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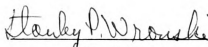
"The Degree of Worldmindedness Exhibited in Schools
with Varying Emphasis on Global Education"

presented by

CLAUDETTE PAULINE RICHARDS

has been accepted towards fulfillment
of the requirements for

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Michigan State University
in partial fulfillment of the requirements
for the Degree of

DOCTOR OF PHILOSOPHY

Department of Economics and Business

1976

THE DEGREE OF WORLDMINDEDNESS EXHIBITED IN SCHOOLS
WITH VARYING EMPHASIS ON GLOBAL EDUCATION

by

Claudette Pauline Richards

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CLAUDETTE PAULINE RICHARDS

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A DISSERTATION

Submitted to
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ABSTRACT

THE DEGREE OF WORLD-MINDEDNESS EXHIBITED IN SCHOOLS WITH VARYING EMPHASIS ON GLOBAL EDUCATION

by

Claudette Pauline Richards

This study is designed to examine the relationship between global education and the development of world-mindedness in high school students. The world today is such that schools should consider fostering more than a simple awareness of the existence of other world inhabitants; rather, be independent states as evidenced a feeling of global community needs to be fostered.

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Under to execute the experimental, several tasks were undertaken. First, a "World-Mindedness Scale" was developed which included statements which students were required from the themes incorporated in the literature. It includes education and in the literature of world-mindedness. The instrument was validated by thirty high school students.

Secondly, one hundred thirty-three students, similar to those who would later participate in the research study, were administered the scale containing 100 items which were designed. As a result of the reliability test, the final scale was developed.

Two hundred twenty-five students in grades ten to twelve participated in the research study. The students represented three types of schools in the State of Michigan:

- (1) funded for global education and placed a high emphasis

ABSTRACT

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This study is designed to examine the relationship between global education and the development of worldmindedness in high school students. The world today is such that schools should consider fostering more than a simple awareness of the existence of other world inhabitants; rather, because of the interdependent state of humankind, a feeling of global community needs to be fostered.

In order to execute the examination, several tasks were undertaken. First, a "Worldmindedness Scale" was developed which included statements whose contents were derived from the themes incorporated in the literature of global education and in the literature of worldmindedness. The instrument was validated by thirty high school students.

Secondly, one hundred thirty-three students similar to those who would later participate in the research study were administered the scale consisting of fifty-seven statements. As a result of the reliability run, the final scale was developed.

Two hundred twenty-five students in grades ten to twelve participated in the research study. The students represented three types of schools in the state of Michigan:

- (1) funded for global education and claiming a high emphasis

Claudette Pauline Richards

in the curriculum, (2) not funded but claiming an emphasis on global education, and (3) neither funded nor claiming an emphasis on global education.

The following conclusion is reached:

As measured by the developed Worldmindedness Scale, there is no difference in the degree of worldmindedness exhibited by the three types of schools with varying emphasis on global education.

Several questions are asked as a result of this conclusion. Among them are: Why isn't the curriculum which educates for global perspectives more effective than a curriculum without that focus? Are schools focusing on the appropriate global concerns? Are schools emphasizing certain global issues and ignoring others?

It is recommended that further studies be made to investigate whether: students in urban or rural schools would score differently from those studied, who were enrolled in suburban schools; the influence of the home is so overwhelming that the school's emphasis on the development of worldmindedness is negligible; students in "lower" or "upper" classes would score differently from the students tested, who were "middle class;" students enrolled in schools with a larger minority population would score differently; students enrolled in parochial or private schools would score differently.

DEDICATION

Heartfelt appreciation and love are extended to my parents, Mr. and Mrs. Claude J. Richards, whose encouragement and faith have been

I would motivating forces in my life. My guidance committee for their input which helped to steer this research. Committee members were: Dr. Stanley Wronski, chairman, Dr. Gloria Smith, Dr. Ruth Hill Usom and Dr. Peggy Kiehl.

My appreciation is also extended to Ms. Diana Wresinski and Ms. Gabby Belli of the Office of Research Coordination at Michigan State University for their assistance.

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CHAPTER 1

INTRODUCTION

The Problem

Among the several trends being adopted by innovative educators of today is the teaching about planet Earth through curricula designed to promote the attainment of a global perspective. Until recent times, educators have generally not assigned a high priority to developing worldmindedness in students, as our American culture has been perceived as being relatively autonomous and independent. Other cultures have been treated traditionally as being dependent or as seeking to be highly imitative of our own. Those that were not have tended to be looked upon in a patronizing or condescending manner by the members of our American culture.

As a result, our schools have produced generations of citizens who have studied cultures in the contexts of "we" and "they." There was a lack of feeling of commonality with other members of the human race. There was no sense of global community.

Generally the American schools have fostered little more than an awareness of the existence of other world inhabitants. Today's world, however, is one that demands more than an awareness. With the increasing need for

interdependence, students must learn that the primary reference group is humankind, rather than their own national or ethnic group.

Teachers, along with curriculum writers, have sought to enhance a sense of global responsibility in students by developing various curricular emphases under the generic term of global education. This course of study, also known as education for a global perspective, is not to be found in a text with a prescribed chapter to chapter format. It is not definable in terms of a subject matter in the way that environmental education or economic education can be defined by subject matter.¹

Modern living is encompassed with an international quality. It is impossible to pick up a newspaper or have exposure to any other medium without being made aware of events around the world. As a result, children must be prepared to live in a pluralistic, multi-cultural world. They need to become sensitive to the needs of others, not only intellectually but emotionally as well.²

International education has been incorporated as a curriculum form for many years. It has been the vehicle, usually in the social studies classroom, which has been used

¹ Lee Anderson, Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education (Indiana University: Social Studies Development Center, 1979).

² Edith W. King, The World: Context for Teaching in the Elementary School (Dubuque, Iowa: Wm. C. Brown Company Publishers, 1971).

to study the world. There is a widespread agreement among educators, however, that international education per se offers inadequate support for the development of a global perspective. James Becker, a leader in the global education movement comments:

... the notion of the emerging world society with its increasing interdependence appears rarely, if at all, in contemporary curricula. Instead, schools are likely to present the world as a series of fragmented units. The study of international affairs is a potpourri of unrelated bits and pieces: a few weeks on Africa, Latin America, Asia, or the Middle East, the United Nations, a brief study of Communism, a passing glance at the role of the United States in world affairs, and an occasional reference to conflict and change.³

Global education is more than awareness oriented; it is value and action oriented as well. Wronski states:

The frame of reference of global education is different from that of international relations, the most important being that global education views the world condition from the perspective of fellow travelers on spaceship earth, rather than from the perspective of individual national states or collectives of states. It is value oriented in that it deals with alternative prescriptions for preferred worlds.⁴

Global education is also referred to in some circles as world-order education. Boyer contrasts world-order education with international education in the following statement:

³James Becker, "Perspectives on Global Education," Social Education, Volume 38, Number 7 (November/December, 1974), 678.

⁴William Boyer, "World Order Education," Phi Delta Kappan, 59 (1977), 20-21.
⁵Stanley P. Wronski, "Developments in Global Education," (East Lansing: Michigan State University, 1978), p. 1. (Mimeographed.)

World order education is an upgraded form of political education. It is citizenship education which transcends the nationalistic and pre-ecological values of the old citizenship education. It is global in outlook, human-value-centered, problem solving, and futurist. Its closest kin, international education, has been primarily descriptive, using conventional academic methodology to describe and explain the present world. As a result, it has been nation-state-centered, value neutral, and concerned centrally with understanding the present rather than creating a better future. World order education, by contrast, is solution-centered. Therefore, it is an instrument of social-cultural change.⁵

The Center for Global Perspectives has endorsed the humanistic, multi-disciplinary approach to global education. Researchers in the field have given credence to the above assertions and conclude:

Many teachers have already discovered the values of developing multidisciplinary, humanistic units on a variety of subjects. And a growing number of schools have created exciting and stimulating multidisciplinary curricula. However, we need to place special emphasis on the importance of these efforts for the development of global perspectives. Education with a global perspective is not limited to social studies courses such as culture studies, world affairs, and international relations. It is the combining of the potential available in all subject areas.⁶

There are three major reasons frequently cited for the apparent hesitancy to embrace global education into the curriculum. The first is the reluctance of educators to divert from the traditional compartmentalized approach to the problem. Educating for global perspectives demands that

⁵William Boyer, "World Order Education: What Is It?" Phi Delta Kappan, Volume LVI, Number 8 (April, 1975), 524.

⁶Center for Global Perspectives, Intercom 84/85 (New York: New York Friends Group, Inc., 1976), p. 23.

life issues which must be faced can no longer be assigned exclusively to a specific subject area. It is no longer acceptable to avoid a topic in the English classroom because it appears to have scientific origins. Thomas J. Jennings and Edmund G. Short cite the authors Taylor and Walker for having expounded on the concept which proclaims the value of the multidisciplinary approach. According to Taylor and Walker, a problem is an anomaly in a state of affairs which always transcends the arbitrary boundaries of a discipline, therefore to utilize a unidisciplinary approach is to treat only a part -- not the whole -- of a problem.⁷

The second issue that has caused reluctance to embrace global education has to do with the complexity of today's society and the difficulty in adjusting curriculum to accommodate this complexity. As the world becomes smaller, problem solving takes on a world dimension and affects individuals universally. Problems which previously were simplistic are now compounded by increased scope. As society and the world experience rapid change, adjustments should be made in curricula so as to avoid static and isolated obsolescence. More information must be acquired and retrieved because of the information explosion. As new information is discovered, the conception of what is true changes. Flexibility in educators is to be encouraged in order to foster effective vehicles to develop the student's ability to

⁷Thomas J. Jennings, Jr., and Edmund G. Short, "Multidisciplinary: An Approach to Alternative Curriculum Thought," Educational Leadership, Volume 33, No. 8 (May, 1976).

receptivity to the phenomenon of "the changing nature of truth."⁸

The third issue -- that of growth -- is the most difficult to deal with. Prior to now, growth has been treated as a positive phenomenon. With new awareness of the varying stages of development of other peoples, it has been recognized that there are problematic aspects to growth. An old question has to be asked again: Is growth desirable? The answer is not necessarily "Of course!" In fact, it will sometimes be a definite "No!" This presents a value dilemma in the classroom. Students have always been taught that progress is desirable. But is it? The educator must be prepared to reconcile the ambiguity of the issue of growth.

The following conclusion is reached. Today's people are no longer able to ignore other world inhabitants. The problems of the world are not assigned to "others;" they are also "ours." To be ignorant of the newly emerging aspects of the spaceship earth is to invite suffering and unnecessary hardships. The classroom is an appropriate setting to develop awareness and to instigate action which would instill in students the sense of responsibility that goes with being inhabitants of the global community. It is proposed that the global education curriculum can be an effective vehicle to develop this feeling of duty, not only

⁸ Ibid.

to the local community, but to all the world beyond.

Significance of the Study

Is the global education curriculum as it exists in schools today effective in teaching our students to be responsible world inhabitants? Advocates of the global education movement proffer that students will learn to behave more responsibly toward their world as a consequence of global education.

Distinguishing Characteristic of Global Education

Global education is defined as "...the lifelong growth in understanding, through study and participation, of the world community and the interdependency of its people and systems -- social, cultural, racial, economic, linguistic, technological, and ecological. Global education requires an understanding of the values and priorities of the many cultures of the world as well as the acquisition of basic concepts and principles related to the world community. Global education leads to implementation and application of the global perspective in striving for just and peaceful solutions to world problems."⁹

A distinguishing characteristic of global education is that it is designed to motivate each individual to be a

⁹Michigan Department of Education, Guidelines for Global Education (Lansing, Michigan, 1978), p. 3.

participant in the newly emerging world system. Our world is changing rapidly, which requires that we recognize the developing interrelatedness and interdependence between our own and other nations.

Ratlee Lee Anderson recommends that in order to be more effective participants in the world system, individuals must strive for four types of competencies. They are as follows:

1. Awareness of involvement in the world system: If an individual gains competence in perceiving how he or she is linked to the world beyond national borders, that individual is better equipped to participate effectively and responsibly in the world system.
2. Decision making: The participation of today's young people in the world system will be more effective and responsible if they are competent in: a) understanding their own self-interest as well as the interests of others; b) identifying possible alternative choices; and c) calculating and evaluating the consequences of different choices.
3. Judgment making: competence that involves abilities to make more accurate and sophisticated judgments about the peoples, institutions, and social processes which constitute the world system.
4. The exercise of influence: An individual who has developed some competency in exercising influence, however slight, over the institutions, processes, and problems that impinge on his or her own life, which affect the welfare of the groups to which he or she belongs and which shape the well-being of the human species as a whole, is more likely to be an effective and responsible participant in the economic, political, and social life of humankind.¹⁰

Educators who are utilizing the global education concepts are seeking to teach persons to become responsible

¹⁰Center for Global Perspectives, Intercom 84/85, op. cit., pp. 10 - 12.

world inhabitants. More than teaching an awareness of the world system, they teach competencies required to deal with a rapidly changing world.

Rationale for Global Education

Our schools have traditionally been operated under a "Western" bias that has existed for so long that to question it would appear to be unpatriotic. The biggest and the strongest nations were in command of the use of natural resources. The powers of business, industry, and the military were scarcely questioned. But certain recent events in history -- the Vietnam War, Watergate, unemployment, and declining raw materials -- have challenged the national orientations that prevailed. John Goodlad, a scholar who has devoted attention to promoting change in education and has among other areas focused on schooling for mankind comments: "The day is drawing close when not to recognize the need for new national orientations will be commonly regarded as not in the best interests of the country and certainly not in the interests of humankind."¹¹

Rene Dubos, 1969 Pulitzer Prize recipient observes that "we all have two countries, our own and planet Earth." As such we must recognize that we are not a single entity

¹¹ John I. Goodlad, Facing the Future (New York: McGraw-Hill Book Company, 1976), pp. 170 - 171.

¹² Robert G. Sawyer, Global Education (New York: Center for Global Education, 1972).

but a part of a global system. All of the inhabitants of planet Earth need to develop a unity of purpose which is to become a part of the common insight.¹²

The rationale for global education is to create a more worldminded individual. Recognizing the process involved is a lifelong one, the students of global education become more worldminded as they attain a broader global perspective.

The School's Function in Educating for Global Perspectives

There is no denying that the school is a place where one acquires only a part of life's experiences. Outside of school, other societal forces intervene which confirm or negate what has been learned. Robert Hanvey discusses how the schools can contribute meaningfully, especially if they are able to identify special areas of competence.

...The schools must select a niche that complements the other educative agencies of the society. To the extent that those other agencies and influences work against a global perspective the schools can perform a corrective function; to the extent that the other agencies are glib and superficial the schools can seek to be more thorough; to the extent that the other agencies have blind spots the schools can work to supply the missing detail; to the extent that the other agencies direct the attention to the short-term extraordinary event the schools can assert the value of examining the long-term situation or trend (which is sometimes extraordinary in its own right).¹³

¹² Rene Dubos, Only One Earth - The Care and Maintenance of a Small Planet (New York: W. W. Norton & Company, Inc., 1972).

¹³ Robert G. Hanvey, An Attainable Global Perspective (New York: Center for Global Perspectives), p. 2.

It is up to the schools to be more than "event-centered." The media succeed in reporting events when it appears that this will interest a large group of people. The media have also been successful in perpetuating a national culture. This has been useful but it is shallow. The schools must do more. They must encourage scrutiny of the status quo.

Global Education Themes

There are four concepts which are central to educating for global perspectives. They are conflict, change, interdependence, and communication.¹⁴

Change is a difficult concept to grasp, especially by the very young. But change is an integral part of our lives. Not only should students be taught to adapt to what has taken place, but more importantly, to shape the changes they want for the future.

Conflict has not been developed successfully in contemporary curriculum. In fact, the tendency has been to avoid dealing with it. Since students deal with conflict daily, they must be taught to cope with it in positive and constructive ways.

One of the key concepts for global education is interdependence. There is nothing that we do that does not ultimately affect others. Conversely, the actions of others,

¹⁴Center for Global Perspectives, Intercom 84/85, op. cit., pp. 19 - 21.

no matter how far away, affect us. Responsible action is the goal to be aimed for under the notion of interdependence. World Communication is the key for reducing many points of tension. Prejudices are usually developed and linger because of misconceptions, stereotypes, and linguistic differences. In schools, the goal should be to prepare students to be better transmitters and receivers of messages for humanity. In the process of achieving this regard, the

Developing Worldmindedness in Students

Proponents of global education agree that the end-product of a global education program should be a world-minded individual. The term worldminded, unfortunately, is not definable in any traditional sense. Instead, it is a description of the character of an individual.

Donald L. Sampson describes the worldminded person as follows:

...a worldminded person (one who uses world-mindedness as a frame of reference) is considered to be one who is willing to take a world-view of the problems of humanity, who respects and attempts to understand and accept the differences between peoples, who is willing to sacrifice certain rights and advantages in the collective interest, who wants to cooperate actively with others to attain a more satisfying life for all. Philosophically speaking, he is a strong humanist; psychologically he is identified with the whole of mankind as well as with his family, community, and country. Moreover, in the inevitable conflicts between these several loyalties, his identification with humanity will necessarily enter as a strong determinant in his decisions and actions.¹⁵

¹⁵ Donald L. Sampson, "Worldmindedness as a Frame of Reference: An Attitude Scale" (Master's Thesis, University of Toronto, 1949), I. 9.

the worldminded student is not ethnocentric. He/She cares about all of humankind and acts accordingly. The worldminded individual is only so called when the behavior is consistent and frequent. They are individuals that rationally perceive the world environment. They are intellectual. The Effects of Becoming Worldminded recognizing and admitting

The worldminded individual has a positive regard for humanity. In the process of achieving this regard, the individual should become a self-actualizing person. The process involves the frequent clarification of tasks: seeking solutions and clarifying consequences. To be self-actualizing requires the establishment of interpersonal relationships. of worldmindedness adopted by selected second Ervie Lowell Glick, who has done extensive research in the area of worldmindedness comments:

...It (worldmindedness) is a construct intended to facilitate communication in reference to a particular yet complex set of principles by which its holder conducts his life, which generates attitudes, feelings, and motivations, as reflected in point of view, allegiances, relationships, disposition, and self-concept. It is a characterization for the ability or capacity to extend one's self beyond local, regional, and national concerns and affiliations to mankind as a whole, and to find security, membership, and self-esteem within a global context.¹⁶

The worldminded individual is one who is appreciably concerned, responsive to and knowledgeable about affairs beyond but not excluding the local area. He/She strives for

¹⁶ Ervie Lowell Glick, "Toward A Comprehensive Definition of Worldmindedness" (Ph.D. dissertation, Indiana University, 1974), p. 177. Some questions and answers

the achievement of world peace and community, and the establishment of a balance in the economy and the ecology. and attitud Worldminded individuals are persons who have wholesome and realistic self-understandings, and outlooks that rationally perceive the world environment. They are intellectually and emotionally capable of recognizing and admitting the presence of both positive and negative traits in their own culture, as well as in others.

Purpose

The purpose of this study is to investigate the relationship between a global education emphasis in the curriculum and the degree of worldmindedness exhibited by selected secondary school students.

Hypothesis

As measured by a worldmindedness scale, worldmindedness will be positively correlated to the extent to which global education is deliberately introduced into the curriculum.

Definition of Terms

Global Education (or Education for a Global Perspective): That education which contributes to "...an outlook characterized by heightened awareness and understanding of the global arena and the global system,"¹⁷ and "...the social

¹⁷Center for Global Perspectives, Global Perspectives: Some questions and answers (New York, 1977) p. 6.

experiences and learning processes through which individuals develop images of the world system and the cognitive and attitudinal orientations towards particular components of that system."¹⁸

Worldmindedness: ...constitutes a particular system of principles for the conduct of life. That system consists of the interaction of three overlapping elements: (1) a basic body of knowledge; (2) values and ideals; and (3) the physiological and emotional organization of personality. Together they form a mechanism by which information is processed, understood, and acted upon according to an internally prescribed and self-consistent pattern.

That mechanism generates attitudes, feelings, and motivations which cluster about a basic idea: the extension of consciousness or awareness from oneself to the entirety of the human family. Another unifying variable is the quality of good will and positive regard that characterizes those attitudes.

This attitude set finds expression in a vast range of possibilities: in one's perceptions, in allegiances, in human relationships, in one's predisposition to tolerance and empathy, in the quality of one's self-understanding. Each of these represents a pattern of behavior. Isolated behaviors have little meaning, but when they conform to a consistent pattern over time, they become recognizable as worldminded or not worldminded. Behaviors are not random, but result from a decision -- conscious or unconscious -- to act in a certain way under certain circumstances.¹⁹

Scale: An instrument designed for the measurement of attitudes; that is, a measure to ascertain the predisposition of the individual toward some symbol or object or aspect of the world in a favorable or unfavorable manner. Responses

¹⁸ Neil Schmidt, "Fourth, Fifth, and Sixth Grade Students' Global Orientations: A Descriptive Study" (Ph.D. dissertation, University of California, Los Angeles, 1975).

¹⁹ Ervie Lowell Glick, op. cit., pp. 135 - 136.

are not statistically progressive but rather index measures from (1) strongly disagree to (6) strongly agree which indicate the feeling of a respondent toward an individual object (item).

Supporting Theory

As stated earlier, proponents of global education feel that the acceptable end-product is a worldminded individual. This has been expressed in several ways. Some educators, such as Edith King, have attempted to give meaning to the concept.

The concept of worldmindedness means instilling a sense of global responsibility within the individual, be he child or adult. Being worldminded encompasses far more than merely bettering inter-group relations, and utilizing audio-visual aids to effect such attitudes. Worldmindedness is based upon human philosophy, grounded in the arts and humanities and the major contributions the social sciences bring to furthering knowledge about the human condition.²⁰

Other educators, exemplified by Glick, prefer to work with the constituents of worldmindedness, rather than struggle for a firm definition of the term.

We have learned ... that it is more productive to concentrate research and educational endeavors on the constituents of worldmindedness, that is, on building appropriate knowledge, cultivating appropriate values, and fostering of balanced and mature personalities. Other studies lend support to the theory that the achievement of these aims does not occur apart from gratification of basic psychological needs. If these needs can be met within a

²⁰ Edith W. King, op. cit., p. 4.

²³ King, op. cit.

global context, worldmindedness can be realized. Man has long sought to satisfy his basic needs, and that challenge remains for educators for worldmindedness.²¹

Less specific references to the relationship of the global education curriculum to the development of worldminded individuals are to be found throughout the literature.

Educators in the area of values seek similar goals to the goals of global education.

Sidney Simon, a noted values clarification author, offers the following observation:

For too long, we have allowed our educational system to rest on the questionable assumption that educated people are also happy people and moral people. We have incorrectly assumed that the ability for rational and abstract thought also enables people to make value decisions. But cognitive ability does not automatically provide people with solutions to values problems. We have seen too many people who hold college degrees, but who are unfulfilled in their own lives, their marriages, their homes, and their jobs. We have also seen brilliant scholars contribute to the destruction of human life and the physical environment because they did not consider the consequences of their work, the lives of the humans affected, or the values their work encouraged.²²

Some educators who place an emphasis on humanistic education also discuss the global education curriculum's relationship to developing worldminded individuals. Edith King defines humanistic teaching as "...bringing the idea of mankind into every aspect of the curriculum."²³

²¹Ernie Lowell Glick, op. cit., p. 182.

²²Merrill Harmin, Howard Kirschenbaum, and Sidney B. Simon, Clarifying Values through Subject Matter (Minneapolis, Minnesota: Winston Press, Inc., 1973), p. 23.

²³King, op. cit., p.

The authors of Intercom 84/85 offer a strong case for the humanistic study of global education through the multidisciplinary approach.

This humanistic philosophy becomes increasingly important as the world continues to shrink, as science and technology continue to create hardware that dims our vision of human scales and values, and as our modern economic systems plow up natural resources leaving in their wake a changed and battered biosphere.

In environmental studies, steps have been taken to lessen this psychological distance between the individual and the issue. And an increasing number of social studies teachers are getting together with their colleagues in biology, earth science, language arts, and mathematics, to create units which provide a broader range of insights into the problems and a more realistic approach to alternative solutions. In more and more schools, teachers and students have begun to explore their own communities. These multidisciplinary units with a strong experiential component can provide necessary connections; students in such activities are gaining a new and vital sense of involvement with their own surroundings.²⁴

Procedure

To collect data, a devised "Worldmindedness Scale" was used. This is described in Chapters 3 and 4 and presented in Appendix C. Statements were derived from the global education literature as well as from the literature of worldmindedness. Validity and reliability measures were established. The final scale was reduced to forty five items, and was given to students in Grades 10 - 12 in selected Michigan high schools.

²⁴Center for Global Perspectives, Intercom 84/85, op. cit., p. 22.

Overview

The report of this study is organized in the following manner:

Chapter 1 begins with a discussion of the problem; i.e. the void which the global education seeks to fill in schools. The second section validates the significance of this study. In section three is found the purpose of this study. The hypothesis is included in section four. The fifth section contains the definition of terms. The theory upon which this study is based is found in section six. The procedure for the collection of data is described in section seven, and the chapter concludes with an overview.

A review of related literature is presented in Chapter 2. The literature is categorized into five major dimensions covered when educating for global perspectives: (1) Perspective Consciousness, (2) "State of the Planet" Awareness, (3) Cross-cultural Awareness, (4) Knowledge of Global Dynamics, and (5) Awareness of Human Choices. Added to these five categories is a sixth which describes global education literature incorporating all five dimensions within single volumes. The relationship of the literature to this research is described.

In Chapter 3 will be found a description of the research methodology. The procedure used in the development of an attitudinal scale will be detailed in the first section. The second section of the chapter delineates the method used to

select the reliability and sample populations. The collection of data, including the statistical model used is described in the third section and the hypothesis and the corresponding null hypothesis are stated.

Chapter 4 focuses on the analysis of results. Information regarding the rejection or acceptance of the hypothesis is included. Each statement will be examined to try to establish statistical significance to the hypothesis.

The final chapter, Chapter 5, briefly summarizes the research undertaken and the major finding upon analysis of the data. It concludes with suggestions for future research.

"State of the World" categories: (1) Cross-cultural Awareness, (2) Knowledge of Global Awareness, (3) Awareness of Human Choices. It should be noted that although the above five categories have been identified, because of the nature of global education much of the literature will concentrate on one dimension, but will not totally exclude the others. A sixth category has been included in this chapter therefore, in which other authors in the global education movement apparently make a disingenuous attempt to be comprehensive in their discussion.

In the second section is found a discussion of the implications of the research and the literature, and the relationship of the literature and research to this study.

The chapter is concluded with a summary.

¹Robert G. Harvey, *An Introduction to Global Education* (New York: Center for Global Education, 1987).

Literature Review

Perspective Consciousness

Hanvey defines "p. CHAPTER 2 consciousness" as:

...the recognition or awareness on the part of the individual REVIEW OF THE LITERATURE of the world that is not universally shared, that this view of the world has been Introduction influenced by influences that often escape conscious detection, and that others have views of the world that are

Chapter 2 is divided into two major sections. The literature and research reviewed have been divided into five major dimensions that author Robert G. Hanvey delineates as being essential for attaining a global perspective. Those dimensions are: (1) Perspective Consciousness, (2) "State of the Planet" Awareness, (3) Cross-cultural Awareness, (4) Knowledge of Global Dynamics, and (5) Awareness of Human Choices.¹ It should be noted that although the above five categories have been identified, because of the nature of global education much of the literature will concentrate on one dimension, but will not totally exclude the others. A sixth category has been included in this chapter therefore, in which other authors in the global education movement apparently make a deliberate attempt to be comprehensive in their discussions. avoid In the second section is found a discussion of the implications of the research and the literature, and the relationship of the literature and research to this study.

The chapter is concluded with a summary.

¹Robert G. Hanvey, An Attainable Global Perspective (New York: Center for Global Perspectives).

Literature Review

Perspective Consciousness

Hanvey defines "perspective consciousness" as:

...the recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one's own.²

There have been several approaches to assisting in the development of a perspective consciousness in students. Most young people are aware of the fact that they have opinions, but are not conscious that they also have perspectives: a combination of opinion and ordinarily unexamined assumptions, evaluations, explanations, conceptions of time, space, causality, etc.³

Ward (1953) proposed an approach for the development of world understanding through the study of contemporary world social conditions. He asserts that cultural conditioning is a factor which is likely to interfere with objective study. According to this author, the teacher's obligation is to encourage the application of the American "democratic" tradition: student problem solving while avoiding indoctrination. The teacher is also responsible for teaching students to recognize loyalty to American institutions, fundamental ideals, and cultural symbols,

²Ibid., p. 4.

³Ibid., p. 5.

conjunctive with developing concern for problems of other peoples. Ward attempts to aid educators in the fulfillment of the above-stated goals by indicating educational objectives, suggesting illustrative content for study, developing teaching procedures, and first and foremost considering objectives for programs. This approach is to be extended over all grade levels.

Toffler (1970) discusses the notion which he calls future shock. The bewilderment, frustration, and disorientation experienced when dealing with people in other societies -- commonly known as culture shock -- are the phenomena associated with future shock, when brought on by the premature arrival of the future. Social processes are speeding up spectacularly. An individual must become more adaptable and capable in order to survive. The author identifies the changes that are taking place: i.e., the death of permanence; transience; novelty; and diversion. He discusses the limits of adaptability, and recommends strategies for survival. He feels that the focus of attention should be on the rate of change more than on the direction of change. It is the conscious preparation for the future that Toffler hopes his book will encourage in its readers.

Schmidt (1975) asserts that schools in the United States lack a global dimension in their curricula. His theory is that global education (which his definition treats as synonymous with a form of socialization) should teach

⁴Jean Piaget, *Biology and Intelligence* (Chicago: The University of Chicago Press, 1971).

students via social experiences and learning processes to develop images of the world system and the cognitive and attitudinal orientations toward particular components of that system. One of the conclusions arrived at by this author in studying fourth, fifth and sixth graders is that youngsters who knew more about their world tended to be less chauvinistic. Torney and Morris (1972) identify a need for an overarching framework from which to derive criteria for globalizing education. At present there is a contradiction between the actual condition of mankind and that presented in elementary schools. The authors state that earlier generations were unintentionally instructed in patronizing attitudes, and question whether American know-how has improved the world.

Piagetan theory advances that as children develop cognitively they take on qualitatively different ways of looking at the world.⁴ Torney and Morris affirm that in order for global education to be effective, an accurate perception of the members of the audience is needed, for children of different ages differ in attitudes. The endeavor should not be to find the right answer but to examine the reasoning behind the answers given. Global education curricular models used in several school systems, including an open school, are cited by these authors.

⁴Jean Piaget, Biology and Knowledge (Chicago: The University of Chicago Press, 1971).

Miel (1967) discusses the notion that children who reside in suburbia are "shortchanged." These children face the dual problem of suburban isolation and big-city segregation, which create artificial barriers between the cities and their surrounding communities. The most urgent business in American schools today, according to Miel, is to educate children to deal fairly and realistically with questions of social justice, civil rights, national unity and international peace.

"State of the Planet" Awareness

"State of the Planet" awareness is described as:

...awareness of prevailing world conditions and developments, including emergent conditions and trends, e.g., population growth, migrations, economic conditions, resources and physical environment, political developments, science and technology, law, health, inter-nation and intra-nation conflicts, etc.⁵

The communications media have unquestionably been the prevalent source for enhancing state-of-the planet awareness. Because of the nature of the industry, however, many distortions are often presented in the attempt to dramatize mundane, day-to-day events. The media are not the only sources to be faulted, however, as the information received by them is often already distorted by the source for various reasons such as political ideology, defense and security.

⁵Robert G. Hanvey, op. cit., p. 6.

McNamara (1973) stresses the need for political leaders and the public to reflect more on the profound problems of the world. He claims that political preoccupations too often distract even the well-informed away from the social and economic concerns that need to be addressed. He feels that the development effort should be the major focus as its success will be the major determinant of the character of international life in the next century.

McNamara proposes that erroneous assumptions hindered the aid effort: that wealthy countries could no longer afford to assist poor nations, and that even if the affluent countries could afford it, there was likely to be waste, resulting from incompetence, which therefore led to failure. Among the other problems to be faced are: the population problem -- the greatest single obstacle to the economic and social advancement of the majority of the peoples in the developing world; malnutrition, and urban and rural unemployment caused by the excessive rates of population growth; the reluctance to engage in foreign exchange of goods and services; the reluctance to share a small enough percentage of the continuously increasing wealth so as to not diminish present riches with the developing world; the idea that the environmental problems resulting from economic growth would be too cumbersome in underdeveloped nations; and the nature of growth needs to be more heavily considered

concludes by suggesting what can be done under the situation;

than the rate of growth, because up to this point considerations of the personal poverty of the people has deferred to the rapid advance of the privileged.

Malthus (1798) questioned whether the demands for food could be satisfied considering the even more rapid growth of population. The population trend was geometric in nature, while the food production was arithmetic in nature. As he saw it, pestilence, war, misery, and declining standards of life would be the compensations for the increase in population. Malthus proposed postponing marriages as a step toward smaller families, not having available at the time the birth control methods now available, nor the sanctions of the churches or the society. His desire was to preserve and strengthen those two institutions at that stage of their development.

Perl (1976) comments that Malthus was largely ignored until after World War II when the decline in the death rate became noticeable. She claims that throughout history there has been an annihilation of other people to make room -- to provide Lebensraum (living space) -- and uses as examples the American Indians, Australian aborigines, and the Jews in Germany. She continues by stating that the global food supply is not increasing as rapidly as the global food demand, and further states that the United States, which contain less than 6% of the earth's population, consumes 30% of the earth's food supply and energy resources. Perl concludes by suggesting what can be done about the situation;

e.g., obtaining food from other sources such as the sea, constructing desalinization plants, and creating new forms of energy such as nuclear fusion instead of fission. King (1971) asserts that utilizing community resources is of invaluable benefit for the teaching of global education. She stresses that the teacher must be ingenious, sensitive, and careful in utilizing these resources in the classroom in order to "enhance a world perspective and stimulate cross-cultural viewpoints and understanding."⁶ Key to understanding other cultures. Anthropologist Margaret

Cross-cultural Awareness

The definition advanced for cross-cultural awareness is:

...awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some limited recognition of how the ideas and ways of one's own society might be viewed from other vantage points.⁷

Often preconceived notions about other cultures are formed on the basis of myth, prejudice, or the expressed opinions of tourists. It is important to realize, however, that impressions are formed through a cultural bias, generally one that says one's own culture is superior to another.

A misconception in our society is that "contact necessarily leads to understanding." This is not nearly as true as

⁶ Edith W. King, The World: Context for Teaching in the Elementary School (Dubuque, Iowa: Wm. C. Brown Company Publishers, 1971).

⁷ Hanvey, op. cit., p. 8.

we have been led to believe; in fact, quite the opposite is often true. American Peace Corps volunteers upon return from their assignments have shared enough information to confirm and dispel the idea that contact leads to understanding. Fuchs (1967) describes the withdrawal of thirty Peace Corps volunteers from the Phillipines over a two year period because of the inability to cope with a culture different from theirs.

Daniel Lerner (1958) proposes that empathy is the key to understanding other cultures. Anthropologist Magoroh Maruyama (1970) disagrees and proposes that people must reach beyond empathy, into that state known as transpection. She asserts:

Empathy is a projection of feelings between two persons with one epistemology. Transpection is a transepistemological process which tries to learn a foreign belief, a foreign assumption, a foreign perspective, feelings in a foreign context, and consequences of such feelings in a foreign context. In transpection a person temporarily believes whatever the other person believes. It is an understanding by practice.⁸

Robert Ulich (1964) is a propounder of international education, which he feels is an emotional education. His theory is that mixing disparate students together and exposure to a heavily humanistic program of studies will work toward the destruction of ethnocentric concerns. He describes international education as:

⁸Magoroh Maruyama, "Toward a Cultural Futurology" (University of Minnesota: Cultural Futurology Symposium, 1970).

tion will...the attempt to use formal instruction to develop an appreciation of and openness toward foreign cultures, a sense of the unity of mankind, and an active commitment to the resolution of the problems that beset all humanity.⁹

Matthews (1972) analyzes Ulich's work and counters that although the above theory might be true in some instances, there is also the possibility that heightened cultural prejudices could be produced also as a result. Matthews agrees that some attempt should be made to use education to further human understanding and world peace. Lenore Bierbaum (1968) found significant differences in students in grades 1 through 6 who had (1) lived in other places, (2) visited other places, or (3) regularly visited libraries and museums; as opposed to students who merely had access to the media, no matter how great. The more often the student had one of the three above experiences, the higher the development of an awareness of other cultures.

Biemler (1972) asserts that concerned worldmindedness should be the positive end-goal of cross-cultural interaction. Her worldminded person exhibits: open-mindedness, a sense of cultural relativity, and a concern for all mankind. This author studied a multi-national student group at the American High School in Mexico City and concluded that an encounter overseas is not necessarily a positive cross-cultural experience unless there are: a sense of satisfaction in turn becomes the cause of action.

⁹Robert Ulich, Education and the Idea of Mankind (New York: Harcourt, Brace, and World, 1964).

¹⁰Harvey, op. cit., p. 12

tion with the range of personal contact with the host nationals; mutual esteem between the hosts and the visitor; and openness and integration of the visitor's personality.

Gleason (1969) found the most positive responses to worldmindedness questions posed to overseas-experienced youth in those students who had spent 5 to 7 years overseas during grades 1 through 7. He found also that there was an even higher worldminded response in those students who had an additional 5 to 6 years overseas during grades 8 through 13. Other findings of Gleason's are that students from families with an income less than \$20,000 scored higher than those whose income ranged between \$20,000 and \$30,000 and that three or more moves overseas were better than fewer moves.

Knowledge of Global Dynamics

Hanvey's definition of knowledge of global dynamics is:

...some modest comprehension of key traits and mechanisms of the world system, with emphasis on the theories and concepts that may increase intelligent consciousness of global change.¹⁰

The systems view emphasizes the fact that there is more to the operation of the world than cause and effect. Simple effects ramify -- that which has a cause has an effect which in turn becomes the cause of another event, etc. A knowledge of global dynamics erases the simplistic view of the

¹⁰Hanvey, op. cit., p. 13.

universe. One is encouraged to examine more closely those events which appear to be obvious. The assumption is that there is a great deal of hidden complexity.

Guild (1973) discusses the traditional view of the world; i.e., land forms, nations, individual tribes and social groupings, animal life, etc. with little relationship to each other. He proposes that this view be discarded and a new view adopted: that of spaceship earth. The curriculum, according to this author, should present the world in terms of a global system. The curriculum content should consist of: war, peace, and world order; population; resources and their distribution; environmental deterioration and economic development; and cross-cultural communication and conflict.

Laszlo, a noted author in the systems approach to world order, joins with several other authors to design a desirable world system. Among the many works which he has authored or co-authored are: A Strategy for the Future (1974); Goals for Mankind (1977); Goals in a Global Community, Volume II (1977) which he co-edited with Judah Bierman; and Human Dignity (1970), edited with Rubin Gotesky. Many of the articles contained in the above volumes detail the reasons for the resistance to the new technology. There is also much discussion as to the nature and desirability of change, and investigations into human rights issues.

In Goals for Mankind (1977) Laszlo, et al. point out that if unrealistic, narrow and shortsighted goals are set,

world problems will lead to catastrophies; while if realistic and far-sighted goals are set, new horizons of need fulfillment and peace can emerge. The concept of interdependence is fully discussed with the idea that nations must extricate themselves from this condition and instead become collectively self-reliant. The book contains three foci or combinations of goals; (1) all people should inform themselves of the current operative goals and aspirations of the world community; (2) everyone should gain a fair knowledge of the kind of long-term international goals, which, if achieved, could bring about a safer and more humane world; and (3) all concerned persons should play an active part in forwarding the adoption of beneficial goals-change in their cultures and societies.¹¹

The Universal Declaration of Human Rights was proclaimed on December 10, 1948. It was the first document to delineate the fundamental liberties which are common to humankind. The three foci of the declaration are: (1) to promote observance of the right to education, (2) to contribute to the removal of prejudices and to promote respect and understanding among all people, and (3) to reinstate human rights wherever possible. The United Nations Economic and Social Council urges the lifelong teaching of human rights at all levels of education -- in and out of school -- in order to encourage attitudes of tolerance, respect and solidarity, and to create

¹¹Ervin Laszlo, et al., Goals for Mankind (New York: E. P. Dutton, 1977).

an awareness of how to make the exercise of these rights proceed to discuss the necessity and in size, revealing a reality.

The year 1979 has been proclaimed the International Year of the Child (IYC) by the United Nations General Assembly. The U.S. Committee of the United Nations Children's Fund (UNICEF) "is charged with promoting a better understanding of the social, health, educational, and developmental needs of children in this country." In a preliminary report to the President of the United States, the U.S.

Commission listed as its priorities for national dialogue:

child nurturing; health; education; juvenile justice; development through recreation, play, and the cultural arts; equal opportunity and cultural diversity; and the impact of media on children.¹²

Anderson (1976) proposes that the nation-state system is shifting to an emergent global system resulting in a highly interconnected and interdependent global society. International education is inadequate according to this author, and she advocates the development of global citizenship; defined as responsible involvement and effective participation in global society.

Jennings and Short (1976) identify four characteristics of society which indicate the need for education reform.

They are: the complexity of relationships, rapid change, the information explosion, and changing truth. The authors

¹²United States Committee for UNICEF, "IYC Newsletter" No. 4 (December, 1978).

proceed to discuss the decreasing world size, resulting in the fading of isolation and provincialism. They further state that with change comes obsolescence. Revisions and modifications must be made in curricula. With the information explosion, improved methods should be developed for the acquisition and retrieval of information. With new information truth changes, and curriculum theorists must be sensitive to the changing nature of truth and be willing to adjust to it.

Mesarovic and Pestel (1974) assert that either technology is not working for us as fast as it did before, or the rate of growth has sped up so much as to leave technology behind. They emphasize looking far enough ahead to provide adequate remedies. They condemn "deadly delays": the phenomenon associated with politicians who postpone decisions about the future in hopes that those in the next administration will address them. These authors call our world the "over-developed" world and urge that we search our consciences to decide whether or not changes in lifestyles should be made in order to preserve tomorrow's generations.

Harrison Brown (1978) discusses changes that have occurred over a twenty year period in The Human Future Revisited. In 1954 this author had made certain forecasts which are now found to be extremely accurate. In this new book he reviews the predicaments in which humanity now finds itself, such as crises relating to the extreme wealth of certain nations compared to the abject poverty in others; the

phenomenon of there arising a very wealthy group within newly rich countries while the vast majority of the population remains poor; the food and energy crises; and the precarious position in which nations find themselves because of advances in the development of arms and nuclear technology. Like other authors who discuss growth, Brown concludes that there are limits to growth, and the concern should be with the quality instead of the quantity of it. He supports the work being done in efforts to formulate mathematical models for predicting and attempting to direct the course of the future such as those efforts of the Club of Rome even though he sees this as a "primitive science."

Brown also makes recommendations for the solutions to problems. He asserts that problems of nuclear war, resource embargoes, terrorism, and the rich-poor dichotomy prevent an interdependent global civilization. Some of his proposals include: dividing human society into a large number of self-sufficient units, all the while encouraging trade and cultural interchanges between them; strengthening the United Nations as a peace-keeping force; reducing military budgets in order to increase aid for the elimination of hunger and poverty; concentrating on strategies for avoiding crises rather than concentrating on crisis management; gradually stopping the rate of growth ourselves by adjusting our ways of life; and encouraging the United States to be the leader in a global development program.

Awareness of Human Choices

When one has an awareness of human choices, one has:

...some awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands.¹³

As human beings gain new knowledge of the global system, old habits lose their authority, and we begin to lose confidence in the ethical principles of the past. As awareness becomes heightened, problems of choice appear.

In the pre-global stage, social goals and values were largely unquestioned. In the global stage, however, long-term consequences are considered. Systematic attention begins to be given to human problems. The awareness requires that people know the range of alternatives to actions. This presents a problem for there are less dilemmas when the number of choices is small.

Guild, cited earlier, proposes that the acceptance or rejection of the concepts or the content of global education is an expression of certain values and attitudes. He maintains that what need first be done is the identification of the values and then decisions about how choices can be made.

Values education has become a significant focus in today's classrooms. Harmin, Kirschenbaum, and Simon (1973) state, "To be meaningful, education must significantly touch the lives of students and integrate thinking, feeling, and

¹³Harvey, op. cit., p. 22.

acting in such a way that individuals have a sense of purpose in life."¹⁴ These authors specifically address the application of valuing in the global education curriculum. They state:

Any curriculum designed to foster a global perspective should aim at increasing students' awareness of the centrality of values in their own lives and in the lives of others. Simultaneously, it should expand students' sensitivity to the needs, interests, and feelings of other people, particularly those of different ethnic backgrounds, those who live in other cultures, and those in situations which occurred at a time and place other than the present.¹⁵

Ernie Lowell Glick (1974) sought to define the term worldmindedness: a concept which embraces the idea of the necessity of making wise choices. The worldminded person has reached a certain level of maturity; a level at which one perceives one's self in the context of pluralistic humanity. A person who is worldminded, according to the author, has a global perspective, is predisposed to empathy, is culturally aware, etc.

Allen, Foti, Ulrich, and Woolard (1973) state that values are the prime determinants of how men behave toward other men as well as toward nature. In their book they present descriptive case studies of situations where values are in conflict. Their aim is to engage the participants in

¹⁴ Merrill Harmin, Howard Kirschenbaum, Sidney B. Simon, Clarifying Values Through Subject Matter (Minneapolis, Minnesota: Winston Press, Inc., 1973), p. 27.

¹⁵ Ibid., pp. 23 - 24

¹⁶ Lawrence Kohlberg and Elliot Turiel, "Moral Development and Moral Education," Psychology and Educational Practice (1971).

a quality discussion even if a consensus cannot be reached. Among the topics considered are: the demise of natural resources; noise pollution; people and/or the environment; Is man free to use his own land as he chooses?; designs for urban living; "Customer is King"; and the energy crisis. The authors are engaging participants in the making of choices regarding environmental concerns, and in deciding upon what is a good use of progress.

Kohlberg has become known for authoring a theory of moral development. A person's development is characterized by progression from one level to a higher one, at the same time going through stages. Contained within Level III, the Post-Conventional level, is the realization of a conflict between the moral and legal points of view. At this stage (Stage 5) the individual has difficulty resolving the conflicts that exist. At Stage 6 in this level, however, one achieves an orientation such that decisions result from an obligation to universal ethical principles that apply to all mankind. The universal principles of justice, reciprocity and equality of human rights, and respect for the dignity of human beings as individuals serve as a basis for individual reasoning.¹⁶

Becker and East (1972) advocate using a social science approach which emphasizes inquiry processes: analytic, integrative, and value. They feel a citizenship approach should

¹⁶ Lawrence Kohlberg and Elliot Turiel, "Moral Development and Moral Education," Psychology and Educational Practice (1971).

be designed to develop citizens competent in the complexities of democratic decision making. In this volume the authors list federal programs which fund curriculum projects.

Comprehensive Discussion of Global Concerns

Some of the literature of global education will not fit neatly into any of Hanvey's five divisions, either because they overlap into several of the categories, or because they cover areas outside of the divisions.

An example of this type of literature will be found in the reports to the Club of Rome. Although the second report (Mesarovic and Pestel, 1974) was placed in the "Knowledge of Global Dynamics" division, the other reports cannot be categorized as easily, but are pertinent readings relating to the concerns of a shrinking world. The Club of Rome, a group concerned with the well-being of mankind, sponsored a series of reports labeled "The Predicament of Mankind." The titles to be found in this series are: The Limits to Growth by Meadows, Meadows, Randers and Behrens; Mankind at the Turning Point by Mihajlo Mesarovic and Eduard Pestel; Reshaping the International Order by Jan Tinbergen; Beyond the Age of Waste by Dennis Gabor, Umberto Colombo, Alexander King, and Riccardo Galli; and Goals for Mankind by Ervin Laszlo, et al.

The Commission on the Year 2000 headed by Daniel Bell was set up to deal with issues for which present decisions would have lasting consequences. The group was charged with

anticipating problems of the future, anticipating consequences of public-policy decisions, and designing alternative solutions so that moral choices can be made. The changes in society which would be focused upon were: changes in technology, diffusion of existing goods and privileges, structural developments in society (such as the shift from local industrial corporations to universities as sources of innovations), and the relationship of the United States to the rest of the world. The book contains the dialogues engaged in by members of the commission between 1965 and 1967. The gamut of concerns for humankind is recorded -- from the biological nature of man in the year 2000 to the consideration of the future in an international society.

Lee Anderson has authored the most inclusive work to date in the area of global education. He focuses on the following issues: What is global education? What constitutes improvements? What changes in schools will result in better programs for children and youth? What can teachers, administrators, and trainers of teachers do to help bring about needed changes?

Reischauer (1973) proposes changes that are needed in preparation for the 21st century. His theme is that education must be profoundly reshaped if mankind is to survive in our rapidly evolving world. The problem is identified, the

¹⁷Lee Anderson, Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education (Indiana University: Mid-America Program for Global Perspectives in Education, 1979).

emerging world community is described, and the type of education needed for a world community is discussed.

Most of the January 1977 issue of Social Education is devoted to global education. A sample of a designed course of study in Peoria, Illinois is presented, with suggestions as to how a similar program can be implemented in any locale. There are discussions of the implications of global education for curriculum and instruction as well as for teacher education. The series of articles concludes with a comprehensive bibliography which lists materials which can be used in the school curriculum.

An informative publication by Kinghorn and Shaw is the Handbook for Global Education: A Working Manual. It is a manual which instructs educators on how to conduct workshops in global education.

Although most of the articles in this issue are devoted to the implications of the literature

The authors involved in the global education curriculum movement advocate using it as a tool for enhancing students' awareness of world issues and for endeavoring to create a determination to act upon the issues in order to develop a more wholesome society. The contents of the literature are comprehensive enough to involve teachers in any area of expertise who wish to be innovative by introducing global education as a part of the curriculum.

The literature clearly states that international education is inadequate in terms of developing a global

perspective in students. Other types of cross-cultural studies have tended to be ethnocentric in nature -- with the United States appearing to be more able to deal with matters of worldwide concern than other nations.

A point also brought out by the literature is that teachers themselves can be the most resourceful developers of a global curriculum. Perhaps it should be noted here that making the curriculum relevant is what makes it interesting, and therefore teachers may be in the best position to focus on topics of local as well as international interest.

Relationship of the Literature

The hypothesis advanced in this study proposes to establish a relationship between the global education curriculum and the development of worldmindedness in students. Although most of the authors never use the term worldmindedness in the literature, the ideals and goals they propose to attain fall within the description of the characteristics of a worldminded person.

As stated in Chapter 1, King proposes that worldmindedness is a concept which instills a sense of global responsibility within the individual. Instilling a sense of global responsibility is the goal that the other authors reviewed in this chapter hope to attain. It is also a goal that this researcher is convinced is a worthwhile one.

Summary

Although global education per se is a relatively new curriculum construct, researchers and other authors have become extremely interested as its goals are to contribute to the salvation of mankind.

The global education curriculum requires a learner to be an informed individual. Not only must an awareness be developed however, but a process must be worked through in order to reach a decision as to the responsible actions one must take.

The development of an awareness as well as the commitment to act responsibly will be known as "having a global perspective." It requires the making of decisions and judgments and a determination to try to influence others to be concerned in word and deed for the well-being of all mankind.

Global education involves value processing and the making of moral decisions. The nature of today's world is such that nations are interdependent and will be that way for a while yet. An ultimate goal is for people to think of and treat each other as brothers and sisters on spaceship earth.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

In this chapter will be discussed the following: the development of the test instrument, the description of the research population, the rationale for the choice of the research population, the procedure used in the collection of data for analysis, and the computer programs used for data analysis.

The chapter will conclude with a discussion of the independent and dependent variables and a discussion of the treatment of the data.

Developing the Test Instrument

Prior to deciding upon the method eventually used for the collection of data for this research, consideration was given to each of the three methods for investigating attitudes. Because of the number of students involved, the observance of overt behavior was deemed to be inappropriate as was the direct questioning of attitudes. The third method, the attitude scale, was selected as it is convenient for use with large groups and it provides an adequate assessment of the degree of affect held by individuals.

The development of scales for psychological measurement was pioneered by L.L. Thurstone.¹ He proposed that "...attitudes are the degree of positive or negative effect associated with some psychological object."² When Thurstone speaks of "psychological object" he includes an ideal or idea with which people are able to differ with respect to affect or feelings. An individual may have a favorable attitude toward a psychological object while another person may have an unfavorable attitude toward the same object. Persons may be said to like or dislike an object. The person who agrees with or accepts an object is said to believe in the object, while the person who disagrees with or rejects an object is said to disbelieve in the object.

An attitude scale was devised to collect data for this study since perusal through the literature yielded no scales which were entirely appropriate. Scales by Ferguson, Lentz, Likert, Manry, Neumann, and Stagner measure notions relating to nationalism vs. internationalism, rather than worldmindedness.³ An instrument devised by Sampson and

¹L.L. Thurstone and E.J. Chave, The Measurement of Attitude (Chicago: University of Chicago Press, 1929).

²L.L. Thurstone, "Comment," American Journal of Sociology, 52 (1946), 39 - 50.

³L.W. Ferguson, "The Isolation and Measurement of Nationalism," Journal of Social Psychology, 16 (1942); T.F. Lentz, "The Psychology of International-mindedness Studied by the Method of Opinion Correlates," Psychological Bulletin, 33 (1936); R. Likert, "A Technique for the Measurement of Attitudes," Archives of Psychology, No. 140 (1932); G. Manry, "World Citizenship," Iowa: Iowa University Institute of Character Research, Studies in Character, I (1927); G.B. Neumann, "A Study of International Attitudes

Smith and called a "Worldmindedness Scale" was found to contain items useful for the purposes of this research, but as a whole was found to be dated and therefore could not be used.⁴

After an extensive review of the literature pertaining to global education and the literature pertaining to worldmindedness, statements were generated which were designed to test the hypothesis that the scores of students involved in varying degrees of instruction dealing with global education would indicate a positive correlation with the development of worldmindedness. Eight concerns determined to be common to all humanity were selected as the sub-topics to be included in the scale: hunger, overpopulation, prejudice (ethnocentrism), distribution of wealth, security/armament/protection, health, ecology, and energy.

At the outset, seventy-nine statements were generated under these headings (see Appendix A). The trial instrument was verbally evaluated for content validity; that is, to determine whether each item actually measures what it is purported to measure. Ideally, a test would be administered to a random sample in the universe to be tested, but since this is difficult to obtain, other judges may review each

of High School Students, Teachers' Collection Contributing Education, No. 239 (1927); R. Stagner, "A Note on Educational and International Attitudes," Journal of Social Psychology, 16 (1942).

⁴Donald L. Sampson and Howard P. Smith, "A Scale to Measure Worldminded Attitudes," Journal of Social Psychology, 45 (1957).

item for relevance to that which is being measured. Thirty students in a Detroit Public High School were used as "judges" and items which were disputed by one-third or more of the "judges" were removed from the scale. Specific instructions were provided as to the criteria to be used in judging the instrument (see Appendix A). As a result, the instrument was reduced to a fifty-seven item scale (Appendix B).

The reliability of the instrument was determined prior to administering the final scale. Reliability is a description of the dependability of a test instrument. Because there was to be no provision for a test-retest procedure (stability aspect of reliability), nor would more than one instrument be used on the samples (equivalence aspect of reliability), an internal analysis of the items on one test was made (homogeneity aspect of reliability).

The test instrument was designed according to a Likert-type format with responses ranging from (1) for "strongly disagree" to (6) for "strongly agree." Students were instructed to leave an item blank if they were not familiar with the content. There was no provision for a "neutral" response as the worldminded person theoretically takes a stand when considering a global concern about which he/she has some knowledge.⁵

⁵Donald L. Sampson, "Worldmindedness as a Frame of Reference: An Attitude Scale" (Master's Thesis, University of Toronto, 1949), I. 9.

Cronbach's alpha was the formula which was suitable for establishing the reliability of the instrument. This formula is used in the SPSS (Statistical Package for the Social Sciences), which is the program used in analyzing the results of this research. The formula reads

$$a = \frac{k}{k-1} \left(\frac{1 - \sum s_i^2/k}{s_T^2} \right) = \left(1 - \frac{s^2}{s_T^2} \right)$$

with a = alpha

k = number of items

s_i^2 = the variance of the measuring instrument

s^2 = the average item variance

Reliability coefficients were established for the statements. The results are reported in Table 3.1. A corrected item total correlation is provided for each question, as are the number of cases, mean, and standard deviation. The alpha figure is the actual reliability coefficient for the total scale. The statements which were retained or deleted from the pilot instrument are reported in Table 3.2.⁶

Research Population

Description of Reliability Population

A group of one hundred thirty-three students in one school were selected to participate in the reliability measure.⁷

⁶The rationale for the deletion or retention of statements will be provided in Chapter 4.

⁷Although one hundred thirty-three students participated in the reliability testing, the results are reported for an $N = 48$. The SPSS Program "selects out" only the data for which there were no missing items; therefore all 57 items had to be responded to in order for a student's response to be included in the reliability report.

Table 3.1. - Reliability Results for Pilot Instrument

Question Number	Corrected Item Total Correlation	Question Number	Corrected Item Total Correlation
1	.20377	30	.15576
2	.24260	31	.02947
3	.05401	32	-.05062
4	.08728	33	.26068
5	.03783	34	.47751
6	-.07852	35	.22401
7	.38212	36	.02991
8	.21324	37	-.02675
9	-.17059	38	-.05776
10	.41614	39	.18676
11	.50128	40	-.02938
12	.41657	41	.27338
13	.16520	42	.20860
14	.50424	43	.40018
15	.25165	44	.54032
16	.10677	45	.63778
17	.16357	46	.22159
18	.45666	47	.14063
19	-.05256	48	.31461
20	.18301	49	.50392
21	.46036	50	-.16494
22	.02531	51	.13961
23	.10591	52	.05365
24	.24408	53	.28887
25	.31656	54	.19605
26	.22101	55	.30880
27	.34169	56	-.02127
28	-.01179	57	.09145
29	.12051		
Alpha = .75360		standard deviation = .90714	
N = 48		$\bar{x} = 4.18129$	

Table 3.2. - Relationship of Questions on Pilot Instrument to Questions on Final Instrument

Original Question Number	Final Status	Final Question Number	Original Question Number	Final Status	Final Question Number
1	Retained	1	30	Retained	25
2	Retained	2	31	Deleted	
3	Retained	3	32	Retained	26
4	Deleted		33	Retained	27
5	Deleted		34	Retained	28
6	Deleted		35	Retained	29
7	Retained	4	36	Retained	30
8	Retained	5	37	Deleted	
9	Deleted		38	Deleted	
10	Retained	6	39	Deleted	
11	Retained	7	40	Deleted	
12	Retained	8	41	Retained	31
13	Retained	9	42	Retained	32
14	Retained	10	43	Retained	33
15	Retained	11	44	Retained	34
16	Retained	12	45	Retained	35
17	Retained	13	46	Retained	36
18	Retained	14	47	Retained	37
19	Retained	15	48	Retained	38
20	Retained	16	49	Retained	39
21	Retained	17	50	Deleted	
22	Deleted		51	Retained	40
23	Retained	18	52	Retained	41
24	Retained	19	53	Retained	42
25	Retained	20	54	Retained	43
26	Retained	21	55	Retained	44
27	Retained	22	56	Retained	45
28	Retained	23	57	Deleted	
29	Retained	24			

The populations from which the actual samples would be taken had been identified. The students selected for the reliability measure were determined by the researcher to be enough like those of the three sample groups in the "target" schools on the basis of the racial-ethnic composition and grade levels -- two of the three identifying characteristics which were used to select the participants of this research. Table 3.3 lists the racial-ethnic composition by building for the school used in the reliability testing as well as the three schools used in the research. None of the subjects used in the reliability testing were used in the later research.

Description of Research Population

Two hundred twenty-five students in three schools were randomly selected for the research. Three criteria were used in the selection of the schools: grade level, racial-ethnic composition, and degree of infusion of global education into the curriculum.

The students tested were in grade levels ten through twelve and no attempt was made to identify individuals by grade level. The students could have been in homogeneous groupings by grade level, but it was verbally confirmed that the 10 - 12 spread occurred in almost all cases. It is theorized that by this stage of cognitive development, these subjects should have reached a level such that they are able to give qualitative assessments to data with which they are confronted.⁸

⁸Jean Piaget, Biology and Knowledge (Chicago: The University of Chicago Press, 1971).

Table 3.3. - Racial-Ethnic Census for Reliability and Research Populations*

School	Race				N
	% Native American	% Black	% Asian American	% Latino	
Reliability	.1	.1	.6	.4	1,474
School 1	.4	.6	.6	.9	692
School 2	.2	.9	1.2	.7	1,120
School 3	.0	.2	.9	.5	1,295

53

* Report based on figures provided by Mrs. Nancy Wing, Research Analyst, State of Michigan Department of Education, Lansing, Michigan, for school year 1977-78.

The racial-ethnic compositions of the schools were obtained prior to testing. This criterion was used in order to reduce the possibility of introducing a confounding factor (differences in students because of differences in racial-ethnic backgrounds) which was not a concern in this research.

The third criterion was the most pertinent to the statement of the hypothesis. Information regarding the degree of infusion of global education was obtained either by telephone interviews with faculty members or from demographic information contained in reports to the State of Michigan Department of Education in the case of the school that is funded for global education.

The three schools finally selected then, are of the following types: School 1 - not funded and not involved in the teaching of global education; School 2 - not funded but claiming to include global concerns in the curriculum, also very actively involved in a student exchange program with two European countries; and School 3 - funded and reporting high involvement with global concerns. The teachers in School 3 also attend an intensive two-week Global Education Workshop during the summer in order to update materials and renew their skills.

Collection of Data

The survey instrument was administered by this researcher to a random sample of students in each of the three

schools. This method insured a one hundred percent return of results. Because of the nature of the statements, students were not permitted to ask questions other than those regarding instructions during the time in which the scale was being administered. This imposition reduced the probability of the researcher's bias influencing the subjects' responses.

The scale, one set of instructions, and one pencil were issued to each student. No time limit was set and the instruments were completed by some students in fifteen minutes while it required up to thirty minutes for others to complete. The researcher then collected all the items and opened the floor for a discussion of the contents of the scale. Participants were asked for feedback relating to items which they felt should have been included as well as to items which should have been omitted. This feedback will be reported in the "Discussion" section of Chapter 4.

Preparation of Data for Analysis

The answers mark-sensed on the instrument were copied onto key punch cards through the services of the Test Scoring Office at Michigan State University. These cards, then, contained the data which were used in the computer program for the analysis of the results.

Computer Program for Data Analysis

The chi-square technique of statistical analysis was used to analyze the data and to test the hypothesis. The chi-square statistic is a measure of the discrepancy between

the observed frequency and the expected frequency and is obtained by calculating the square of each difference, dividing it by the corresponding expected frequency, and finding the sum of the ratios thus formed.⁹ The formula for chi-square (x^2) reads:

$$x^2 = \frac{\sum (f_o - f_e)^2}{f_e}$$

and there is a requirement that the observations be independent. (An example of the application of the chi-square formula to Item 26 is provided in Table 3.4.)

Whenever a large value is obtained for x^2 the null hypothesis is rejected because this implies a relationship between the variables. That is to say, a large x^2 results when the obtained frequency differs greatly from the expected frequency.

The six possible responses to statements on the scale were: (1) strongly disagree, (2) disagree, (3) mildly disagree, (4) mildly agree, (5) agree, and (6) strongly agree. Whenever a statement was phrased opposite to the direction of the hypothesis, the values assigned to the responses was reversed.

The level of significance used to test the null hypothesis in this study is .05. The following is the statement of the null hypothesis:

⁹ Joseph Lev and Helen M. Walker, Elementary Statistical Methods, 3rd ed. (New York: Holt, Rinehart and Winston, Inc., 1969), p. 267.

Table 3.4 - Application of the Chi-square Formula to Item 11

FILE NAME (CREATION DATE = 06/05/79)

SCHOOL CROSSTABULATION OF V11 PAGE 1 OF 1

SCHOOL	V11							ROW TOTAL
	COUNT ROW COL TOT	STRONGLY DISAGREE 1.	DISAGREE 2.	MILDLY DISAGREE 3.	MILDLY AGREE 4.	STRONGLY AGREE 5.		
1.	14 17.9 51.3 6.2	10 12.8 33.3 4.4	21 26.9 42.6 9.3	12 23.1 34.6 8.6	10 12.8 31.3 4.4	5 6.4 15.2 2.2	76 34.7	
2.	9 21.4 2.7	9 22.5 3.2	16 34.2 3.7	18 27.3 34.6 6.9	10 15.2 31.3 4.4	10 15.2 31.3 4.4	66 29.3	
3.	9 21.4 2.7	17 46.7 6.2	13 26.9 2.7	16 34.2 3.7	12 14.5 37.3 5.3	18 22.2 54.5 8.5	81 36.0	
COLUMN TOTAL	24 12.4	33 13.3	50 22.2	52 23.1	32 14.2	33 14.7	225 100.0	

RAW CHI SQUARE = 14.91111 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .1353

$$\chi^2 = \frac{\sum (fo - fe)^2}{fe}$$

$$\begin{aligned}
 & \frac{114 - \left(\frac{28}{225} \times \frac{76}{1}\right)^2}{2184/225} + \frac{110 - \left(\frac{30}{225} \times \frac{76}{1}\right)^2}{2340/225} + \frac{121 - \left(\frac{50}{225} \times \frac{76}{1}\right)^2}{3900/225} + \frac{118 - \left(\frac{52}{225} \times \frac{76}{1}\right)^2}{4056/225} + \frac{110 - \left(\frac{32}{225} \times \frac{76}{1}\right)^2}{2496/225} \\
 & + \frac{15 - \left(\frac{33}{225} \times \frac{76}{1}\right)^2}{2574/225} + \frac{16 - \left(\frac{28}{225} \times \frac{66}{1}\right)^2}{1848/225} + \frac{16 - \left(\frac{30}{225} \times \frac{66}{1}\right)^2}{1980/225} + \frac{116 - \left(\frac{50}{225} \times \frac{66}{1}\right)^2}{3300/225} + \frac{118 - \left(\frac{52}{225} \times \frac{66}{1}\right)^2}{3432/225} \\
 & + \frac{110 - \left(\frac{32}{225} \times \frac{66}{1}\right)^2}{2112/225} + \frac{110 - \left(\frac{33}{225} \times \frac{66}{1}\right)^2}{2178/225} + \frac{18 - \left(\frac{28}{225} \times \frac{81}{1}\right)^2}{2268/225} + \frac{114 - \left(\frac{30}{225} \times \frac{81}{1}\right)^2}{2430/225} + \frac{113 - \left(\frac{50}{225} \times \frac{81}{1}\right)^2}{4050/225} \\
 & + \frac{116 - \left(\frac{52}{225} \times \frac{81}{1}\right)^2}{4212/225} + \frac{112 - \left(\frac{32}{225} \times \frac{81}{1}\right)^2}{2592/225} + \frac{118 - \left(\frac{33}{225} \times \frac{81}{1}\right)^2}{2673/225} = 14.9111
 \end{aligned}$$

H_o : As measured by a worldmindedness scale, there are no significant differences with regard to worldmindedness in students in each of the three types of schools.

The alternative hypothesis states:

H_a : As measured by a worldmindedness scale, worldmindedness will be positively correlated to the extent to which global education is deliberately introduced into the curriculum.

Independent and Dependent Variables

Whenever statistical analyses are to be undertaken, there has to be a research model into which the data must fit. This model is composed of variables: independent and dependent. The independent variable is a discrete or categorical variable, and is qualitative in nature. The dependent variable is continuous and quantitative in nature.

In this research the variable "school" is the independent variable, and each of the six responses to statements in the survey instrument is a dependent variable.

Treatment of the Data

The model for this research is crosstabulational and reads as follows:

		Variable (each statement contained in scale)				
		Strongly Disagree	Disagree	Mildly Disagree	Mildly Agree	Strongly Agree
School	1					
	2					
	3					

Each statement in the survey instrument is evaluated separately and a chi-square and level of significance (p) is

calculated for each one. The decision to reject the null hypothesis will be based upon the attainment of a $p = .05$ or smaller. The chi-square test could not be applied to every variable. Observations of the data lead to reflections and determinations as to whether or not there is a significant difference in those cases.

Summary

The methodology used in the design of this research has been presented in Chapter 3. An attitude scale, one of the three methods that could be used for the collection of the type of data needed for this research was the method selected because it is a convenient as well as adequate procedure.

Attitude scales were originally developed by Thurstone and have been regularly used in social science research ever since. The scale used in this research was developed by this researcher and is composed of statements designed to test the hypothesis.

A trial scale was constructed for content validation purposes and fifty-seven of the original seventy-nine questions were retained after verbal evaluation by a class of thirty high school students. Agreement by twenty "judges" was necessary in order to consider a statement valid.

Another group of students was then selected in order to establish the reliability of the instrument. This process was described in the second section. These students

closely resembled the students who would later be tested as far as their grade levels and ethnicity were concerned. Because the instrument was to be administered only once, internal reliability through the use of Cronbach's alpha was established. As a result of this "run" an additional twelve statements were deleted from the scale.

The third section of the chapter outlines the procedure used for the selection of the schools in the research population. Criteria used for selection were: grade level (10 - 12), racial-ethnic composition, and degree of infusion of global education into the individual schools' curriculum. Two hundred twenty-five students in three schools participated in the research.

The methodology used in the collection of data is described in the fourth section. A brief section follows which describes the preparation of data for analysis.

In the sixth section is found a discussion of the statistical computations employed. The chi-square (x^2) test which measures the discrepancy between observed and expected frequencies was decided upon as the appropriate test of the hypothesis. A "p" value of .05 was set as the maximum level of significance acceptable in order to reject the null hypothesis.

The chapter concludes with a discussion of the independent and dependent variables, and a description of the crosstabulational model used in this research.

CHAPTER 4

ANALYSIS OF RESULTS

Introduction

Chapter 4 contains the data analysis of the findings emanating from the compilation of the results found in the returned questionnaires. A discussion is presented which explains the rationale for the retention or deletion of statements, and the reliability coefficients of the final statements. The reliability of the final instruments is also presented.

The hypothesis is analyzed in the second portion of this chapter. Acceptance or rejection of the null hypothesis is discussed based on the statistical data prepared for each statement.

The third section contains a discussion of possible explanations of the findings and feedback from the students involved in the study.

The implications of the research will be discussed in the fourth section, and the chapter concludes with a summary.

Rationale for the Retention or Deletion of Statements

As reported in Table 3.2, certain statements were not retained from the pilot instrument when the final scale was presented. Of the fifty-seven pilot statements, forty-five

were transferred to the final instrument.

The decision to reject twelve statements was based upon their corrected item total correlation. It was possible to make the scale a more reliable instrument if statements with corrected item total correlations less than .10591 were eliminated from the scale. The researcher chose not to use this method as a strict measure for eliminating statements and as a result, one item with a corrected item total correlation of .18676 (Statement 39 of the Pilot Instrument) was eliminated and several statements with corrected item total correlations less than .10591 (Statements 3, 19, 28, 32, 36, 52, and 56 of the Pilot Instrument) were retained.

The researcher's choice of the questions retained was based upon the division of the scale into two sections: pro-worldminded statements and anti-worldminded statements. When the instrument was divided thusly, the researcher felt a more accurate view of what the hypothesis was aiming to get at was being presented, as it is not only essential for the worldminded person to react positively to worldminded statements, but it is also essential that this person react negatively to the anti-worldminded statements. The resulting choice of statements was based upon the selection of items which when removed from the pro-worldminded sub-scale would raise the reliability above .69589 and those that when removed from the anti-worldminded sub-scale would raise the reliability above .69626. The effect of combining the two sub-scales into one "Worldmindedness Scale" obviously had an

influence on the corrected item total correlations, nevertheless this researcher chose to utilize the above method when selecting the final questions. This scale is presented in Appendix C.

Table 4.1 lists the corrected item total correlations for each of the statements on the final scale. Although the scale was administered to two hundred twenty-five students, Cronbach's alpha is reported for an $N = 111$ as the SPSS program "selected out" those scales which contained no missing items.

In Table 4.2 is reported the reliability of the pilot instrument, final instrument, and final selected questions. There is a difference in the alpha figures between the pilot and final instruments. The improvement may be attributed to the selection of statements as well as to sampling variability.

The final chi-square (χ^2) analysis was performed on forty items. After viewing the results obtained from the administration of the scale to the research population, five more items were deleted. The items were determined to cause a lower alpha if retained. Table 4.3 lists the statements deleted from and retained for final analysis.

Statistical Analysis

Index figures from one to six are presented for each statement in the scale.¹ These figures represent a continuum

¹Whenever there is no response under a category from "strongly disagree" to "strongly agree", the SPSS program omits that category from analysis.

Table 4.1. - Reliability of the Final Instrument

Question Number	Corrected Item Total Correlation	Question Number	Corrected Item Total Correlation
1	.48666	26	.24833
2	.19532	27	.05557
3	.43167	28	.47484
4	.33818	29	.37725
5	.45193	30	.36316
6	.34041	31	.32571
7	.09029	32	.09188
8	.20528	33	.41605
9	.13609	34	.58335
10	.38154	35	.50529
11	.44536	36	.40960
12	-.43857	37	.19963
13	.10998	38	.35801
14	.35373	39	.33729
15	.31583	40	.41223
16	.15048	41	.04787
17	.45420	42	.11529
18	.34611	43	.49075
19	-.07445	44	.21512
20	.30166	45	.28478
21	.47308		
22	.17738		
23	.44399		
24	.42825		
25	.20359		

Alpha = .83149 N = 111 $\bar{x} = 4.30711$ standard deviation = .80202

Table 4.2. - Alpha Figures for Pilot, Final Instruments and Selected Final Statements

Alpha, Pilot Instrument	Alpha, Final Instrument	Alpha, Final Selected Statements
.75360	.83149	.85335

Table 4.3. - Relationship of Statements on Final Instrument to List of
Final Selected Questions

Statement Number	Final Status	Statement Number	Final Status
1	Retained	26	Retained
2	Retained	27	Deleted
3	Retained	28	Retained
4	Retained	29	Retained
5	Retained	30	Retained
6	Retained	31	Retained
7	Deleted	32	Retained
8	Retained	33	Retained
9	Retained	34	Retained
10	Retained	35	Retained
11	Retained	36	Retained
12	Deleted	37	Retained
13	Deleted	38	Retained
14	Retained	39	Retained
15	Retained	40	Retained
16	Retained	41	Retained
17	Retained	42	Retained
18	Retained	43	Retained
19	Deleted	44	Retained
20	Retained	45	Retained
21	Retained		
22	Retained		
23	Retained		
24	Retained		
25	Retained		

of from least favorable to most favorable attitudes toward the hypothesis.

The null hypothesis is tested for statistical significance. It reads: As measured by a worldmindedness scale, there are no significant differences with regard to worldmindedness in students in each of the three types of schools.

This researcher chose to examine the hypothesis by reviewing the scale results statement by statement. Table 4.4 will present the chi-square (x^2) value, the degree of freedom, and the significance level of each statement. The degrees of freedom $[(r - 1) (c - 1)]$ where r = rows (# of schools) and c = columns (# of responses) vary for Item 26 because the response "disagree" did not occur at any time. The overall x^2 for the entire scale equals 295.66660 and the overall significance level is .2777. Overall, the conclusion reached is that at an alpha level of .05, there are no significant differences between schools. There are however, significant differences found in the measurement of three of the forty statements. In Appendix D is presented the crosstabulational results for each item.

The three statements which reject the null hypothesis by showing a significant alpha read as follows:

30. Although people are starving in some countries there is a surplus of food in others.
(Appropriate response should be in the direction of agreement.)

35. I believe my race is superior and should be accepted as such. (Appropriate response should be in the direction of disagreement.)
44. People should practice whichever form of birth control is right for them. (Appropriate response should be in the direction of agreement.)

In the case of Statement 30, School 2 had a significantly smaller number of responses in the "strongly agree" category. Overall however, that group tended to demonstrate as high a degree of worldmindedness as the other two schools.

School 1 answered less frequently to the "agree" category in the case of Statement 35. Conversely they scored more frequently in the "disagree" category than did the other schools, but by only a small percentage.

In the case of Statement 44, School 1 responded much more frequently to the "strongly agree" category than did the other two schools. This statement pertains to individuals making their own choice about birth control. It is noteworthy that many of the students in this school attended a Catholic elementary school.

Table 4.5 lists the forty statements analyzed and divides by percent (%) the number of students found to be high or low worldminded. The determination as to which response is high or low was made by this researcher based on the information given in the literature of global education and the literature of worldmindedness.

In order to arrive at a "high" or "low" percentage, this researcher collapsed the three responses in the six categories which fell into the direction of agreement or

Table 4.4. - Percentage of Students Responding With "High" or "Low" Degrees of Worldmindedness to Statements

Statement Number	High Worldminded	Low Worldminded	Statement Number	High Worldminded	Low Worldminded
1	24.2	75.6	26	91.5	8.4
2	16.7	83.2	28	76.0	24.0
3	87.0	13.0	29	11.2	88.9
4	40.0	60.0	30	87.7	12.3
5	16.1	83.9	31	33.0	66.9
6	96.9	3.1	32	39.6	60.4
8	88.8	11.0	33	89.2	10.9
9	70.0	30.0	34	21.7	78.4
10	28.2	71.8	35	19.8	80.3
11	47.9	52.0	36	44.0	56.0
14	19.9	80.1	37	35.6	64.4
15	13.6	86.4	38	23.9	76.1
16	22.0	78.0	39	73.8	26.2
17	56.1	43.9	40	12.1	88.0
18	48.7	51.3	41	58.9	41.1
20	95.1	4.9	42	51.6	48.4
21	97.8	2.2	43	95.9	4.0
22	86.0	14.1	44	89.7	10.3
23	83.0	16.9	45	97.8	2.4
24	64.8	35.3			
25	81.7	18.4			

disagreement. A sum was then taken of the three responses, and depending upon the way the statement was phrased, this sum of percentages was then fitted into one of the two ends of the continuum (high to low Worldminded).

Table 4.5 then, shows the general feeling of the entire population tested toward each statement. It should be noted that the general population was split almost exactly in half into low worldminded (19) and high worldminded (21) responses.

Another item of interest should be that in the cases of Statements 11, 18 and 42 there was a split almost down the middle between high and low worldminded responses. A great deal of discussion was generated by these three statements and this will be elaborated upon below.

Discussion and Feedback

This study was designed to investigate the relationship between global education and the demonstration of worldmindedness by students involved with the curricular concerns of global education. If there had been significant differences between schools, the expectation that global education does indeed contribute to the development of worldmindedness would have been fulfilled. The anticipated differences did not materialize however, therefore the conclusion is necessarily reached that there are no differences as a result of the type of curriculum.

These findings contradict the findings in the literature. Schmidt (1975) asserted that students who knew more

about their world tended to be less chauvinistic. There is no evidence from this research study to support this statement.

King (1971) proposes using the subjects outside of but in addition to the social sciences as a context for teaching the world. She asserts that the above in addition to utilizing community resources will help to enhance a world perspective. The results of this research study do not confirm King's views.

It should be noted that a limitation to the study is that of sample size. The researcher is unable to predict whether there would be more differences if the sample size were larger.

Another limitation is that the research is confined to schools within a small area in the state of Michigan. In other geographic locations it is possible that other results would be achieved.

Lively discussions followed each administration of the scale. There were many tangible suggestions for issues which should have been included in the scale. One frequent suggestion was that there be more statements included which addressed the issue of women's rights. Another issue often discussed was the lack of specific references to members of minority races. Students felt their responses would be more valid if the statements relating to prejudice specified a particular race.

Many students were uncomfortable in answering questions relating to overpopulation. Their feedback indicated that that area was the most sensitive of the eight emphases. The most discussion was generated in all of the classrooms as a result of conflicting feelings regarding these questions. On the whole, students felt that the statements were so personal that they had difficulty projecting their concerns into what would be best for mankind.

Three other statements also generated lively discussion. They were Statements 11, 18 and 42.

Statement 11 reads: "Large automobiles should not be built." The classes were split almost exactly in half when responding to this issue. The researcher speculates that because this study is being conducted in the state of Michigan, many family members of the testees may be involved in some way in the automobile industry or may own large cars. On the other hand, the instrument was administered at a time when there was an energy crisis which created disagreement from the energy conscious students.

Another statement which generated heated discussion was Statement 18: "The wealth of the extremely rich should be more uniformly distributed among all the people." As a result of informal discussions with the administrators involved, the researcher found that all students live in "comfortable" surroundings and in general the families own their homes. Some students may have perceived this statement as a suggestion that they themselves were to surrender

some of their holdings to others less fortunate. The researcher recalls however, the students who felt they could benefit from being the recipients of this "wealth."

Finally, the most lively argument occurred during the discussion of Statement 42: "People who immigrate should adopt the culture of their new country." The groups were divided by "we" and "they" feelings. The "we" feeling was that the students would definitely not appreciate being made to conform in a foreign society, while the "they" feeling was that foreigners in America should conform to the societal restraints in this country.

Implications of This Study

The obvious question which arises is: Why isn't the global education program more effective than a nonprogram in developing worldmindedness in students? The researcher proposes that schools re-examine their curricula. Are the schools focusing on the appropriate global concerns?

Within the final selected questions are the original eight concerns of global education identified as a result of examining the focus of the literature: energy, health, ecology, distribution of wealth, hunger, overpopulation, security/armament/protection, and prejudice (ethnocentrism). If the schools are not focusing on these issues, where is the focus?

A review of the scores indicates that "health," "energy," "hunger," "security/armament/protection" are

variables for which all participants were almost consistently "high worldminded" and "ecology" is the only variable for which all participants scored "low worldminded." Are schools emphasizing health, energy, hunger and security/armament/protection issues and neglecting ecological issues?

Summary

The results of the research and the summary of the data were presented in this chapter.

The chapter opened with a discussion of the distinction between the statements which were retained for the final scale and those which were deleted. The division of the scale into two sub-scales prior to the final selection of statements and the effect of the later combination were also explained. A reliability coefficient for each statement was reported.

Also reported in the opening section were the alpha figures for the pilot instrument, final instrument, and final selected questions. The x^2 analysis was performed on a total of forty statements.

The second portion of the chapter was concerned with the statistical analysis. Upon examination of the results, it was concluded that there were no significant differences between schools in the degree of worldmindedness exhibited. There were significant differences in three of the forty variables but only in the outstanding numbers of responses in one particular category (see Appendix D). In no instance

did these significant differences change the overall direction of the responses.

Three other statements (11, 18 and 42) were divided almost equally between high and low worldminded responses. A discussion of these results was presented along with feedback from testees.

The final section of the chapter contains the implications of this study. The researcher asks questions pertaining to the results of the research analysis.

CHAPTER 5

SUMMARY AND RECOMMENDATIONS

Introduction

This final chapter will contain judgments relating to the purposes and findings of this study. In this chapter the processes undergone to complete the research will be summarized.

The first portion will cover the organization of the research.

The second section will include the major findings of this study.

The final section will discuss the limitations of this study and will include suggestions for further research.

Organizing the Research

This study was designed to explore the theory that global education contributes to the development of world-mindedness in students.

In order to initiate the research, the literature of global education and the literature relating to worldmindedness were extensively reviewed. The product of this was the generation of seventy-nine statements which were put into the form of a trial instrument for the purpose of validation.

A team of thirty students of the grade level to be involved in the later research were directed to orally evaluate all statements. A statement was removed from the instrument if one-third or more of the judges were unable to agree on the content of a statement. As a result of this process, twenty-two items were eliminated from the scale.

The resulting scale was called a "pilot" instrument. The pilot instrument was administered to one hundred thirty-three students for the purpose of establishing reliability. A measure of internal consistency was established through the examination of the reliability coefficients for each statement, and an alpha figure (Cronbach's alpha) was obtained.

A final instrument was then prepared. This scale contained forty-five items, having removed twelve from the reliability instrument in order to improve internal consistency. This scale was administered by this researcher to two hundred twenty-five students in three schools.

The three target schools were identified by types: School 1 - not funded for global education and not claiming to emphasize this area of interest; School 2 - not funded for global education but claiming to have an interest in the area; and School 3 - funded for global education and having a high interest in that area. The status of each of the three schools was acquired through telephone interviews and demographic data. Two other considerations in choosing schools were: (1) students to participate in testing had to

be in grades 10 - 12, and (2) the racial-ethnic composition of the schools had to be similar (around 97% white).

The results of the final instrument were again submitted for reliability analysis. At this point five questions were deleted and forty questions were submitted for analysis. The researcher selected a level of significance ($p = .05$) below which point the null hypothesis would be rejected.

Major Finding

There are no significant differences in the three schools tested with regard to the development of worldmindedness as a result of exposure or nonexposure to global education. At an alpha level of .05, the anticipated differences which would have caused the null hypothesis to be rejected did not materialize.

Limitations of This Study and Suggestions for Further Research

It was not within the purview of this study to explore any issues beyond those which tested the hypothesis. There are therefore several questions which need to be further explored.

(1) The students tested were all enrolled in suburban schools. An area for further study would be to investigate whether students in urban or rural settings would respond differently to the scale.

(2) The researcher is assuming that the school is able to influence the thinking of the students within. It would be interesting to examine the influences of both the home and the school in the shaping of attitudes of world-mindedness.

(3) The students tested were from a socio-economic level commonly referred to as "middle class." Another researcher might wish to test "lower" or "upper" class students.

(4) No attempt was made to determine individual students' family income beyond "middle class" classification. Another study might investigate variations in attitudes among students within the same "class" but with a wide diversity in income.

(5) No attempt was made to identify students by sex. A possible area for investigation is to explore whether male youths differ from female youths in their worldminded thinking.

(6) Students tested were enrolled in schools with a 97% or above white majority. An area for further inquiry would be to examine whether students in schools with larger minority enrollments differ in their attitudes.

(7) The students tested were enrolled in public schools. An exploration could be made to determine if students in parochial or other private schools would score differently.

(8) No attempt was made to determine if individual students had travelled or in some other way come in regular contact with other cultures. Another investigation may be made into possible differences resulting from intercultural interaction.

(9) The contents of the scale place an emphasis on the questioning of attitudes. Another researcher might seek to ascertain if schools are developing cognitive skills to the exclusion of affective learning when global education is incorporated into the curriculum.

(10) The hypothesis that students acquire a higher degree of worldmindedness has been tested. An area for further inquiry would be to test whether students may develop attitudes opposite to worldmindedness as a result of the curriculum.

(11) No baseline data were collected as to the amount of knowledge about global education already acquired by students before its introduction into the curriculum. The levels of the students in each sample could have been different. Another researcher might seek to establish where the students are before they study global education, perhaps through the test - re-test procedure.

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APPENDICES

APPENDIX A

APPENDIX A

COVER LETTER AND STATEMENTS USED
FOR VALIDATION OF INSTRUMENT

Dear Student,

I would like to invite your participation in a research project I am about to undertake. You will find attached a list of seventy-nine statements which I would ask you to review carefully.

The object of this exercise is to search for questions which are unclear or which should not be included at all. When this exercise is over, the questions that remain will be put into a scale form so that other students like yourselves can give responses which will range from strongly agreeing with an item to strongly disagreeing with an item.

As judges you are being asked to evaluate whether or not the questions make sense to you and whether or not you can agree or disagree with them. If more than one-third of the members of your group feel that the items should be discarded, this will be done. It is therefore important to re-emphasize that you are judging for clarity and understanding, and not for consensus in opinions regarding what the answer to an item should be.

I will ask for a show of hands after the reading of each item. Please raise your hand and give your ideas if you feel that a statement does not meet the above criteria.

Thank you very much for your kind cooperation.

Sincerely,

Claudette P. Richards

1. The problems of world poverty are mostly problems of foreign countries and will have little effect on my life.
2. It is acceptable for races to intermarry.
3. Each country should strive for 100% employment of its work force.
4. There is no real need to be concerned about using up the land that has been unused for many years.
5. Malnutrition is still a major cause of deaths.
6. If the current rate of population growth continues, there will no longer be enough resources to sustain life.
7. Feeding hungry children should be a major concern.
8. Smallpox is still a major cause of deaths.
9. Organ transplants should be encouraged in order to prolong life.
10. The U.S. should remain neutral in the event of violent political actions in newly emerging countries.
11. World health would be improved if knowledge of birth control was more widespread.
12. Asian refugees should not be invited to live in our country.
13. The decision as to whether to live or die should be made by the patient.
14. If I can pay for it, I should be able to use as much energy as I want to.
15. Race prejudice on the whole is beneficial as it keeps many undesirables from the country.
16. Everyone should have enough money to pay for a good education.
17. It is important that people everywhere have enough to eat.
18. The practice of birth control is a good one.
19. The birth control question has little social significance.
20. The best way to solve the race problem is to encourage inter-marriage so that there will eventually be only one race.
21. A compulsory health program is necessary because it brings the greatest good to the greatest number of people.
22. When a weak country is attacked, a stronger country should come to its aid.

23. Birth control is a legitimate health measure.
24. People all over the world should feel as much responsibility toward people in other countries as in their own.
25. If the United States takes part in any sort of world organization, we should be sure that we lose none of our power and influence.
26. Large automobiles should not be built.
27. It would be better to be a citizen of the world than of any one country.
28. There are not many people in today's world who are poor.
29. Scientific discoveries should be shared among countries.
30. There should be no fishing limits set for countries.
31. A country should only be concerned about starving peoples in another country if they are allies.
32. War is necessary.
33. Birth control is justifiable only in cases of poverty or poor health.
34. Any weapon should be used which brings a quick end to war.
35. My religion is better than any other.
36. There is no need to rely on other countries for energy.
37. People should not be denied housing because of their race.
38. Everyone should speak the same language.
39. America has reached a higher state of civilization than any other country and as a result has a culture which is superior.
40. Ghettos should not exist.
41. Everyone in the world should have equal rights guaranteed by an international charter.
42. The wealth of the extremely rich should be more uniformly distributed among all the people.
43. An international police force ought to be the only group in the world allowed to have armaments.
44. Farmers should be willing to reduce their profits in order that everyone in the world can afford to eat.
45. Birth control information should be available to everybody.
46. All national governments ought to be abolished and replaced by one central world government.
47. The best medical treatment and care should be available to all people.

48. All countries should prosecute hijackers.
49. Along with patriotism, world citizenship should be taught in all secondary schools.
50. Each person should be given a limit to how much energy he/she can use.
51. An international organization should be formed to regulate the use of natural resources.
52. The very rich should not be allowed tax loopholes.
53. It is better to use a microwave oven than a regular one.
54. Religious cults such as the one at Jonestown should be discouraged.
55. There are enough jobs around for all people who really want to work.
56. It is acceptable for underpopulated countries to give rewards to people when they increase the size of their families.
57. I feel that donating money to health research is a good thing.
58. The U.S. government should spend more to help developing countries.
59. Everyone should have an equal chance for a good education.
60. We should seek to utilize a form of energy other than oil.
61. Unmarried teenagers contribute significantly to the number of unwanted births.
62. It is not fair to put a limit on the number of animals that can be killed for the manufacture of clothing.
63. The use of illegal drugs is now a problem that is under control.
64. I would be willing to eat less if it meant that more people were able to eat as a result.
65. It would not be desirable to have a Vietnamese family move in next door.
66. Governments should be allowed to construct energy plants wherever there are geographical areas in need of them.
67. Venereal diseases are almost extinct worldwide.
68. I believe my race is superior and should be accepted as such.
69. The ease with which poor people receive aid encourages them to stay out of work.
70. People should be able to bear arms if they want to.

71. Building new highways is the solution to traffic congestion.
72. Although people are starving in some countries, there is a surplus of food in others.
73. We should strive for loyalty to our country before we can afford to consider world brotherhood.
74. I would be willing to give up some luxuries in order to help others less fortunate than I.
75. The solution to the housing problem is to construct more dwellings on vacant land.
76. Rewards should be offered to people who limit the size of their families.
77. Amnesty International is a good organization.
78. People who immigrate should adopt the culture of their new country.
79. The Red Cross has served a useful function worldwide.

APPENDIX B

APPENDIX C

DIRECTIONS AND QUESTIONNAIRE USED
FOR COLLECTION OF THE DATADIRECTIONS

The statements you are being asked to respond to constitute a "Worldmindedness Scale." Your directions are simple. Read and answer each question carefully.

You have been selected from students in three schools to participate in this research. Note that you are not asked to write your name anywhere on this scale. The purpose for administering this instrument is to discover how students at your age and grade feel about the issues presented here. It is expected that you will answer to the best of your ability. If you are unfamiliar with an item, please leave it blank instead of guessing.

Be absolutely sure that you answer by filling in the circles completely. If you erase, make sure that your incorrect answer is erased thoroughly. Only a #2 pencil may be used.

The questions are rated from a score of 6 for "strongly agree" to a score of 1 for "strongly disagree." The object is not to score highly but to give your honest opinion.

You will have the remainder of the class period to complete this. Please remain quietly seated if you finish earlier. Pencils, instructions and answer sheets will be collected after the administration of the scale.

Look below at the numbers you should use when responding to the statements. Are there any questions?

1	2	3	4	5	6
Strongly Disagree	Disagree	Mildly Disagree	Mildly Agree	Agree	Strongly Agree

1. The problems of world poverty are mostly problems of foreign countries and will have little effect on my life.
2. There is no real need to be concerned about using up the land that has been unused for many years.
3. Malnutrition is still a major cause of deaths.
4. If the current rate of population growth continues, there will no longer be enough resources to sustain life.
5. Smallpox is still a major cause of deaths.
6. The U.S. should remain neutral in the event of violent political actions in newly emerging countries.
7. Asian refugees should not be invited to live in our country.
8. If I can pay for it, I should be able to use as much energy as I want to.
9. Everyone should have enough money to pay for a good education.
10. It is important that people everywhere have enough to eat.
11. The practice of birth control is a good one.
12. A compulsory health program is necessary because it brings the greatest good to the greatest number of people.
13. When a weak country is attacked, a stronger country should come to its aid.
14. People all over the world should feel as much responsibility toward people in other countries as in their own.
15. Large automobiles should not be built.
16. There are not many people in today's world who are poor.
17. There should be no fishing limits set for countries.
18. A country should only be concerned about starving peoples in another country if they are allies.
19. Birth control is justifiable only in cases of poverty or poor health.
20. Any weapon should be used which brings a quick end to war.
21. America has reached a higher state of civilization than any other country and as a result has a culture which is superior.
22. There is no need to rely on other countries for energy.
23. The wealth of the extremely rich should be more uniformly distributed among all the people.
24. Farmers should be willing to reduce their profits in order that everyone in the world can afford to eat.
25. Birth control information should be available to everybody.
26. The best medical treatment and care should be available to all people.
27. All countries should prosecute hijackers.
28. Along with patriotism, world citizenship should be taught in all secondary schools.
29. Each person should be given a limit to how much energy he/she can use.
30. The very rich should not be allowed tax loopholes.

31. It is better to use a microwave oven than a regular one.
32. We should seek to utilize a form of energy other than oil.
33. The ease with which poor people receive aid encourages them to stay out of work.
34. I would be willing to give up some luxuries in order to help others less fortunate than I.
35. It is not fair to put a limit on the number of animals that can be killed for the manufacture of clothing.
36. Although people are starving in some countries, there is a surplus of food in others.
37. It is acceptable for underpopulated countries to give rewards to people when they increase the size of their families.
38. The use of illegal drugs is now a problem that is under control.
39. People should be able to bear arms if they want to.
40. We should strive for loyalty to our country before we can afford to consider world brotherhood.
41. The solution to the housing problem is to construct more dwellings on vacant land.
42. Rewards should be offered to people who limit the size of their families.
43. I feel that donating to health research is a good use of my money.
44. It would not be desirable to have a Vietnamese family move in next door.
45. I believe my race is superior and should be accepted as such.
46. There are enough jobs around for all people who really want to work.
47. The U.S. government should spend more to help developing countries.
48. Building new highways is the solution to traffic congestion.
49. I would be willing to eat less if it meant that more people were able to eat as a result.
50. Unmarried teenagers contribute significantly to the number of unwanted births.
51. Venereal diseases are almost extinct worldwide.
52. Amnesty International is a good organization.
53. People who immigrate should adopt the culture of their new country.
54. It is acceptable for individuals to marry persons from other countries.
55. People should practice whichever form of birth control is right for them.
56. The Red Cross has served a useful function worldwide.
57. Religious cults such as the one at Jonestown should be discouraged.

32. Rewards should be offered to people who limit the size of their families.
33. I feel that donating to health research is a good use of my money.
34. It would not be desirable to have a Vietnamese family move in next door.
35. I believe my race is superior and should be accepted as such.
36. There are enough jobs around for all people who really want to work.
37. The U.S. government should spend more to help developing countries.
38. Building new highways is the solution to traffic congestion.
39. I would be willing to eat less if it meant that more people were able to eat as a result.
40. Venereal diseases are almost extinct worldwide.
41. Amnesty International is a good organization.
42. People who immigrate should adopt the culture of their new country.
43. It is acceptable for individuals to marry persons from other countries.
44. People should practice whichever form of birth control is right for them.
45. The Red Cross has served a useful function worldwide.

APPENDIX D

APPENDIX D

Key to cross-tabulational data in each cell

count = actual number of students responding to one of
the six possible responses

row pct. = percent of students in an individual school
responding to one of the six possible responses

col pct. = percent of students of total number in all three
schools responding to one of the six possible
responses

tot pct. = ratio of number of responses to one of the six
possible responses to the total number of
responses

16/5/79 SPES V7.0 .12.10.16. PAGE 3

FILE PROGRAM CREATION DATE = 06/05/79)

***** C P O S S T A B U L A T I O N O F *****
 ***** BY V1 ***** PAGE 1 OF 1

SCNOL	COUNT COL FCT TOT FCT	V1					STRONGLY AGREE	MILDLY AGREE	MILDLY DISAGREE	STRONGLY DISAGREE	TOT FCT	ROW TOTAL
		1	2	3	4	5						
1.	1.3 25.2	1.3 25.2	2.0 16.7	1.3 3.3	1.3 3.3	1.3 3.3	1.3 3.3	1.3 3.3	1.3 3.3	1.3 3.3	1.3 3.3	78 34.7
2.	3.3 50.0	3.3 50.0	2.0 16.7	1.3 3.3	1.3 3.3	1.3 3.3	1.3 3.3	1.3 3.3	1.3 3.3	1.3 3.3	3.3 50.0	66 29.3
3.	1.3 25.2	1.3 25.2	2.0 16.7	1.3 3.3	1.3 3.3	1.3 3.3	1.3 3.3	1.3 3.3	1.3 3.3	1.3 3.3	1.3 3.3	81 36.0
GROUP TOTAL	4 100.0	4 100.0	12 50.0	12 50.0	12 50.0	12 50.0	12 50.0	12 50.0	12 50.0	12 50.0	12 50.0	225 100.0

RAW CHI SQUARE = 9.10131 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .5225

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.12.10.16.

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06/05/79

FILE NAME (CREATION DATE = 06/05/79)

***** CROSS TABULATION OF *****
 SCHOOL BY V2 ***** PAGE 1 OF 1

SCHOOL	V2						ROW TOTAL
	1.	2.	3.	4.	5.	6.	
1.	4.0 33.3 1.4	5.0 41.7 2.7	9.3 75.0 3.3	12.0 90.9 4.3	26.7 205.5 9.0	27.0 204.5 12.2	75 33.9
2.	4.3 33.3 1.4	27.3 205.5 1.3	35.3 275.0 5.7	10.0 75.0 3.3	27.3 205.5 9.0	29.0 204.5 13.1	66 29.9
3.	3.3 25.0 1.4	2.3 16.7 1.0	5.3 41.7 1.8	11.3 85.5 4.1	30.3 227.3 10.6	38.0 285.5 17.2	80 34.2
COLUMN TOTAL	4.1 31.1 11	5.0 38.3 12.7	7.7 58.2 21.7	12.7 95.5 42.5	28.1 216.8 96	42.5 319.5 100.0	221 100.0

PAW CHI SQUARE = 6.55650 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .0105

NUMBER OF MISSING OBSERVATIONS = 4

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FILE NAME: (CREATION DATE = 06/05/79)
 C R U S S T A P U L A T I O N O F
 : C H I - S Q U A R E P A G E 1 O F 1

SCHOOL	V3					ROW TOTAL
	1.	2.	3.	4.	5.	
1.	1.3 50.0	2.7 25.0	1.7 14.7	1.7 17.7	2.3 30.7	75 33.8
2.	1.3 50.0	3.7 37.0	1.7 14.7	1.7 17.7	2.3 30.7	66 29.7
3.	0.0 0.0	1.7 14.7	1.7 17.7	1.7 17.7	2.3 30.7	81 36.5
COLUMN TOTAL	3.0	8.0	5.0	5.0	6.3	222 100.0

RAW CHI SQUARE = 13.49126 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .1975
 NUMBER OF MISSING OBSERVATIONS = 3

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06/05/79

FILE NAME (CREATION DATE = 06/05/79)

***** CROSS TABULATION OF *****
 SCHOOL ***** BY V4 *****
 ***** PAGE 1 OF 1

SCHOOL	COUNT ROW PCT COL PCT TOT PCT	V4					ROW TOTAL
		1. STRONGLY DISAGREE	2. DISAGREE	3. MILDLY DISAGREE	4. MILDLY AGREE	5. STRONGLY AGREE	
1.	17.6 44.8 5.0	17.6 44.8 5.0	6.8 20.3 2.3	14.9 33.3 6.4	14.3 34.0 8.2	14.9 33.3 6.4	74 33.6
2.	13.8 13.8 4.4	13.8 13.8 4.4	15.6 41.5 7.7	13.7 19.7 5.0	22.3 33.7 10.0	10.9 22.7 4.1	66 30.0
3.	12.0 15.0 41.5	12.0 15.0 41.5	6.3 29.4 5.3	15.7 35.7 7.8	20.0 25.0 33.7	20.0 42.3 5.3	80 36.4
COLUMN TOTAL	29 13.2	29 13.2	17 7.7	42 19.1	60 27.3	44 20.0	220 100.0

RAV CHI SQUARE = 8.76572 WITH 16 DEGREES OF FREEDOM. SIGNIFICANCE = .5545

NUMBER OF MISSING OBSERVATIONS = 5

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FILE NAME (CREATION DATE = 06/05/79)

SCHOOL * * * * * C R O S S T A B U L A T I O N O F * * * * *
 * * * * * R Y V S * * * * * P A G E 1 O F 1

COUNT ROW PCT COL PCT TOT PCT	V5					MILDLY D GRFE	MILDLY A GRFE	STRONGLY AGR	ROW TOTAL
	1 STRONGLY DISAGRE	2 DISAGREE	3 MILDLY DISAGRE	4 MILDLY AGREE	5 STRONGLY AGREE				
1.	6.5 45.2	5.2 40.8	11.7 63.0	9.7 34.6	21.3 29.6	11.7 34.6	21.3 29.6	29.7 37.9	77 34.4
2.	6.1 36.4	4.5 31.3	4.3 21.3	9.1 23.7	22.3 31.0	9.1 23.7	22.3 31.0	42.4 42.5	66 29.5
3.	2.3 12.0	3.7 20.3	3.7 20.3	11.6 42.9	28.7 30.4	11.6 42.9	28.7 30.4	34.7 37.2	81 30.2
COLUMN TOTAL	11 4.9	13 4.5	15 6.7	26 11.6	71 31.7	26 11.6	71 31.7	91 47.6	224 100.0

ASCHI SQUARE = 7.7586 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .6497

NUMBER OF MISSING OBSERVATIONS = 1

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FILE NAME (CREATION DATE = 06/05/79)
 * * * * * C R U S T A B U L A T I O N O F * * * * *
 * * * * * S C H O O L * * * * * P A G E 1 O F 1

SCHOOL	COUNT ROW FCT COL FCT TOT FCT	V6					ROW TOTAL
		STRONGLY DISAGREE 1.	DISAGREE 2.	MILDLY DISAGREE 3.	MILDLY AGREE 4.	STRONGLY AGREE 5.	
1.	78	0	1	2	4	22	34.8
		0	1.3	2.6	5.1	28.2	
		0	100.0	50.0	30.0	40.7	
2.	46	0	0	1	4	15	29.5
		0	0	2.3	6.1	21.2	
		0	0	2.3	30.0	35.0	
3.	80	2	0	1	5	18	35.7
		2.5	0	1.2	6.3	22.3	
		100.0	0	25.0	20.0	33.8	
COLUMN TOTAL		2	1	4	13	54	224
		.9	.4	1.8	5.8	24.1	100.0

RAO CHI SQUARE = 7.22417 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .737

NUMBER OF MISSING OBSERVATIONS = 1

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06/05/79

FILE RUNAME (CREATION DATE = 06/05/79)

SCHOOL CROSS TABULATION OF
 SCHOOL BY VE
 PAGE 1 OF 1

SCHOOL	COUNT ROW PCT COL PCT TOT PCT	V2					ROW TOTAL
		STRONGLY DISAGRE 1.	DISAGREE 2.	MILDLY DISAGREE 3.	MILDLY AGREE 4.	STRONGLY AGREE 5.	
1.	1.4 33.3	1.4 33.3	3.3 77.8	4.4 100.0	3.3 77.8	1.4 33.3	6.8 100.0
2.	0.0 0.0	0.0 0.0	1.4 100.0	3.3 100.0	3.3 100.0	1.4 100.0	6.8 100.0
3.	2.2 66.7	2.2 66.7	4.4 100.0	5.5 100.0	1.4 33.3	1.4 33.3	14.8 100.0
COLUMN TOTAL	1.4 33.3	2.2 55.6	6.8 100.0	11.1 100.0	11.1 100.0	4.4 33.3	36.7 100.0

RAW CHI SQUARE = 6.17222 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .8006

NUMBER OF MISSING OBSERVATIONS = 18

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FILE NUNAME (CREATION DATE = 06/05/79)

***** C R O S S T A B U L A T I O N O F *****
 SCHOOL ***** RV V9 ***** PAGE 1 OF 1

SCHOOL	COUNT ROW PCT COL PCT TOT PCT	VS					STRONGLY AGREE	MILDLY AGREE	MILDLY DISAGREE	STRONGLY DISAGREE	ROW TOTAL
		1	2	3	4	5					
1.	77	30.0	39.0	30.0	1.0	0.0	27.0	27.0	27.0	27.0	77.0
2.	66	16.7	19.7	29.7	12.1	3.6	21.8	21.8	21.8	21.8	66.0
3.	86	33.3	42.3	34.3	10.3	0.0	21.8	21.8	21.8	21.8	86.0
COLUMN TOTAL	223	2.7	9.4	40.4	19.3	4.3	22.0	22.0	22.0	22.0	223.0

RAW CHI SQUARE = 12.83764 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .2329

NUMBER OF MISSING OBSERVATIONS = 2

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FILE NAME (CREATION DATE = 06/05/79)

SCHOOL CROSSTABULATION OF BY V10 PAGE 1 OF 1

SCHOOL	V10					ROW TOTAL
	COUNT	STRONGLY DISAGREE	DISAGREE	MILDLY DISAGREE	MILDLY AGREE	
1.	1.	2.	3.	4.	5.	6.
1.	3	10.4	38.1	33.8	16	13
	42.9	38.6	49.9	30.5	19.3	34.5
	1.1	3.0	11.7	25.7	42.9	
2.	1	9.2	13	37.7	18	10
	14.3	22.0	34.3	27.7	28.0	29.1
	1.1	2.1	19.3	37.7	15.4	
3.	3	9.6	17.3	21	26	10
	42.9	33.1	49.9	25.3	32.3	36.3
	1.1	3.1	6.3	9.4	11.7	
COLUMN TOTAL	3.7	9.4	35	29.1	20.9	223
			15.7	65	35	100.0

RAW CHI SQUARE = 6.2574 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .7977

NUMBER OF MISSING OBSERVATIONS = 2

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FILE NONAME (CREATION DATE = 06/05/79)

***** C R O S S T A B U L A T I O N O F *****
 SCHOOL BY V11 ***** PAGE 1 OF 1

SCHOOL	V11						ROW TOTAL
	1.	2.	3.	4.	5.	6.	
COUNT	14	10	10	18	10	5	78
ROW PCT	17.9	12.8	12.8	23.4	12.8	6.4	34.7
TOT PCT	50.0	33.3	33.3	66.6	44.4	16.7	
1.	6	9	10	18	10	5	68
2.	21.4	25.0	32.0	27.3	15.3	10.3	29.3
3.	8	14	13	16	12	18	81
4.	9.0	17.3	16.0	19.0	14.0	22.0	36.0
5.	20.0	46.7	26.0	30.0	35.3	58.0	
6.	3.6	6.2	5.0	7.1	5.3	8.0	
COLUMN TOTAL	74	33	50	52	32	33	225
TOTAL	12.4	13.3	22.2	23.1	14.2	14.7	100.0

RAW CHI SQUARE = 14.91111 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .1353

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FILE NAME (CREATION DATE = 06/05/79)

CROSS TABULATION OF SCHOOL BY V14

PAGE 1 OF 1

V14

SCHOOL	COUNT	STRONGLY DISAGREE	DISAGREE	MILDLY DISAGREE	MILDLY AGREE	STRONGLY AGREE	RUN TOTAL
1.	73	2.3	5.5	13.2	26.9	29.7	73
	COL PCT	40.0	25.0	34.2	27.1	44.6	33.8
	TOT PCT	40.0	25.0	34.2	27.1	44.6	33.8
2.	64	1.0	12.5	10.0	32.1	15.4	64
	COL PCT	20.0	59.7	26.3	30.9	23.4	29.6
	TOT PCT	20.0	59.7	26.3	30.9	23.4	29.6
3.	79	2.3	5.1	15.0	30.0	26.6	79
	COL PCT	40.0	25.0	39.3	42.9	30.7	36.6
	TOT PCT	40.0	25.0	39.3	42.9	30.7	36.6
COLUMN TOTAL	216	5.3	16.4	38.2	79.0	65.1	216
	TOTAL	2.3	7.4	17.6	32.4	30.1	100.0

RAW CHI SQUARE = 10.20211 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .4229

NUMBER OF MISSING OBSERVATIONS = 9

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FILE NO:NAME (CREATION DATE = 06/05/79)

SCHOOL C R O S S T A B U L A T I O N O F A B Y V15 P A G E 1 O F 1

SCHOOL	COUNT						ROW TOTAL
	1.	2.	3.	4.	5.	6.	
1.	100.0	30.0	9.2	11.3	24.6	31.1	74.2
2.	0.0	42.0	4.3	14.3	35.6	20.8	65.3
3.	1.2	37.7	8.9	11.1	33.3	27.3	81.3
4.	100.0	30.0	9.2	11.3	24.6	31.1	74.2
5.	0.0	42.0	4.3	14.3	35.6	20.8	65.3
6.	1.2	37.7	8.9	11.1	33.3	27.3	81.3
TOTAL	100.0	30.0	9.2	11.3	24.6	31.1	74.2

RAW CHI SQUARE = 7.5999 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .6679

NUMBER OF MISSING OBSERVATIONS = 3

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FILE NAME (CREATION DATE = 06/05/79)

SCHOOL C R O S S T A M U L A T I O N O F BY V16 P A G E 1 O F 1

V16

SCHOOL	COUNT ROW PCT COL PCT TOTAL	STRONGLY DISAGREE					MILDLY DISAGREE					MILDLY AGREE					STRONGLY AGREE					ROW TOTAL	
		1.	2.	3.	4.	5.	1.	2.	3.	4.	5.	1.	2.	3.	4.	5.	1.	2.	3.	4.	5.		
1.	77	5.2 36.8 1.8	5.3 33.8 1.8	12.4 33.3 3.6	17.4 33.3 3.6	13.6 33.3 3.6	2.0 15.6 5.4	3.6 15.6 5.4	12.4 33.3 3.6	17.4 33.3 3.6	13.6 33.3 3.6	2.0 15.6 5.4	3.6 15.6 5.4	12.4 33.3 3.6	17.4 33.3 3.6	13.6 33.3 3.6	2.0 15.6 5.4	3.6 15.6 5.4	12.4 33.3 3.6	17.4 33.3 3.6	13.6 33.3 3.6	2.0 15.6 5.4	77 34.5
2.	66	6.1 30.4 1.1	6.1 30.4 1.1	13.1 33.3 3.6	13.1 33.3 3.6	13.1 33.3 3.6	9.1 46.2 7.4	9.1 46.2 7.4	13.1 33.3 3.6	13.1 33.3 3.6	13.1 33.3 3.6	9.1 46.2 7.4	9.1 46.2 7.4	13.1 33.3 3.6	13.1 33.3 3.6	13.1 33.3 3.6	9.1 46.2 7.4	9.1 46.2 7.4	13.1 33.3 3.6	13.1 33.3 3.6	13.1 33.3 3.6	9.1 46.2 7.4	66 29.6
3.	86	6.3 38.2 2.2	6.3 38.2 2.2	10.3 33.3 3.6	10.3 33.3 3.6	10.3 33.3 3.6	4.3 33.3 3.6	4.3 33.3 3.6	10.3 33.3 3.6	10.3 33.3 3.6	10.3 33.3 3.6	4.3 33.3 3.6	4.3 33.3 3.6	10.3 33.3 3.6	10.3 33.3 3.6	10.3 33.3 3.6	4.3 33.3 3.6	4.3 33.3 3.6	10.3 33.3 3.6	10.3 33.3 3.6	10.3 33.3 3.6	4.3 33.3 3.6	86 35.9
COLUMN TOTAL		15 5.8	12 5.4	24 1.8	24 1.8	24 1.8	13 5.8	13 5.8	24 1.8	24 1.8	24 1.8	13 5.8	13 5.8	24 1.8	24 1.8	24 1.8	13 5.8	13 5.8	24 1.8	24 1.8	24 1.8	13 5.8	223 100.0

RAW CHI SQUARE = 6.71756 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .7518

NUMBER OF MISSING OBSERVATIONS = 2

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FILE NAME (CREATION DATE = 06/05/79)

SCHOOL C R O S S T A B U L A T I O N O F BY V17 PAGE 1 OF 1

SCHOOL	V17					ROW TOTAL
	1.	2.	3.	4.	5.	
1.	13.3 4.5	16.0 39.2	17.0 24.7	9.5 21.2	13.3 30.8	76.3 33.5
2.	7.0 21.2	12.3 28.4	25.0 41.1	13.7 29.6	13.1 29.0	66.6 29.9
3.	9.0 34.8	13.0 31.9	18.0 33.1	12.8 31.4	10.0 23.6	61.7 36.7
COLUMN TOTAL	37.3 10.4	41.3 18.6	60.0 27.1	32.0 14.5	42.4 19.0	221.0 106.0

RAW CHI SQUARE = 14.1325 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .1668
NUMBER OF MISSING OBSERVATIONS = 4

FILE NULANF (CREATION DATE = 06/05/79)

***** C R O S S T A B U L A T I O N O F *****
 SCHOOL ***** PV V18 ***** PAGE 1 OF 1

SCHOOL	V19					RDW TOTAL
	1.	2.	3.	4.	5.	
COUNT	11	10	19	17	14	
ROW PCT	14.3	12.5	24.4	21.8	17.9	78
COL PCT	33.3	26.3	48.3	37.6	33.3	34.8
TOT PCT	4.9	3.6	8.3	7.0	6.3	
1.	12.1	14.2	10	17	8	66
2.	23.8	42.9	22.7	37.6	21.6	29.5
3.	15.0	20.9	15	11	15	80
	33.7	47.1	34.7	24.6	40.7	35.7
COLUMN TOTAL	31	40	44	45	37	224
	13.8	17.9	19.6	20.1	16.5	100.0

RAW CHI SQUARE = 10.25420 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .4185

NUMBER OF MISSING OBSERVATIONS = 1

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FILE NAME (CREATION DATE = 06/05/79)

SCHOOL CROSSTABULATION OF BY V21
PAGE 1 OF 1

		V21					COUNT	
		1	2	3	4	5	ROW PCT	ROW TOTAL
SCHOOL	TOTAL	STRONGLY DISAGREE	DISAGREE	MILDLY DISAGREE	MILDLY AGREE	STRONGLY AGREE	AGR.	
		1	2	3	4	5	6	
1.	78	0	1	1	9	18	49	34.7
		0	1.3	1.3	11.5	25.7	62.8	
		0	50.0	50.0	39.1	29.7	36.3	
		0	4	4	4.0	8.0	21.4	
2.	66	0	0	0	1	21	37	29.3
		0	0	0	12.1	31.4	56.4	
		0	0	0	36.8	38.0	27.4	
		0	0	0	3.0	4.3	16.4	
3.	81	1	1	1	6	23	49	36.0
		1.2	1.2	1.2	7.4	28.4	60.5	
		100.0	50.0	50.0	26.7	37.1	36.3	
		4	4	4	2.7	10.2	21.4	
COLUMN TOTAL	225	1	2	2	23	62	125	100.0
		.4	.8	.8	10.2	27.6	61.0	

NEW CHI SQUARE = 5.73414 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .8371

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FILE NO:NAME (CREATION DATE = 06/05/79)

SCHOOL ***** CROSS TABULATION OF *****
 ***** BY V2 ***** PAGE 1 OF 1

SCHOOL	V2						ROW TOTAL
	COUNT	STRONGLY DISAGREE	DISAGREE	MILDLY DISAGREE	MILDLY AGREE	STRONGLY AGREE	
1.	1.	2.	3.	4.	5.	6.	75
	2.7	5.7	6.0	5.7	24.0	33.0	33.8
	49.0	48.3	48.9	18.7	36.4	44.9	
		2.3	2.7	2.3	10.1	14.9	
2.	1.	2.	3.	4.	5.	6.	66
	0.0	4.4	3.8	14.2	25.8	26.4	29.7
	0.0	36.4	35.3	40.5	27.7	37.4	
	0.0	1.8	2.3	6.3	7.7	11.7	
3.	1.	2.	3.	4.	5.	6.	81
	3.7	2.3	4.0	11.6	25.0	26.4	36.3
	69.0	18.9	26.7	32.7	37.0	44.4	
	1.4	12.9	19.8	35.0	11.3	16.2	
COLUMN TOTAL	5	11	15	39	66	95	222
TOTAL	2.3	5.1	6.8	13.5	29.7	47.8	100.6

RAW CHI SQUARE = 10.81877 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .3718

NUMBER OF MISSING OBSERVATIONS = 2

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FILE NO:AME (CREATION DATE = 06/05/79)

SCHOOL *** C R O S S T A B U L A T I O N O F ***
 *** M Y V23 ***
 *** PAGE 1 OF 1 ***

SCHOOL	V23					ROW PCT TOT PCT	ROW TOTAL
	1.	2.	3.	4.	5.		
1.	14.3 1.4	54.0 4.2	12.7 0.9	39.4 2.8	22.5 1.6	19.7 1.4	33.5 2.1
2.	42.9 3.1	33.3 2.1	21.9 0.5	43.2 2.7	32.3 2.1	17.0 0.6	30.2 1.9
3.	42.9 3.1	16.7 1.1	11.1 0.8	28.6 2.2	36.1 2.8	13.3 1.4	36.3 2.3
COLUMN TOTAL	3.3	2.8	1.7	36.3	30.7	16.3	130.0

RAW CHI SQUARE = 10.21748 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .4156

NUMBER OF MISSING OBSERVATIONS = 13

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FILE WNAME (CREATION DATE = 06/05/79)

SCHOOL ***** CROSS TABULATION OF *****
 ***** PY V24 ***** PAGE 1 OF 1

SCHOOL	COUNT ROW PCT COL PCT TOT PCT	V24					NOW TOTAL
		STRONGLY DISAGREE 1.	DISAGREE 2.	MILDLY DISAGREE 3.	MILDLY AGREE 4.	STRONGLY AGREE 5.	
1.	78	6.7 42.7	14 17.9 46.3	16 20.3 47.1	20 25.9 64.0	13 19.2 51.7	78
2.	66	5 35.7	6 20.0	11 16.7 31.6	24 42.4 73.0	10 15.2 26.3	66
3.	80	3 21.3	10 12.5 33.8	8 10.0 23.6	33 41.3 74.9	16 20.0 39.1	80
COLUMN TOTAL		14 6.3	34 13.4	35 15.6	81 36.2	41 18.3	224 100.0

RAW CHI SQUARE = 11.07328 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .3518

NUMBER OF MISSING OBSERVATIONS = 1

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FILE NAME (CREATION DATE = 06/05/79)
 SCHOOL C R O S S T A B U L A T I O N O F BY V26 PAGE 1 OF 1

SCHOOL	V26						ROW TOTAL
	COUNT	STRONGLY DISAGREE	MILDLY DISAGREE	MILDLY AGREE	STRONGLY AGREE	AGR %	
1.	ROW FCT	1	2	5	24	46	78
	COL FCT	1.3	2.6	6.4	30.8	59.0	34.7
	TOT FCT	100.0	100.0	37.2	100.0	26.4	
2.	ROW FCT	0	0	3	20	41	66
	COL FCT	0.0	0.0	7.6	30.8	59.0	29.3
	TOT FCT	0.0	0.0	37.2	100.0	26.4	
3.	ROW FCT	0	0	7	29	46	81
	COL FCT	0.0	0.0	23.4	30.8	59.0	36.0
	TOT FCT	0.0	0.0	100.0	100.0	26.4	
COLUMN TOTAL		1	2	16	73	133	225
		.4	.8	7.1	32.4	59.1	100.0

RAW CHI SQUARE = 6.35527 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = .6075

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FILE HNAME (CREATION DATE = 06/05/79)

SCHOOL ***** CROSS TABULATION OF ***** PAGE 1 OF 1

SCHOOL	COUNT ROW PCT COL PCT TOT PCT	V29					ROW TOTAL
		STRONGLY DISAGREE	DISAGREE	MILDLY DISAGREE	MILDLY AGREE	STRONGLY AGREE	
1.	77	9.1 53.1	0 0	1 12.5	7 41.3	12 64.9	77 34.4
2.	66	4 30.8	7 75.0	3 37.5	4 23.8	40 60.6	66 29.5
3.	81	2 15.9	1 25.0	6 50.0	6 35.7	50 61.7	81 36.2
COLUMN TOTAL	224 100.0	13 5.8	4 1.8	8 3.6	17 7.6	62 27.7	

RAU CHI SQUARE = 10.53140 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .3952
NUMBER OF MISSING OBSERVATIONS = 1

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.12.11.10.

S.E.S. V2.0

07/07/79

FILE NAME (CALCULATION DATE) = (05/79)

***** CROSS TABULATION OF *****
 SCHOOL BY V2 *****
 ***** PAGE 1 OF 1 *****

SCHOOL	COUNT PER TOTAL	STRONGLY DISAGREE 1.	DISAGREE 2.	MILDLY DISAGREE 3.	MILDLY AGREE 4.	STRONGLY AGREE 5.	RUN TOTAL
1.	73	27 100.0	4 5.5	11 50.0	14 100.0	22 100.0	73
2.	66	0 0.0	2 22.0	4 25.0	21 100.0	20 100.0	66
3.	36	0 0.0	3 33.3	4 25.0	12 100.0	30 100.0	36
COLUMN TOTAL	219	27 100.0	10 40.0	25 100.0	47 100.0	62 100.0	219

RAW CHI SQUARE = 20.51470 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .0247

NUMBER OF MISSING OBSERVATIONS = 6

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SPSS W7.0

16/05/79

16.14.34.

FILE MONAME

(CRATION DATE = 06/05/79)

CROSS TABULATION OF

SCHOOL BY V32

PAGE 1 OF 1

SCHOOL

SCHOOL	COUNT					FROM					TOTAL				
	1.	2.	3.	4.	5.	1.	2.	3.	4.	5.	1.	2.	3.	4.	5.
1.	12	15	12	15	12	12	15	12	15	12	12	15	12	15	12
2.	15	12	15	12	15	15	12	15	12	15	15	12	15	12	15
3.	12	15	12	15	12	12	15	12	15	12	12	15	12	15	12
COLUMN TOTAL	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6	12.6

RAW CHI SQUARE = 12.9723 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .2240

NUMBER OF MISSING OBSERVATIONS = 3

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.16.14.34.

SPSS V7.0

L6/L5/79

FILE NONAME (CREATION DATE = 06/03/79)

. C R O S S T A B U L A T I O N O F
 S C H O O L B Y V33 P A G E 1 O F 1

SCHOOL	V33					FOM TOTAL
	1-STRONGLY DISAGREE	2-DISAGREE	3-MILDLY DISAGREE	4-MILDLY AGREE	5-STRONGLY AGREE	
1.	1 33.3 1.0	2 66.7 1.0	4 22.2 1.0	20 36.4 1.0	23 42.0 1.0	76 34.2
2.	0 0.0 0.0	0 0.0 0.0	4 22.2 1.0	32 57.8 1.0	16 29.0 1.0	63 29.3
3.	2 33.3 1.0	1 16.7 1.0	1 16.7 1.0	20 36.4 1.0	35 63.0 1.0	81 36.5
COLUMN TOTAL	3 1.4	3 1.4	9 4.0	69 31.1	87 39.2	222 100.0

ROW CHI SQUARE = 11.37133 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .2070

NUMBER OF MISSING OBSERVATIONS = 3

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SPSS V7.0 .16.14.34.

16/05/79

FILE NONAME (CREATION DATE = 06/05/79)

SCHOOL CROSS TABULATION BY V34 PAGE 1 OF 1

		V34						FOM	
		1. STRONGLY DISAGREE	2. DISAGREE	3. MILDLY DISAGREE	4. MILDLY AGREE	5. STRONGLY AGREE	6. TOTAL		
COUNT	FOM	COUNT						FOM	TOTAL
		1. STRONGLY DISAGREE	2. DISAGREE	3. MILDLY DISAGREE	4. MILDLY AGREE	5. STRONGLY AGREE	6. TOTAL		
1.	1.	4.3	3.9	9.8	13.3	19.0	50.3	76	34.2
	2.	33.3	27.3	31.9	30.3	21.0	145.8		
	3.	1.0	1.4	4.1	4.5	6.6	17.6		
2.	1.	4.1	2.0	9.6	12.2	2.3	28.2	66	29.7
	2.	33.3	18.2	36.0	36.4	31.5	155.4		
	3.	1.0	7.6	7.7	5.4	3.1	27.2		
3.	1.	4.0	6.5	6.8	11.1	3.7	26.1	80	36.0
	2.	33.3	34.7	29.2	33.3	42.5	173.0		
	3.	1.0	2.7	3.2	5.8	14.8	27.6		
COLUMN		12	11	23	33	73	162	222	106.8
TOTAL		5.4	5.8	11.3	14.9	32.9	80.3		

PEARSON CHI SQUARE = 9.57206 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .4788

NUMBER OF MISSING OBSERVATIONS = 3

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SPSS V7.0

16/05/79

FILE MONAME (CREATION DATE = 06/05/79)

* * * * * C R O S S T A B U L A T I O N O F * * * * *
 * * * * * BY V35 * * * * *
 * * * * * P A G E 1 O F 1

SCHOOL	V35					FOM TOT
	1	2	3	4	5	
COUNT	1	2	3	4	5	
FOM PCT	10.0	10.0	10.0	10.0	10.0	76
COL PCT	10.0	10.0	10.0	10.0	10.0	34.1
TOT PCT	10.0	10.0	10.0	10.0	10.0	
1.	10.0	10.0	10.0	10.0	10.0	
2.	10.0	10.0	10.0	10.0	10.0	66
3.	10.0	10.0	10.0	10.0	10.0	29.6
COLUMN TOTAL	10.0	10.0	10.0	10.0	10.0	36.1
1.	10.0	10.0	10.0	10.0	10.0	
2.	10.0	10.0	10.0	10.0	10.0	223
3.	10.0	10.0	10.0	10.0	10.0	119.3

RAW CHI SQUARE = 10.695J7 WITH 10 DLGNEES OF FREEDOM. SIGNIFICANCE = .0443

NUMBER OF MISSING OBSERVATIONS = 2

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SPSS V7.0 06/15/79

06/15/79

FILE N0NAME (CRLATION DATE = 06/05/79)

CROSS TABULATION OF BY V36

PAGE 1 OF 1

		V36					
SCHCOL	COUNT ROW PCT COL PCT TOTAL	STRONGLY DISAGREE		DISAGREE		MILDLY DISAGREE	
		1.	2.	3.	4.	5.	6.
1.	76 34.1	10 4.3	19 8.2	15 6.5	11 4.7	10 4.3	11 4.7
2.	66 29.0	7 3.0	19 8.2	15 6.5	11 4.7	10 4.3	11 4.7
3.	81 36.3	10 4.3	19 8.2	15 6.5	11 4.7	10 4.3	11 4.7
COLUMN TOTAL		25 11.2	45 20.2	20 8.8	20 8.8	20 8.8	20 8.8

PEARSON CHI SQUARE = 11.53062 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .3177

NUMBER OF MISSING OBSERVATIONS = 2

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SPSS V7.0 .16.14.34.

16/05/79

FILE NONAME (CORRELATION DATE = 06/05/79)

* * * * * C R O S S T A B U L A T I O N O F * * * * *
 * * * * * BY V37 * * * * *
 * * * * * P A G E 1 O F 1

SCHCOL	V37						ROW TOTAL
	1 STRONGLY DISAGREE	2 DISAGREE	3 MILDLY DISAGREE	4 MILDLY AGREE	5 STRONGLY AGREE	6 TOTAL	
1.	17.1 31.0 1.0	19.7 40.5 6.8	22.4 27.9 3.0	23.7 34.2 8.2	9.8 56.0 4.1	5.3 57.1 1.8	76 34.7
2.	21.0 31.0 1.0	9.2 16.2 1.0	36.7 34.1 1.0	26.2 32.1 3.0	1.6 16.7 2.0	3.1 28.9 5.0	67 29.7
3.	16.5 30.1 7.0	29.3 43.2 7.3	36.9 33.9 9.6	33.1 34.0 8.2	7.7 33.3 2.7	14.3 14.5 1.0	78 35.6
COLUMN TOTAL	19.2 62	16.9 53	20.3 62	24.2 53	8.2 18	3.2 7	219 108.0

RAN CHI SQUARE = 10.52055 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .3954
 NUMBER OF MISSING OBSERVATIONS = 6

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.16.14.34.

SPSS V7.0

16/05/79

FILE NONAME (CREATION DATE = 06/05/79)

* * * * * C R O S S T A B U L A T I O N O F * * * * *
 * * * * * S C H O O L * * * * * P A G E 1 O F 1

SCHOOL	V30						EQU TOTAL
	1.	2.	3.	4.	5.	6.	
1.	2.0 50.0	3.0 75.0	14.0 35.0	28.0 70.0	19.0 47.5	23.0 57.5	76.0 34.2
2.	0.0 0.0	4.0 10.0	19.0 47.5	27.0 67.5	13.0 32.5	23.0 57.5	65.0 29.3
3.	2.0 5.0	2.0 5.0	13.0 32.5	24.0 60.0	26.0 65.0	19.0 47.5	81.0 36.3
COLUMN TOTAL	4.0 10.0	9.0 22.5	46.0 115.0	89.0 222.5	58.0 145.0	65.0 162.5	222.0 100.3

NAN CHI SQUARE = 7.08771 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .7171

NUMBER OF MISSING OBSERVATIONS = 3

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.16.14.34.

SPSS V7.0

06/05/79

FILE NONAME (CREATION DATE = 06/05/79)

. CROSS TABULATION OF
 BY V39
 PAGE 1 OF 1

SCHOOL	COUNT ROW PCT COL PCT TOT PCT	V39					LOW TOTAL
		1. STRONGLY DISAGREE	2. DISAGREE	3. MILDLY DISAGREE	4. MILDLY AGREE	5. STRONGLY AGREE	
1.	1.	5.0 6.0 4.0 2.0	5.0 20.0 1.0	11.0 35.0 1.0	23.0 30.0 31.0 13.0	2.0 3.0 3.0 10.0	76 34.2
2.	2.	1.0 0.0 1.0	4.0 20.0 1.0	16.0 32.0 1.0	19.0 26.0 26.0	2.0 3.0 3.0 10.0	66 29.7
3.	3.	5.0 5.0 2.0	9.0 30.0 3.0	9.0 29.0 1.0	30.0 37.0 41.0 13.0	17.0 21.0 20.0 7.0	80 36.0
COLUMN TOTAL		12 15 6.0	15 6.0	31 14.0	72 32.0	64 28.0	222 100.0

RAW CHI SQUARE = 9.17451 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .5156

NUMBER OF MISSING OBSERVATIONS = 3

16/05/79 SPSS V7.0 .16.14.34. PAGE 13

FILE NONAME (CORRELATION DATE = 06/J5/79)

*** CROSS TABULATION OF ***
 *** BY V40 ***
 *** PAGE 1 OF 1 ***

SCHOOL	V40					FROM TOTAL
	1. STRONGLY DISAGREE	2. DISAGREE	3. MILDLY DISAGREE	4. MILDLY AGREE	5. STRONGLY AGREE	
1.	COUNT FROM PCT TOTAL PCT	COUNT FROM PCT TOTAL PCT	COUNT FROM PCT TOTAL PCT	COUNT FROM PCT TOTAL PCT	COUNT FROM PCT TOTAL PCT	
1.	2.6 50.0 100.0	5.3 16.4 100.0	7.9 50.0 100.0	11.8 33.3 100.0	17.7 27.6 100.0	76 34.1
2.	1.5 25.0 100.0	9.0 100.0 100.0	4.5 25.0 100.0	13.3 43.3 100.0	26.7 11.1 100.0	66 29.6
3.	1.2 25.0 100.0	6.8 100.0 100.0	3.7 25.0 100.0	26.7 33.3 100.0	34.7 51.9 100.0	81 36.3
COLUMN TOTAL	1.0 100.0	4.9 100.0	12.4 100.0	13.8 100.0	63.3 100.0	223 100.0

MAN CHI SQUARE = 17.0383 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .0730
 NUMBER OF MISSING OBSERVATIONS = 2

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FILE NONAME (CREATION DATE = 06/05/79)

SCHOOL CROSS TABULATION OF BY V11 PAGE 1 OF 1

SCHOOL	V11					POM TOTAL
	1. STRONGLY DISAGREE	2. DISAGREE	3. MILDLY DISAGREE	4. MILDLY AGREE	5. STRONGLY AGREE	
1.	5.7 22.2 1.6	14.3 45.9 3.9	17.1 10.7 4.7	15.7 29.6 12.4	4.7 11.7 3.1	35 27.1
2.	4.3 21.2 1.1	6.3 27.3 2.7	32.6 45.3 11.1	21.7 38.9 16.9	6.3 29.3 1.1	45 35.7
3.	5.4 15.6 3.9	6.3 27.3 2.7	25.7 36.9 9.9	17.7 35.6 11.2	8.7 53.3 1.2	49 37.2
COLUMN TOTAL	9 7.8	11 8.3	33 25.6	54 41.9	15 11.6	129 100.3

AM CHI SQUARE = 8.89127 WITH 19 DEGREES OF FREEDOM. SIGNIFICANCE = .6199

NUMBER OF MISSING OBSERVATIONS = 96

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.16.14.34.

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16/05/79

FILE NONAME (CREATION DATE = 06/05/79)

. C R O S S T A B U L A T I O N O F
 S C H O O L B Y V42 P A G E 1 O F 1

SCHOOL	V42					POM TOTAL
	1. COUNT FOR PCT	2. STRONGLY DISAGREE	3. MILDLY DISAGREE	4. MILDLY AGREE	5. STRONGLY AGREE	
1.	12.0 4.1	10.7 3.0	16.1 5.4	12.0 3.0	12.0 3.0	75 33.9
2.	16.1 1.0	24.2 3.0	27.0 3.0	17.0 3.0	12.0 3.0	66 29.9
3.	11.0 4.1	20.0 3.0	20.0 3.0	22.0 3.0	26.0 3.0	80 36.2
COLUMN TOTAL	22 11.0	46 20.0	46 20.0	47 21.3	37 16.7	221 110.0

NAW CHI SQUARE = 11.6032 WITH 10 DEGREES OF FREEDOM, SIGNIFICANCE = .3125
 NUMBER OF MISSING OBSERVATIONS = 4

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FILE NONAME (CREATION DATE = 06/05/79)

CROSS TABULATION OF BY V43 PAGE 1 OF 1

SCHOOL	V43					FOW TOTAL
	1. STRONGLY DISAGREE	2. DISAGREE	3. MILDLY DISAGREE	4. MILDLY AGREE	5. STRONGLY AGREE	
1.	1.0 5.0 1.0	3.0 6.0 1.0	1.0 5.0 1.0	1.0 5.0 1.0	1.0 5.0 1.0	76 36.1
2.	1.0 5.0 1.0	3.0 6.0 1.0	1.0 5.0 1.0	1.0 5.0 1.0	1.0 5.0 1.0	66 29.6
3.	1.0 5.0 1.0	3.0 6.0 1.0	1.0 5.0 1.0	1.0 5.0 1.0	1.0 5.0 1.0	81 36.3
COLUMN TOTAL	2.0 9.0 2.0	2.0 9.0 2.0	2.0 9.0 2.0	2.0 9.0 2.0	2.0 9.0 2.0	223 100.0

RAW CHI SQUARE = 11.47416 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .3210

NUMBER OF MISSING OBSERVATIONS = 2

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FILE NONAME (CREATION DATE = 06/05/79)

***** CROSS TABULATION OF *****
 BY V43 ***** PAGE 1 OF 1

SCHOOL	V43					FOR TOTAL
	1. STRONGLY DISAGREE	2. DISAGREE	3. MILDLY DISAGREE	4. MILDLY AGREE	5. STRONGLY AGREE	
1.	1.0 50.0	3.0 60.0	1.0 50.0	1.0 50.0	2.0 100.0	76 34.1
2.	1.0 50.0	1.0 50.0	1.0 50.0	1.0 50.0	2.0 100.0	66 29.6
3.	1.0 50.0	1.0 50.0	1.0 50.0	1.0 50.0	2.0 100.0	81 36.3
COLUMN TOTAL	2.0 9.0	2.0 9.0	2.0 9.0	2.0 9.0	2.0 9.0	223 100.0

RAW CHI SQUARE = 11.47416 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = .3210

NUMBER OF MISSING OBSERVATIONS = 2

APPENDIX E

APPENDIX E

Responses to Scale Items by School, Percentage of Responses
by School, Number of Students in Sample, and Direction of
Responses with Regard to Worldmindedness

Key

School 1 = not funded; no global education

School 2 = not funded; emphasis on global education

School 3 = funded; emphasis on global education

+ = majority of students pro-worldminded

- = majority of students anti-worldminded

Item	School	Responses				N	Pro- or Anti- Worldminded
		Strongly Disagree	Disagree	Mildly Disagree	Mildly Agree	Agree	Strongly Agree
1. The problems of world poverty are mostly problems of other countries and will have little effect on my life.	1 2 3	1.3 3.0 1.2	2.6 4.5 8.6	19.2 15.2 17.3	17.9 21.2 17.3	29.5 40.9 34.6	29.5 15.2 21.0
2. There is no real need to be concerned about using up the land that has been unused for many years.	1 2 3	4.0 4.5 3.7	8.0 4.5 2.5	9.3 9.1 5.0	16.0 10.6 11.2	26.7 27.3 30.0	36.0 43.9 47.5
3. Malnutrition is still a major cause of deaths.	1 2 3	1.3 1.5 0	2.7 4.5 3.7	14.7 9.1 2.5	22.7 22.7 16.0	30.7 40.9 43.2	28.0 21.2 34.6
4. Asian refugees should not be invited to live in our country.	1 2 3	17.6 6.1 15.0	6.8 10.6 6.3	18.9 19.7 18.8	24.3 33.3 25.0	18.9 15.2 25.0	13.5 15.2 10.0
5. If I can pay for it, I should be able to use as much energy as I want to.	1 2 3	6.5 6.1 2.5	5.2 4.5 3.7	11.7 4.5 3.7	11.7 9.1 13.6	27.3 33.3 34.6	37.7 42.4 42.0
6. It is important that people everywhere have enough to eat.	1 2 3	0 0 2.5	1.3 0 0	2.6 1.5 1.2	5.1 6.1 6.3	28.2 21.2 22.5	62.8 71.2 67.5
8. A compulsory health program is necessary because it brings the greatest good to the greatest number of people.	1 2 3	1.4 0 2.7	2.9 1.5 4.1	4.3 10.8 5.5	43.5 36.9 35.6	33.3 38.5 35.6	14.5 12.3 16.4
9. When a weak country is attacked, a stronger country should come to its aid.	1 2 3	3.9 1.5 2.5	10.4 6.1 11.2	14.3 28.8 12.5	39.0 40.9 42.5	24.7 10.6 21.2	7.8 12.1 10.0

Item	School	Responses				N	Pro- or Anti-Worldminded
		Strongly Disagree	Disagree	Mildly Disagree	Mildly Agree		
							Strongly Agree
10. People all over the world should feel as much responsibility toward people in other countries as their own.	1 2 3	3.9 1.5 3.7	10.4 9.2 8.6	11.7 18.5 17.3	33.8 27.7 25.9	77 65 81	19.5 15.4 12.3
11. Large automobiles should not be built.	1 2 3	17.9 9.1 9.9	12.8 9.1 17.3	26.9 24.2 16.0	23.1 27.3 19.8	78 66 81	6.4 15.2 22.2
14. A country should only be concerned about starving peoples in other countries if they are allies.	1 2 3	2.7 1.6 2.5	5.5 12.5 5.1	8.2 14.1 8.9	17.8 15.6 19.0	73 64 79	39.7 23.4 26.6
15. Birth control is justifiable only in cases of poverty or poor health.	1 2 3	0 0 1.2	3.9 6.2 3.7	9.2 6.2 9.9	14.5 21.5 11.1	76 65 81	40.8 30.8 33.3
16. Any weapon should be used which brings a quick end to war.	1 2 3	5.2 6.1 6.3	5.2 6.1 5.0	10.4 12.1 10.0	2.6 9.1 6.3	77 66 80	61.0 45.5 47.5
17. America has reached a higher state of civilization than any other country and therefore has a culture which is superior.	1 2 3	13.5 7.6 9.9	21.6 18.2 16.0	23.0 37.9 22.2	9.5 19.7 14.8	74 66 81	12.2 4.5 13.6
18. The wealth of the extremely rich should be more uniformly distributed among all the people.	1 2 3	14.1 12.1 15.0	10.3 24.2 20.0	24.4 15.2 18.8	21.8 25.8 13.7	78 66 80	11.5 10.6 13.7
20. Birth control information should be available to everybody.	1 2 3	2.6 0 0	2.6 0 1.2	2.6 1.5 3.7	9.0 9.1 8.6	78 66 81	61.5 60.6 63.0

Item	School	% Responses					N	Pro- or Anti-Worldminded
		Strongly Disagree	Disagree	Mildly Disagree	Mildly Agree	Strongly Agree		
10. People all over the world should feel as much responsibility toward people in other countries as their own.	1 2 3	3.9 1.5 3.7	10.4 9.2 8.6	11.7 18.5 17.3	33.8 27.7 25.9	20.8 27.7 32.1	77 65 81	+ + +
11. Large automobiles should not be built.	1 2 3	17.9 9.1 9.9	12.8 9.1 17.3	26.9 24.2 16.0	23.1 27.3 19.8	6.4 15.2 22.2	78 66 81	- + +
14. A country should only be concerned about starving peoples in other countries if they are allies.	1 2 3	2.7 1.6 2.5	5.5 12.5 5.1	8.2 14.1 8.9	17.8 15.6 19.0	39.7 23.4 26.6	73 64 79	- - -
15. Birth control is justifiable only in cases of poverty or poor health.	1 2 3	0 0 1.2	3.9 6.2 3.7	9.2 6.2 9.9	14.5 21.5 11.1	31.6 35.4 40.7	76 65 81	- - -
16. Any weapon should be used which brings a quick end to war.	1 2 3	5.2 6.1 6.3	5.2 6.1 5.0	10.4 12.1 10.0	2.6 9.1 6.3	15.6 21.2 25.0	77 66 80	- - -
17. America has reached a higher state of civilization than any other country and therefore has a culture which is superior.	1 2 3	13.5 7.6 9.9	21.6 18.2 16.0	23.0 37.9 22.2	9.5 19.7 14.8	20.3 12.1 23.5	74 66 81	+ + +
18. The wealth of the extremely rich should be more uniformly distributed among all the people.	1 2 3	14.1 12.1 15.0	10.3 24.2 20.0	24.4 15.2 18.8	21.8 25.8 13.7	11.5 10.6 13.7	78 66 80	+ - -
20. Birth control information should be available to everybody.	1 2 3	2.6 0 0	2.6 0 1.2	2.6 1.5 3.7	9.0 9.1 8.6	21.8 28.8 23.5	78 66 81	+ + +

Item	School	Responses					N	Pro- or Anti- Worldminded
		Strongly Disagree	Disagree	Mildly Disagree	Mildly Agree	Agree		
21. The best medical treatment and care should be available to all people.	1 2 3	0 0 1.2	1.3 0 1.2	1.3 0 1.2	11.5 12.1 7.4	23.1 31.8 28.4	78 66 81	+
22. All countries should prosecute hijackers.	1 2 3	2.7 0 3.7	6.7 6.1 2.5	8.0 7.6 4.9	6.7 21.2 13.6	32.0 25.8 30.9	75 66 81	+
23. Along with patriotism, world citizenship should be taught in all secondary schools.	1 2 3	1.4 4.7 3.9	4.2 3.1 1.3	12.7 7.8 11.7	39.4 42.2 28.6	22.5 32.8 36.4	71 64 77	+
24. Each person should be given a limit to how much energy he/she can use.	1 2 3	7.7 7.6 3.7	17.9 9.1 12.5	20.5 16.7 10.0	25.6 42.4 41.3	19.2 15.2 20.0	78 66 80	+
25. The very rich should not be allowed tax loopholes.	1 2 3	7.2 4.7 6.3	2.9 7.8 1.2	11.6 7.8 6.3	13.0 20.3 13.7	20.3 26.6 33.7	69 64 80	+
26. We should seek to utilize a form of energy other than oil.	1 2 3	1.3 0 0	0 0 0	2.6 0 0	6.4 7.6 7.4	30.8 30.3 35.8	78 66 81	+
28. I would be willing to give up some luxuries in order to help others less fortunate than I.	1 2 3	5.1 1.5 4.9	10.3 9.1 6.2	9.0 16.7 9.9	34.6 28.8 28.4	28.2 34.8 34.6	78 66 81	+
29. It is not fair to put a limit on the number of animals that can be killed for the manufacture of clothing.	1 2 3	9.1 6.1 2.5	0 4.5 1.2	1.3 4.5 4.9	9.1 6.1 7.4	15.6 18.2 22.2	77 66 81	-
30. Although people are starving in some countries, there is a surplus of food in others.	1 2 3	2.7 0 0	5.5 3.0 3.7	11.0 6.1 5.0	19.2 31.8 15.0	30.1 43.9 37.5	73 66 80	+

Item	School	Responses					N	Pro- or Anti-Worldminded
		Strongly Disagree	Disagree	Mildly Disagree	Mildly Agree	Agree		
31. The solution to the housing problem is to construct more dwellings on vacant land.	1 2 3	2.8 1.5 0	6.9 4.5 10.4	23.6 27.3 22.1	20.8 27.3 29.9	23.6 24.2 19.5	72 66 77	- - -
32. Rewards should be offered to people who limit the size of their families.	1 2 3	15.8 6.2 14.8	31.6 24.6 18.5	22.4 20.0 25.9	17.1 32.3 29.6	7.9 13.8 6.2	76 65 81	- + and - -
33. I feel that donating to health research is a good use of my money.	1 2 3	1.3 0 2.5	2.6 0 1.2	5.3 6.2 12.3	36.8 32.3 24.7	30.3 44.6 43.2	76 65 81	+ + +
34. It would not be desirable to have a Vietnamese family move in next door.	1 2 3	5.3 6.1 5.0	3.9 3.0 7.5	11.8 13.6 8.8	13.2 18.2 13.7	25.0 34.8 38.7	76 66 80	- - -
35. I believe my race is superior and should be accepted as such.	1 2 3	3.9 3.0 8.6	10.5 3.0 7.4	3.9 10.6 7.4	15.8 10.6 9.9	11.8 33.3 27.2	76 66 81	- - -
36. There are enough jobs around for all people who really want to work.	1 2 3	13.2 7.6 12.3	25.0 19.7 16.0	10.5 15.2 12.3	14.5 30.3 18.5	23.7 13.6 28.4	76 66 81	- - -
37. The U.S. government should spend more to help developing countries.	1 2 3	17.1 20.0 20.5	19.7 9.2 20.5	22.4 36.9 26.9	23.7 26.2 23.1	11.8 4.6 7.7	76 65 78	- - -
38. Building new highways is the solution to traffic congestion.	1 2 3	2.6 0 2.5	3.9 4.6 2.5	18.4 24.6 13.6	26.3 27.7 29.6	25.0 20.0 32.1	76 65 81	- - -
39. I would be willing to eat less if it meant that more people were able to eat as a result.	1 2 3	6.6 1.5 7.5	5.3 4.5 10.0	14.5 16.7 11.2	30.3 28.8 37.5	31.6 34.8 21.2	76 66 80	+ + +

Item	School	Responses					N	Pro- or Anti- Worldminded
		Strongly Disagree	Disagree	Mildly Disagree	Mildly Agree	Agree	Strongly Agree	
40. Venereal diseases are almost extinct worldwide.	1 2 3	2.6 1.5 1.2	5.3 0 8.6	7.9 4.5 3.7	11.8 19.7 9.9	22.4 39.4 24.7	50.0 34.8 51.9	- - -
41. Amnesty International is a good organization.	1 2 3	5.7 4.3 10.4	14.3 6.5 6.3	17.1 32.6 25.0	45.7 45.7 35.4	11.4 6.5 16.7	5.7 4.3 6.3	+ + +
42. People who immigrate should adopt the culture of their new country.	1 2 3	12.0 6.1 11.2	18.7 24.2 20.0	16.0 27.3 20.0	16.0 19.7 27.5	21.3 15.2 13.7	16.0 7.6 7.5	- - +
43. It is acceptable for individuals to marry persons from other countries.	1 2 3	1.3 1.5 0	3.9 0 2.5	1.3 1.5 0	10.5 16.7 12.3	34.2 45.5 51.9	48.7 34.8 33.3	+ + +
44. People should practice whichever form of birth control is right for them.	1 2 3	3.9 0 1.2	1.3 6.1 2.5	5.2 3.0 7.4	14.3 18.2 12.3	19.5 42.4 38.3	55.8 30.3 38.3	+ + +
45. The Red Cross has served a useful function worldwide.	1 2 3	0 1.6 0	0 0 1.2	1.3 1.6 1.2	6.7 15.6 11.2	40.0 31.3 36.2	52.0 50.0 50.0	+ + +