces

Factors which contribute to the behavior of an individual are varied and interwoven. Psychological and sociological forces cannot be separated to explain adequately why one reacts in a particular way toward other peoples and cultures.

Some social scientists claim that child rearing prior to attending school and family contacts have a great influence on a person's future way of thought and action. Klineberg states that reinforced rigid practices during infancy and throughout childhood and adolescence may often cause major effects which may be difficult to change in adulthood.²² Remmers believes that the family retains the more important influence in the attitudes and behavior of most elementary school children, but that there is a lesser correlation between parents' influence on children as the latter grow older. The implications are that other influential factors begin to affect a person as he gets greater exposure to his environment.²³

One of the possible reasons why a minority of adults raised in rigid, unstimulating home environments do not retain narrow attitudes is that they came into intimate contact with teachers, fellow students, mass media, and organizations whose values and interests were different from those of their parents.

²²Otto Klineberg, Tensions Affecting International Understanding: a Survey of Research, Social Science Research Council, (New York, 1950.)

²³H. H. Remmers and Naomi Weltman, "Attitude Interrelationships of Youth, their Parents, and their Teachers," Journal of Social Psychology, Eleventh Yearbook of the John Dewey Society, (New York: Harper & Bros., 1951,) p. 47.

A number of Americans raised in even the more irrational, confused, narrow, authoritarian homes thus may become motivated to apply themselves in school, go to college, work at a complex occupation or profession, and thereby not only expand their concerns in terms of the world outside but also drastically modify their attitudes toward international affairs.²⁴

Formal Education

There is a widespread, almost universal assumption to the effect that information changes attitudes; more specifically, in this context, that information about a particular nation tends to modify attitudes in a direction favorable to that nation.²⁵

Klineberg qualifies the above quote when discussing a manuscript concerning a history textbook for children. "The problem is not altogether one of supplying new information; there is the related problem of counteracting misinformation."²⁶ In the same article, Klineberg acknowledges the need for research to determine why certain courses and instructors succeed in creating proper attitudes toward other peoples.

What kind of information is most effective: (G.W. Allport has suggested that facts indicating similarities between racial and national groups are more effective than those which stress differences.). . . At what age? (Most psychologists believe the effects are much greater on younger children.). . . By what kinds of people? (It seems probable that prejudiced teachers inculcate prejudice, no matter what materials they are asked to teach)

²⁴Hero, op. cit., p. 19.

²⁵Otto Klineberg, "Creating Attitudes Conducive to International Understanding," Education for a World Society: Promising Practices Today, Eleventh Yearbook of the John Dewey Society, (New York: Harper & Bros. 1951,) p. 47.

²⁶Ibid., p. 48.

²⁷Ibid., pp. 50-51.

Two research studies that run contrary to most findings are presented here in relation to the preceding quote by Klineberg. Lehman's study showed that formal academic type experiences or contact, such as instructors or courses, have no influence on student behavior, however, there appeared to be a significant relationship between some of the informal, extra-curricular activities and value changes.²⁸ Jacob claimed that even four years in the social sciences or humanities did not seem to modify significantly more deeply-lying personal characteristics related to international affairs, though they did tend to increase information. He went on to say that what frequently occurred was a redirection of the student's academic and vocational interests. These interests were associated with further development of world affairs interest and attitudes and with later occupational and social environments that affect thought and action on international affairs.²⁹

In a study which measured the relationships between foreign contact, education and positive opinions about foreign peoples, Reigrotski and Anderson noted, "Foreign contact and education seem to be inter-related, and yet each factor is autonomous as well. The education factor is the weaker of the two."³⁰

²⁸Irvin J. Lehmann and Isabelle K. Payne, "An Exploration of Attitude and Value Changes of College Freshmen," Personnel Guidance Journal, Vol. 41, 1963, pp. 403-408.

²⁹Philip E. Jacob, Changing Values in College, Harper Brothers, New York, 1957, pp. 50-62. See also "Electives and Activities in Retrospect," Journal of Home Economics, Vol. 53, 1961, pp. 855-856. In a study of 119 home economists, 21 stated that they would include in their home economics program in college foreign languages and world affairs courses to gain a better understanding of people in other cultures. And of these, 15 named foreign languages and 6, world affairs.

³⁰Erich Reigrotski and Nels Anderson, "National Stereotypes and Foreign Contacts," Public Opinion Quarterly, Vol. 23, No. 4, 1959-60, p. 528.

Reported research compiled by Stember showed that the better educated are more likely to appreciate foreign talents and concepts. He also pointed out that the less well educated have the most overly simplified and antagonistic attitudes and stereotypes about foreign countries and peoples.³¹

Virgilio, in developing an instrument to measure the attitudes of elementary teachers found that, "In the city group only, those teachers with four or more years of training seemed more world minded than those teachers with less training."³²

Hero cited research to draw the following conclusion:

A college student of an educated, prestige family is more likely to study the humanities and social sciences, whereas the youth with less well-off and less educated parents chooses technical or otherwise specialized subjects. As would be expected, these broader social subjects are found, later on, to be directly related to liberal and analytical attitudes in world affairs. Specialization . . . apparently does less to develop either the capacity or the curiosity for world issues.³³

Whether or not there is a relationship between Hero's conclusion and Havemann's and West's findings, it is interesting to note that the latter two found that graduates of Harvard, Princeton, Yale, Dartmouth, Amherst and similar northeastern institutions were, on the whole, more inclined to read and be more informed and interested in international events than those of the Big Ten in the midwest or of the more prestigious southeastern universities.³⁴

³¹Charles H. Stember, Anti-Democratic Attitudes in America, Bureau of Applied Social Research, Columbia University, 1954, p. 61

³²Andrew D. Virgilio, "Development of an Instrument to Measure the Attitudes of Elementary Teachers Toward Selected Questions Related to International Affairs," (unpublished Ed.D. dissertation, Pennsylvania State University, 1960).

³³Hero, op. cit., p. 25.

³⁴Ernest Havemann and Patricia West, They Went to College, (New York: Harcourt Brace and Co., 1952), p. 14.

One difficulty about estimating the effects of college from studies of college graduates is that certain colleges and certain courses of study . . . tend to attract and accept students who already manifest potentialities for particular interests, knowledge, ways of thought, and patterns of action.³⁵

Although information concerning change in college students' political behavior is somewhat removed from factors influencing interest in international understanding, Edelstein's study provides four factors which may operate to develop interest in international understanding among college students. Edelstein claims that his findings support his thesis: "If there has been a trend (in the development of attitudes of college students), it has been one of decreasing conservatism and liberalism in the ideological sense." College students are shifting from ideology to intellectualism as the means to the end.³⁶

Evidence of this (above) will be offered from a selection of studies over the past thirty-five years in which (1) the socialization of the college students, (2) the influence of courses and curriculum, (3) the impact of faculties, and (4) patterns of personality development of students all point to the continuing liberalizing trend in our colleges.³⁷

Hero sums up the present state of events and knowledge quite well by saying,

As in the case of other formative factors, we do not know that a given college background causes desirable world affairs behavior. The fact is well documented that in families and neighborhoods where some go to college and others do not, those who do go are much more likely to be involved in, knowledgeable of, analytical about, and active in world affairs. But even before they go to college, products of such environments are different from their colleagues who do not attend college, and they live in different surroundings later on. We do not know whether it is the college experience per se, the different personal characteristics and

³⁵Hero, op. cit., p. 27.

³⁶Alex S. Edelstein, "Since Bennington: Evidence of Change in Student Political Behavior," Public Opinion Quarterly, Vol. 27, No. 4, 1962, p. 565.

³⁷Ibid.

potentialities of the future college graduate, or his later experience in a complex occupation and in sophisticated social groups that is the most important cause of his greater understanding of world affairs.³⁸

Vocational Emphasis Given to Education

An important adjunct to the discussion on formal education is the vocational emphasis that is given to education in our society. Pleas are continually made to high school age youth, who quit or plan to leave school, to complete their education so they may get a better job. President Lyndon B. Johnson's "War On Poverty" also stresses the role of education in economic and social mobility. A brief review of literature concerning the vocational orientation of education in the United States will give another perspective in which to view the influence formal education has or does not have on developing greater international understanding.

As Jacob indicated, those students who are concerned almost entirely with "practical" vocational goals may place no value on ideas not directly related to their chosen career, and may have an emotional block to learning about international affairs even when required to take courses in the field.³⁹ Most college students in recent years have evaluated their education in terms of better vocational training, increased social skills and "adjustment," and achieving a higher standard of living, but not in terms of broadening their horizons and improving their understanding of public questions.⁴⁰

³⁸Here, loc. cit.

³⁹Jacob, op. cit., p. 5.

⁴⁰David Riesman, "The Found Generation," American Scholar, Vol. 25, 1956, pp. 421-436.

This attitude is a reflection of our societal values, not just youth values. The following quotes give evidence of this: ". . . The American school and college system is the greatest agency we have for equalizing opportunity and for promoting the rise of able young people. Through it we maintain a degree of social mobility probably greater than that to be found in any other country."⁴¹ "While it is certainly true that Americans continue to give stronger support to liberal education, the average college student outside the strictly liberal arts colleges is under considerable social pressure to choose a course of study with a definite vocational aim."⁴²

As already suggested, this vocational orientation extends to the high school level. Taylor generalized from his study that, ". . . students favor those high school subjects which have a direct bearing on their college programs."⁴³ Whitla noted that a majority of the interviewed men in his study chose a particular concentration as vocational preparation or as a "relatively safe anchoring place for the college years."⁴⁴

Burnham and Ramsey studied undergraduates of uniformly high ability and concluded that for many of these students, the attractiveness of the

⁴¹William O. Stanley, et. al., Social Foundations of Education, "Education as a Social Elevator," by W. Lloyd Warner, et. al., New York: Henry Holt & Co., Inc., 1956), p. 471.

⁴²John C. Dowling and Donald J. Tate, "The Bilingual Secretary," The Journal of Business Education, Vol. 30, 1955, pp. 263-264.

⁴³B. L. Taylor, "What 1,062 College Upperclassmen Thought of the Social Studies," School and Society, Vol. 73, 1951, p. 132.

⁴⁴Dean K. Whitla, "Guidance in the University Setting," Harvard Education Review, Vol. 32, No. 4, 1962, pp. 450-462.

humanities and social sciences was the practical consideration that these fields were "broad enough to keep the largest number of avenues open."⁴⁵

Cleveland, as a result of his study said, ". . . more than one and a half million Americans now live and work abroad, but the American education system has not yet mobilized its imagination and its resources to meet the urgent requirements that this unprecedented fact implies."⁴⁶

Summary

Although research related to this study was limited, there were studies and literature from which to gain some insight into the problems and implications of the study. Sources which referred to influential factors were cited.

Research concerning the effect of early life experiences, formal education and vocational emphasis given to education was reviewed. Most research supported the concept of the family's dominating effect and the role it plays in the socialization process of the child, but not to the exclusion of other influential factors that begin to affect an individual as he becomes more exposed to his environment.

One of the most influential environmental factors in our society is formal education. Some studies related to the effect formal education has on attitudes and behavior were reviewed. Research findings vary concerning the degree and nature of influence formal education has on the individual.

⁴⁵Paul S. Burnham and Robert R. Ramsey, Jr., "Study of Undergraduates of Uniformly High Ability," The Journal of Experimental Education, Vol. 31, No. 2, 1962, pp. 191-194.

⁴⁶Cleveland, op. cit., p. vii.

The literature did infer that the vocational emphasis given to formal education does have a strong influence on the way in which students perceive their education and its value.

CHAPTER III

METHODS AND PROCEDURES

Population and Sample

The population selected for study included teachers from the southern part of Michigan's lower peninsula who demonstrated an interest in international understanding through their attendance at meetings or programs concerning international understanding, or through their participation on committees dealing with international understanding.

Two committees and two organizations which have been actively promoting international understanding were identified as sources from which the population would be chosen. They were: the Michigan Association for Supervision and Curriculum Development's Committee on International Understanding (NASCD); the Michigan Department of Public Instruction's Committee on International Understanding (DPI); the Michigan Council for the Social Studies (MCSS); and the People-To-People organization (PTP).⁴⁷

⁴⁷The People-To-People organization, which encourages school children in all parts of the world to correspond with each other, was started by former President Dwight D. Eisenhower. The organization's sponsors believe that communication between children throughout the world will create a better understanding between them and such understanding will carry over into their adult activities. Michigan is now first in the nation in the number of program participants. The program's leadership in Michigan is under the auspices of Eastern Michigan University, which is the only university in the nation that has assumed leadership for the movement. The persons in the study were drawn from a list of Michigan teachers and administrators who participated at the first annual People-To-People School and Classroom Exchange Conference held at Eastern Michigan University in September, 1963.

Because of the nature of three organizations (MASCD, DPI, PTP),⁴⁵ teacher-members of each were qualified to be part of the population. Teacher-members of the MCSS who attended a conference on international understanding in April, 1964 were considered part of the population.

From the 1963-64 membership lists of the four professional organizations and a list of MCSS teacher-members who attended the 1964 spring conference on international understanding, the population for the study was obtained. Since teacher-members of the DPI and MASCD committees on international understanding were few, it was necessary to utilize teachers who were members dating back to 1960 and 1961.⁴⁸

Having identified the population, the study sample was then selected. First, only those teacher-members living below an imaginary line stretching across Michigan's lower peninsula from Muskegon, on the west side, to Bay City on the east side, were considered. Secondly, a distribution of teachers was sought in order to provide an equal number of men and women, a balance among grade levels taught, and as equal a number as possible from the four professional groups utilized in the study.

Because all eligible MASCD and DPI committee teacher-members, dating back to 1960 and 1961 were utilized, selection of study group members from the MCSS and PTP organizations was dependent upon the type of teacher-members selected from the MASCD and DPI committees. As Table 1 points out, six male and seven female teachers were acquired from the MASCD and DPI committees. The breakdown of grade level assignments of these

⁴⁵Hereafter the four organizations used in this study will be identified by their respective abbreviated forms, e.g., MASCD, MCSS, DPI and PTP.

⁴⁸For example, the constituency of membership in the Curriculum Committee on International Understanding (1963-64) of the Michigan Department of Public Instruction is: College faculty -11; Public school administrators -6; Lay people -5; Educators on the state level -3; Non-teaching staff in public schools -2; and Teachers in public schools -2.

thirteen teachers was: seven elementary and six secondary. To provide a closely balanced representation of all four organizations, it was necessary to select a similar distribution from the MCSS and PTP organizations. The following steps were taken to do this:

First, two separate unalphabetized lists representing each of the two organizations (MCSS and PTP) were made. Teachers who had attended conferences on international understanding and who had taught in schools south of Muskegon and Bay City were selected.

The second screening process involved the selection of teachers who identified their present grade level assignment (elementary, junior high, senior high).

From the final lists the selection process was culminated. To allow for as equal a distribution as possible among the four professional organizations the following procedure was used: Beginning at the top of each list, the first three senior high teachers and elementary teachers were chosen. The same procedure was used to select two junior high teachers from both the MCSS and PTP. Because fifteen male and fourteen female teachers had been identified, another female elementary teacher was selected to provide an equal distribution of both sexes and an approximate equal distribution of elementary and secondary grade levels.

Table 1

Distribution of the Study Sample

<u>Organization</u>	<u>Total</u>	<u>Grade Level Assignment</u>			<u>Sex</u>	
		<u>Elem.</u>	<u>Jr. High</u>	<u>Sr. High</u>	<u>Male</u>	<u>Female</u>
MASCD	6	5	-	1	1	5
DPI	7	2	-	5	5	2
MCSS	8	3	2	3	5	3
PTP	9	4	2	3	4	5
Total	30	14	4	12	15	15

Table 2 presents the location by counties of the members of the study sample.

Table 2

Distribution of the Study Sample in Michigan Counties

<u>County</u>	<u>Number</u>
Wayne.....	9
Ingham.....	6
Oakland.....	5
Water.....	2
Bay.....	1
Calam.....	1
Lenawee.....	1
Macomb.....	1
Muskegon.....	1
Saginaw.....	1
Washtenaw.....	1
Total	30

Justification of Interview Technique

The exploratory nature of this study necessitated a means of inquiry that would get at influential factors in the most natural way possible.⁴⁹ This was best met by the interview technique in the following ways: it provided an opportunity for a personal approach to such a study; and an opportunity to answer questions and make inquiries in a conversational manner quite natural to the interviewee; thus presumably improving rapport. More significantly, however, the interview technique provided an opportunity to clarify and elucidate specific aspects of the inquiry when necessary to maintain similar interpretations and, in turn, greater validity of responses. Also, the technique provided a situation which could cope with sets of questions which were not applicable to all respondents but which could be omitted in some cases on the basis of answers to filter questions.⁵⁰

The standardized interview was used, and included both the "open" and "closed" forms of questions.⁵¹ (See Appendix A for interview schedule) Gordon Allport cites the arguments advanced in support of standardized interviews as:

⁴⁹Gordon W. Allport, et. al., "The Interview: A Tool of Social Science," Handbook of Social Psychology, Addison-Wesley Publishing Co., Inc., Vol. I, 1954. "The interview may have a variety of roles in the design of a study to help identify the relevant dimensions, to suggest hypotheses, and to reveal the natural frames of reference existing in the minds of respondents." p. 450.

⁵⁰Ibid., p. 483.

⁵¹Ibid., p. 451. "By a standardized interview we mean one in which the questions have been decided upon in advance of the interview, and are asked with the same wording and in the same order for all respondents. The questions used in a standardized interview may be either 'open' or 'closed'."

1. They incorporate a basic principle of measurement: that of making information comparable from case to case.
2. They are more reliable than unstandardized interviews.
3. They minimize errors of question wording.⁵²

Open-ended questions were used for the following reasons:

1. Within the framework of a standardized set of questions, the conversational quality of an interview can be maintained.⁵³
2. Spontaneous answers which emerge in an open-end questioning will more readily reflect the respondent's more considered opinions.⁵⁴
3. Open-end questions are a more natural form of verbal communication and, as such, should produce a closer replica of the kinds of statements the respondent might make in real life.⁵⁵

Closed-end questions were used for "either, or" type questions and biographical information which did not require open-ended inquiry. They were also used to shorten the interview time, and, at different points in the interview, to help focus the direction of the inquiry.

Description of Interview Schedule

The interview schedule was designed to elicit answers related to eleven categories of questions which concentrated on certain elements that were influential in a teacher's becoming interested and involved in the area of international understanding. The categories are explained in this section to highlight the significance of each in the total study.

⁵²Ibid.

⁵³Ibid., p. 454.

⁵⁴Ibid., p. 455.

⁵⁵Ibid.

Selected Aspects of the Teaching Experience

Information about grade levels taught and number of years in teaching showed the breadth of teaching experience the study group had, and provided a backdrop on which to view the information described in the section which discusses what subjects were taught and which of them included international content.

It was felt that information concerning which subjects included international content would reveal, to a certain extent, the degree to which the respondents perceived the pervasiveness of international understanding in all the disciplines.

Interests in International Understanding

Questions pertaining to the respondents' interests in international understanding were purposely asked at the beginning of the interview to allow the interviewee freedom of expression and to begin a broad approach toward more specific aspects of the study.

Although these questions served more of a procedural function, they did provide some evidence of what the respondents perceived international understanding to be.

Involvement in the Area of International Understanding

For the same reasons questions were asked about interests in international understanding at the beginning of the interview, questions about involvement in the area of international understanding were asked. More important, however, was the attempt to get an idea of the degree of commitment the respondents had in the area of international understanding.

A distinction was made between professional and non-professional involvement to ascertain what differences might exist between the two.

Process of Becoming Professionally Involved

To determine how and why the respondents first became professionally involved in committees, organizations, or programs promoting international understanding, a direct question was asked of them. It was believed that this question would provide a specific answer to part of the main assumption undergirding this study: that involvement in the area of international understanding is not brought about by deliberate, systematic planning.

Significant People and Their Influences

Although the identification of influential people was desirable, the reasons for their influence in the respondents' becoming interested and/or involved in the area of international understanding were considered more important.

General categories were established when they did not distort the nature of the responses. For example, in the case of influential people, superintendents and principals were grouped together under "school administrators," and mothers and fathers were recorded under "parents." Likewise, reasons certain persons were influential were grouped together to emphasize certain elements which were common to a variety of responses.

Reasons certain persons were influential were classified as either "positive" or "negative" influences. This dichotomous grouping provided an opportunity to make a distinction between (1) experiences which were expressed positively, such as having friendly relationships and being

exposed to other's enthusiasm and healthy attitudes, and (2) experiences which were expressed negatively, such as observing intolerance and disrespect toward others and ignorance about foreign peoples.

Special Situations and Events

This section was included to account for influential factors unrelated to people who were considered significant in the previous section.

Although similar responses were elicited in other sections of the interview schedule, these responses were given freely after an open-ended question without suggesting a category of response. The responses to the question, "Can you remember any particular situations or events that might have been influential in your becoming interested and/or involved in the area of international understanding?" are significant because they reflect situations and events that were recalled without the help of a leading question.

Educational Background

Educational History. Information concerning the general educational history of each respondent was sought to see if certain educational background information reflected the type of persons who were in the study sample. Specific information pertaining to all levels of higher education was emphasized. This information included: degrees completed or being pursued; field of concentration; program majors; and non-degree subjects that were taken.

Three other areas: subjects enjoyed most and least; location where education was received; and foreign language background cut across elementary, secondary and higher education levels.

Information concerning the international aspects of the respondents' education was given special consideration in the next section.

International Aspects of Educational Experiences. In this section, educational data were screened to get at the respondents' account of the amount of international exposure during their higher education, whether or not such exposure in academic settings had any influence in the development of interest and involvement in the area of international understanding, and most important, the reasons certain courses were influential.

In the first of the three categories given above, specific subject matter areas were identified to point out where the concentration of effort to expose students to the international dimension is found.

A section was designed to determine the reasons for respondents' not taking more courses with international content. Information in this section gave some insight into the total picture of academic exposure to international content at the level of higher education.

Academic Preparation to Promote International Understanding Through Teaching

As a capstone to the educational preparation and its influence, this section offered an opportunity for the respondents to evaluate their educational background in terms of adequate or inadequate preparation to promote international understanding through teaching. The respondents were also asked to explain why they were adequately or inadequately prepared.

Experiences Abroad and Their Influences

Information in this section provided another profile of the study group in regard to the kinds and location of experiences abroad, length of duration abroad, whether or not experiences abroad were effective in developing interest and involvement in the area of international understanding, and the reasons certain experiences abroad were influential.

Way in Which Interest and Involvement in the Area of International Understanding Developed

Finally, the respondents were given the opportunity to consider everything they had discussed during the interview and explain why they became interested and involved in the area of international understanding. Explanations were given for systematic, deliberate planning or for unsystematic, incidental events, or unanticipated outcomes.

The personal contact with people who demonstrated an interest in international understanding provided an opportunity to elicit opinions and suggestions about the following: the most important characteristics of individuals who are involved in international aspects of education; and important curricular elements that would generate interest in international understanding.

It was believed that the responses would provide a projection of the personal qualities of the members of the study group as well as their attitudes toward and belief in an academic approach to international understanding.

Pilot Study

To insure the appropriateness of the questions and organization of the interview schedule, a pilot study, involving three teachers who fitted the criteria of the study sample was conducted. The pilot study resulted in minor changes in wording and order of questions to make questions more easily understood and natural in the sequence of inquiry.

Administrative Procedures

Each respondent was written an original-typed letter prior to a personal contact by phone. The purpose of the letter was to request the participation of the person, to acquaint him with the nature of the study, and to ask him to consider alternative dates and times for an interview appointment (see Appendix B). The telephone contacts were used to clarify the purpose and sponsorship of the study, establish rapport and to arrange appointments for interviews.

All persons in the original sample responded positively to their participation in the study. Many expressed concern that they might not be very valuable to the study.

Interview appointments were arranged so that a particular region could be covered in one day.

Treatment of Data

Responses to interview items were transcribed directly to tables within forty-eight hours of the day the interview took place. This procedure reduced the chances of error due to lapse of memory and repeated transposing of data. A number of tables, representing more definitive

aspects of the eleven main categories presented earlier were developed after the final revision of the interview schedule to give organization and meaning to the raw data.

The initial procedure utilized for all responses was to tabulate each individual response in its original form. The next process involved the calculation of the percents of responses. This was done whenever deemed appropriate and beneficial to the interpretation of the data.

A third process involved the grouping of varied responses into categories of similar meaning, and where appropriate, computation of percents of responses for each category. An example of this is presented to better illustrate this process.

When the respondents were asked to give at least three important characteristics of individuals who are involved in international aspects of education, a variety of responses were offered. The responses appeared to have similar meanings, however, when examined more closely.

The responses concerning characteristics peculiar to a person's personality such as, "A person should be open-minded, be able to look at others objectively without prejudices.", "The ability to really promote international understanding is important. I guess this would follow his own values and how he demonstrates them in the way he lives," and "Tolerance and respect toward others are very important," were termed "Personal Qualities." Responses concerning characteristics related to subject matter content or knowledge such as, "He should have a good background in the history of other countries," and "A desire to teach international understanding would be important," were labeled "Academic Qualities."

In both the larger groupings (Personal and Academic Qualities) a dichotomy of responses was detected. The "Academic" responses concerned either the acquisition or dissemination of knowledge, and the "Personal" responses appeared to be either oriented toward oneself or others. The self-oriented responses differed from the other-oriented responses in that the latter were altruistic in nature.

The preceeding example was one of many attempts to give greater organization and meaning to the raw data. Using this dichotomy of responses was most helpful in making the final analysis.

Although much of the data was presented quantitatively (frequency of responses, percent of response, range of response, mean responses, median responses, and rank-order of responses), it was accentuated by the following:

1. Descriptive analyses -- Wherever it appeared advisable to clarify specific responses or categories of responses, tabulated data were elaborated upon so that they could be interpreted more easily. Elaboration took the form of additional information, calculation, interpretation, and elucidation.
2. Meaningful grouping of specific responses.
3. Careful selection of quotations which added depth and breadth to the information presented in tabular form.

The absence of the above three procedures would create an obvious void in a study such as this, for they illustratively complement the factual account of the tabulated data.

The entire analyses generated some generalizations and related questions which should act as hypotheses for further investigation and should point out implications for curricular development and evaluation.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This chapter contains a presentation and analysis of the data collected for this study. Information for this study was obtained through use of the personal interview technique.

Major areas to be discussed are:

A. Characteristics of the Study Sample

1. Selected Aspects of the Teaching Experience
2. Presence of Interest Before Involvement
3. Involvement in the Area of International Understanding
4. Educational Background
5. International Aspects of Educational Experiences
6. Foreign Language Background
7. Nationality Background
8. Experiences Abroad

B. Influential Factors

1. Process of Becoming Professionally Involved
2. Influential People
3. Special Events and Situations
4. Effectiveness of Experiences Abroad
5. Course Influence

C. Implications for Curricular Programs

1. Way in which Interest and Involvement Developed
2. Academic Preparation to Promote International Understanding Through Teaching
3. Most Important Characteristics of Individuals Who are Involved in International Aspects of Education
4. Suggestions Concerning Important Curricular Elements

Some of the data are presented in discussion form, some in table form, and in some cases, in the form of selected, quoted comments which add meaning to information presented in a more conventional style.

Characteristics of the Study Sample

Selected Aspects of the Teaching Experiences

Grade Levels Taught. The range of grade levels taught by members of the study group extended from kindergarten to first year college. Though a few of the teachers taught only one or two grades, most had a broad experience at various levels. The distribution of grade levels in Table 3 shows the variety of experiences members of the study group had. Sixteen (53.3%) of the thirty teachers taught one or more elementary grades during their professional career.

Table 3

Distribution of All Grade Levels Taught by Respondents

Grade Level	fr	% of Respondents	Grade Level	fr	% of Respondents
Kindergarten	3	10.0	7	18	60.0
1	7	23.3	8	16	53.3
2	11	36.7	9	14	46.7
3	11	36.7	10	13	43.3
4	13	43.3	11	12	40.0
5	12	40.0	12	14	46.7
6	16	53.3	1st Yr. Col.	2	6.7

Number of Years in Teaching. The range of years of teaching experience within the study group extended from one to forty-two years. The mean number of years of teaching experience was 14.16 and the median number of years of teaching experience was 12.5.

Elementary Subjects Judged to Have International Content. The interviewees reported those subjects they taught and those which they felt had international content. Of the typical elementary grade subjects,

*f = frequency and will be used in all the tables.

social studies was considered to have the greatest amount of international content. Language arts was ranked second, and art and music were ranked third.

A minority of respondents who had taught elementary grade subjects considered other subject matter areas, in addition to the social studies, as having international content. Table 4 gives the distribution of elementary subjects judged to have international content.

Secondary Subjects Judged to Have International Content. Subjects taught at the secondary level and the extent to which they were perceived as having international content are presented in Table 4. A minority regarded most subjects which they taught as having international content. It is important to note that children's literature and speech and dramatics were treated in such a way as to have international content and that home economics and economics were not presented or perceived as having international content.

Some additional explanation of Table 4 is necessary to clarify the responses denoting the presence or lack of international content in subjects taught. Certain responses indicate that some of the respondents might have taught about other nations and peoples, (i.e. in modern European history and world history) but they did not perceive this as promoting international understanding, or did not perceive the course they taught as having international content. Either of two explanations might account for responses like these.

First, some of the respondents might have construed the question, "Which subject(s) (you have taught) included international content?," as meaning, "In which subject(s) have you promoted international understanding?"

Table 4

Distribution of Subjects Taught by Respondents
And Extent They Were Judged to Have
International Content

Subjects	Taught	Having International
	f	Content f
<u>Secondary School Subjects</u>		
Government	16	7
American History	9	6
World History	8	6
Sociology	4	3
English and Literature	6	2
Modern European History	3	2
French	2	2
Speech and Dramatics	2	1
International Relations	1	1
Spanish	1	1
Mathematics	4	0
Industrial Arts	3	0
Economics	3	0
Home Economics	2	0
<u>Elementary Grade Subjects</u>		
Social Studies	16	16
Language Arts	16	8
Art	16	4
Music	16	4
Science	16	3
Mathematics	16	1
Physical Education	16	1
<u>College Courses</u>		
Children's Literature	1	1
General Teaching Methods	1	0

If this were true, it is possible that certain people differentiated between historical and contemporary subject matter content and felt that only through the latter could international understanding be conveyed. If this were the case, it demonstrates a very narrow interpretation of international understanding, and one which would not lend itself to utilize the subject matter to develop international understanding.

Secondly, if international content were interpreted, as it was meant to be, to mean simply involving foreign peoples and cultures, it is possible that cultures were interpreted to mean mores, habits, beliefs, and ways of living from an anthropological or sociological point of view excluding an historical perspective. Here again a very narrow interpretation exists.

Presence of Interest Before Involvement

All the persons in the study said that they had some interest in international understanding before they became professionally involved as educators in committees or organizations promoting international understanding. Of the thirty persons, three volunteered the fact that their interests began as a result of their teaching experiences. One other person claimed that if he had not been in the teaching field, he probably would never have become involved in promoting international understanding.

Selected Comments. "I was not particularly interested in international understanding until I was forced into an open teaching position, teaching international relations."

"I used a tape recorder quite often in my classes. Not until someone suggested that I should send a tape recording to Australia did I gain an interest in international understanding."

"My interest in international understanding really developed after I taught a course in world history."

The above comments illustrate what influence teaching experiences alone can have on an individual.

Involvement in the Area of International Understanding

Professional Involvement. Members of the study group chose various ways to participate as educators in organizations, committees and programs that promoted international understanding. Although one person had been involved, over the years, in eight different ways, most of the persons participated, on the average, in three different organizations, committees or programs.

Number of Years Professionally Involved. Table 5 gives a mean and median comparison of the number of years in teaching and the number of years of professional involvement in the area of international understanding. On the average, a total of eight years elapsed from the beginning of teaching to the first professional involvement in promoting international understanding.

Although the data in Table 5 suggest that teachers who are interested in international understanding generally teach some time before becoming involved in organizations, committees or programs promoting international understanding, there is reason to believe that this information is distorted by the large number of experienced teachers who have become professionally involved recently after many years of teaching.

It is expected that the younger and newer teachers will become professionally involved in promoting international understanding quite early in their teaching careers because of the increased attention being given to this topic in the schools, colleges, and the mass media.

Table 5

Comparison of Years in Teaching and Lapse of Time
Prior to Professional Involvement in Promoting
International Understanding by Respondents

	Mean	Median
Number of Years in Teaching	14.16 yrs.	12.5 yrs.
Number of Years of Professional Involvement in Promoting International Understanding	5.86 yrs.	4.0 yrs.
Lapse of Time Prior to Involvement in Promoting International Understanding	8.30 yrs.	8.5 yrs.

Non-Professional Involvement. Members of the study group were much less involved in promoting international understanding when their position as an educator was not the reason for their involvement. Thirty percent had never been involved non-professionally. And the majority who had been involved, not as educators, did so through one committee, program or organization.

Table 6 shows the distribution of programs, committees and organizations in which members of the study group participated professionally and non-professionally.

Table 6

Distribution of Different Kinds of Involvement by Respondents
in the Area of International Understanding

Organizations, Committees and Programs Promoting International Understanding	Professional	Non-Professional
	Involvement f	Involvement f
People-To-People	12	
Michigan Council for Social Studies Conference	10	
University/College Sponsored Functions	10	6
Michigan Education Association Conferences	9	
Department of Public Instruction Committee	8	
School System Committees and Functions	8	
Michigan Assoc. for Superv. & Curr. Development	7	
National Education Assoc. Departments & Functions	5	
North Central Association Workshop	3	
Service and Civic Functions	3	2
Student Exchange	3	2
Sponsor of Student Activities	3	
International Institute of Detroit	2	3
Delta Kappa Gamma Womens' Honorary	2	
American Childhood Education Conference	1	
American Overseas Educators Association	1	
American Federation of Teachers Conference	1	
Community Organization on International Under.	1	
Community Relations Seminar	1	
Conference for Christians and Jews	1	
International Tape Exchange	1	
National Advisory Committee for Exchange of Tchrs.	1	
Church Affiliated Functions		8
Business and Professional Women's Organizations		3
C.A.R.E.		2
Ukrainian Organizations		2
Book Exchange		1

Involvement ranged from a single attendance at a meeting, conference or program to active membership in a committee or organization over a period of years.

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Educational Background

Educational History

Degrees Completed or Being Pursued. All thirty teachers who were interviewed reported that they had completed a bachelors degree. In regard to other degrees which had been completed or were being pursued, the following information applies to the study group: masters degree, 27 (90%); specialists or six-year degree, 5 (16%); and doctors degree, 3 (10%). In addition to the degree programs, twenty-one (70%) had taken courses which were not considered a part of any degree program (non-degree).

Field of Concentration. Four different fields of concentration were pursued by the study group toward the bachelors degree, eight fields were pursued toward the masters degree, three fields were pursued in the specialists degree and two fields in the doctors degree. Table 7 shows the distribution of fields of concentration and the number of members of the study group who had completed or were pursuing a degree.

Program Majors. The persons in the study reported a total of eleven different bachelor and master degree majors, three different specialist degree majors and two different doctor degree majors. Table 8 shows the diversity of nineteen majors which were taken in the pursuit of four different degrees.

Table 7

Distribution of Respondents' Fields of Concentration

Field	Bachelor f % of Res- pondents		Master f % of Res- pondents		Specialist f % of Res- pondents		Doctor f % of Res- pondents	
Secondary Education	14	46.7	4	14.8				
Elementary Education	11	36.7	6	22.2				
Liberal Arts	4	13.3	2	7.5				
Business Administration	1	3.3						
Education Administration			5	18.6	3	75.0		
Counseling and Guidance			3	11.1				
Special Education			3	11.1				
History			3	11.1				
Educational Foundations			1	3.5			1	33.3
Curriculum					1	25.0	2	66.7
Totals	30	100.0	27	100.0	4	100.0	3	100.0

Table 8

Distribution of Respondents' Program Majors

Major	Bachelor f	Master f	Specialist f	Doctor f
History	12	6		
Sociology	6	1		
English	4	2		
Political Science	3			
Education	2	6		
Fine Arts	2			
Geography	1	2		
Industrial Arts	1	1		
Economics	1			
Foreign Language	1			
Business Administration	1			
Educational Administration		5	3	
Counseling and Guidance		3		
Mentally Handicapped		3		
Philosophy		1		
Speech Correction		1		
Audio Visual			1	
Curriculum				2
International Education				1
Totals	34	31	4	3

*Dual majors account for the greater number of program majors than fields of concentration (see Table 7).

Non-Degree Subject Matter Areas. Of the thirty teachers, twenty-one reported taking non-degree courses in fifteen different subject matter areas. Table 9 gives the distribution of subject matter areas taken by the respondents.

Table 9

Distribution of Non-Degree Subject Matter Areas
Taken by Respondents

Subject Matter Area	f
*Psychology	7
*International Understanding	6
Mathematics	5
*History	3
*Language Arts	3
*Sociology	2
Curriculum	2
*Literature/English	2
*Economics	1
*Foreign Language	1
Industrial Arts	1
*Human Relations	1
Library Science	1
*Philosophy	1
*Political Science	1
*Religions of the World	1

*Subject matter areas related to the social sciences and humanities disciplines.

The majority (76.3%) of non-degree courses were selected in subject matter areas which were related to the social sciences and humanities.

Subjects Enjoyed Most and Least. Table 10 shows the subjects which the study group mentioned most frequently when asked, "What subjects have you enjoyed most and least during your elementary, secondary, undergraduate and graduate education?" The social science and humanities subjects were enjoyed most and the mathematic and science subjects were enjoyed least.

Table 10

Subjects Enjoyed Most and Least by Respondents
at Different Levels of Education

Subject	Elementary		Secondary		Undergraduate		Graduate		Total	
	Most	Least	Most	Least	Most	Least	Most	Least	Most	Least
History	8	0	8	1	11	1	5	0	32	2
Literature	11	0	4	0	3	0	2	0	20	0
Social Studies	8	1	5	1	4	0	1	0	18	2
English	4	0	5	2	1	0	1	0	11	2
Foreign Language	1	1	5	1	4	1	1	0	11	3
Psychology	0	0	0	1	0	1	7	2	7	4
Mathematics	1	14	4	14	1	7	0	1	6	36
Science	0	7	4	12	2	10	0	2	6	31
Sociology	0	0	0	0	4	0	2	0	6	0
Art	0	0	0	0	4	0	1	0	5	0
Music	1	0	0	0	3	0	1	0	5	0
Philosophy	0	0	0	0	2	0	3	0	5	0
Education with In-										
ternational Content	0	0	0	0	0	0	6	0	6	0
Education	0	0	0	0	2	4	1	2	3	6
Statistics	0	0	0	0	0	1	0	4	0	5
Educ. Research	0	0	0	0	0	0	0	3	0	3
Test & Measurement	0	0	0	0	0	0	0	2	0	2

Literature, history, social studies, English and foreign languages were subjects enjoyed most by the study group as a whole. Mathematics, science, education, statistics, educational research and test and measurement, in that order, were subjects enjoyed least. The first and last three subjects enjoyed least are somewhat related.

Little inconsistency in the subjects enjoyed most and least was noted throughout the educational background of the study group. By and large, the respondents liked or disliked the same subjects or related subjects at various levels of their education. Avoidance of the subjects which were enjoyed least in earlier education accounted for the lower incidence of dislike at the later levels of education. Reference or lack of reference to certain subjects was also dependent upon the availability of these subjects at the various levels of education.

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At the higher levels of education art, music, sociology, psychology, and education with international content and philosophy were reported as subjects enjoyed most.

Location Where Formal Education was Pursued. Table 11 reports where the respondents pursued their formal education according to three categories: Michigan; out-of-state; and out-of-country.

All of the respondents pursued some formal education in Michigan. Fourteen (46.7%) pursued all of their education in Michigan.

Ten (33.3%) respondents pursued all or most of their elementary, secondary and undergraduate education outside the State of Michigan.

Twenty-three (85.2%) of the respondents who pursued graduate studies did so in Michigan institutions of higher education.

Three teachers studied abroad. One took private vocal lessons while working as an exchange teacher in Europe. Another studied in Mexico for six weeks during a summer while an undergraduate, and the third took graduate work in Peru during a seven-week summer session.

Table 11

Location Where Respondents Pursued
Their Formal Education

Location	Elementary no.	Secondary no.	Undergraduate no.	Graduate no.
Michigan	19	18	23	28
Out-of-state	14	12	12	6
Out-of-country	0	0	1	2

International Aspects of Educational Experiences

Subject Matter Areas Judged to Have International Content. Sixteen (53.3%) of the thirty people who were interviewed reported taking courses with international content in their bachelors program. Fifteen (55.5%) of those who were pursuing or had completed a masters degree reported taking courses with international content. Of the twenty-one people who had taken non-degree courses, nine (42.9%) took courses with international content. Two of three doctoral candidates and one of four specialist degree students took courses with international content in their respective programs.

Table 12 shows the frequency distribution of subject matter areas which were taken. The greater number of persons pursuing or having completed bachelor and master degrees account for the greater frequency of subject matter areas with international content.

The totals for each degree level given in Table 12 must not be construed as the total number of courses reported to have international content. For example, it was possible for one person to have more than one history course with international content. The mentioning of the subject matter area, regardless of the number of courses, constituted the frequency of mention.

Six (20%) of the study group never encountered a course with international content in their educational preparation. Four of the six had advanced past a bachelors degree, and one of the four was pursuing a doctors degree. The combined program majors (bachelor, master, doctor degrees) of these six people were: elementary education (2); sociology (2); industrial arts (1); administration (1); curriculum (1); economics (1); reading (1); and special education (1).

Table 12

Subject Matter Areas Judged by Respondents to Have
International Content

Subject Matter Areas	Bachelor	Master	Doctor	Non-Degree	Total	
	f	f	f	f	f	%
History	12	4	1	-	17	25.0
Political Science	4	3	-	-	7	10.3
Education	-	4	2	-	6	8.5
Government	4	1	-	-	5	7.4
Geography	3	2	-	-	5	7.4
Sociology	2	2	-	1	5	7.4
Asian Studies*	2	-	-	3	5	7.4
Foreign Languages	3	-	-	1	4	5.9
International Understanding**	-	1	-	2	3	4.4
Workshops	-	1	-	2	3	4.4
English	1	1	-	-	2	2.9
Economics	-	1	-	1	2	2.9
World Affairs**	1	1	-	-	2	2.9
Anthropology	1	-	-	-	1	1.5
Philosophy	-	-	-	1	1	1.5
Human Relations Workshop**	-	-	-	1	1	1.5
Independent Study-A-V Dept.	-	-	1	-	1	1.5
Latin American Lit., Problems, Archeology**	-	-	-	1	1	1.5
Total	33	20	4***	11	68	100.0

*Courses which were interdisciplinary in nature.

**Courses taken by one person while in Peru one summer.

***One was in Specialist program.

Foreign Language Background

Language Spoken in Home. Six members of the study group reported that a foreign language was spoken, in addition to English, in their Parent's home. One respondent, who is Irish, learned Italian as a result of living in an Italian neighborhood in New York City.

Foreign Languages Studied. French, Spanish, Latin and German were the foreign languages taken in school and/or college by members of the study group. Seven teachers had taken three foreign languages, ten teachers had taken two foreign languages, eight teachers had taken one foreign language, and five teachers had never taken any foreign language.

Table 13 reports the distribution of foreign languages.

Table 13

Distribution of Foreign Languages Spoken in Home and Studied

Language	Spoken in Home	Studied	Other
French	1	16	
Spanish	1	14	
Latin		12	
German	2	7	
Ukrainian	2		
Russian			2
Polish			2
Hungarian			1
Czechoslovakian			1

"Can read and understand conversation.

***One person can read, both can understand conversation.

***Spoken in neighborhood, can read, write, converse.

****Can understand conversation

Nationality Background

Most members of the study group reported having a mixed nationality background (i.e., relatives of English and French descent) rather than having a "pure" nationality background (i.e., relatives of German descent alone). English (14), German (9), Irish (8), French (4), and American (4) backgrounds were mentioned most frequently. Of the four respondents who were considered to have American background, three were Negro and one was uncertain as to the background of his relatives preceding his grandparents who were born in the United States.

In general, the interviewees responded according to their parent's background, so the respondents were mostly first or, at the most, second generation Americans. A very few who were born in a foreign country implied they had been reared in the United States.

Experiences Abroad

Kinds of Experiences Abroad. Experiences abroad were classified as follows: study; student and teacher exchange programs; travel on a tourist basis; and established residence (i.e., living with parents who worked in a foreign country and military service).

Seventeen (56.7%) of the thirty study group members reported having been involved in one or more of the four kinds of experiences abroad. Twelve of the seventeen had been involved in only one of the four kinds of experiences. Nine of the seventeen members had been abroad once only. The other eight had been abroad from two to ten different times, with the average being about 3.5 times abroad.

Of the five persons who had established residence abroad, all but one were in the military service at the time. The other person lived in Mexico where her father operated a business.

Table 14 shows that of the four general areas of the world, Europe and Latin America were visited most frequently by members of the study group. Asia was visited third most frequently and Africa was never visited.

Table 14

Location Where Respondents Had Four Kinds of
Experience Abroad

Experience	Africa f	Asia f	Europe f	Latin America f	Total Res- ponses
Study	0	0	1	2	3
Exchange Program	0	0	4	1	5
Travel	0	2	5	8	15
Live (Resident)	0	2	3	2	7
Total	0	4	13	13	30

*Two people visited the Ukraine.

**South Pacific

***One exchange program in French-Canada is included here.

****Two people visited the West Indies.

Duration of Experiences

Visits lasting less than four weeks were reported most frequently. These were due largely to such experiences as repeated, short visits to Mexican border towns, short trips to the West Indies and other tourist-type travels. Six months to two years abroad were reported by those who were in the military service, by those who were in a teacher exchange program and by the one who lived in Mexico with her parents. Student exchange experiences usually lasted anywhere from two to ten weeks in duration.

Influential Factors

Process of Becoming Professionally Involved

Of the thirty people who were interviewed, ten (33.3%) reported that they volunteered to participate in committees, organizations or programs because of an interest in international understanding. Three

(10%) said that they volunteered because they felt it was expected of them, eight (26.7%) claimed that they were asked because they had demonstrated an interest in international understanding, and nine (30%) reported that they were asked for reasons such as: someone was needed to serve and a Negro from the area was needed. Three of the nine never knew why they were asked.

Selected Comments. "I asked a member if I could join the international understanding committee."

"I attended the first meeting and was very much impressed. I joined voluntarily."

"A sheet was passed around with names of various committees. We had to sign for at least one, so I chose the social studies curriculum committee."

"Since I was the only fourth grade teacher with experience, I was asked to work on the project."

"They were desperately seeking members for the committee, so I agreed to serve."

"A college professor said that I must belong to the organization because I was studying curriculum. Because he expected me to join, I did."

"I was recommended and then asked because I was the only Negro who was in this area and I had shown an interest in teaching international understanding."

"I've never been a great joiner. Being close to the university and being the only teacher of world history, I was the likely person to go to conferences. Of course, I was interested even though I didn't look for such assignments."

Influential People

Initial Professional Involvement. Responses to the question, "What persons were of the greatest influence in your becoming professionally involved in committees, organizations or programs promoting international understanding the very first time?" are given in Table 15. Two people responded that it was completely a personal decision. The rest (93.3%) mentioned from one to three persons who had an influence on their becoming professionally involved in the area of international understanding.

It should be remembered that twenty (66.7%) of the members of the study group were either asked or persuaded to participate in committees or organizations the very first time they became professionally involved in promoting international understanding.

Development of Interest. Questions were asked concerning people who were influential in a respondent's becoming interested in international understanding. Family (mother and father), friends and acquaintances, college professors and teacher colleagues were mentioned most frequently as the most significant individuals. This is in contrast to the single most important group, school administrators, cited most frequently as the most important in one's becoming professionally involved. Table 15 shows the difference most clearly.

Kinds of Influence. Tables 16 and 17 report the responses to the question, "What was it about them or what they did that had an influence on your becoming involved and interested in the area of international understanding?" Because some members of the study group were influenced by more than one person, and because in some cases, there was more than one attribute about a person that had an influence, many different reasons were given.

Table 15

Persons Most Influential in Bringing About Respondents'
Interest and Involvement in the area of
International Understanding

Persons Named	Interest	Involvement	Total	Responses
	f	f	f	%
College Professors	17	4	21	17.4
School Administrators	4	16	20	16.5
Foreign Friends/Acquaintances	14	1	15	12.4
Teachers I know	11	4	15	12.4
Parents	12	-	12	9.9
Speakers once heard	7	3	10	8.3
College Classmates	6	-	6	4.9
Friends/Acquaintances	6	-	6	4.9
Committee Members	1	3	4	3.3
Missionaries	1	3	4	3.3
Relatives	4	-	4	3.3
Coordinator of Religious Student Affairs	1	-	1	.8
Director of Student Exchange Program	1	-	1	.8
Director of YMCA	-	1	1	.8
Executive Secretary of NEA Depart.	-	1	1	.8
Total	86	35	121	100.0

Only in the case of factors influencing interest were negative influences reported. Seven (23.3%) members of the study group gave negative situations which impressed them. Six of these seven also gave examples of positive influences.

Selected Comments. (Positive Influences) "She whetted my appetite. She made the study of other people so fascinating. Her enthusiasm rubbed off on me."

"He had been a host to foreign students before and was quite enthusiastic about it all. He pointed out some merits of what he was doing and I became involved."

Table 16

Reasons Certain Persons Were Influential in the
Respondents Becoming Interested and Involved in the
Area of International Understanding

Positive Influences	Interest f	Involve- ment f	Total Responses f	%
Encouraged by people, who demonstrated a sincere interest in international understanding, to become interested and/or involved.	18	8	26	31.3
Learned about interests and values of others directly through personal associations with foreign peoples and/or different ethnic groups.	15	1	19	22.8
Respected and accepted more readily what people said and did knowing they had personal foreign experiences.	14	2	16	19.3
Parents encouraged interest in world affairs and/or respect toward other peoples.	7	1	8	9.6
Identified with certain peoples and cultures being studied by knowing someone who was foreign. This gave a feeling of familiarity.	5	0	5	6.0
Fellow teacher recommended an organization as one of the best sources of information and materials.	0	2	2	2.4
Personal invitation to attend a conference meant so much more than an impersonal notice addressed to the general public.	0	2	2	2.4
Lecture on educational developments in England developed an interest in what other countries are doing in the field of education.	1	0	1	1.2
Mother's interest in French brought about a great love for foreign languages, and this was transferred to foreign peoples because they were different and exotic.	1	0	1	1.2
Speaker spoke of internationalism as patriotic and respectable, and this encouraged person to devote more time to international matters.	1	0	1	1.2

Table 16 - Continued

Positive Influences	Interest f	Involve- ment f	Total Responses f	%
Speaker made person realize that ethnic, national and religious differences do not alter the way all people feel as human beings.	1	0	1	1.2
Was informed of an organization and ways in it could promote international understanding.	1	0	1	1.2
Total	66	17	83	100.0

"Through some foreign friends I learned more about their home life and their interests than I could have ever learned from books, as far as a feeling is concerned."

"The foreign experiences and contacts and interests of a fellow teacher were most influential. I learned a lot, and her attitude was contagious."

"She has direct contact with foreign people in many countries. She has intimate friends abroad and she continues to visit many countries."

"My father demanded that I read a lot and took me to meetings downtown where we met with many different foreign people."

"We had a ritual in my home where we all had to read the newspaper before sitting down to eat. The dinner table was a place for us to discuss the news, local, national and international."

(Negative Influences) "I had a cousin who was very religious. Yet she wished they would catch and kill all the Japs. My mother wrote her a letter telling her it was poor for her to think that way."

"I sort of rebelled against my parents' negative attitude toward some ethnic groups and went in the other direction."

"When I was a child, I began to wonder why my parents and other foreign people had a negative attitude toward the United States."

Table 17

Reasons Certain Persons Were Influential in the
Respondents Becoming Interested and Involved in the
Area of International Understanding

Negative Influence	Interest f	Involve- ment f	Total Responses f %
Intolerance, disrespect displayed toward others.	7	0	7 53.80
Friends lack of knowledge and interest about foreign peoples and world affairs.	2	0	2 18.48
Relatives disbelief of most everything as a result of experiences in Russia.	1	0	1 9.24
Greater interest, on the part of certain teachers, in books, units and materials than in factors that are most important in developing international understanding.	1	0	1 9.24
Speakers distorted conception of Russia.	1	0	1 9.24
Relocation of Japanese friends during World War II.	1	0	1 9.24
Total	13	0	13 100.00

Of the total responses given to the question, "What was it about them or what they did that had an influence on your becoming involved and interested in the area of international understanding?" 86.46% were positive in nature and 13.54% were negative.

Special Events and Situations

Because many situations and events occurred in relation to significant people who were influential, it was difficult to separate events from important people. Without losing the individualistic character of the different situations, Table 18 presents the few events that were not related to specific people.

The selected comments under "exposure to foreign peoples and cultures" in Table 18 reflect similar responses concerning reasons certain persons were influential (see Table 16).

The reason "exposure to ethnic groups" and "exposure to foreign peoples and cultures" are considered separately is because the former refers to American citizens with different ethnic backgrounds and the latter refers to citizens of other nations.

Effectiveness of Experiences Abroad

Eleven (64.6%) of the seventeen members who had experiences abroad reported that they developed greater interest in the area of international understanding as a result of their foreign experiences. Conversely, thirteen (76.7%) of the seventeen members stated that they did not become more professionally involved in the area of international understanding as a result of their experiences abroad. Table 19 gives a breakdown of the effectiveness of experiences abroad in developing interest and involvement in the area of international understanding.

Table 18

Special Situations and Events that Influenced Respondents
to Become Interested and Involved in the Area
of International Understanding

Situation and Event	f	%	Selected Comments
Professional Preparation and experience	10	33.3	"My interest in people who are different can be traced to my interest and work in the area of special education." "I naturally assumed I would become involved in this area because I was pursuing a foreign language in college." "Personal teaching experiences made me aware that students are not learning to be analytically critical, but just critical for its own sake." "I was discouraged by the obsolete, stereotype and Western cultural orientation in textbooks and materials." "The problems of adjustment foreign children had in school made me acutely aware of the needs and difficulties of these children."
Exposure to foreign Peoples and cultures	9	30.0	"When I saw the French language come alive on billboards, etc. in France, it gave me a different look at what I only knew existed in books." "Contact with foreign people at a conference left an inner feeling which impressed me emotionally. I became more interested in foreign people." "Coming in actual contact with foreign peoples, mores, habits, and beliefs, made me realize there are other points of view and that we must know these to better understand world happenings."
Church involvement	3	10.0	"We were always doing things for others." "My early childhood contact with nuns and religious activities caused me to think of others." "Religious teachings support human understanding."
Exposure to ethnic Groups	3	10.0	"I lived in an ethnically-mixed neighborhood where I learned to live with people who had different values, ways of living, etc." "My contact with different races made me see people differently than most others."

Table 18 continued

Situation and Event	f	%	Selected Comments
Travel in the U.S.	2	6.7	"Travel in the U.S. broadened my interest in other people."
Death of loved ones in World War II	1	3.3	"I became more sensitive to the need for world understanding."
Exposure to movies	1	3.3	"When I was young, movies about people in my parents homeland made me feel closer to them, and not so different. In fact, I was proud of the relationship."
U.S. racial problems	1	3.3	"The superficial international understanding and human understanding of people was painfully clear to me."
Total	30	100.0	

Table 19

Effectiveness of Experiences Abroad in Influencing
Interest and Involvement in the Area
of International Understanding

	Yes		No	
	f	%	f	%
Experiences Abroad Influenced Interest	11	64.6	6	35.4
Experiences Abroad Influenced Professional Involvement	4	23.3	13	76.7
Experiences Abroad Influenced Non-Professional Involvement*	2	12.1	14	82.3

*One person did not answer.

Reasons Experiences Abroad Were Influential. The majority (74.8%) of responses were positive in regard to the reasons experiences abroad were influential in either developing or maintaining interest or involvement in the area of international understanding. Two negative reasons accounted for 10.4% of the responses and three "no responses" completed the total of nineteen responses. Table 20 identifies the responses according to positive and negative reasons.

Table 20

Reasons Experiences Abroad were Influential in Developing
or Maintaining Interest and Involvement in the
Area of International Understanding

	f	%
<u>Positive Reasons</u>		
Developed a more positive attitude and tolerance toward foreign peoples.	9	48.5
Reinforced a predisposition toward an interest in this area.	4	21.1
Became curious about other countries.	1	5.2
<u>Negative Reasons</u>		
Aggravated by servicemens' disrespect and intolerance toward foreign peoples.	1	5.2
Shocked by inability of U.S. students to discuss intelligently American values, ideologies, etc.	1	5.2
<hr/>		
No response	3	15.8
Total	19	100.0

Selected Comments. "I got a better understanding and appreciation of foreign peoples."

"I obtained a different attitude about the Japanese. It was more positive despite the wartime situation."

"I got a real awareness of similarities and merits of ways of living, etc., of other people."

"I became curious as to whether or not other countries had similar problems as those I saw in the Ukraine."

"Over my four year stint in the navy, I learned to realize the responsibilities America had to other countries in helping them solve their problems."

"A trip to the Soviet Union with U.S. students made me more concerned about the need to develop a curriculum to teach better international understanding, and to teach students to be more analytical."

"I saw the world and found out that other people besides Europeans existed."

"My family background steered me toward becoming involved in the area of international understanding. My experiences abroad simply added to it."

"My experiences influenced me more than anything else. I developed an increased interest in subject matter concerning international understanding."

"I became interested in studying a little more about places I had seen."

Course Influences

The extent to which a respondent gave specific examples of the way courses were influential in the development of interest and involvement in the area of international understanding determined how the response should be recorded in Table 21. For example, two or more specific examples of course influences constituted a "some" response, one example was considered as "little" and no example was recorded "none."

Table 21

Course Influence on Respondents to Become Interested
and Involved in the Area of International Understanding

Program	Some		Little		None		Total Responses	
	f	%	f	%	f	%	f	%
Bachelor	8	26.7	10	33.3	12	40.0	30	100.0
Master	2	7.4	10	37.0	15	55.6	27	100.0
Specialist	0		1	25.0	3	75.0	4	100.0
Doctor	0		3	100.0	0		3	100.0
Non-Degree Courses	2	9.5	9	42.9	10	47.6	21	100.0
Total	12	14.2	32	37.6	40	47.2	85	100.0

The majority of combined responses (47.2%) indicate that courses at various degree levels had no influence on the development of interest or involvement in the area of international understanding. A minority (14.1%) set of responses showed certain courses as having "some" influence and 37.7% of the responses indicated "little" influence. Compared with other degree levels, courses at the bachelor's degree level were most frequently mentioned as having "some" influence. None of the specialist or doctoral degree candidates reported courses on their respective levels as having "some" influence.

Table 22 shows three categories in which course influences are classified. Responses pertaining to influences which emanated from personal relationships or attributes were classified "Personal Experiences." Responses concerning subject-matter content only were classified "Academic Experiences." When members of the study group mentioned both personal and academic influences as being important in the development of interest or involvement in international understanding, they were classified as one response in the category "Combination Experiences."

"Personal Experiences" made up 50% of the responses, and "Academic Experiences" made up 23.1% of the responses.

Although many specific reasons were reported why certain courses were influential, one reason was mentioned repeatedly. Contact with foreign students and different ethnic groups was singled out most frequently as an important part of the total education experience.

Table 22

Kinds of Course Influences and Reasons Respondents Considered them Influential in Developing Interest and Involvement in the Area of International Understanding

	f	%	Selected Comments
Personal Experiences	13	50.0	"I had outstanding instructors. Their knowledge of the subject matter area and their foreign background and experience stimulated my interest." "My contacts with foreign classmates and other ethnic groups broadened my outlook and allowed me to see others' points of view."
Combination Experiences	7	26.9	"The course content was most informative. But the contribution of foreign students made it more realistic." "Generally, none of the courses contributed to international understanding. However,

Table 22 continued

	f	%	Selected Comments
			they did begin to develop a framework of appreciation toward other peoples, a frame of mind more conducive to international understanding."
Academic Experiences	6	23.1	"They made me conscious of areas of the world not usually taught in elementary and secondary courses." "I learned to see the need to keep probing for answers in an ever-changing world."
Total	26	100.0	

Implications for Curricular Programs

Academic Preparation to Promote International Understanding Through Teaching

Adequate-Inadequate Preparation. Table 23 shows whether or not the academic preparation of the study group members was considered adequate or inadequate to promote international understanding through teaching. At all program levels, except the specialist, the majority reported an inadequate preparation. At the bachelor's level, 80% reported an inadequate preparation. Inadequate preparation was also reported by 66.7% of the members who were pursuing or had completed the master or doctoral programs as well as the non-degree courses. Half (50%) of the specialist candidates said their preparation was inadequate.

Table 23

Adequacy of Respondents' Academic Preparation to
Promote International Understanding Through Teaching

Program	Adequate		Inadequate		Total
	f	%	f	%	
Bachelor	6	20.0	24	80.0	30
Master	9	33.3	18	66.7	27
Specialist	2	50.0	2	50.0	4
Doctor	1	33.3	2	66.7	3
Non-Degree Courses	7	33.3	14	66.7	21

The percentage scores in Table 23 are calculated separately for each program according to the total number of people who had completed or were pursuing a particular program. The respondents gave their definition of the terms "adequate" and "inadequate" when they explained why their academic preparation was adequate or inadequate.

Reasons for Academic Preparation. Responses to the question, "How were your college courses or degree programs adequate in preparing you to teach about international understanding?" were very similar to those responses concerning the reasons certain courses were influential in developing interest and involvement in the area of international understanding (see Table 22). Selected comments show the diversity of reasons for adequate preparation and give an idea of the feelings underlying the type of academic preparation.

Selected Comments. "Professors with personal experiences abroad were more impressive and gave an added dimension to the courses they taught."

"Certain courses stimulated me to think more about world problems and their solutions."

* See Table 22.

"The only way my master's program was adequate was that I learned to think analytically."

"A broad, general education rather than a specialized field of concentration was the reason for an adequate preparation."

"Courses which I chose in all my programs, non-degree courses also, were relatively broad compared to the traditional Western cultural focus found in required courses. Although there were very few courses with non-Western content, I sought them out."

"I emphasized techniques rather than subject-matter content. This equipped me to better transmit what I had to teach others."

"My predisposition was such that the courses I took added to and increased my desire to learn more about and acquire a real feeling for foreign cultures."

"The college atmosphere was the kind that opened areas which I hadn't been exposed to before."

"I'm now choosing courses which give me what was missing in my earlier educational background."

"The non-degree courses I chose filled a void in my academic preparation, as far as a background in non-Western cultures is concerned."

Reasons for adequate and inadequate academic preparation to promote international understanding through teaching were reported according to courses and/or programs. Therefore, one person could report reasons for adequate and inadequate preparation depending on the program or courses to which he was referring. For example, it was possible for a person to report that his undergraduate program, as a whole, was inadequate, but a single undergraduate course was beneficial and adequate.

Reasons for Inadequate Preparation. The reasons for inadequate preparation to teach international understanding are similar to the reasons given for not taking more courses with international content. Table 24 shows the majority (56.3%) reported a dearth of courses which were oriented toward international understanding. A lack of interest in international understanding at the time a particular program was taken accounted for 28.1% of the responses. And 9.4% of the responses attributed a neglect of the non-Western world to an inadequate preparation to promote international understanding through teaching.

Selected Comments. "Largely because treaties, economics, politics and current events are stressed in courses on international understanding. They do not serve the human element which is crucial for human and world understanding."

"Theory of methodology was stressed instead of informative content."

"For one thing, the focus was on European cultures."

"The courses I had lacked the approach courses take today in critically evaluating situations in the world."

"Very little attention is given to international understanding at the university and high school levels."

"There was virtually nothing in my undergraduate program that oriented me in the area of international understanding."

"Limitations of a small school prohibit availability of professors who would teach courses relative to this area."

"I got more out of my forensics classes because I was working in debates with two foreign students."

"My experiences abroad gave me far more than my courses. The courses were wholly inadequate in their approach. Any man off the street can read a text and tell children what's in it."

Table 24

Reasons for Inadequate Preparation, Unsystematic Development and not Selecting More Courses with International Content

Reasons	Inadequate Preparation		Unsystematic Development		Limited Course Selection	
	f	%	f	%	f	%
Degree programs neglected area of international understanding	15	56.3	14	43.9	20	54.0
Not interested in area of international understanding at the time.	9	28.1	4	12.5	10	27.0
Develop competencies in other areas			5	15.4	5	13.5
Focus of social science on Western cultures	3	9.4				
Unrelated experiences during life			4	12.5		
As a result of teaching responsibilities			3	9.4		
Other	2	6.2	2	6.3	2	5.5
Total	32	100.0	32	100.0	37	100.0

Way in Which Interest and Involvement in the Area of International Understanding Developed

In response to the question, "Did you become interested/in-volved in the area of international understanding as a result of systematic, deliberate planning or unsystematic, incidental events?"

twenty-seven (91.7%) of the respondents reported that interest and involvement evolved incidentally.

Reasons for Systematic Development of Interest and Involvement.

The three members who regarded their approach to the area of international understanding as systematic and planned gave the following explanations:

"My whole childhood experiences were in an atmosphere that was rich in foreign exposure. This germinated an interest and direction in a type of college program that had international implications;"

"In addition to my family background, I always wanted to travel. These two things caused me to become interested in the area of international understanding;" and

"I went out of my way to take courses, host foreign students in my home, volunteer for committees, and so on, because I was always interested."

Each of the three members cited early childhood experiences within an internationally-oriented family environment as the foundation for any interests and involvement that developed.

Reasons for Unsystematic Development of Interest and Involvement.

The reasons given for an unsystematic, incidental development of interest and involvement in the area of international understanding are consistent with the reasons given for (1) not taking more courses with international content and (2) an inadequate preparation to promote international understanding through teaching. Table 24 illustrates this relationship.

*Actually, one person reported that he became interested because of early background experiences which led into fairly systematic events, but became involved because of unsystematic, incidental events. This was calculated as 1/2. The 91.7% really represents 27 1/2 persons.

Selected Comments. "The purpose of an elementary education background is to prepare a person for teaching elementary grades and not to prepare a person for international understanding."

"There is little opportunity for concentration in this area because of the incidental treatment of courses and when they are made available."

"My interests were in subject matter areas quite different from those that would have exposed me to international understanding."

"If one is aware of relationships among humans, it is natural that he would become interested or involved with foreign peoples."

"I became interested gradually. It is as though I've always been this interested. It's part of my personality."

"I've been interested in many different things. I guess this brought me to the area of international understanding."

"The chance opportunity to sponsor a club which was concerned with international understanding led to other kinds of involvement."

"I really have not had an interest in international understanding. It just happens that I've done a few things that are part of my job of teaching."

"Teaching history and a foreign language brought about greater involvement and a personal emphasis in international understanding."

Reasons for not Taking More Courses with International Content.

Table 24 reports two major categories in which most responses fell when the respondents were asked, "Are there any reasons why you haven't taken more courses with international content?"

Selected Comments. "I never knew of any courses that were offered."

"They didn't offer such courses when I went to college."

"This is a new thing. There just aren't many, if any, courses available."

"My interests changed after taking a course which exposed me to international understanding."

"I had other interests when taking undergraduate courses."

"I had to take the required courses."

"There wasn't room for other courses."

"My program was set, and there was little freedom to choose courses I wanted to take."

"Since I'm going into administration, there's no need for me to take such courses."

"I took courses that would help me be a better all-around teacher."

"I needed to freshen-up in the area of math."

"With family and teaching responsibilities, I just didn't have time to continue taking courses."

"The basis for international understanding lies in human understanding. Therefore, courses in psychology are most important and these are what I've taken."

"Being a Negro, I wasn't encouraged to pursue academic areas that led to or pertained to careers where my race was not allowed."

Most Important Characteristics of Individuals Who
are Involved in International Aspects of Education

Table 25 reports the opinions of members of the study group concerning personal qualities of individuals who are involved in international aspects of education. The responses were classified according to "Personal Qualities" and "Academic Qualities." Characteristics which pertained to a person's personality, whether they were oriented toward oneself or others, were classified as "Personal Qualities." Characteristics that were related to knowledge, its acquisition or dissemination, were classified as "Academic Qualities."

Fifty-eight (75.4%) of the responses concerned "Personal Qualities." Twenty (24.6%) of the seventy-eight responses were related to "Academic Qualities."

Suggestions Concerning Important Curricular Elements

Responses were categorized into two main sections, "General" and "Teacher." The "General" responses were so classified because of their general applicability at all levels of education, elementary through graduate school. Responses which were directed specifically to problems or situations that are peculiar to teachers were grouped under the "Teacher" section.

The "General" category was divided into two sub-groups, "People-oriented" and "Content-oriented." Suggestions emphasizing the importance of people were separated from suggestions concerning subject matter content. The curricular elements presented in Table 26 were suggested by members of the study group on the premise that their inclusion in curricular programs would bring about greater interest in international understanding.

Table 25

Most Important Characteristics of Persons Involved in
International Aspects of Education

Qualities	f	%
<u>"Personal"</u>		
<u>Self-oriented</u>		
Liberal, open mindedness.	12	15.6
Ability to promote effectively the cause of international understanding. Be influential.	7	9.1
Be a good citizen.	4	5.2
Ability to reason, think, criticize analytically.	2	2.6
Ability and desire to meet with foreign people.	2	2.6
Ability and fortitude to stand behind own convictions.	1	1.3
Love and lack of fear of the unusual	1	1.3
Total	29	37.7
<u>Other-oriented</u>		
Have feeling, empathy, basic respect toward people and their cultures and religions. Tolerance.	22	28.6
Have interest in other people-not self-centered.	7	9.1
Total	29	37.7
Total "Personal Qualities"	58 (75.4%)	
<u>"Academic"</u>		
<u>Acquisition of Knowledge</u>		
Know subject area well.	5	6.5
Keep pace with developing conditions and information.	4	5.2
Know history of other countries.	3	3.9
Know American culture and history.	2	2.6
Have background in geography	1	1.3
Ability to communicate in a foreign language.	1	1.3
Total	16	19.4
<u>Dissemination of Knowledge</u>		
Have a desire to teach about international understanding.	4	5.2
Total "Academic Qualities"	20 (24.6%)	
Total Responses	78 100.0%	

Table 26

Curricular Elements Considered Important by Respondents
in Developing Greater Interest in the Area of
International Understanding

Curricular Elements	f	%
<u>"General"</u>		
<u>Content-oriented</u>		
Introduce concepts in early years of education.	11	11.2
Emphasize basic similarities rather than differences.	7	7.1
Integrate subject matter areas.	7	7.1
Up-date content and concepts.	7	7.1
De-emphasize textbook approach.	6	6.1
Develop foreign language proficiency	5	5.1
Develop geographic awareness.	4	4.1
Inject more non-Western content.	3	3.1
Eliminate stereotypes	3	3.1
Develop strong background in America's cultural heritage.	2	2.0
Total	55	56.2
<u>People-oriented</u>		
Provide contact with foreign peoples.	25	25.6
Give more attention to human relations.	7	7.1
Involve parents.	5	5.1
Do things for others.	3	3.1
Provide more counseling for course and program selection.	2	2.0
Study people according to regions rather than races.	1	1.0
Total	43	43.9
Total "General" elements	98	(100%)
<u>"Teacher"</u>		
Expose teachers academically to the international dimension.	12	63.3
Make information available to teachers regarding the work of organizations which promote international understanding.	2	10.2
Allow released time for teachers to participate in activities promoting international understanding.	1	5.3
Utilize a school consultant in international understanding.	1	5.3
Use more audio-visual techniques and materials.	1	5.3

Table 26 continued

Curricular Elements	f	%
Prepare teachers who have had experiences abroad to use their knowledge and insight effectively in the classroom.	1	5.3
Prepare teachers who visit or host foreign peoples to be able to effectively inform them about the American culture.	1	5.3
Total "Teacher" elements	19	(100%)

Of ninety-eight "General" curricular elements, fifty-five (56.2%) were content-oriented and forty-three (43.9%) were people-oriented. A significant percent (25.6%) of the people-oriented suggestions referred to the importance of contact with foreign peoples. Content-oriented suggestions were distributed fairly equally.

Twelve suggestions (63.3%) which were aimed at teacher preparation programs showed a desire for more courses that would orient teachers to the area of international understanding. And it was suggested that this be done more deliberately as part of the requirements for completion of teacher preparation programs.

Selected Comments. (Content-oriented) "The focus of attention must be developed during early years of education at the elementary level."

"Similarities should be stressed. After all, they are the binding factors of the human race. Hyper-analysis tends to lose this and stresses differences too much."

"Subject matter areas should be integrated so that focus is on cultural areas rather than on segmented, unrelated subject matter content."

"Teachers need to be informed of the most current concepts. Misconceptions will go unnoticed and perpetuated if they aren't informed differently."

"How can you teach international understanding from textbooks that refer to Soviet people as ruthless? Besides this, textbooks are sterile."

"It's surprising what you can learn about other peoples when learning a foreign language. Of course this depends on how it is taught."

"Geography should be introduced in its broadest sense. Economic and political geographies of other countries. I think Americans are geographically illiterate. It should be mandatory in all high schools in the United States."

"I'm learning a lot about people that are overlooked. Slavik, Near East peoples and others not part of traditional Europe are too often not stressed in schools."

"We should know about our own country's history, geography, economy, political ideologies, etc. before going into depth in other nations."

"Superficial experiences should be avoided. For example, dressing in costumes of people who are being studied could increase stereotyping rather than decrease it."

(People-oriented) "Contact with foreign peoples and countries should be encouraged. There is no substitute for direct relationships with people of foreign cultures."

"If we're interested in changing the attitudes of children, we can't discount the parents' influence."

"We need to do much more with self-understanding. If a person can understand himself he can better understand others. International understanding should be used as a vehicle for better understanding human behavior and relationships."

"By doing things for others, we learn to like others and appreciate them more."

"I needed more counsel in developing my programs and working out my course sequence. I really had poor advisement."

The following selected comments are related to the "Teacher" group of classified suggestions: "Teacher education programs should be designed to include learning experiences and exposure to factors of international understanding. Teachers need to have more knowledge about the area of international understanding if they are to teach it. They tend to shy away from teaching about other peoples and cultures when they don't know about them and therefore have to study up on them."

"Organizations which promote international understanding should make information more available to teachers. Things just don't filter down."

"You've probably noticed that most state organizations consist of administrators. Part of the reason for this is because they can get away from their jobs more easily than teachers. A teacher needs a substitute."

"Too many teachers like myself don't have a background or interest, and therefore don't teach about international understanding. What is needed is a specialized teacher or, if possible, a coordinator to act as a consultant in a system or even a building."

"There are many devices and materials that are useful in teaching international understanding. There are T.V. programs, films, tape recordings, use of the telephone, etc."

"What happens to those teachers who have taught abroad? Too many of them **don't** know to capitalize on their experiences and use them effectively in the classroom. We need to develop programs to train such people to utilize their experiences."

"I became involved in hosting foreign students and taking them around to see the American way of life. My problem was I didn't know how to react with these people and how to give them a good, clear understanding about our way of life."

Summary

Specific aspects of the data analysis appear to be significant and deserve attention. In the general category "characteristics of the study sample," matters concerning involvement in the area of international understanding are noteworthy. The educational background of the study sample is also revealing, especially in regard to the social science and vocational emphases which had a dominating effect in undergraduate and graduate programs.

The section dealing with the factors which influenced interest and involvement in the area of international understanding is significant because of the concerted effort to identify reasons certain factors were influential rather than the factors alone.

A third significant aspect is the section which concerns implications for curricular programs. The data suggest the need for a critical look at programs at the elementary, secondary, undergraduate and graduate levels of education.

CHAPTER V

SUMMARY, GENERALIZATIONS AND RECOMMENDATIONS

Introduction

Chapter V is organized in three sections. The first section is a recapitulation of the study's design. The second section presents the generalizations which were drawn from the data. And the final section cites some recommendations for further study and action.

The Design

The Purpose

This study was undertaken for the purpose of determining what factors influenced a selected group of teachers to become interested and involved in the area of international understanding. The basic assumption underlying the study was that individuals, especially teachers, become interested and involved incidentally rather than systematically.

Population and Sample

For the study, two committees and two organizations, which are recognized for their contributions toward international understanding, were selected as sources for the population. The committees are the Michigan Department of Public Instruction's Committee on International Understanding and the Michigan Association for Supervision

and Curriculum Development's Committee on International Understanding. The organizations are the Michigan Council for the Social Studies and the People-to-People program. Teacher-members were chosen as the population.

Three focal points were used in the selection of the study sample: equal numbers of both sexes; as equal a representation as possible of elementary and secondary teachers; and as close an equal distribution as possible of teacher-members from the four organizations.

Because there were so few teacher-members in the two committees, it was necessary to refer back to their 1960 and 1961 membership rolls to acquire an adequate representation as well as an appropriate number for the study sample.

Teachers who participated in at least one of the four sources for the population were presumed to be interested in international understanding. The degree of interest was as varied as the degree of involvement in organizations, committees and programs which were associated with developing international understanding.

Data Collection

A schedule was developed to collect the data by means of a personal interview. Members in the group studied were interviewed in their homes, except in six cases. Four of these six interviews were in the researcher's office and two in schools.

The schedule was standardized and consisted of both open and closed-ended questions. The former type of question provided the opportunity to probe whenever it appeared advisable to obtain clearer and more complete answers or explanations to important questions.

In every instance, the interviewees were responsive and willing to answer questions with little, if any, hesitation. Most of the study group demonstrated an eagerness to contribute to the study and cooperated in every way possible.

Within forty-eight hours after each interview, the data were transposed onto tables or cumulative records. This procedure was used to eliminate as much error as possible due to lapse of memory. In addition to this, the procedure gave more structure to the data collection process and provided a chance to determine more quickly certain patterns of responses.

Categories Investigated

The major categories in which information was collected were: selected aspects of the teaching experience; presence of interest before involvement; involvement in the area of international understanding; educational background; international aspects of educational experiences; foreign language background; nationality background; experiences abroad; process of becoming professionally involved; influential people; special events and situations; effectiveness of experiences abroad; course influences; way in which interest and involvement developed; academic preparation to promote international understanding through teaching; most important characteristics of individuals who are involved in international aspects of education; and suggestions concerning important curricular elements.

Limitations

1. Since this was an exploratory study, the nature of significance of relationships between certain variables was not in the purview of the study.
2. It was not the intent of this investigation to study an indiscriminate cross-sample of teachers, but to study a select group which had demonstrated interest and professional involvement in the area of international understanding.
3. Individuals responded according to their own perceptions of cause-effect relationships regarding influential factors.

Generalizations

This study was not undertaken to provide definite conclusions, but to generate a few generalizations which may and should be regarded as hypotheses for further study. Questions are posed with related sets of generalizations with hopes of highlighting (1) possible bases for further study, (2) certain implications for college, high school and elementary programs of a general education nature, and more specifically, (3) certain implications for the preparation and in-service education of teachers, as well as non-teaching educators. The generalizations can be applied at this time only to the sample of this study.

1. Teachers in this study group generally acquired an interest in international understanding before becoming professionally involved in promoting it.

2. Greater professional than non-professional involvement in organizations, committees and programs promoting international understanding is practiced by teachers in this study group.
3. Teachers in this study group became professionally involved in organizations, committees and programs promoting international understanding more as a result of invitation than upon their own initiative.

Related questions:

- a. Will involvement in committees, organizations or programs promoting international understanding generate interest in the area of international understanding?
 - b. In what way and to what extent are related interests and experiences transferred from avocational to vocational situations?
 - c. Is there any difference in the degree of commitment teachers have toward vocational and avocational interests?
 - d. What factors encourage or discourage active participation in professional and non-professional activities?
4. Teachers interested and involved in the area of international understanding generally have a social science undergraduate major.
 5. Teachers interested and involved in the area of international understanding generally select non-degree courses which are related to the social sciences.
 6. Teachers interested and involved in the area of international understanding generally enjoy the social sciences and humanities

most and the sciences and mathematics least throughout their education, elementary through graduate school.

Related questions:

- a. Are there personality differences between teachers who are interested and involved in the area of international understanding and teachers who have other interests and areas of involvement?
 - b. Are there personality differences among teachers who are interested and involved in the area of international understanding?
 - c. If teachers with different academic backgrounds and interests were provided similar amounts and kinds of international exposure, would similar interests and involvement in the area of international understanding develop?
 - d. Do teachers generally select non-degree courses that are related to the academic areas they teach?
7. Teachers, more often than not, pursue a specialized graduate program in the field of education which is not related to their undergraduate major.
 8. Exposure to international content diminishes as teachers progress from undergraduate to graduate programs.
 9. Teachers do not take courses that are internationally oriented primarily because of two major reasons: such courses are not available due to program restrictions or lack of offerings; or interests in other academic areas persist. Teachers interested in the area of international understanding generally accredit the former reason as the most important.

10. Inadequate preparation to promote international understanding through teaching was attributed primarily to the absence of courses that were oriented toward international understanding at both the undergraduate and graduate levels of education.

Related questions:

- a. At what time(s) or stage(s) of a person's formal education would exposure to international content be most effective in developing interest in the area of international understanding?
 - b. To what extent and in what ways do institutions of learning give attention to international content in courses with the intent to promote greater interest in the area of international understanding?
 - c. How restrictive are educational programs in regard to the selection of experiences that provide international exposure?
 - d. To what extent and in what ways do institutions of higher learning prepare teachers to promote international understanding through teaching?
11. Members of this study group regarded school administrators as having a strong influence on their becoming involved in activities related to international understanding.

12. College professors, especially those who have had personal experiences abroad, were mentioned most frequently by members of this study group as having a strong influence on their becoming interested in other peoples and cultures.
13. First-hand, personal experiences with peoples of different ethnic backgrounds were reported by this study group as having a strong influence on their developing interests in the area of international understanding.
14. A home environment which facilitates and encourages exposure to foreign peoples and ideas, and learning of international matters was reported by this study group to have a strong influence in developing interests in the area of international understanding.
15. This study group was influenced greatly by the enthusiasm and encouragement of others who were interested and/or involved in the area of international understanding.
16. From observing other peoples' intolerance and disrespect toward peoples of different ethnic and cultural backgrounds, certain members of this study group developed an interest in the area of international understanding.
17. Courses per se generally had little or no influence in developing interest and involvement in the area of international understanding.
18. According to members of this study group, experiences abroad, regardless of their duration, generally had a strong influence in developing greater interest in the

area of international understanding. The same experiences abroad generally did not influence professional or non-professional involvement in the area of international understanding.

Related questions:

- a. Are there any relationships between the extent teachers are involved in the area of international understanding and the type of administrators with whom they work?
- b. Are teachers less apt to participate voluntarily on committees, organizations or programs if administrators do not encourage such participation?
- c. What opportunities are provided teachers at all levels of education to gain personal experiences abroad and to relate such experiences to the courses they teach?
- d. What efforts are made to prepare teachers at all levels of education for the experiences with which they will be confronted when visiting abroad?
- e. What efforts are made to utilize the experiences teachers have abroad?
- f. To what extent are institutions of learning providing opportunities for students to have personal contact with peoples of other cultures?
- g. To what extent are institutions of learning evaluating their programs in terms of promoting interest in the area of international understanding?

- h. To what extent are institutions of learning, especially elementary and secondary schools, encouraging parent and community interest and participation in the area of international understanding?
 - i. To what extent do individuals who have had experiences abroad realize the importance they play in developing interest (or possibly discouraging interest) in the area of international understanding?
19. Members of this study group generally consider international content as being more a part of the social sciences than other subject matter areas. This applies to their experiences as college students and teachers.
20. In general, teachers become interested and involved in the area of international understanding as a result of unsystematic, incidental events.
21. Teachers, for the most part, attribute their unsystematic, unanticipated outcomes, and incidental approach to the area of international understanding to the lack of international orientation in their undergraduate and graduate programs.
22. Teachers in this study group generally believe that, among many possible curricular improvements, the following two curricular elements would contribute greatly to generate interest in the area of international understanding: the inclusion of concepts which would help germinate understanding among peoples; and exposure to foreign peoples and cultures at all levels of education (early elementary through graduate education).

23. Teachers in this study group consider, in general, the following two qualities as the most important personal characteristics of persons who are involved in international aspects of education: a demonstrable belief, respect and tolerance toward others; and a liberal, open-minded approach to teaching about other peoples and cultures.

Related questions:

- a. In the study of foreign peoples and cultures peculiar to the social sciences?
- b. What systematic, organized, well-planned efforts are being practiced by institutions of learning, committees, organizations and programs to encourage teachers at all levels of education to develop interests in the area of international understanding? How effective are they?
- c. To what extent are institutions of learning incorporating some of the more commonly expressed suggestions for curricular programs to develop greater interest in the area of international understanding?
- d. To what extent are institutions of learning considering basic personal qualities considered important for people involved in international aspects of education as desired goals of their curricular programs as well as desired criteria for the selection of personnel?

In addition to the foregoing generalizations and related questions, the following recommendations are cited:

1. This study should be replicated by both the personal interview technique and the questionnaire technique.
2. Selection of a population should be made on a broader scale to include more than Michigan teachers who demonstrated an interest in the area of international understanding through their involvement in committees, organizations or programs which promote international understanding.
3. To study the interest and involvement persistence of this sample group, a follow-up study should be considered. A similar longitudinal study might be possible with members of the whole population as defined in Chapter I, or as suggested in recommendation number two.
4. A comparative study should be made of planned educational experiences designed to promote international understanding to determine the composition of influential factors and the responses to them or results of them.

Concluding Statement

The plea for all undergraduate professional schools and programs to take cognizance of various means of furthering international understanding is becoming more audible.

It is especially important that the many teacher training programs provide their students with the competence required to make them effective primary and secondary school teachers. At a time when school curricula are being changed to meet the challenge of world

affairs and when new, imaginatively produced materials are increasingly available, the need for teachers adequately prepared to interpret the world scene is unprecedented.⁵⁶

The significance of the above quote lies in the need for all teachers to be adequately prepared to interpret the world scene. Of utmost importance, however, is the need to place all efforts aimed at establishing greater interest and understanding of other peoples and cultures in proper perspective. Klineberg points out this need most effectively when he reports:

Any program of attitude change will fail of its objectives, however, unless it is realized that the problem has many aspects, and that no one approach by itself can possibly be effective. Attitudes are created and modified by the home and by the school; they have emotional as well as intellectual components; they are responsive to social pressures as well as to deep psychological needs. They have many dimensions, and they must be approached from many different directions. It is not enough to recognize that the problem is multidimensional, and that therefore the attack must be multidimensional as well. This recognition must be translated into effective action, so that our "educational offensive," in the wildest sense of the term, may have the best possible chance of success.⁵⁷

⁵⁶The Committee on the College and World Affairs, op. cit., p.62.

⁵⁷Klineberg, op. cit., p. 60.

APPENDIX A

INTERVIEW SCHEDULE

A. Present and Past Interest

1. This year, in what aspects of international understanding have you been most interested?
2. What other interests have you had in the area of international understanding before this year?
3. Were you interested in the area of international understanding before or after you became professionally involved in committees, programs, or organizations promoting international understanding?
 before, after
 (a) If after, why?

B. Present and Past Involvement

4. This year, in what committees, organizations, clubs or programs which promote international understanding, have you been professionally involved as a member?
 (a) This year, what conferences, programs, or meetings have you attended that pertained to international understanding?
 (Attended as a professional person in education)
5. How have you been professionally involved as an educator in the field of international understanding before this year?
 (a) How have you been involved, not professionally as an educator, in the area of international understanding?
 (Organizations, committees, clubs etc. in which your position as an educator is or was not the reason for your involvement)

 How many years have you been involved, not professionally as an educator, in the area of international understanding?
 years.
6. How many years have you been professionally involved as an educator in the field of international understanding? years.
7. How many years have you been in teaching? years.

C. Process of Becoming Involved

8. How did you become professionally involved in committees or organizations or programs the very first time?

D. Significant Others

9. What persons were of the greatest influence in your becoming professionally involved in committees, organizations or programs promoting international understanding the very first time?

(a) What was it about them or what they did that had an influence on your becoming involved in the area of international understanding?

10. What persons were of the greatest influence in your becoming really interested in the field of international understanding?

(a) What was it about them or what they did that had an influence on your becoming interested in the area of international understanding?

(probe) Looking back over the years, can you think of one or possibly more than one person who might have been influential in your becoming interested in the area of international understanding? (SUCH AS members of your family, friends and acquaintances, teachers, foreign people, college profs, speakers you've heard, etc.)

(a) What was it about them or what they did that had an influence on you?

E. Special Situations and Events

11. Can you remember any particular situations or events that might have been influential in your becoming--
 --interested in the area of international understanding?
 --involved in the area of international understanding?

F. Educational Background

12. What degrees do you have? (circle appropriate one(s) below)
 What majors and minors did you take? (fill appropriate blanks below)

BA or BS: Field _____	Major _____	Minors (1) _____ (2) _____
MA or MS: Field _____	Major _____	Minors (1) _____ (2) _____
_____ : Field _____	Major _____	Minors (1) _____ (2) _____

(a) What degrees are you working on now? What are your majors and minors?

_____ : Field _____ Major _____ Minors (1) _____ (2) _____

(b) Have you taken any courses outside of your degree programs?
 ____ yes ____ no. If yes, in what subject areas were your courses?

13. Did you take any courses that had a definite international orientation in your --BA or BS: yes, no. How many?
In what subject areas were they?
MA or MS: yes, no. How many? In what subject matter areas were they?
 : yes, no. How many? In what subject matter areas were they?
Courses: yes, no. How many? In what subject matter areas were they?
- (a) Are there any reasons why you haven't taken more courses with international content?
14. In which way were your BA or BS courses or your undergraduate experiences influential in your becoming--
--interested in the area of international understanding?
--involved in the area of international understanding?
- (a) In which way were your MA or MS courses or your graduate experiences influential in your becoming--
--involved in the area of international understanding?
- (b) In which way were your (degree) courses or your graduate experiences influential in your becoming--
--interested in the area of international understanding?
--involved in the area of international understanding?
- (c) In which way were your non-degree courses or your academic experiences influential in your becoming--
--interested in the area of international understanding?
--involved in the area of international understanding?
15. Do you feel that your college courses adequately or inadequately prepared you to teach about international understanding?
 adequately, inadequately.
(a) If adequately, how?
(b) If inadequately, why? (You may wish to answer in order of your degree programs)
(and any non-degree courses you may have taken)
16. Considering all that we have discussed so far, would you say that you became interested and involved in the area of international understanding because of systematic, deliberate planning or because of unsystematic, incidental events?
(a) Interested: systematic, unsystematic.
(b) Involved: systematic, unsystematic.
(c) Explain your answers.

G. Foreign Experiences

17. Have you ever (1) studied abroad, (2) participated in a student or teacher exchange program abroad, (3) traveled abroad, or (4) lived abroad for a period of time for reasons excluding the above three? (circle the appropriate one(s))

(a) If you have, give me the following information:
Study (date) Exchange Prog. (date)

Africa	_____	_____	_____	_____
Asia	_____	_____	_____	_____
Europe	_____	_____	_____	_____
Latin America	_____	_____	_____	_____

	Travel (date)	Live	(date)
Africa	_____	_____	_____
Asia	_____	_____	_____
Europe	_____	_____	_____
Latin America	_____	_____	_____

(b) How long were you abroad at any one occasion?

18. Did you become interested in the area of international understanding as a result of any of your foreign experiences?
____yes, ____no.

(a) Why?

(b) Did you become professionally involved as an educator in the area of international understanding as a result of your foreign experiences? ____yes, ____no.

(a) Why?

(c) Did you become involved, not professionally as an educator in the area of international understanding as a result of your foreign experiences? ____yes, ____no.

(a) Why? or if yes, in what way? (cf ? 5 (a))

H. Biographical Information

19. What language(s) were spoken in your home?
20. What foreign languages did you take in school (college included)?
21. How proficient are you in one or more foreign languages? (speaking, reading, writing)

	speaking	reading	writing	understanding	conversation
good	_____	_____	_____	_____	_____
fair	_____	_____	_____	_____	_____

22. What is your nationality background?

23. Male _____, Female _____.

24. In what states did you receive your education?

elementary secondary undergraduate graduate

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

In what countries?

_____	_____	_____	_____
-------	-------	-------	-------

25. What grade levels have you taught?

K 1 2 3 4 5 6 7 8 9 10 11 12, college 1 2 3 4

26. What subjects have you taught?

(a) Typical elementary grade subjects ____yes, ____no.

(b) Other

(c) Which subject(s) included international content?

(Circle appropriate one(s) above)

27. What subjects have you enjoyed.....Most Least

(a) elementary school

(b) secondary school

(c) undergraduate

(d) If preferences have changed over the years, ask why.

_____	_____
_____	_____
_____	_____

I. Suggestions and Opinions

28. (Personal Qualities)

In your opinion, what are three most important characteristics that a person who is involved in international aspects of education should possess?

29. (Curricular Experiences)

What would you consider to be, at least two, important elements of curricular programs that would develop more interest, on the part of elementary, secondary, and college students and in-service teachers, toward the field of international education?

30. What elements would strengthen the way international understanding is treated on all levels (elementary-college-in-service education)?

31. Are there other points which you might consider important to this study that we have not discussed?

APPENDIX B

MICHIGAN STATE UNIVERSITY East Lansing

College of Education

Office Phone: 355-5522

Home Phone: 355-9790

June 5, 1964

Dear

A study of selected teachers in Michigan is being conducted for the purpose of determining what factors were influential in their becoming interested and involved in the area of international understanding. Since more teachers are demonstrating an interest and involvement in teaching and promoting international understanding, knowledge of influential factors should be valuable in developing curricular experiences of school and college youth. It is also expected that such information could aid in the development of effective preparation programs for teachers who will find themselves teaching about foreign peoples and cultures.

Because you have been involved in the area of international understanding, it is hoped that you will participate in this study and thus contribute, in another way, to something that is of interest to you.

The end of a school year, I realize, can be very pressing; however, if you could manage to schedule time for an interview which takes about sixty minutes, I would appreciate it very much. The interview consists of a series of open-ended questions which pertain to your present and past interests and involvement in the area of international understanding, your academic background, and particular situations, events and people that influenced you to become interested and involved in the area of international understanding.

In a few days I will be contacting you, probably by phone, to arrange an appointment for an interview. If you wish additional information concerning the study, please feel free to contact me, Dr. Charles Blackman, or Dr. Stanley Wronski at the College of Education, Michigan State University.

I shall be interviewing during the month of June. Since you live in the same geographic locality as do others in the study, of necessity I must schedule several interviews on the same day. You can help me by giving some thought to alternative times when I might interview you in your home, at school, or any other suitable location. If you plan to be at Michigan State University sometime this summer and if it would be convenient for you to arrange an appointment at my office, please let me know by calling me collect.

Sincerely,

Walter G. Williams, Jr., Assistant Instructor
513 I, College of Education

WGW:mp

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