DOCUMENT RESUME

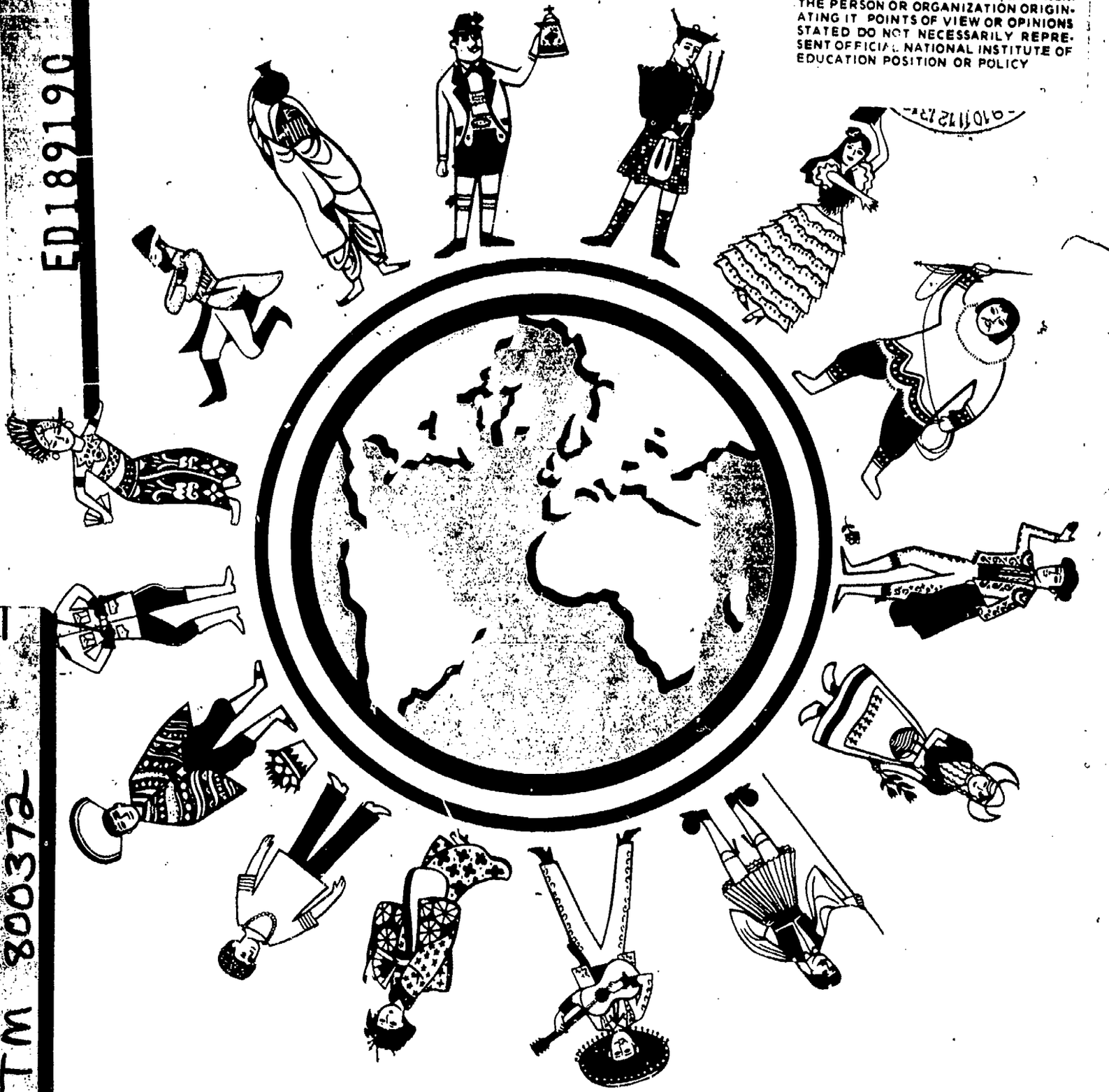
ED 189 190 TM 800 372

AUTHOR Pike, Lewis; And Others
TITLE Other Nations, Other People: A Survey of Student Interests, Knowledge, Attitudes, and Perceptions.
INSTITUTION Educational Testing Service, Princeton, N.J.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO HEW-OE-78-19004
PUB DATE 79
CONTRACT OEC-0-72-4618
NOTE 177p.; For related document, see ED 101 008.
AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (HE 19.102:N 21/3, Stock Number 017-080-01825-0, $4.75).

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Attitude Measures; *Cultural Awareness; Elementary Secondary Education; Foreign Countries; Grade 4; Grade 8; Grade 12; *International Education; National Surveys; Predictor Variables; Public Schools; *Social Studies; *Student Attitudes; *Student Interests; Teacher Attitudes
IDENTIFIERS China; Describing Nations; Describing Nations and Peoples; Educational Testing Service; Egypt; France; Mexico; School and Community Questionnaire; Student Background and Interests Questionnaire; Teacher Background and Interest Questionnaire; United States; USSR; Your Interest in Foreign Countries

ABSTRACT

This report by the Educational Testing Service (ETS) presents information collected from a representative sample of public school students (1,728 from 55-60 schools in grades 4, 8, 12 from 27 states) in the United States during the fall of 1974. The information was used for an ETS survey directed toward international education aspects of social studies. The project was initiated in 1972 by the United States Institute of International Studies to provide a better understanding of student interests, knowledge, attitudes, and perceptions regarding other nations and peoples. In addition, school and community questionnaires and teacher questionnaires were administered to provide supplementary data to help interpret the student responses. The results are displayed in 60 tables and reflect examples of the extent of student illiteracy in world affairs. On the positive side, results also show the student interest that schools have to build on early in the educational process, and provide confirmation for the belief that if schools care to, they can make significant differences in students knowledge and perceptions. (Author/GSK)



OTHER NATIONS OTHER PEOPLES

ERRATA

Other Nations, Other Peoples

Page vi, last paragraph, line 2: "sudents" should be "students".

Page viii, paragraph 4, line 6: "particularily" should be "particularly".

Page xiii, paragraph 3, line 1: "forced" should be "focused".

Page xiv, paragraph 4, line 10: "design" should be "designed".

HEW Publication No. (OE) 78–19004

OTHER NATIONS OTHER PEOPLES

A Survey of
Student Interests, Knowledge, Attitudes, and Perceptions

by
Lewis W. Pike and Thomas S. Barrows
with Margaret H. Mahoney and Ann Jungeblut
Educational Testing Service
Princeton, N.J. 08540

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

The research reported herein was performed pursuant to Contract No. OEC-0-72-4618 with the Office of Education, U.S. Department of Health, Education, and Welfare under the authority of Title VI, Section 602, NDEA. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1979

For sale by the Superintendent of Documents, U.S. Government Printing Office
WASHINGTON, D.C. 20402

Stock Number 017-080-01825-0

Foreword

Background and Purpose of the Study

As the interdependent nature of the modern world has become increasingly apparent in the daily life of the average citizen, awareness has been growing in and out of the education community that knowledge of the world, its peoples, and the common problems of mankind now rank among the essential requirements for effective citizenship in our time. International knowledge and perspectives therefore should be among the principal concerns of schools in every country, particularly in the United States with its manifold involvement in the world. While progress is underway on many fronts in various places, certainly in the United States, the evidence to date indicates that in very few countries, if any, have international concerns and objectives yet reached the level of genuine priority on any national education agenda.

This study is one of a considerable number and variety of activities initiated by the U.S. Office of Education (USOE) over the past decade on various aspects of international education at all educational levels. These efforts have been aimed at helping identify and focus attention on the problems, assess the needs, raise the level of professional and public awareness, contribute to the development of strategies, methods, and materials, and otherwise assist American education in moving from where it is to where it ought to be in preparing students for the increasingly interdependent world of the present and the foreseeable future.

As USOE's Institute of International Studies set about trying to stimulate expansion and improvement of the international dimensions of elementary and secondary education at the beginning of the 70's, it soon became clear that very little data existed on the state of affairs in the schools and among the children. Therefore, as part of our continuing effort to determine the actual status of various aspects of international education and to develop data bases to help guide further work, we conceived the present project in cognitive and affective mapping—to try to secure a valid and reliable picture of the nature and sources (in and out of school) of the interests, knowledge, attitudes, and perceptions of American schoolchildren about other countries and other peoples at about the time of the Bicentennial.

Originally it was our intention to probe with comparable thoroughness the interests, knowledge, attitudes, and perceptions of the teachers of the participating students and then to explore relationships between relevant teacher characteristics and student variables, but unanticipated changes in the budgetary situation finally necessitated some hard choices. We ended up putting most of the emphasis on the student side with the funds that were available.

The most feasible approach with limited financial resources was through a national survey based on a representative sample of public school students at the 4th, 8th, and 12th grade levels. The resulting inventory would show how matters stood around the midpoint of the elementary school years, in the junior high, and in the final year of secondary education—essentially the period of formal compulsory schooling plus a year or two, the entire pre-

collegiate period. Such a range should also reveal something about different stages of development in such dimensions as levels of egocentrism and extent of differentiation in attitudes.

In the study design developed by the Educational Testing Service (ETS), a considerable amount of background information was collected in order to examine relationships between student knowledge and attitudes and a variety of selected school, community, family, and individual student variables, including sex differences. The data also enable the reader to compare findings by geographic region within the United States. The technical aspects of the study plan and procedures are thoroughly explained in the report itself and need not be repeated in detail here. However, a brief summary of the sample and survey instruments will be helpful to many in getting a quick overview of the extent of coverage achieved.

In the initial stage of the study, a representative national sample was drawn of the public schools in the United States. There were 102 schools for each grade level. These included small schools and large schools, rural and urban schools, and schools with different ethnic compositions. The final participation rate from the initial sample was a satisfactory 59 percent.

In the obtained samples, data were gathered from 550 to 600 students in each of grades 4, 8, and 12. The total of 1,728 students were randomly selected from 55 to 60 schools for each of the three grade levels and from diverse settings in 27 different States. The teacher information included in the present report is limited to that obtained from 315 social studies teachers from grades 8 and 12. There was outstanding cooperation from the participating schools, which are listed by State and county in appendix B.

Four student survey instruments were developed for each grade level: a background and interests questionnaire, a knowledge test, and separate measures of attitudes toward and perceptions of other nations and peoples. The student measures used in the survey were virtually identical for the 8th and 12th grades and were adapted as necessary to be age- and grade-appropriate for the 4th grade. The emphasis was on international aspects of social studies. To complete the full set of measures a maximum time of 80 minutes was allowed for the 8th and 12th grades and 60 minutes for the 4th grades.

It is important to note at the outset that the emphasis in the knowledge tests was not directed toward the content in school texts or the past history of the nations concerned, but rather on the kind of basic information that ETS believed to be needed by students if they were to have "at least a rudimentary knowledge and understanding of current events" involving those nations. The tests were designed to measure attainment of knowledge that could be related to the students' attitudes and perceptions about the countries involved.

The knowledge tests focused on six of the countries included in the measures of attitudes and perceptions: the United States of America, Mexico, France, Egypt, the People's Republic of China, and the Union of Soviet Socialist Republics. There was an additional set of general questions about the world, most of which were not country specific. Criteria for ETS's selection of countries included important nation status, high visibility in the mass media, some historical significance for the students, and assurance of a wide range of geographical and cultural characteristics. The United States was included to permit comparison of the students' knowledge of their own country with their knowledge about other countries and peoples. The test items were about evenly apportioned among geographic, cultural, political, and economic questions.

The data were collected in the fall of 1974. It would be interesting to know what differences might be found if the study were replicated in the fall of 1979. It does not seem likely that the basic situation reflected in this study would have changed significantly in the intervening years, although there may be some improvement with respect to the Middle East because of that region's increased prominence in our national life, and perhaps also

with regard to China and the U.S.S.R., given the extent to which both countries have continued to be in the news and therefore may be receiving additional attention in the curriculum over that noted in the study.

While the usual kinds of criticism of such a study can be expected, including the small size of the sample and the limited number of countries included, knowledge aspects explored, and questions used, the fact remains that taken as a whole this is an important and useful piece of survey research and related analysis that provides a much clearer and more reliable picture of the realities studied than we have ever had before in a broad area of concern that is of great and growing importance to the national interest. Educators, school patrons, legislators, and other concerned citizens now have some useful evidence on what the nation's children knew, thought, and felt about other nations and other peoples at the dawn of the global age. While the findings have been available in limited form earlier, the present publication makes the study conveniently available to all.

In our initial conception, such a study seemed to have potential value for several important purposes:

1. The stimulus of the study as a whole could help educators everywhere become more self-conscious about their own views of other nations and peoples and provide a useful point of departure for reviewing the status of the international dimensions of their own programs.
2. The findings could help identify some critical gaps in understanding that need remedial attention and some positive elements or forces on which educators could capitalize in strengthening their efforts on behalf of international understanding. Thus the results of the study could assist in charting needs and priorities in curriculum planning over at least the near term.
3. To the extent the study found serious gaps or weaknesses in student performance, the results could prove useful in helping dramatize to various educational constituencies, the voting public, legislators, school board members, and public policy planners something of the nature and scope of the need for international/intercultural education and, further, could assist in marshalling resources to meet the most urgent needs.
4. The results would represent a baseline against which to measure subsequent progress or decline, and particularly the impact of changes in policies or programs, through comparable studies in future years.
5. The study might stimulate more attention to research on various aspects of international education, including further studies of children's and teachers' views of the world and of the process of intercultural attitude formation and change.

As the examples in the next section illustrate, it is clear that the first two anticipated benefits noted above can be realized by any educator who becomes familiar with the study.

A related statement can be made regarding the third expectation: with the widespread availability of study results now possible through inexpensive publication in this form, concerned educators and opinion leaders have a useful tool for helping increase public and professional awareness and support for strengthening international education in the schools.

With respect to the fourth point, the completed study published here provides a national baseline, as well as some data for regional baselines, for various purposes, whether by USOE, other Federal agencies, State education authorities, teacher-training programs, colleges and universities, local school districts, teacher centers, educational R & D centers, or regional education laboratories. Because of both its basic design and the fact that it is in the public domain, the study also lends itself readily to local, State, or national replication.

Realization of the fifth kind of impact listed above remains to be seen and continues heavily dependent upon the international sensitivities and concerns of research policy

planners and administrators, as well as of individual researchers. A number of related research needs are indicated later in this foreword.

Ultimately, the study may prove to have as much or more impact through stimulation of followup activities aimed at the ground it did not cover, or cover sufficiently, as through direct utilization of its findings proper.

Some Highlights of the Findings and Related Comments

As a quick perusal of the list of 60 tables will suggest, the study is rich in relevant data and should prove to be a fruitful source of ideas and hypotheses for further research. Basic data were gathered on such important variables as:

- languages studied in schools
- nations studied recently
- sources influencing student views and attitudes toward other nations and peoples
- nations students would like to study and/or visit
- student knowledge regarding the locations, characteristics, and conditions of selected countries
- student attitudes toward and perceptions of other nations and peoples
- experiences influencing social studies teachers' career choice and knowledge of and attitudes toward other nations and peoples
- countries receiving the most attention in the various courses taught, aspects of other nations that teachers liked teaching most, and foreign countries that teachers liked teaching most and why
- teachers' perceptions of items greatly influencing students' attitudes and opinions toward other nations and peoples

The educational results reflect a mixed bag, sometimes puzzling, often disturbing, on balance more discomforting than satisfying. But at least educat rs, policymakers, and other concerned citizens now have a more specific sense of some of the dimensions of the problem, the challenge, and the opportunity, and a reasonably firm factual basis upon which to plan for some of the educational improvement needed.

The study is too extensive and complex to lend itself to brief summary. For anyone seriously interested in the subject, there is no satisfactory substitute for systematically working one's way through the entire report and thoughtfully considering along the way why the results came out as they did. Here are examples of some of the interesting findings along with related observations and comments.

Foreign languages studied.—The findings on this question are more favorable than some current public impressions of the status of foreign languages in the schools. According to ETS, "Nearly half of the 8th graders and 70 percent of the seniors had studied at least one foreign language." The three most commonly studied languages at both grade levels were Spanish, French, and German, in that order. There was considerable relationship between foreign language usage in the home and formal study of the same language in school. How to increase the attractiveness of foreign language study for monolingual students remains a formidable challenge in American education.

Nations studied recently.—In both the 8th and 12th grades, the four countries that most sudents had studied recently were the same, in the same order, and with identical or virtually identical percentages at both grade levels: the U.S.S.R. (56 and 55 percent), England (45 percent at both grade levels), France (43 percent at both grade levels), and the People's Republic of China (42 percent at both grade levels). Of the four, two are major countries that have longstanding historical associations with the United States, and the

others are the two major communist countries. It would be hard to fault such choices as very tenable points of departure for a relevant curriculum, but there are clearly some crucial countries missing in the context of contemporary reality.

What influenced student views about other countries.—Outside of regular course work, television and reading were clearly perceived by students at all three grade levels as the strongest influences on their thinking, attitudes, and opinions with respect to other countries and peoples, with television always in first place. Movies, teachers, and travel were those ranked next at grade 8, and movies followed by teachers and international events (equal rank) at grade 12. Travel and relatives/friends ranked next at grade 4. While there is encouragement in the finding that reading ranks high, one must also take into account the nature and adequacy of the materials read (even as one must judge the content and orientation involved in all other ways of acquiring information). For grades 8 and 12 there are useful findings about the kinds of books, magazines, and newspaper articles that boys and girls had read outside of schoolwork during the preceding 6 months. These findings will be of particular interest to school and community libraries. The relatively high ranking of teacher influence indicates significant implications for both preservice and inservice education as well as for needed research on teacher attitudes and perceptions. There are also implications concerning the potential for schools capitalizing in class on student out-of-school viewing of television programs with international content.

Student interests.—At the 4th-grade level the countries students most often wish to *visit* with their families are Mexico (69 percent), Canada (52 percent), followed closely by England, France, Spain, and Japan (all 49 percent), and India (41 percent). There was a high correlation with their responses to the companion question of countries they would like to *study* most: Mexico (68 percent), Japan (53 percent), Spain (52 percent), France (48 percent), Canada (47 percent), India (45 percent), and England (44 percent).

At the 8th-grade level there are changes in rank order of popularity. Countries students would like to "live in for at least six months" (hereafter referred to as "visit") are England (35 percent), Mexico (33 percent), France (31 percent), Canada, Spain, and Italy (all 27 percent), and Japan (20 percent). There was more differentiation than at grade 4 in the responses to the question of countries they would like to *study* most: Canada (29 percent), England (26 percent), Mexico (25 percent), France and Japan (each 24 percent), Spain (22 percent), and Italy (20 percent).

At the 12th-grade level there were further changes in rank order. Countries chosen as ones students would like to "live in for at least six months" (hereafter referred to as "visit") are England (46 percent), Canada (38 percent), France (37 percent), Italy (30 percent), Spain (27 percent), Mexico (24 percent), and Japan (22 percent). The differentiation between visit and *study* continued in evidence in 12th-grade responses: U.S.S.R. (37 percent), Canada (32 percent), England (31 percent), China (27 percent), Japan (24 percent), France and Italy (each 23 percent), Egypt (22 percent), Israel (21 percent), and Spain and West Germany (each 20 percent).

The sustained student interest in Canada at all three grade levels and in Mexico particularly at the 4th- and 8th-grade levels is something schools can capitalize on much more than they do at present in the general curriculum as well as in association with programs concerned with ethnic heritage studies and bilingual education.

It is worth noting that the country most frequently cited outside North America and Western Europe at all grade levels is Japan. This strong reservoir of interest provides an excellent foundation for expanding and improving attention to the study of Japan. USOE has made a number of contributions to this objective including initiation of a study of the treatment of Japan in American textbooks, sponsorship and publication of a comprehensive national inventory of film resources about Japan available in the United States for use by

teachers, and major assistance to the CULCON* curriculum materials project, *Opening Doors: Contemporary Japan.*

While in the separate questions neither Egypt nor Israel ranked high at any grade level among the countries students would most like to study or visit, one of the interesting findings in the intercorrelation data among responses to the "nations like to study" and "nations like to visit" questions is the relatively high correspondence in students wishing to visit both Egypt and Israel as well as to study both nations. (It would be interesting to know what teacher responses to the same questions would be and how they would compare to the student responses.) Such evidence will be useful in further consideration of the exploratory work in secondary school student exchange recently undertaken by the Council of Great City Schools with assistance from the U.S. International Communication Agency and the U.S. Office of Education.

Map location.—The United States was located correctly on an outline map of the world by 72 percent of the 4th graders, 82 percent of the 8th graders, and 88 percent of the 12th graders. There is not much cause for satisfaction in the results at either the 8th- or 12th-grade levels. In the same order of grade levels, Mexico was located correctly by 58, 84, and 89 percent of the students. The pattern of change for most of the other nations over the grade levels studied is consistent with the data on "nations studied" and "nations liked to study." France, for example, moved up from 31 percent at the 4th-grade level to 59 percent at the 8th-grade and 79 percent at the 12th-grade level. China made generally comparable progress over the same span: 30 percent, 66 percent, and 79 percent, respectively. The U.S.S.R. showed even greater gain: from a chance level of 24 percent at grade 4 to 72 percent at grade 8 and 86 percent at grade 12—the latter essentially equalling the students' knowledge of the correct geographic location of the United States and Mexico. The findings for China and the Soviet Union are consistent with the attention given them by teachers in geography and social studies courses.

Knowledge of the location of Egypt, however, presents a very different picture. Less than half of the 8th graders located Egypt correctly, and the best estimate of the percentage of high school seniors who correctly located Egypt on the basis of knowledge (factoring out lucky guesses) is not more than 50 percent. As ETS summarizes the disturbing state of affairs: "The fact that even among seniors, 41 percent could not locate Egypt correctly is particularly surprising, given the news coverage of Egyptian and other Middle East affairs, following the 'Yom Kippur War' of October 1973 (coverage extending through Egyptian-Israeli disengagement in May 1974, and Nixon's visit to Egypt in June 1974)." Remember, the data were gathered in the fall of 1974. Further, "One-fifth of the 8th graders and one-sixth of the seniors placed Egypt in India—some 4–5,000 miles to the east and on a different continent."

The data show serious misperceptions about the location of some other major nations as well. For example, despite the fact that Sweden is located some distance to the north of France and is separated from Central and Western Europe by the Baltic and North Seas, Sweden was chosen by nearly one-fourth of the 8th graders and one-seventh of the seniors as the location of France. One-tenth of the high school seniors located the U.S.S.R. in China. As ETS points out, the location of China in India by about one-third of the 4th graders and about one-tenth of both 8th and 12th graders ought to be looked at in the context of two nations that "face onto different oceans, differ considerably in size and contour, and that both have been relatively prominent in news coverage."

It seems apparent from the data that both 8th and 12th graders suffer serious gaps in basic geographical knowledge and, as ETS notes, that prominent news coverage of other nations in the mass media is often not sufficient to affect significantly the basic knowledge

*The U.S.–Japan Conference on Cultural and Educational Interchange.

of students in the absence of reinforcement through formal instruction. With regard to the influence of mass media, much depends, of course, on what material with international content students read or view. Perhaps most students simply do not pay serious attention to the news, or to international news. The teachers' relative lack of interest in teaching geography is revealed later in the study. There is a clear task for the schools in rectifying the geographical illiteracy reflected in this study.

Items referring to the six countries and to the world.—These sections contain a number of findings that will be of serious concern to most educators and citizens. Examples follow.

While the students seem well informed on a number of general questions about the United States, it is disturbing that only 49 percent of the 8th graders and 70 percent of the high school seniors recognized the basic intent of such a major feature of our national Constitution as the Bill of Rights.

When one turns to the student responses on questions regarding other countries or combinations of countries, there are many disturbing findings. For example, what is one going to make of the fact that 63 percent of 8th-grade students and 42 percent of high school seniors "selected either West Germany or the United States as having had the same political party in power since 1939?" With respect to World Wars I and II, ETS notes that "students' awareness . . . would appear far less acute than their parents might expect." Nor is there much apparent knowledge of the Common Market. A total of 77 percent of the 8th graders and 61 percent of the 12th graders selected a variety of non-European countries as members of the Common Market. What is being taught or not being taught in the schools about the political and economic history of the United States and other major nations with which it has been extensively involved since the 1930's? Weakness in geographic information continued apparent. For example, between 25 and 30 percent of the students at both the 8th- and 12th-grade levels selected India or China as a nation located in both Europe and Asia.

There was a considerable lack of basic knowledge about Egypt. This finding has even larger regional implications because ETS reports that on the basis of pretesting during the design of the study, "Egypt was selected as the only African nation about which students might be expected to be even moderately informed." Some of the following findings for the 8th and/or 12th grades already have received considerable notoriety through earlier reports of the study.

Misconceptions were extensive about such widely publicized features as the Suez Canal, Aswan Dam, and the Nile Delta. As ETS summarizes the picture at one point, "The Suez Canal, figuring prominently in both history and current events, was chosen more often (37 and 36 percent) than the Aswan Dam (15 and 29 percent) as providing increased irrigation. Particularly dismaying is the fact that 31 percent of 8th-grade and 23 percent of 12th-grade students indicated that the Nile Delta was constructed (!) to provide increased irrigation."

The findings on the question of who was the president of Egypt are clearly disconcerting. At the 8th-grade level, a higher percentage of students chose Golda Meir (32 percent) than Anwar el-Sadat (27 percent). The picture improved at the 12th-grade level, where President Sadat was correctly identified by more students (42 percent) than Mrs. Meir (27 percent), but note that not even half the American high school seniors knew who the president of Egypt was and more than one-quarter thought Mrs. Meir of Israel was. ETS points out that Mrs. Meir had been Israel's premier until just a few months before the students took the tests. However, it should also be noted that no parallel question about the individual heading the government was asked in the knowledge questions regarding the other four foreign countries in the group (Mexico, France, the U.S.S.R., and China), nor was such a question asked about Israel, and thus there is not a sufficient basis for comparison of student knowledge of leaders of various countries.

Egypt was not the only Middle Eastern country that suffered from serious misconceptions. As the ETS narrative put it: "Despite the current importance of crude oil supplies to the U.S.A. and to the world, more than three times as many high school seniors (55 percent) selected Kuwait as relatively 'oil poor' as the percentage indicating that Egypt was in that category. Even Iran, larger and more widely known as a major oil-producing nation, slightly outpolled Egypt as having the least amount of crude oil of the nations listed." The ETS ative notes that the Middle East seems to be "a relatively unknown, undifferentiated are for most students." This general conclusion is not surprising in view of the related discouraging evidence provided in the study, *The Image of the Middle East in Secondary School Textbooks*, sponsored by the Middle East Studies Association of North America and published by it in 1975. Clearly, schools were not doing a very extensive nor a very satisfactory job of teaching about the Middle East in either traditional or contemporary terms.

It would be very interesting and useful to know what findings a similar test might produce today in view of the many major events involving the Middle East that have been so prominent in news coverage since the fall of 1974. These include President Sadat's dramatic visit to Jerusalem in November 1977, President Carter's peace initiative and achievement with the Camp David accords, the awarding of the Nobel Peace Prize to Israeli Prime Minister Begin and Egyptian President Sadat, and the revolution in Iran. Clearly there is much the schools can and should be doing to improve understanding of Israel, Egypt, and other countries in the Middle East and Africa crucial to the U.S. national interest, regional stability, and world peace. Given the special importance of these two countries and others in the two regions concerned, there are serious implications for teacher education, both inservice and preservice.

Among the various USOE contributions to teacher and student understanding of the area are sponsorship of a research project to evaluate the treatment of Egypt in American texts and supplementary materials used at the elementary and secondary school levels, initiation and publication of a comprehensive national inventory of *Educational Media Resources on Egypt* available in the United States for use by teachers, and provision of summer inservice training opportunities in Israel and Egypt for American teachers. In addition, USOE conceived and sponsored field seminars to Egypt and Israel for American chief State school officers and members of State boards of education to enable such educational leaders to gain some direct familiarity with these two key nations as a basis for stimulating review and improvement of efforts in the schools of their States in teaching about the contemporary Middle East. Of special importance on a continuing basis is the inservice training and instructional materials development assistance provided by the outreach programs of the NDEA Title VI foreign language and area studies centers for Africa and the Middle East.

Student attitudes and perceptions.—This is a very important part of the study, particularly because little had previously been known about the dimensions of student attitudes and perceptions of other countries, especially at the 4th- and 8th-grade levels. Ten countries were included in the tests at grade 4 (England, Spain, Israel, and Japan were added to the list of six countries utilized in the knowledge test) and 12 countries at grades 8 and 12 (the two additional countries being India and East Germany). It is regrettable that sufficient funds were not available to explore teacher attitudes and perceptions. The methodology and findings are interesting in their own right as well as being productive sources of hypotheses and suggestions for further research. Two broad findings of general interest are summarized below.

The study provides some significant indication of the complexity of the perceptual domain. As ETS notes: "In each of the three grades studied, there is a common or pervasive way of viewing the countries chosen as stimuli. While there is some individual variation from these three common views, it is not systematically related to student background or

knowledge." When different dimensions of individual variation were examined in detail, the conclusion was ". . . there are incredibly diverse ways of seeing the world."

As in the findings on the knowledge questions, the findings concerning perception of other nations and peoples contain interesting evidence on the extent to which ethnocentrism diminishes with age and schooling. At the 4th-grade level, children tend to have a pronounced U.S.-centered or "we-they" view of the world, with "a tendency when in doubt to select the United States when it is one of several nation alternatives." The United States is clearly seen as the largest, richest/strongest, most desirable country. But at succeeding levels choices seem to be made on the basis of knowledge of the areas as well as a realization that the United States may not be automatically the correct answer to the question. By grade 8, "perceptions of nations indicate that the United States joins the world through its similarity to England and France in one sense, and to Mexico and Spain in another."

Teacher backgrounds and interests.—As noted earlier, the teacher information in the present report is limited to that obtained from a total of 315 social studies teachers from grades 8 and 12. Males outnumbered females by more than two to one at both grade levels. There are interesting findings, including sex differences, on a number of dimensions including foreign countries visited, experiences that had influenced both selection of social studies teaching as a career and also knowledge and attitudes toward other nations and peoples, foreign countries given the most attention in courses taught, what aspects of other nations they most liked to teach, and foreign countries they liked most to teach.

At grade 8, the U.S.S.R., England, France, Spain, Japan, China, and West Germany were the countries receiving the most emphasis in the various courses taught. Rarely emphasized in these courses were Canada, Italy, Mexico, and Israel. At grade 12, the U.S.S.R., England, France, and China were the countries receiving the most attention while Italy, Japan, and Israel were among the countries seldom emphasized. In answer to the question of which three foreign countries they like teaching most, the U.S.S.R. ranked first at both levels by almost a two-to-one margin over England, which was second. China was third at both levels. West Germany and Japan were ranked fourth and fifth by 8th-grade teachers, while France and West Germany were ranked fourth and fifth by 12th-grade teachers. The relative lack of interest expressed in major countries in the Third World, to the extent the test choices provided such options, is a finding with serious implications for policymakers, curriculum planners, and teacher educators.

With respect to travel abroad, at both grade levels "Canada, Mexico, and Western Europe were visited by relatively high percentages of teachers" while the non-Western world received very little attention. "Men tended more often to have visited Canada, West Germany, and Japan, whereas women more often visited France, Italy, and Spain." The reason for visits abroad cited by both sexes more often than all other reasons combined was "Vacationing," with "Military service" being the second most frequent reason given by men.

Opportunities for participation in well planned inservice summer seminars in other countries, particularly in some major countries of the non-Western world including India and Egypt, have been available through USOE's programs abroad for more than a decade. While the number of teachers served annually remains limited because of funding constraints, it has become apparent over time that this kind of direct educational experience in another culture can have a substantial impact on the international interests, knowledge, attitudes, and perceptions of teachers and subsequently lead to more and better teaching about other countries and cultures, particularly those experienced at first hand.

There are a number of interesting findings in teacher-student comparisons, for example in teachers' estimates of student interests in studying selected nations. Canada provides an important case in point: seldom mentioned by teachers at either grade level, it was ranked

first by 8th-grade students and second by 12th graders. USOE began some attention to Canadian studies in the redirection of the NDEA Title VI program which was initiated in 1972 and includes funding of a few Canadian studies centers and their related outreach efforts to assist elementary and secondary education.

In comparing responses on sources of information outside of regular course work that might influence student views about other nations and peoples, television was most frequently chosen as a major influence by teachers as well as students at both grade levels. However, at both grade levels teachers more often indicated television, parents, and teachers as having a strong influence than did the students, and less often indicated books, periodicals, and relative/friends. At the 8th-grade level, books were ranked 2d by students, but 9.5 by teachers; at the 12th-grade level, books were ranked 3d by students, but 10th by teachers. As ETS observes, ". . . it may well be that student attitudes are more influenced by their nonschool reading than is generally recognized by most adults, including teachers." The point is important. One concern that naturally follows is the adequacy of what is being read. Others are the availability of adequate materials and assistance in selection.

Some Basic Conclusions and Issues

As illustrated in the preceding section, this study presents some powerful examples of the extent of student illiteracy in world affairs and gives some indication of how far we have to go. On the positive side, it shows the student interest that schools have to build on early in the educational process and provides important confirmation for the basic belief that when schools care and try, they can make a significant difference in student interests, knowledge, attitudes, and perceptions.

On the knowledge findings alone, the weaknesses in such a fundamental area as geography, the pervasive ignorance about the Middle East and Africa, the lack of knowledge about Western Europe, and the misunderstanding of some key aspects of American history and government—all of these are serious matters by any standard. It is particularly so with deficiencies at the 12th-grade level, for here the data reflect the cumulative effects of more than 11 years of formal schooling plus related gains from all out-of-school sources. By definition, the participants at that level were not school dropouts, but high school seniors scheduled to graduate at the end of the school year.

The concern is not that the educational systems of other nations do substantially better in dealing with international matters—there is little persuasive evidence to indicate that they do—but rather that the level of international understanding revealed by this study is not nearly good enough, not for American students and future voting citizens who face the increasingly interdependent world of the present and the foreseeable future. There is time enough in the curriculum during the course of 12 years of elementary and secondary education to do a much better job than this study reflects. What is needed is a sense of the importance of the international dimensions of education, a priority policy commitment, a clear focus on objectives, and concentrated program efforts to ensure appropriate attention to some international and intercultural facts of life. These matters must be included among the basic concerns of accountability.

As one reviews the study and considers its implications, questions arise about some fundamental issues:

1. Within the limited terms of reference employed in the present study, what is it that every American student should know about other nations and other peoples? What questions were not asked or subjects not probed that you believe are at least equally essential and should be included another time around? What was included in the present study that you feel was not essential?

2. As one moves beyond the easier kinds of factual questions involving a small number of major nations and toward more complex world issues and common problems of mankind (including such matters as energy and environment, economic and social development, international human rights, conflict resolution, intergovernmental cooperation, and intergenerational responsibility in an interdependent world), it becomes apparent that a broader and more sophisticated frame of reference than that traditionally employed in schools is required for teaching and learning about the world. The need is beginning to be addressed through the emerging concept of global perspectives in education. The knowledge portion of the present study contains only a few questions that address some of the newer global concerns directly. What are the basics of global perspectives and the implications for various curriculum areas?

3. Realizing that knowledge of individual nations and peoples, bilateral relations, regional relationships, and global problems and issues are all involved in international understanding, the more comprehensive question emerges: What are the basics of international understanding? What international knowledge, skills, and sensitivities should every student acquire as part of his or her basic preparation for American citizenship in an age of global interdependence, and how can these best be taught or learned?

4. A set of questions parallel to the foregoing three can appropriately be ~~forced~~ focused on teachers and teacher education.

5. What is the responsibility of different educational levels, particularly the school and individual teachers, for international education in its various forms, and how can the various responsibilities be met most effectively?

6. What are the implications of the foregoing for cooperation between educational institutions and the community?

These issues and questions are not new nor does one start from scratch in considering possible answers, but they do need to be addressed directly by a much larger number of educators and others at local, State, and national levels who are concerned with the purpose and objectives of education for the world in which we live. Such questions could be the focus of seminars and study groups sponsored by a variety of education agencies, professional and civic organizations, and business and labor groups. As consensus on the answers to such questions is reached in individual schools and school systems and at other levels, educational policies, curriculum modifications, inservice education of teachers, research and development activities, and accountability efforts can be developed accordingly.

It is especially important that teachers, school principals, community leaders, and teacher educators become actively involved in considering and resolving such issues. In the final analysis, much of the change needed must come from inside each educational system, school by school and classroom by classroom, and within each teacher education program. This presents a major challenge for inservice education because of the reduction in the turnover rate of the teaching force and the fundamental fact that the overwhelming majority of teachers now in service received no education in international studies or world affairs during their formal preparation for teaching. Teacher centers have an especially important role to play. The challenge for preservice teacher education is equally demanding. Hopefully, widespread announcement of the availability of this study in published form will stimulate individual teachers and teacher educators to secure a copy and make their own professional analysis of its importance and the implications for their teaching.

Much thoughtful work already has been done on the kind of basic issues and questions set forth above, and there is a considerable amount of creative experience to be drawn upon from within the teaching profession. Pioneering leadership at the State level has been provided by State education departments in such States as Michigan, New York, North Carolina, and Utah. Important national and regional education leadership is being provided

by such organizations as the National Council for the Social Studies, the Center for Global Perspectives in Education, the Mid-America Program for Global Perspectives in Education, the Center for Teaching International Relations at the University of Denver, the cooperative effort of the Kettering Foundation and the North Central Association, and the American Association of Colleges for Teacher Education.

Among the excellent material available is that developed annually by the Foreign Policy Association in its *Great Decisions* program for study and discussion of major foreign policy issues and its continuing *HEADLINE* series of basic pamphlets of special value to schools. There is the annual *World Development Report* of the World Bank and the periodic identification and analysis by the Overseas Development Council of major problems and issues on the U.S. agenda concerning world development and North-South relations. The quarterly journal *INTERCOM* provides guides to discussion, study, and resources on global perspectives in education. *Vital Issues*, published 10 times a year, devotes some numbers to international problems, issues, and perspectives as they affect America.

Further assistance is available through the emerging body of excellent professional literature, including the NCSS bulletin by Remy and others, *International Learning and International Education in a Global Age*, Anderson's *Schooling and Citizenship in a Global Age*, Brown's *The Twenty-Ninth Day: Accommodating Human Needs and Numbers to the Earth's Resources*, Buergenthal's and Torney's *International Human Rights and International Education*, and Becker's forthcoming *Schooling for a Global Age*.

Some Next Steps and Further Research

School districts, local schools, and individual teachers can utilize the findings and stimulus of the present study to come to grips with the international dimensions of their professional responsibilities in their own local situations, beginning, perhaps, with consideration of the basic issues and questions noted in the preceding section or with local replication of the present study, in either case, hopefully, with community involvement. There are related challenges and opportunities for State education departments, perhaps in collaboration with universities or other research organizations. They could develop studies to explore in greater depth on a statewide basis what the children—and, to the extent feasible, teachers and principals—in their respective States believe, know, and feel about the rest of the world. Such studies could be design by States or localities to be more meaningful and useful in meeting their respective needs and priorities. For example, individual school districts or States might wish to probe certain international dimensions in greater depth, include additional countries, and/or give more attention to the arts and humanities aspects of other cultures. They might also decide to add to any such study questions about their own community, region, or State—geography, history, economics, etc., as well as related areas of attitude and perception—and/or work with larger samples of their own students or teachers or even with the total population. Such studies could serve baseline, needs assessment, public interpretation, and constituency-building purposes as well as contribute to accountability programs.

When one has finished reflecting on the present study in terms of students, it is a sobering exercise to go back over the materials from an adult perspective—exposing oneself to the test as a voting citizen or as one speculating on where the education profession would come out. Even as there is a basic need to know more about the international knowledge and attitudes of students, so is there a parallel need to find out more about the international knowledge and attitudes of teachers, curriculum supervisors, administrators, State education department personnel, State and local school board members, and teacher educators. There are challenging opportunities here for leadership on the part of the national professional organizations for such groups. As more and better data become available from a

variety of key groups and constituencies, more effective reinforcing programs can be cooperatively developed to expand and improve the international dimensions of American education.

The foregoing ideas for related studies under the sponsorship of State education departments and national professional associations and an offer of possible assistance were initially put forward by the writer at the Pinehurst Conference on Global Perspectives in Education for Chief State School Officers in April 1977, when the results of the present study were first previewed for State education department leadership.* Subsequent discussions were held with representatives of the National Assessment of Educational Progress concerning the possibility and desirability of including regular attention to global perspectives in future testing cycles, at least in regard to social studies and citizenship.

As noted earlier, it was hoped that one of the major collateral contributions of this study would be to help place the research needs and concerns of international education on the agendas of educational research organizations and specialists at all levels—local, State, regional, and national. There are extensive research needs on a wide variety of aspects of international education that could benefit greatly from systematic attention by such organizations and programs as the educational R & D centers, the regional education laboratories, the National Assessment of Educational Progress, and the National Institute of Education. Apart from the general category of replication of the existing study and/or development of closely related surveys for students and teachers (particularly for States and localities not involved in the present study) as well as for professional groups, as noted above, some additional research needs that merit serious attention on various educational research agendas are the following:

1. Studies of what students are now being taught about the world in American schools (as distinct from what they know from all sources), both public and private, and how well they are learning, with suitable attention to the non-Western world and global perspectives, including international development, human rights, arms control, and conflict resolution.

2. Studies of school practices that improve international understanding, including educational exchange programs.

3. Studies of intercultural attitude formation and change and the role of the school therein. What accounts for the early interest in studying or visiting other countries and for the perceptions of other lands and peoples at the primary school level? What is the reason for the apparent decline in interest at the 8th- and 12th-grade levels over the 4th-grade level in studying or visiting other countries? Through what process or processes do attitudes change and how do they change at different levels of maturation and knowledge?

4. Studies of the international content and orientation of television programs watched by students.

5. Studies of the international attitudes and perceptions of teachers now in service.

6. Studies of what prospective elementary and secondary school teachers are now being taught about the world and about related effective educational practices during the course of their preparation for teaching.

7. Studies of the effectiveness of international educational exchange programs for teachers, including both exchange teaching and short-term seminars and workshops abroad, for inservice and/or preservice, as appropriate.

8. While the present study provides an important snapshot at a single point in time, longitudinal studies are also needed—case studies of the development and modification of the international interests, knowledge, attitudes, and perceptions of individuals over the full span of their compulsory schooling period, through postsecondary education, and on

*See pp. 81–88 in *A Report to the Council of Chief State School Officers*, Proceedings of the Pinehurst Conference on Global Perspectives in Education. Washington, D.C.: Council of Chief State School Officers, 1978.

into their functioning as adult citizens, hopefully to ages 30, 40, 50, and 60, with a periodic sampling of their views and perceived formal and informal influences on them.

9. Studies parallel to the present study at comparable stages in the education systems of other countries. Of particular interest would be data on the knowledge, attitudes, and perceptions of students and teachers about Americans and the United States.

10. International cooperative studies of ethnocentrism and prejudice among children, including the development of national stereotypes and the role of the school therein.

At the higher education level, there is clearly a need for a related national survey of the international interests, knowledge, attitudes, and perceptions of undergraduate students in American colleges and universities. Such a study has been proposed by the Council on Learning as part of a larger project, "Education and the World View," being funded by the National Endowment for the Humanities. The survey portion will be funded by the U.S. Office of Education and conducted by the Educational Testing Service. It is anticipated that this study will draw on relevant experience from the present study and will include a larger measure of attention to contemporary world problems and global perspectives.

Closing Notes

As a stronghold of democracy and a major force for human rights and world peace, the United States needs a public well informed about international affairs as well as a large number and variety of specialists who can deal effectively with international problems and issues and with other countries. Attention to other nations and peoples, cross-cultural sensitivity, and global perspectives must become part of the basics of schooling at all educational levels, beginning with the elementary and secondary grades. This study provides both evidence and occasion for educators and other concerned citizens to review present thinking and programs and to consider ways to strengthen the school's contribution to improving international understanding through resizing education for American citizenship to include effective attention to essential international dimensions.

Hopefully, this study is the first of a series. While only a beginning and modest in its dimensions, it is important in its own right for the knowledge and insights resulting from its questions, approaches, and sample; for the impetus it provides for subsequent replication or adaptation in local, State, or national contexts; for the cues and stimulus to undertake related research endeavors; and for its contribution to raising the level of professional and public awareness about the existing status of the subject and serving as a general stimulus for strengthening international education in the schools. The study is likely to be of considerable interest to a number of other countries, particularly those dealt with in the study, as they, like the United States, give further thought to improving mutual understanding between and among nations.

The completion and publication of this study will also contribute in various ways toward helping the United States carry out its commitment under that provision in the Helsinki Agreement of 1975 of the Conference on Security and Cooperation in Europe in which all signatory nations agree to:

> ". . . encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples for their better acquaintance with the culture of each country, as well as for the strengthening of international cooperation. . . . "

Of special significance is the contribution the study is making in unpublished form to the work of the President's Commission on Foreign Language and International Studies established by President Carter in the fall of 1978. Both in relation to the Helsinki Agreement and

to the U.S. national interest in fostering international understanding on a global basis, this important initiative by President Carter has great potential for strengthening the international dimensions of American education. The Commission is scheduled to complete its work and present its findings and recommendations in the fall of 1979.

The U.S. Office of Education expresses its appreciation to all those who contributed to the successful completion of the present project: to the Educational Testing Service; to the operating educators, especially the school principals concerned, those who carried out School Coordinator tasks, and the teachers involved; and to the students who were the primary participants in the study. Together they made possible the pioneering profile revealed in the following pages.

Robert Leestma

Associate Commissioner
for Institutional Development
and International Education

253-112 0 - 79 - 2

Acknowledgments

An investigation of this magnitude requires the efforts of many individuals other than the authors. Although we cannot hope to give acknowledgment to everyone who helped, it gives us great pleasure to express thanks to those whose contributions were particularly great at various phases of the study. The authors, of course, accept full responsibility for any errors in the content of the study or in its final presentation.

First, we want to thank Scarvia Anderson and those who worked with her on the initial conceptualization and formal proposal of the study. We would like to thank, as well, members of the ONOP Advisory Committee, whose suggestions helped refine and give focus to the questions addressed in the study: James Becker, Wallace Lambert, Eileen Peters, John Robinson, and Judith Torney. We also thank Lee Perlman who, as assistant project director, helped develop plans for implementation of the study.

The development of attractive and clearly presented survey materials was essential to the success of the study. For this phase of the study, we are particularly indebted to Gita Wilder and Gerry Bogatz for their role in developing the knowledge tests to Edward Chittenden and Rosalea Courtney for their assistance in adapting the survey materials to insure meaningful responses from 4th-grade students, and to Miriam Godshalk for helping maintain a high standard of quality control in the production of the survey materials.

For help in the data-collection phase of the study, we would like first to thank the School Coordinators, who collected the required data in each participating school, and the school principals, who agreed to their schools' taking part in the survey. Next, we would like to thank the approximately 1,800 students and 600 teachers who completed the survey materials. In a very real sense we consider the list of participating schools provided in appendix B as an honor roll, because it was the School Coordinator, the principal, and the participating students and teachers in each of these schools whose willing and effective cooperation provided the basic data that are the backbone of the present report. Then, we would like to express our great appreciation to Virginia Rau for her tireless and meticulous efforts in carrying out a complex and tightly scheduled sequence of mailings and shipments between Educational Testing Service and each participating school.

Regarding data analyses, special recognition should go to Allen Yates, who translated the authors' sometimes vague analytic intentions into the results presented here. His new methods for handling multidimensional analyses were tremendously helpful, as was his patient guidance throughout. Special thanks are also due to Alfred Rogers for his programing for implementing Yates' analyses, and to Ingeborg Stiebritz, for her flexible and efficient programing for carrying out the general data analyses, and for her careful documentation of computer programs and data sets that served well for the many analyses already completed, and that provides an effective basis for undertaking any subsequent analyses.

Lewis W. Pike
Thomas S. Barrows

Contents

Tables

Tables—*Continued*

Tables—*Continued*

Figures

Figures—*Continued*

1. INTRODUCTION

This report by Educational Testing Service (ETS) presents information collected from a representative sample of public school students in the United States during fall 1974 for an ETS survey directed toward international education aspects of social studies. The project was initiated in 1972 by the Institute of International Studies of the U.S. Office of Education (USOE) in order to provide a better understanding of student interests, knowledge, attitudes, and perceptions regarding other nations and peoples. USOE was the principal source of funds for the project.

The Other Nations, Other Peoples (ONOP) survey was designed for breadth in three respects. First, in order to provide a basis for describing and interpreting the student characteristics of interest, background information was obtained regarding both schools and communities and also relevant individual student and teacher experiences, both academic and nonacademic. Second, a wide range of grade levels was represented. Fourth grade was chosen as the earliest level at which pencil and paper methods of data collection would be feasible, and as a level at which the influence of the home, vis-à-vis the school, would be strong. Twelfth grade was chosen because it marks the end of the general period of public schooling and thus is a particularly meaningful level for a study of the effects of schooling. Eighth grade was chosen to provide a half-way point between the other two and as a period characterized by substantial psychological, social, and physical growth. Third, so far as was feasible, a variety of nations and peoples was represented in each measure, covering a wide range of points along geographical, political, economic, cultural, and linguistic spectra. In most instances the United States was included, to provide a baseline to which other nations and peoples could be compared.

Among the general questions to which the study was addressed, applicable to student interests, knowledge, attitudes, and perceptions, were the following: The amounts and kinds of distinctions made among and between nations and peoples; developmental differences, including levels of egocentrism and extent of differentiation in attitudes, etc.; sex differences, as these interact with developmental status; and the amount of variability in the traits of interest.

Background information collected for the study allowed an examination of relationships between student attitudes, knowledge, etc., regarding other nations and peoples, and selected school and community and individual student variables, such as community location, size, and socioeconomic status (SES) level, and students' language in the home, academic standing, and language and other relevant courses studied.

It should be stated at the outset that the results included in this volume are partial and represent only a sampling of the data generated by the study.

2. PLAN AND PROCEDURE

Sampling Design

A three-stage sampling model was used to provide a nationally representative sample of public schools in the United States that would also be representative of schools in each of the four geographic regions used by the U.S. Census Bureau (Northeast, North Central, South, and West). In the first stage, 50 counties or county-equivalent units were selected by a stratified-random sampling procedure using geographic region, rural versus urban classification, median income level, and median level of adult education as the stratification variables. These counties were distributed over 27 States. In the second stage, two schools containing 4th graders, two containing 8th graders, and two containing 12th graders were selected within each of the 50 counties except Los Angeles, which was further divided into two school districts, Los Angeles Unified and Pasadena Unified, with two schools selected for each grade within each district. This procedure yielded a total of 102 schools for each grade level. School selections were made with replacement, with probability proportional to size.

Finally, in each participating school a random sample of students at the specified grade level was selected for the study. These selections were made at ETS, using tables of random numbers in conjunction with complete rosters of students at the appropriate grade levels, which were provided by the participating schools.

A more complete description of the sampling procedure and its theoretical bases is available in a Research Memorandum written by Echternacht (1974). (Bibliographical data for text references are given in appendix A.)

Four teachers in each participating school were also selected for the study. For 4th-grade samples, the selection was made from a list of all 4th-grade teachers in the school. For 8th- and 12th-grade samples, the selection was made from a list of teachers at the designated grade level whose teaching responsibilities included social studies, foreign languages, or related subject-matter areas, with preference given in that order.

Development of Survey Instruments

Four student survey instruments were developed for each grade level. These included a background and interests questionnaire, a knowledge test, and separate measures of attitudes toward and perceptions of other nations and peoples. These student measures were supplemented by questionnaires regarding teacher backgrounds and interests, and school and community variables. Administrators' manuals were developed providing detailed instructions for the designated School Coordinator in each school, who had the responsibility for all within-school aspects of the data collection. Copies of the survey instruments and related project documentation are provided in a supplement to this report (Pike and Mahoney, 1976).

Student Measures

All student measures were designed for pencil and paper administration. The full set required a maximum time for completion of 60 minutes for 4th graders and 80 minutes for 8th and 12th graders. In most instances, measures for the two higher grades were identical; 4th-grade measures were adapted as necessary to ensure that they were age- and grade-appropriate.

Background and Interests Questionnaires.—Two questionnaires were developed for 4th graders: one entitled *Student Background and Interests Questionnaire*, to be completed on the students' behalf by the School Coordinator, and another entitled *Your Interest in Foreign Countries*, to be completed by the students themselves. The former called for the participating student's name, birthdate, sex, approximate academic standing, country of birth, amount of time spent outside the U.S.A., and languages used. It also asked for the country of birth, languages spoken, and occupational level of the student's parents or guardian. Because this questionnaire was to be completed by

the School Coordinator, rather than by the student himself, most of these questions have an "information not available" category. In the second booklet, *Your Interest in Foreign Countries*, the 4th grader was asked to circle the names of the countries he would most like to study, those he would most like to visit, and the ways other than regular school work that help him most to learn about other countries (e.g., television, books, travel, and relatives).

For 8th and 12th graders, a booklet entitled *Student Background and Interests Questionnaire* asked the same questions that were included in the two 4th-grade booklets. In addition, it asked about foreign language and social studies courses taken, nations studied, and the kinds of reading done outside school. Inside the booklet, a letter to the student pointed out that all individual responses would be kept confidential, and that he could leave any questions unanswered that he wished.

Knowledge tests.—The knowledge tests were designed to measure students' attainment of basic information about selected nations that could be related to their attitudes and perceptions about these nations. The emphasis in the tests was *not* directed specifically toward material covered in school texts nor the past history of the nations included. Rather, they focused on basic information felt to be needed by students in order to have at least a rudimentary knowledge and understanding of current events.

It was decided to create new items that could be tailored to the purposes of this study rather than to use or adapt items from existing measures. The new items were especially developed to facilitate a content-referenced discussion of item data, an outcome in keeping with the major goals of the study. Distractors for the test items were therefore chosen with as much care as the particular knowledge being tested, to represent a range with respect to plausibility and to yield useful information about the nature of the students' misconceptions.

Knowledge tests for grades 4, 8, and 12 were designed to provide maximum overlap across grade levels, without diminishing the appropriateness of each test for its intended level. In some cases, items were reworded slightly to make them more appropriate to each level. The 4th-grade knowledge test employed a format in which students marked their responses directly in the test booklets, while the 8th- and 12th-grade forms used a separate, machine-scorable answer sheet. A total of 57 different items were used in the three tests. Of these, 23 were used at all three levels, 2 were used for grades 4 and 8 only, 27 for grades 8 and 12 only, 1 in grade 4 only, and 4 for grade 12 only. The three knowledge tests thus contained 26, 52, and 54 items respectively for grades 4, 8, and 12.

The number of nations represented in the knowledge test was reduced to a subset of six of those included in the attitudes and perceptions measures. This limitation was imposed in order to provide a more stable measure for each country that was included. The United States was included as one of the nations in order to obtain base line data of students' knowledge about their own country that would be helpful in interpreting their knowledge (or lack of it) of other countries and peoples. Mexico was then selected as a neighboring country that contrasts to the U.S.A. in many respects, yet which provides an important part of its cultural heritage. After selecting the U.S.A. and Mexico, the continents of Europe, Asia, and Africa were seen as the regions of most general interest and hence the major areas from which to select additional countries. A list of particular countries was then prepared, from which the final selections were made. The countries in the larger list were chosen for the following reasons: They were "visible," by virtue of some degree of exposure in the news media; they represented a broad range of geographical and cultural characteristics; they could be expected to have some historical significance for students; and certain of them bore interrelationships with others on the list (Mexico and Spain, for example). The large list was then reduced through use of pretest findings and on various logical bases. Li-

beria, for instance, was dropped from the larger list because the pretest indicated that most students were simply unaware of the country. Egypt was substituted as an African nation, because it was expected that students would be at least somewhat informed about that country. The final list of six countries for the knowledge test consisted of the U.S.A., Mexico, France, the U.S.S.R., China, and Egypt. The items in each of the three knowledge tests were evenly divided among these and an additional category of international or "world" knowledge. The items for each region were about evenly apportioned among "geographic," "cultural," "political," and "economic" disciplines.

A pool of about 120 items was developed, with the general goal of providing balanced coverage of all seven regions and all four topics. On the basis of pretest results, 57 items were selected for inclusion in the final forms. The pretest also provided information regarding timing and general administrative procedures for the final test. Students were allowed ample time to take the test and were provided with test directions that had been developed and revised with the purpose of putting students at ease and making the testing experience non-threatening. In the case of the 4th graders, test administrators read each of the items aloud to the students.

The number of questions in each academic discipline (geographic, cultural, political, and economic) is provided in table 1 by geographic region for each of the three grade levels.

Attitude and perception measures.—In addition to the specific interests assessed directly in the *Student Background and Interest Questionnaire,* it was thought important to obtain some general indication of how students feel about selected countries and their perceptions of them. The selection of measures of these attitudes and perceptions were influenced by several basic considerations:

1. Attitudes and perceptions were conceived of as being multidimensional. For example, the perceptions of a given country would potentially involve numerous perceived characteristics of that country.
2. Because the dimensions of student attitudes and perceptions of nations were largely unknown, especially at grades 4 and 8, it was felt that a method should be employed that might "discover" unforeseen dimensions.
3. More than one method should be used, so that convergence or divergence of results might be interpreted.
4. Various students might be expected to view foreign countries in systematically different ways. Measures and methods of analysis that could preserve unique points of view as well as provide group descriptions should be used.

Accordingly, two kinds of measures were selected for the study: the semantic differential to assess attitudes, and paired comparisons to measure perceptions.

The semantic differential technique was devised by Osgood (Osgood, Suci & Tannenbaum, 1957) to yield an objective measure of the meaning of various concepts. The theory basically assumes a "semantic space" surrounding a given concept that reflects an individual's experience and makes it possible for him to express the concept's meaning for him. Each concept is rated on numerous bipolar scales or pairs of adjective opposites or phrases. The bipolar scales are typically divided into seven segments, with the center one representing a "neutral" position. The ratings are factor analyzed, resulting in a characterization of each concept (nations, for example) on scales that are composites of the bipolar adjectival scales. Weights are obtained that allow the description of each country in terms of the composite scales. The meaning of these composites is derived from the ways in which the adjectives fit together and from the way each country is characterized. The term "attitude" is often applied to the evaluative components that emerge quite regularly from this technique.

In order to measure student perceptions of nations, we chose to assess perceived similarities among nations through the use of paired comparisons. This technique complements the semantic differential, but differs from it in the fact that the characteristics of nations are not specified for the subjects. Instead, the salient characteristics are inferred later from the data themselves. The data collection procedure for paired comparisons calls for the presentation of all possible pairs of stimuli—in this case, countries. Subjects

are asked to judge the similarity of each pair of stimuli and to record these judgments. Stimuli are clustered according to the resulting network of proximities (judged similarities) and then are arrayed in a multidimensional space (Kruskal, 1964). In the former, clusters and their "tightness" are interpreted; and in the latter, dimensionality of the space and topological features are also attended to.

It was expected that the prescribed dimensions of the semantic differential would provide helpful clues for interpreting the arrays of countries from the similarity judgments. Moreover, it was anticipated that the clusters and spatial arrays would direct our attention to significant differences in perceptions and attitudes that were not accounted for in the a priori structure of the semantic differential.

For the present study, the semantic differential task was initially structured to produce four a priori composite dimensions that had been identified for adult subjects by Wish, Deutsch, & Biener (1972, pp. 290–314): Political alignment or ideology, economic development, geography or population size, and cultural development. Initial suggestions for countries were also obtained from Wish's study and from other sources, although it was felt that his total set of 21 countries was too large to be accommodated in the testing time that would be feasible in the present study. Development work was thus focused on the task of reducing the set of countries, while preserving the rich world view of Wish's study. Because it was anticipated that some students might differentiate their feelings about countries from their feeling about the peoples of those countries, ratings of both were obtained on semantic differential scales for 8th and 12th graders.

At the 4th grade, the use of bipolar adjectival scales proved difficult for many students. Therefore the usual semantic differential format was modified, and each adjective was presented separately. Thus, the adjectives from 11 scales were presented as 22 adjectives randomly spaced on a page under the name of the country to be described. Students were instructed to circle those adjectives that they felt were descriptive of each country. The task of separately recording their attitudes regarding the people of each country was not required of 4th graders, primarily because of limits of attention span for this task on the part of the students at this level.

Further development work was accomplished through interviews with a small group of highly verbal high school students. Each student was asked to report the first thing that came into mind when the name of a particular country was mentioned and was encouraged to provide as detailed a description of his or her perceptions as possible. Each student was also asked to describe what would be important in making similarity judgments between pairs of countries. In addition, a paired-comparison instrument incorporating 16 countries was completed by each student. The data from the interviews were used to check on the salience of various semantic differential dimensions and as a guide to the selection of appropriate vocabulary for additional semantic scales. The clusters and multidimensional arrays of countries derived from similarity judgments and the semantic differential data were examined further to assure the selection of a representative but nonredundant set of countries. For example, it was found that England and Ireland were consistently viewed as only "a little bit different." That being the case, Ireland was dropped from the set of countries under consideration. Selection for formal pretesting reduced the list to 16 countries. Formal pretests were then conducted in 4th-, 8th-, and 11th-grade classrooms. The data were analyzed to check wording, testing time, and the structure of each instrument. Finally, constraints in testing time strongly suggested a reduction to 10 countries at grade 4 and 12 at grades 8 and 12. The most redundant countries were dropped accordingly.

For grade 4, the final instrument for measuring attitudes toward other countries was a booklet entitled *Describing Na-*

tions. Each page of the booklet had the name of a nation at the top, beneath which 22 descriptive terms were scattered randomly over the page. Canada was used on an example page, which was completed under the supervision of the School Coordinator. The following 10 additional countries were then presented, each with its own page:

China	France	Mexico	The United States
Egypt	Israel	Russia	
England	Japan	Spain	

The 22 descriptive terms were taken from the following scales:

many factories—many farms	unfriendly—friendly
poor—rich	are like us—are not like us
peaceful—warlike	unhappy—happy
strong—weak	near—far
small—large	warm weather—cold weather
many people—few people	

The 4th-grade student was instructed to draw a circle around the words that he or she would use to describe the country listed at the top of the page. The student was further instructed that "with opposites, like *rich* and *poor*, you can circle either one of the words, or you can circle both of them, or you can skip both of them." Fourth graders responded much more willingly and consistently to this "Scatter Inventory" format than to the semantic differential format described below for the 8th- and 12th-grade booklets.

In the first half of the attitude booklet for 8th and 12th graders, *Describing Nations and Peoples*, each page had the name of a nation at the top, beneath which were 12 scales. The 12 countries that were presented in this fashion included the 10 used in grade 4, and East Germany and India. The format used in these higher grade-level booklets, which is the more standard semantic differential, was as follows:

The Soviet Union

good ___: ___: ___: ___: ___: ___: ___: bad
poor ___: ___: ___: ___: ___: ___: ___: rich

The remaining 10 scales presented in this format for each nation were:

peaceful—warlike	reckless—cautious
selfish—generous	small—large
strong—weak	unchanging—changing
untrustworthy—trustworthy	many people—few people
democratic—undemocratic	unfriendly—friendly

The students were given the following directions:

> In this section we want to find out first how you would describe certain countries. Later, we will ask you to describe the *people* of these countries. At the top of each page is the name of a country followed by pairs of words or phrases which can be used to describe it. You will see that the pairs are opposites. For each pair, you are to mark the seven-point scale between the two descriptions to show your opinion of how they describe the country.

We had hypothesized that the people of a country might be viewed quite differently from the country itself. Therefore, the second half of the booklet presented scales under the headings "The People of the Soviet Union," etc. for each of the 12 countries. Under each of these headings, the following 14 scales were given using the semantic differential format:

mostly industrial workers—mostly farmers	willing—stubborn
not free—free	untrustworthy—trustworthy
good—bad	uneducated—educated
poor—rich	unfriendly—friendly
peaceful—warlike	are like us—are not like us
selfish—generous	many rights—few rights
strong—weak	unhappy—happy

The following directions were provided for answering this half of the attitude booklet:

> In the remainder of this section, we want to find out how *you* will describe *the people who live in certain countries*. Use the seven-point scale to show how *you* think the pairs of opposites describe the people who live in the country named at the top of each page.

At the 4th-grade level, the final instrument for measuring perceptions of other nations was a booklet, *Perception Measure*. This booklet presented students with 48

paired-comparison items, in the following format:

	A	B	C	D	E
	a little bit different	sort of different	different	much different	very much different
1. United States Japan	A	B	C	D	E
2. Mexico England	A	B	C	D	E

Note that there are five levels of judgment, each labeled with a descriptive term. This format differs from booklets shown below that have seven levels of judgment, with only the endpoints and the midpoint of the scales labeled. During pretesting it was found that many 4th-grade children had difficulty treating a scale as a continuum. They needed a clear label for *each* point on the scale. Thus the format shown above was deemed necessary to insure adequate responses from 4th graders.

Of the 48 paired comparisons, the final three were identical to the first three. Only items 4 through 48 were scored; the first three were included to guard against practice effects. These 45 items constitute the full set of paired comparisons among the 10 countries listed above for the grade-4 attitudes measure. The pairs of nations were ordered on a random basis, with the constraint that the same country could not appear in two consecutive items.

The perception measure presented 8th- and 12th-grade students with 72 paired-comparison items, using the following format:

	Circle ONE number for each pair of countries						
	Hardly different			Moderately different			Extremely different
1. The Soviet Union East Germany	1	2	3	4	5	6	7
2. France Egypt	1	2	3	4	5	6	7

Of the 72 paired comparisons, the last six were identical to the first six. Items 7 through 72 were scored. These 66 items constituted the full set of paired comparisons among 12 countries, the same 12 used for the measure of 8th- and 12th-grade attitudes. As in the 4th-grade perception measure, the pairs of countries were ordered on a random basis, with the constraint that the same nation could not appear in two consecutive items.

Teacher Questionnaires

Because it was felt that teachers are likely to have an important effect on a wide range of students' attitudes, interests, and knowledge regarding other nations and peoples, teacher questionnaires were developed to provide a basis for exploring relationships between relevant teacher characteristics and these student variables.

A separate *Teacher Background and Interests Questionnaire* was developed for each of the three grade levels of interest. Those for the two higher grades were identical in content. The questionnaire for 4th-grade teachers differed in some details, reflecting differences in preparation and in teaching duties at that level. A letter at the beginning of the questionnaires pointed out the strict confidentiality with which the answers would be treated.

In keeping with the emphasis of the survey on other nations and peoples, questions regarding individual teacher characteristics asked for nation of birth, time spent outside the United States, and languages read and spoken. Regarding time outside the United States, they asked which countries the teachers had visited, for how long, and in what capacity (vacation, military service, visits or residence with family members or friends, Peace Corps or other service organizations, etc.). Questions regarding educational background and experience asked primarily about foreign languages and social sciences studied and taught, and any special preparation for the teaching of social studies.

In a section entitled "Your Teaching of

'Other Nations and Peoples,' " teachers were asked about the foreign countries given most emphasis in their classes and the aspects of these countries (history, geography, etc.) that are of greatest interest to them and to their students.

The final part of the questionnaire asked teachers for brief statements about why they had chosen to teach in the area of social studies, about experiences that have helped increase their knowledge of other nations and peoples, and ways in which their attitudes in this area have been influenced.

School and Community Questionnaire

A *School and Community Questionnaire* was developed to obtain information from School Coordinators about the participating schools and their surrounding communities that could be related to the students' attitudes, interests, and knowledge regarding other nations and peoples. This questionnaire was identical in content for all three grade levels. A set of general questions asked about the school's setting (rural, urban, suburban), the grade range, total enrollment, and average class size. Other questions asked for the educational and employment status of parents in the community and for estimates of the percentages of students expected to complete high school and of those expected to enter college.

With regard to the social studies curriculum, the questionnaire asked whether a specific social studies curriculum has been adopted that applied to the grade level in question, the degree of flexibility with which it is applied, when it was most recently revised or updated, the sources of change in the curriculum, and the process for effecting these changes. The last group of items in the questionnaire covered the school's participation in international student and teacher exchange programs, both formal and informal.

Administrator's Manuals

The principal of each participating school designated himself or another staff member to serve as the School Coordinator. The latter's tasks were to receive, administer, and return the survey materials, and to carry out related activities. To provide School Coordinators with comprehensive information for carrying out these tasks, an *Administrator's Manual* was developed for each of the three grade levels, 4, 8, and 12. Each *Administrator's Manual* provided the School Coordinator with very specific and detailed instructions for completing the *School and Community Questionnaire*, inviting teacher and student participation, receiving, administering, and returning test materials, and for communicating with ONOP project staff at Educational Testing Service in the event of any questions or problems. Because the School Coordinator's duties included a large number of steps that had to be completed promptly and in sequence, a *School Coordinator's Checklist* was included at the end of each *Administrator's Manual*.

Conducting the Survey

The first step in conducting the survey was to implement the sampling procedure. Using data from the *County and City Data Book* (1972), a sample of 50 counties was drawn. The next step was to obtain complete lists of schools in each county that contained grades 4, 8, and/or 12, with the numbers of students in each school at those grade levels. Using this information, the list of 102 participating schools was generated in the manner described earlier.

The next step was to write to the appropriate Chief State School Officers and school district superintendents, informing them of the study and providing the names of the schools in their States or districts that had been selected for the survey. Inquiries and comments from the superintendents were invited, and they were told that unless they requested us not to proceed, project staff at Educational Testing Service would begin 1 week later to contact the principals of the schools listed to request their voluntary participation in the study. (Complete samples of these letters, project descriptions,

and related materials are provided in the *Other Nations, Other Peoples* supplementary document by Pike and Mahoney.) Approximately 5 percent of the district superintendents did ask for more information, and in some instances initially chose not to have their schools participate. In most of these cases, however, permission was obtained after additional written and telephone communications, stressing among other points that the principal of each school involved could decline to take part if he or she so chose. In the few instances where district superintendents did not give permission to proceed, the primary reason was usually that the schools in that district had recently had to take part in statewide assessment or other large-scale testing, and that more testing at this time would simply be too burdensome. In those cases, of course, the principals were not contacted.

Where there was no objection from the school district, or these objections were withdrawn, the principal of each selected school was sent a letter of invitation to take part in the study. This letter provided a description of the study, a sample set of the survey instruments, and a reply form to indicate whether his school would participate. If he chose to participate, he was asked to select a staff member to serve as School Coordinator. The latter then served as liaison between the school and the project staff at ETS, and was given responsibility for administering the survey in his school. He received an honorarium for these services. The *Administrator's Manual* described above was used to provide School Coordinators with comprehensive information and procedures for carrying out these tasks.

When teachers and students in participating schools were invited to take part in the study, they were informed that their participation would be entirely voluntary. Parents or guardians of each selected student were informed of the study and given the opportunity to ask that their child not be included in the study if they had any objections to his or her participation.

A list by county and State of all schools that actively participated in the ONOP survey is given in appendix B.

Obtained Samples of Schools

The stratified random sampling design described earlier was developed to ensure both adequate representation of schools in each of the four geographic regions and also a balanced sample with respect to rural versus urban settings and to the socioeconomic status of the community. We may begin an appraisal of the obtained samples by considering the overall rate of participation among schools selected for the study and how evenly these were distributed among the stratified sampling cells.

The final participation rate of selected schools was 59 percent, a very satisfactory rate given the time-consuming requirements of the study, and the fact that (1) participation was entirely voluntary, (2) all communications were restricted to mail and telephone, (3) there was initially a strong resistance to testing on the part of many individuals contacted, from Chief State School Officers to classroom teachers, because of the extent of large-scale testing in recent years, and (4) designated School Coordinators received only a modest honorarium for a substantial amount of work. The initial response rate was 35 percent; intensive follow-up through telephoning and correspondence was required to bring that up to the higher percentage noted. The two main hurdles overcome in most of these instances were (1) persuading very busy principals or other school administrators to review the descriptive materials sent in order to judge for themselves the likely merit of the study, and (2) finding someone in the school who could take time to carry out the School Coordinator tasks. The latter problem was especially pervasive in elementary schools.

The distribution of the participating schools over the stratification categories is shown in table 2. It is evident that although the cell entries are not equal, there is no con-

253-112 O - 79 - 3

sistent pattern of participation or non-participation associated with the stratification variables. This indication is reinforced by an examination of characteristics of the schools on variables for which there was no stratification. In addition to representing a wide range of geographic settings, participating schools varied substantially in size of enrollment (table 3), community size (table 4), and in percentages of students expected to complete high school and of those expected to enter college (table 5). The wide diversity of school settings and student characteristics was also satisfying. Among the schools participating were those with concentrations of students with American Indian, German, Hispanic, French/Cajun, and numerous other ethnic backgrounds. The only systematic basis of rejection encountered was in instances of schools with high concentrations of Chicanos whose command of English was especially poor. Spanish materials were developed for these several schools, but that effort was not sufficient to enlist the cooperation of the schools in question.

Once schools did agree to participate, the level of cooperation was superb. Data collection was of very high quality, and the rate of participation of selected students in the cooperating schools was over 97 percent.

3. RESULTS AND CONCLUSIONS

Student Background Characteristics

Although information regarding individual student backgrounds will be presented in part as a general description of the obtained samples of students, it will serve primarily as a basis for subsequent examination of student interests, knowledge, perceptions, and attitudes regarding other nations and peoples.

The student background data differ systematically in three respects related to grade level. First, it will be recalled that background information for 4th graders was provided by School Coordinators whereas the information at the higher grade levels was provided by the students themselves. Second, the general tendency toward larger, regionalized schools for the higher grade levels leads typically to 8th-grade containing schools providing a broader base from which 10 students were sampled than was the case for 4th-grade containing schools, and with 12th-grade containing schools being the most inclusive of all. Third, because of student "dropout" between grades 4 and 12, there is a tendency toward increasing selectivity at the higher grade levels.

Student-Independent Variables

Variables likely to be related to student interests, knowledge, etc., over which he or she has no direct control will be considered first. Five of these concern characteristics of the students' families; the sixth is the sex of the student.

The nation of birth of students and of their parents is presented in table 6. Assuming that in most instances the percentages of "information not available" reported for 4th-grade parents represent American-born parents, the percentages of American-born students and their fathers and mothers were about 97, 95, and 94, respectively. The most common foreign birthplaces for students were Mexico, West Germany, and Taiwan. Those for parents were Mexico, West Germany, and Canada. Altogether, 20 different nations were listed as students' birthplaces and 30 as parents birthplaces.

Percentages of families in which the parents speak a foreign langauge in the home (not necessarily exclusive of English) are given in table 7. Combining data for all three grade levels, the percentages of homes in which Spanish, French, or German is spoken were approximately 7, 4, and 4, respectively. The two next most common languages were Italian and Polish, spoken by 2½ and 1½ percent of the parents, respectively. Spanish was rather widely dispersed across geographic regions, but with concentrations in the Southern and Western states. French was spoken primarily in Eastern states bordering Canada and in the "Cajun" regions of Louisiana, German was spoken mostly in families of participating students living in South Dakota, and Italian and Polish were most heavily represented in the Northeast. These language groups were also dispersed quite generally across rural-urban categories. American Indian languages were reported for a few homes of students in Alaska, Arizona, Idaho, and South Dakota.

Percentages of students using a foreign language in the home are given in table 8. For students combined over all three grade levels, percentages speaking Spanish, French, or German were 7.6, 3.1, and 1.9, respectively. Regional and size-of-community patterns generally followed those observed for the students' parents.

The occupational levels of heads of students' families are presented in table 9. An examination of the "All" column shows an expected shift toward higher family occupation levels when moving from 4th- to 12th-grade samples. Thus the modal percentage moved from "Laborer/Semiskilled" for the grade-4 sample to "Service/Skilled" to "Sales/Small owner" for the 8th- and 12th-grade samples. Differences in occupational level associated with geographic region were slight. There was some tendency at all grade levels toward higher occupational levels in the "Large City" communities and

their suburbs. In the 4th-grade sample, there was a similar trend toward higher occupational levels in "Town/Medium City" areas than in "Rural" areas.

Student-Influenced Variables

Student-influenced background variables related to student interests, knowledge, etc., regarding other nations and peoples will be grouped according to whether or not they are basically school-related.

Student-influenced scholastic variables.— Scholastic variables that will be examined for their relationship to student interests, etc., regarding other nations and peoples are academic standing, languages studied, history courses, and nations studied recently.

The academic standing of participating students at each grade level is provided in table 10. Fourth-grade data are based on School Coordinators' answers to the question for each of the 10 students in his or her sample: "What is the student's approximate academic standing among fourth graders in this elementary school?" As noted earlier, a strictly applied selection procedure resulted in a truly random sampling of students from each participating school. Thus the roughly 60/40 split between 4th graders indicated as being in the upper half of the class reflects a "halo" effect in the ratings, rather than an over-sampling of students who are above average. An examination of the differences by sex shows 4th-grade girls having on the average a clearly higher academic standing than their male classmates. There are also clear differences in academic standing, in the expected direction, associated with the occupational level of heads of households in the 4th-grade students' families. Eighth- and twelfth-grade students indicated their average school grades in the background questionnaire. Grades of "mostly B" or higher were reported by 53 percent of the 8th graders and 56 percent of the high school seniors. Sex differences, with females having on the average higher grades than boys, were evident at both grade levels, as were differences associated with parents' occupation.

Questions regarding specific kinds of school courses were asked only at the two higher grade levels, where these may be electives. As shown in table 11, the three most commonly studied languages were Spanish, French, and German, with 28, 16, and 9 percent of 8th graders studying those languages. In the same order, the percentages for seniors were 42, 28, and 8, respectively. Nearly half of the 8th graders and 70 percent of the seniors had studied at least one foreign language. For both grade levels, regional patterns of language study followed approximately the patterns of foreign language usage in the home (tables 7 and 8), with French studied more in the Northeast than elsewhere, German more in the North Central States, and Spanish in the West.

There was a general tendency at both grade levels, as shown in table 12, for foreign languages to be studied least often in rural areas and most often in large cities. Sex differences were fairly pronounced in grade 8, with 43 percent of the males and 54 percent of the females studying a foreign language. Most of this difference was absent at grade 12, with 67 percent of the males and 71 percent of the females having studied at least one foreign language.

More direct evidence of the relationship between the use of a foreign language in the home and the student's tendency to study that language formally in school is found in table 13. In the 8th-grade sample, 46 percent of the students with French-speaking parents studied that language formally, as compared to 16 percent of the full sample doing so (table 11). Similarly, 38 percent of the students from German-speaking families as compared to 9 percent of the full sample studied German, and the study of Spanish by students from Spanish-usage households compared to that of all 8th graders in the sample by 54 versus 28 percent. Proportionally similar comparisons also held for the 12th graders.

Responses to the question, "Which of the following (history) subjects have you studied?" are given in table 14 for the full 8th- and 12th-grade samples, and for students

grouped by geographic region. As expected, "American History" was studied by high percentages of 8th and 12th graders, "European History" by much lower percentages, and Asian and African by still fewer students. World History was second only to American History at both grade levels. Differences by geographic region were negligible for the 8th-grade sample except for a comparatively low percentage of students studying European History in the South, and low percentages studying African History in the Northeast and West. In grade 12, however, substantially greater percentages of students in the Northeast studied European, Asian, and African History than did students in the other regions.

Responses to the same question are given in table 15 for 8th and 12th graders grouped by school community size and by sex. In grade 8, there were only slight differences associated with school community size, but in grade 12, European, Asian, and African history courses were studied by considerably more students in the Large City samples than in samples drawn from the smaller school communities. At both grade levels, a notably higher percentage of males than of females studied European and Asian History.

Responses to the question, "Which of the following nations have you studied during the last two years?" are given in table 16. These will serve not only to indicate relative emphases among nations studied, but also as a basis for comparison to subsequent questions, "Which . . . would you like to study in depth," and "Which . . . would you like to live in for at least six months?" A wide range in emphasis was evident, with the U.S.S.R. having been recently studied by 56 and 55 percent of 8th and 12th graders, but Taiwan by only 6 percent of the students in each grade. Emphases were in most instances very similar at the two grade levels. In both grades, countries ranking from first to fourth in percentage studied were the U.S.S.R., England, France, and China—the two countries with perhaps the strongest historical and cultural ties to the United States, and the two major communist countries. The contrast between the two Chinas was dramatic at both grade levels, as indicated both by percentages (42 for China and 6 for Taiwan, at each grade level) and by rank-order (4th and 15th, in both classes). Israeli-Egyptian differences were sizable for 8th grade (11 percentage points, and 7 ranks), but trivial for grade 12 (2 percent, and 1½ ranks). A similar pattern of differentiation was evident for the two Germanies.

In the 8th-grade sample, the boys' responses to "countries studied" averaged about 37 percent, and the girls' about 31 percent. Most differences by individual country were close to the average difference of 6 percent; the greatest difference was observed for Spain, which had been studied by 47 percent of the boys and 32 percent of the girls. Only the U.S.S.R. showed a difference in the opposite direction. Rank-orders are useful as a supplementary basis of comparison. In the present instance, for example, they show at a glance a country's relative position with respect to the others in frequency studied, and facilitate a comparison of this feature between student groups that is independent of overall differences such as noted here between the boys and girls. The rank-orders were generally very similar for the 8th-grade boys and girls. The largest difference was for Italy, which ranked 9th for boys but 13th for girls. In grade 12, responses by sex were more nearly alike; average percentages for boys and girls were about 31 and 21, respectively. Italy again ranked differently by sex; 9.5 for males and 13 for females. For each of the other countries, there was at most a rank-order difference of 1.

Intercorrelations among "Nations Studied Recently" are given in table 17. Among the highest correlations observed were those between East and West Germany, France and Italy, China and Japan, Mexico and Canada, and Israel and Egypt. The marked shift upward between grades 8 and 12 (from 58 to 73 percent) for the last pair of countries is of interest, as it suggests a greater likelihood that the two were taught in a more related

way at the higher grade level. (It should be noted, however, that although a low correlation indicates that two countries were *not* taught in a related way, a high correlation does not necessarily mean the reverse. The inference that can be made with fullest confidence, given a high correlation, is only that the respective countries tended to be taught to the same students during a 2-year interval.) Another interesting contrast in correlations relates to Mexico, which has a substantially higher correlation with Canada than with Spain (62 versus 33) for grade 8, but the reverse (49 versus 66) for grade 12.

Student-influenced, non-school variables.—Students at all three grade levels were asked to indicate which of several kinds of things influenced their thinking about other nations. Fourth graders were provided a list, and instructed as follows: "Here are some ways to learn about other countries. Circle the ones that help you the most. Circle as many as you wish." Eighth and twelfth graders were provided a more extensive list, and were instructed as follows:

> **Outside of regular course work, some of the following may have influenced your attitudes and opinions toward other nations and other peoples. Indicate the degree of influence you think each may have had.**

After each item on the list, the 8th- and 12th-grade students indicated whether it had "Little or no influence," "Some influence," or "A great deal of influence." These students were also asked to indicate the kinds of books, magazines, or newspaper articles they had read outside school during the previous 6 months.

Fourth-graders' responses to the question about how they learn about other countries are reported in table 18. The percentages of students circling the items ranged from 75 for Television to 20 for Religious or church groups. The dominance of Television and Reading is evident. The relatively high position of reading is perhaps reassuring, given the concerns often expressed that the amount of reading and its effects are on the wane. The high percentage indicating "Travel to other countries" suggests a misreading of the instructions, as though they had in fact said, "Circle the ones that *would* help you the most." Regional differences in ways of learning about other nations were generally minor. Exceptions were "Travel," and "Relatives and friends." However interpreted, the former was indicated by only 49 percent of the Southern 4th graders, but by 71 percent of those in the Northeast sample. The "Relatives and friends" category was indicated by 73 percent in the Northeast, 60 percent in the South, but only 52 and 50 percent in the North Central and Western regions. Its rank-order ranged from second, for the Northeast, to fifth in the latter two regions. There were essentially no sex differences in response to this question, either in percentage or rank-order.

Eighth-graders' responses to the checklist of items having "A great deal of influence" on their attitudes toward other nations and peoples are given in table 19. Responses for the total group ranged from 52 percent for television to 12 percent for School Organizations. Reading was again prominent, with Books ranking second and Periodicals (magazines and newspapers) ranking fourth. Sharing fourth rank (in a three-way tie) were Teachers and Movies. This relatively high showing for Teachers was observed despite the fact that the several items influencing attitudes were judged "Outside of regular course work." There was a close correspondence between the rank-orders observed among the eight "influencers" for 4th graders and the positions of the same items within the longer list for 8th graders. Television and Reading again lead the group, and Fairs, Radio, and Religious Groups/Organizations again brought up the rear. The only regional difference of interesting magnitude was the higher importance given to Parents and to Relatives/Friends by students from the South than by those from other regions. Regarding sex differences, there was an overall tendency for the girls to mark a greater percentage (30) of items "Greatly influencing attitudes" than did boys (26 percent). The only items sharply differentiating the sexes both in percentage marked and in rank-order were the two reading items, with

both considered more important sources of attitudes by the girls than by the boys.

High school seniors' responses to the "Items influencing" checklist are provided in table 20. Most 12th-grade responses paralleled those for 8th graders. Shifts of 10 percent or more included increases in the effect of Periodicals and of International Events on attitudes, and decreases in the effect of Travel (perhaps due to a closer reading of the item, "Travel to other countries"), Fairs/Museums, and Parents. At the regional level, the change of most interest is the increased influence of Relatives/Friends (from 27 to 40 percent) for students in the West, while at the same time a decreased influence in the other three regions. With regard to sex differences, it is interesting to note that although the female students retained their sizable lead in the importance of reading books in forming attitudes toward other nations and peoples, a similar lead at grade 8 in the importance of reading periodicals has essentially disappeared at grade 12. Most of the decrease in the percentage of students indicating that their parents greatly influence their attitudes is attributable to a decreased percentage of boys marking this item. Shifts in the comparative importance of relatives and friends in forming attitudes were also observed, with 24 percent of the boys and 37 percent of the girls in 12th grade selecting this category. By contrast, the remaining "People" item, teachers, was chosen with equal frequency by both sexes.

Intercorrelations among items influencing attitudes toward other nations and peoples, for items within the same clusters, are reported in table 21. The increase in correlation between reading books and reading periodicals between grades 8 and 12 is of interest, as are the higher correlations between the importance of parents and teachers than between either of these sources and relatives or friends. The highest correlations were those between national and international events, again with an increase from 8th-grade to 12th-grade responses.

The relatively high importance attributed to reading as a source of attitudes and opinions about other nations and peoples and some interesting differences by grade level and by sex have already been presented. A more detailed question was asked about reading, allowing a content analysis of the kinds of non-school reading undertaken by students in grades 8 and 12. A list of kinds of reading was presented, with the question, "Which of the following kinds of books, magazines, or newspaper articles have you read outside of school work in the past six months?" Responses to this question are given in table 22. In grade 8, percentages of students indicating each kind of reading ranged from 63 percent for Fiction to 18 percent for Politics. The average percentage was 35, a composite of about 32.5 percent for boys and 37.5 for girls. There were clear-cut sex differences in reading pattern. Girls led in the reading categories of Fiction, Art/Music, Fashion, and Other Nonfiction, by 16, 13, 37 and 15 percent, respectively. Boys led in the reading of Sports and Politics, by 39 and 5 percent. The latter difference, although small, is noteworthy because of the importance of the category and because it is in the opposite direction of the overall tendency toward greater percentages by the females. Males also led slightly in the reading of Current Affairs, but by a bare 2 percent. It should be noted that despite the much larger percentage of boys reading about sports, the percentage of girls doing so is by no means negligible. In fact, 41 percent of them report doing so, and this category ranks fourth among the 10 for girls. A growing trend in female participation in and attention to sports, as well as an increasing internationalization of sports participation and coverage, makes this an interesting topic to consider as a potential source of attitudes and interests regarding other nations and peoples.

In grade 12, selections of the several reading categories ranged from 65 percent for Fiction to 28 percent for Art/Music. The average percentage was about 40, up 5 percent from the 8th-grade average. Most of the increase occurred in four reading categories: Biography, up from 25 to 34 percent;

Fashion, from 20 to 34 percent; Current Affairs, 26 to 48 percent; and Politics, from 18 to 35 percent. Regarding sex differences, the percentages for Fiction and Sports were basically the same at 12th grade as at 8th. In the Art/Music category, the 12th-grade boys are much closer to the girls' level than they were in grade 8. In the Fashion category, most of the gain was for girls, so that at 12th grade they lead the boys on this topic by an impressive 56 percent. On the topics of particular interest for this report, Current Affairs and Politics, the boys were ahead by 5 and 6 percent, respectively. As was true of grade-8 data, those leads go against a general trend of higher average percentages of reading indicated by girls; 40 percent by 12th-grade boys, but 45 percent by girls. On the other hand, it is interesting to note that the two sexes made about equal gains on these two reading categories.

Student Interests

Two indicators of student interests in other nations and peoples were obtained; their wish to *study* selected countries, and to *visit* or *live in* those countries. In grade 4, the first question was asked by providing a list of the selected countries, with directions to "Circle the countries you would like to study most. You may circle as many as you wish." The same list was provided at the higher grade levels, with the question, "Which of the following nations would you like to study in depth?" The second question was asked of 4th graders with the statement, "Circle the countries you would like to visit with your family. You may circle as many as you wish." At the higher grade levels the second question was phrased: "Which of the following countries would you like to live in for at least six months?" After each listed country, the student was instructed to mark whether he or she "Would *not like* to live in" it, "Think I *might like* to live in" it, or "Would *like very much* to live in" it. Percentages of responses to these questions by 4th-, 8th-, and 12th-grade students are given in table 23.

Fourth graders' responses to the question regarding nations they would like to study ranged from 68 percent for Mexico to 26 percent for the U.S.S.R. and for Israel. Their responses regarding nations they would like to visit with their families in most instances vary but little from their "like to study" responses. Average percentages for the two questions were, in order, 40 and 39 percent.

Eighth-grade responses to the "Like to study in depth" question ranged from 29 percent for Canada to 12 percent for India. Differences by grade level in phrasing the question do not permit direct comparisons of responses by percentage. Rank-orders, however, are directly comparable. Shifts of at least four places in rank-order from grade 4 to 8 were Canada, from fifth to first rank, England from seventh to second, the U.S.S.R. from 14.5th to 9th, and India from 6th to 15th. With the notable exception of the U.S.S.R., these and the less pronounced shifts seemed to be generally toward countries relatively strong in cultural and historical ties to the United States, and away from those not strong in such associations. Another interesting comparison to the "Like to study" rank-orders are the "Nations studied" ranks provided in table 16. In this comparison, the most marked disparity is Canada, which ranked first as a nation the students would like to study, but 13th among "Nations studied recently." Teachers' perceptions of these student interests are reported later in this paper. There were differences in the same direction of 5 ranks for Mexico and of 5.5 ranks for Japan. In the other direction, the U.S.S.R. ranked first as a nation studied recently by 8th graders, but ninth as a nation they would like to study in depth, and China ranked 4th and 11.5th for "Studied," and "Like to study." It was noted above that "Study" and "Visit" responses were very similar for grade-4 responses. Such was not the case for 8th graders, who showed a clear preference for studying rather than visiting nations in the Soviet sphere—East Germany, the U.S.S.R., and China—as well as the nations of Israel and Egypt. On the other hand, visiting was

somewhat favored over studying in the instances of Mexico, England, and Italy. In general, the "Like to visit" responses were much more differentiated than the "Like to study" ones, with "Visit" percentages ranging from 6 to 35, but "Study" from 12 to 29 percent.

Twelfth-grade responses to the "Like to study in depth" question ranged from 37 percent for the U.S.S.R. to 11 percent for Taiwan. Between 8th- and 12th-grade responses on this question, Mexico dropped from 3d to 12th rank, and Spain from 6th to 10.5th. On the other hand, the U.S.S.R. moved up from ninth to first rank, and China from 11.5th to 4th rank. Comparisons can again be made between the "Like to study" rank-orders in table 23, and the "Nations studied" rank-orders found in table 16. Once again, the greatest disparity occurred for Canada, which ranked 2d as a country the students would "Like to study in depth," but 14th as a nation they have studied during the last 2 years. A difference of five ranks in the same direction was observed for Italy. In the other direction, West and East Germany ranked fifth and sixth as "Nations studied," but dropped to 10th and 14th as "Nations like to study." The pattern of differences between "Nations like to study" and "Nations like to visit" was essentially the same for grade 12 as that observed for grade 8, but the differences were even more pronounced. In the cases of the U.S.S.R. and China, the greater difference resulted from sharp increases in percent of students wanting to visit them. Conversely, increases in percentages of students wishing to visit England and France were such that there was a heightened preference for visiting rather than studying those nations.

Fourth-grade responses to the "Study" and "Visit" interest questions are presented in table 24 for students grouped by geographic region and sex. The only regional differences of interesting magnitude were the greater percentages of positive West German responses on both questions in the North Central and Southern regions than in the Northeast and Western ones. Differences by sex were observed for France, Spain, and Israel, each of which was more often selected by girls than by boys on both questions.

Eighth-grade responses to the "Study" and "Visit" questions for students grouped by geographic region and sex are given in table 25. Regarding "Like to study," a regional difference of interest is that Southern students indicated a clearly stronger tendency to want to study Mexico and a clearly weaker wish to study Canada than was true for the other three regions. The preference for Mexico on the part of students in the South was also present on the "Like to visit" question, but a weaker tendency for Southern than for other students to select Canada was not observed. On the "Like to study" question, girls tended to select Mexico, France, Spain, and Italy more often than boys, whereas boys more often selected Canada and the U.S.S.R. The Spain and U.S.S.R. differences are particularly dramatic when viewed from a relative-interest or rank-order perspective. Spain ranked 13th for boys, but *first* for girls; the U.S.S.R. ranked second for boys, but *last* (15th) for girls. On the "Like to visit" question, girls again tended to select France and Spain more often than boys, and boys again selected Canada more often. The U.S.S.R. was so unpopular as a place to "Live in for six months" that there was little room for differences; only 9 percent of the boys and 4 percent of the girls indicated that they would like to do so.

Responses of high school seniors to the "Study" and "Visit" questions for students grouped by geographic region and sex are given in table 26. Two differences associated with geographic region may be observed regarding the "Study" question. First, Mexico was relatively favored in the North Central and Southern regions, having middle rankings there but near-bottom rankings in the other regions. Second, there was a much sharper differentiation between Taiwan and China in the Northeast than in the other regions. With regard to the "Visit" question, England, France, and China were

clearly less often chosen in the West than in the other regions, and Spain was clearly more often chosen in the South than elsewhere. Sex differences on the two questions generally paralleled those observed for the 8th grade. Females more frequently chose to study France, Spain, and Italy, but males more often wished to study the U.S.S.R. The sex difference in percentage observed for the U.S.S.R. could not be reflected in the rank-orders, because at the 12th-grade level that nation ranked first for both sexes as one to be studied in depth, Regarding countries they would like to live in for 6 months, females showed stronger preferences than males for England, France, Spain, and Italy; the only clearcut male preference was for Canada.

Intercorrelations among 4th-grade responses to "Nations like to study" and to "Nations like to visit" are given in table 27. The results are systematic and intuitively reasonable.

Among responses to the first question, for example, the nation correlating highest with Mexico was Spain, and the one correlating highest with Canada was France. An examination of the several highest correlations is also instructive; these were East and West Germany (.83), China and Japan (.54), and Egypt and Israel (.52). The pattern of correlations for "Like to visit" also appears reasonable. Here, the highest correlations were East and West Germany (.76), Israel and Egypt (.52), Israel and Taiwan (.51), and China and Japan (.49). These pairings will be appearing with some regularity, both in this section and in the presentation of results regarding students' attitudes and perceptions. Although it was not unexpected that Egypt and Israel might be linked as nations students would like to study, it did come as a surprise to learn that there was also a high correspondence in students wishing to visit these countries. Given the hostile relations between these countries at the time the survey was conducted, one might have expected a polarization of interests and attitudes even among 4th graders, such that a negative correlation might have been observed.

Upon studying the table of intercorrelations, it becomes evident that there are networks of relationships among clusters of nations for the two questions. Among responses to "Nations like to study," for example, Russia shows substantial correlations with both Germanies, China, and Israel, and for responses to "Nations like to visit," Russia is in a network of high correlations with Taiwan, Israel, and Egypt. To help make the results more interpretable from the clustering perspective, then, hierarchical cluster analyses were carried out, using the correlations as indicators of "similarity." The method used was of the "complete linkage" type, in which "a cluster is defined as a group of entities in which each member is more similar to all members of the same cluster than it is to all members of any other cluster" (Blashfield, 1976, p. 378). A more general technical discussion of the procedure will be given later in this paper, when results are presented regarding student attitudes and perceptions. At present, the analysis can best be described by turning to an instance of its use.

Figure 1 presents the hierarchical cluster analysis derived from 4th-grade intercorrelations among "Nations like to study," given in the upper triangle of table 27. The three tightest or most compact clusters are the pairs of countries already noted, East Germany-West Germany, China-Japan, and Israel-Egypt. It will be noted that the compactness of these pairs is indicated on the scale provided in figure 1, and that the values correspond to the respective correlations given in table 27. The next cluster to emerge, in descending order of compactness, results from the joining of the Israel-Egypt entity by Russia. The level of compactness is .41, the lowest correlation between Russia and either member of the Israel-Egypt cluster. The Israel-Egypt-Russia cluster is next expanded to include Taiwan, at the .35 level of compactness determined by the lowest correlation between Taiwan and a member of the three-nation cluster;

i.e., between Taiwan and Egypt. Taiwan's membership in this cluster, rather than one including China, illustrates how countries that "belong together" in some way may be "pulled apart" in the cluster analysis by stronger, overriding relationships. Although Taiwan's strongest relationship was with China (r=.38), the strong China-Japan relationship (r=.54) had priority, and the weak Japan-Taiwan correlation of .19 resulted in the analysis moving Taiwan away from the China-Japan cluster (and hence away from China), and toward the Israel-Egypt-Russia cluster. A similar examination of figure 1 and table 27 data will indicate that the final and least compact clustering was that joining the cluster of six nations including Mexico to the cluster of nine including Russia, and that the correlation of −.13 for this joining, indicated in figure 1, corresponds to the negative correlation reported in table 27 between Mexico and Russia. The France-Spain-Italy-England cluster might be characterized as a European/cultural roots grouping, Mexico-Canada as a Neighbors/Shared cultural heritage grouping, and the combination of these as a "Like us" cluster. The only anomaly in this description is the absence of the Germanies. The two Germanies have very low correlations with Mexico on the "Like to study" question which is primarily responsible for this placement.

Figure 2 presents the hierarchical clusters derived from 4th-grade intercorrelations among "Nations like to visit," given in the lowest triangle of table 27. Here again pairings evident in the table of correlations are readily identified in the corresponding cluster analysis. Most pairings in figure 2 correspond to those in figure 1, as does the Israel-Egypt-Russia-Taiwan cluster. Beyond that, however, the branching configuration in figure 2 departs from that in figure 1, and the larger clusters are more difficult to describe parsimoniously.

Intercorrelations among 8th-grade responses to "Nations like to study" and "Nations like to visit" are given in table 28. As was true for grade 4, East and West Germany, and China and Japan were highly correlated on the "study" question, as were East and West Germany, and Japan and China for the "visit" question. For other similarities and contrasts, it will be useful to refer once more to hierarchical clusters.

The hierarchical pattern of clusters for 8th-grade responses to "Nations like to study" is shown in figure 3. The first large cluster to emerge was the same six-nation group observed for grade 4, a Western Europe plus Canada and Mexico grouping that might be labeled "Like us." Within the cluster, Mexico has moved away from Canada and has gravitated toward Spain, as though shared language and customs were now more compelling than "New-World" or "Near-us" status. A low correlation (−.08) between China and Canada separated a second cluster, Japan-China-Taiwan-Israel, from the first. Two low correlations, one between Canada and Egypt, and another between Mexico and the U.S.S.R., separated a third group from the first two major clusters, at a correlation-distance of −.18.

Hierarchical clusters for 8th-grade responses to "Nations like to visit" are shown in figure 4. The configuration departs in substantial ways from that for 8th-grade "study" responses and from 4th-grade "visit" ones and is perhaps best described in its own right. The first major cluster includes seven nations, which, except for the anomalous presence of Taiwan (with its anomalous linkage to Spain), could be described as a Western Europe or Cultural Heritage grouping. The second major grouping consists of six nations that might be described as Eastern/Oriental with Russia considered more Eastern than Western. The final grouping is the Canada-Mexico pair of Near-us nations.

Intercorrelations among high school seniors' responses to the "Study" and "Visit" questions are given in table 29. For the former question, the East and West Germany pair again emerged as by far the strongest, but a new ordering of high-correlation pairs appeared for the visit responses, with Russia-China, Japan-Egypt, East Germany-West

Germany, and Italy-Spain appearing, in that order.

The hierarchical cluster pattern for 12th-grade responses to "Nations like to study" is presented in figure 5. Three rather distinct major clusters are evident. The first, Taiwan-India-Japan-Israel-Egypt, might be described as "Oriental" or "Not like us," and the second, France-England-Italy-Spain-Canada-Mexico, as "Western" or "Like us." The two are given a low, $r = -.04$, linkage determined by the correlation between Canada and Egypt. The last major cluster, East Germany-West Germany-Russia-China, is widely separated from the cluster made up of the first two major ones, as indicated by the limiting case of the Russia and Taiwan correlation, $r = -.16$. In fact, the large distance between countries in this cluster and other countries is pervasive. It may be seen in table 29 that on the "Study" question, Russia correlated negatively with Taiwan, Mexico, Italy, Spain, and Canada; China correlated negatively with Mexico, Canada, and England; and East Germany correlated negatively with Canada, Spain, and Taiwan. What seems clearly to be operating is a Soviet alignment-non-Soviet alignment distinction, with West Germany appearing in the third cluster only because of its very strong relationship to East Germany.

The hierarchical cluster pattern for the responses of high school seniors to the "Nations like to visit" question is given in figure 6. As has been observed for the other grade levels, the "Visit" clusters are less readily interpretable than those for the "Study" question. The first two major clusters, Taiwan-India-Mexico and Japan-Egypt-Israel may be jointly characterized as a non-Soviet, Not-like-us grouping; the next major cluster, Italy-Spain-France may be described as a Western European, cultural-roots set of nations; and the next, Russia-China-East Germany-West Germany is linked because of its close association with East Germany (much as was noted for the same four-nation clusters in the figure 5 discussion). The final group of nations to join the over-all cluster is the Canada-England pair. The fact that these countries share major cultural components, including language, with the U.S.A. may well be what sets them apart from the others.

Student Knowledge of Other Nations and Peoples

Data from the knowledge tests will be examined from two perspectives. First, individual item statistics will be considered from a content-reference viewpoint, using data for all students combined at each grade level. Next, normative data for total knowledge scores and, in the two higher grade levels, for selected knowledge subscores, will be discussed. This will be done at each grade level for all students combined, and for students grouped on selected variables.

Individual Item Statistics

As noted earlier, the knowledge items were written so that the relative attractiveness of each alternative would invite a content-referenced examination of the results. Individual item statistics will be presented with this objective in mind.

Items will be presented in a reordered sequence to facilitate discussion. The percentage of students at each grade level choosing each item alternative will be provided. The knowledge tests were scored for "Rights Only," and students were instructed to answer every item. The resulting rate of omissions averaged less than .5 percent, and never exceeded 3 percent for an individual item.

Map location items.—The first cluster of items for discussion will be those in which the students' task was to locate each of the countries featured in the knowledge test on an outline map of the world provided on the facing page of the test booklet (see figure 7). These six questions and their item statistics are shown in table 30.

The percentage of correct responses will be considered first. The relatively high percentage of 4th-grade students who correctly

located the U.S.A. and Mexico indicates that the task of locating countries on an outline map was in itself reasonable at this grade level. France, China, and Egypt were each located correctly by about 30 percent of the students, only slightly higher than the 25 percent that would be expected by pure chance. Russia was correctly located by only 24 percent of these students.

Eighth graders located the U.S.A. and Mexico correctly a little more than 80 percent of the time. The U.S.S.R., interestingly, rose from the lowest to third rank between the 4th and 8th grades, with 72 percent locating it correctly. There was at this grade level a clear differentiation among China, France, and Egypt, with 66, 59, and 47 percent correct locations respectively, suggesting differential learning about these countries between grades 4 and 8. The fact that fewer than half of the 8th graders could correctly locate Egypt is noteworthy, particularly given the prominent news coverage of Egypt before and at the time of administering the knowledge tests, and the likelihood that Egypt is the best known of all the African countries.

Familiarity with the U.S.S.R. was again indicated in grade-12 responses; the U.S.A., Mexico, and the U.S.S.R. were in a near three-way tie in the high 80's. China and France were intermediate, with each correctly located by 79 percent of the high school seniors. Egypt was again least known, having been correctly located by only 59 percent of the seniors.

The selection of error responses to the six "location" questions provides a supplementary source of information. On the first question the differentiation of error responses among 4th graders, with Canada chosen by 21 percent and Mexico and Colombia each chosen by only 3 percent of the students as the location of the U.S.A., indicates that 4th graders were probably responding meaningfully, even when erroneously, to the "location" questions. There is a consistency in error patterns across grade levels that is of interest. At all three grade levels, the most chosen distractor for locating the U.S.A. was Canada; for Mexico it was Colombia; for France, Sweden; for the U.S.S.R., China; and for Egypt, Algeria. The only exception to this pattern was China, which was most often placed in India by 4th and 12th graders, but in Japan by 8th graders. In general, these most chosen wrong locations were the most plausible errors. It is noteworthy that even among high school seniors a tenth of the students located the U.S.A. in Canada. In the case of locating Mexico, it should be noted that Colombia is separated from Mexico by several intervening nations and is in fact on another continent. In locating France, the fact that Sweden, located far to the north and separated from central Europe by the North and Baltic Seas, would be chosen by nearly one-fourth of the 8th graders and one-seventh of the seniors suggests serious weaknesses in geographical information. It is also surprising that England, an island nation, would be chosen by one-ninth of the 8th-grade students. The 4th graders' lack of map-knowledge of Russia indicated by their low percentage of correct responses is even more evident when the error choices are examined. One-fifth of the students located Russia in Japan, again an island nation, and more than one-third placed it in China. The percentage of 8th and 12th graders placing the U.S.S.R. in China drops sharply, but it is surprising that one-tenth do so in grade 12, given the extensive coverage of the U.S.S.R. in classroom instruction, and of both the U.S.S.R. and China in the news media. The location of China in India by about one-third of the 4th graders and about one-tenth of students in the higher grade levels can be considered in the context of noting that the two nations face onto different oceans, differ considerably in size and contour, and that both have been relatively prominent in news coverage. A general lack of information about Egypt is suggested by the tendency for error responses to be quite generally distributed over the three wrong choices. It is evident that little gain occurred between 8th and 12th grade, particularly in respect to locating Egypt in India or Algeria. The fact that even among seniors, 41 percent c[illegible]d not locate

Egypt correctly is particularly surprising, given the news coverage of Egyptian and other Middle East affairs, following the "Yom Kippur War" of October 1973 (coverage extending through Egyptian-Israeli disengagement in May 1974, and Nixon's visit to Egypt in June 1974). One-fifth of the 8th graders and one-sixth of the seniors placed Egypt in India—some 4–5,000 miles to the east and on a different continent. Overall, a review of the location error patterns seems to suggest that the farther one moves from the U.S.A., the more often highly implausible error choices are selected.

Items referring to the U.S.A.—The second cluster of items is given in table 31. Students appear to have made a reasonably good showing on question 7, regarding the Great Plains. If some uncertainty of the western limits of the Great Plains is acceptable, then 12th graders, in particular, appear quite well informed on this question. On question 8, the fact that one-fourth of the 4th graders and one-eighth of the 8th graders selected the people of France, rather than of the U.S.A., as speaking the same language as the English was unexpected. It would be desirable to follow this information up with interview questioning for clarification. On question 9, concerning European settlements in the U.S.A., students seemed again to be generally well informed. There was a very satisfying progression in correct responses to question 10—"Who makes the laws of the United States?"—from a chance-level 24 percent of 4th graders to 82 percent of seniors. There was also an interesting shift in error responses, from "The President" at grade 4 to the more plausible "The Supreme Court" at grades 8 and 12. These and related findings may have been influenced by the fact that the Watergate trial was in progress during the data-gathering period (October–December 1974) for this study. Substantial progress in recognizing the basic intent of the Bill of Rights was suggested by the increase in correct responses to question 11, from 49 percent for 8th graders to 70 percent for 12th graders. Considering the centrality of this document and its significance for individual freedom, one might hope for a substantially higher percentage of students able to answer this question correctly by the time they approach high school graduation. The rather low percentage (34) of seniors correctly answering question 12 was no doubt due in part to a lack of knowledge of the level of regional self-government in the other countries listed. On the other hand, it should be reasonable to expect students to have some comparative knowledge of governments, in order to put each in perspective. Students generally seemed aware that most Federal revenue comes from taxes; even at grade 4, 71 percent of the students answered question 13 correctly. Federal expenditures since World War II in categories corresponding to those given in question 14 have been approximately as follows: communication and transportation, 4.1 percent; education and manpower training, 4.6 percent; general science and space technology, 1.4 percent; and defense, 34 percent. Given the high percentages of 8th and 12th graders ranking space travel highest (50 and 41, respectively), it is evident that many students substantially underestimated the relative expenditures on both defense and education.

Three of the items regarding the U.S.A. overlap grades 4 and 8, and six overlap grades 8 and 12. Changes between grades 4 and 8 in percent passing these items ranged from 11 to 35 percent, with a median change of 27 percent. Those for 8th–12th-grade items ranged from 3 to 23 percentage points, with a median of 18. On a normalized scale, these changes represent an average shift of .64 standard deviations in item difficulty from grade 4 to grade 8, and of .46 standard deviations from grade 8 to grade 12.

Items referring to Mexico.—The third set of items is presented in table 32. A clear progression is evident for item 15, for which the percentage of students indicating that Canada or England have warmer climates than Mexico were 21, 6, and 3, in ascending order of class level. Students did not fare nearly as well on the next question, regarding

the predominance of Roman Catholicism over other religions in Mexico. It may be that in some instances the selection of "Mayan" and perhaps of "Judaism" reflected a misreading of the question, with "predominant" interpreted as "first in sequence." The pattern of responses to question 17 suggests a substantially greater awareness of Mexico's Spanish heritage than of her Indian heritage. Question 18 responses show a widespread unawareness of Mexico's having an elected president. Responses to question 19 are far more striking, however, particularly when the error choices are considered. A pronounced lack of awareness of political history must underlie the 63 percent of 8th-grade and 42 percent of 12th-grade selections of either West Germany or the United States as having the same political party in power since 1939. The high percentages of correct responses to the last question in this group suggest an almost stereotyped association between Mexico and its monetary unit, the peso.

Only two items in this set overlapped grades 4 and 8. Percentage gains were 19 and 25 on these items. All six items overlapped grades 8 and 12. Increase in percent correctly answering ranged from 1 to 25, with a median of 18.5. On a normalized scale, shifts in item difficulty between grades 8 and 12 on these six items averaged .42 standard deviations.

Items referring to France.—Knowledge items referring to France are shown in table 33. Responses to the second question, item 22, indicate weaknesses both in geography and in awareness of political/military history. It would be interesting to learn whether more students would select "Germany" if the word "military" were included in the question. As it now stands, students' awareness of World Wars I and II would appear far less acute than their parents might expect. Item 23 is noteworthy in part because of nearly identical response patterns for grades 8 and 12, and in part because the question was correctly answered at a less-than-chance level. There may again be a "generation gap," as the title of President and the name of Charles DeGaulle figured prominently in the news during much of his Presidency of the Fifth Republic, from 1959 to 1969. The 43 or 44 percent of students who chose "The Prime Minister" were partly correct, in the sense that the Fifth Republic has a strong executive branch. Fourth-grade responses to question 24 suggest very little awareness of products of France; the large percentage answering "Oil" probably indicates some awareness of the current importance of oil. The fact that one-fourth of 8th graders selected answers as unlikely as oil and cotton suggests a serious lack of even basic information about France at that grade level. Only one-tenth of the 12th graders chose these options, indicating an increased awareness of economic factors at that grade level.

For the four items answered by both 8th and 12th graders, changes in percent passing ranged from −2 to 20, with a median of 14.5. These changes result in an average shift of .34 standard deviations.

Items referring to the U.S.S.R.—These questions are presented in table 34. Responses to question 26 again indicate a weakness in even very basic geographical information. At all three grade levels, about one-eighth of the students chose China as the country located in both Europe and Asia. India, a somewhat more plausible alternative, was chosen by a diminishing percentage of students, from 28 percent in grade 4 to 15 percent in grade 12. Poland is perhaps the most plausible distractor, particularly if some students tend to associate the present East-West political division with the Asian-European geographical division. Even so, the displacement of the Asian-European division is almost breathtaking, considering that Poland is about 4,000 miles west of the Urals. In question 27, all three alternatives to the Soviet Union as countries "hindered by a short ice-free coastline" are far-fetched, yet nearly two-thirds of 8th-grade and one-half of 12th-grade students failed to recognize that this description applied to the U.S.S.R., either by virtue of direct knowledge about the U.S.S.R. or by elimination of the three implausible alternatives. Fourth-grade responses to question 29, with two-thirds indi-

cating that the United States is a communist government, are interesting in two respects. First, they suggest that the term "communist government" has very little, if any, meaning to most fourth graders. Second, this is the clearest instance among several in the knowledge test that the 4th graders tend to have a strongly United States-centered view of the world, with a tendency when in doubt to select the United States when it is one of several nation alternatives. This tendency will also be noted in the analyses regarding perceptions of nations and peoples. Five-sixths of the 8th graders correctly identified the U.S.S.R. as a country with a communist government but, interestingly, more than half of those choosing other countries again selected the United States. Some 97 percent of the 12th graders answered correctly, making this one of the two easiest items in the test for students at this grade level. The next three items, 30, 31, and 32, all show a much higher percentage of correct responses by 12th graders than by 8th graders, suggesting substantial learning between 8th and 12th grades about the U.S.S.R. regarding the form of government, the use of production quotas, and state ownership and operation of industries. Only a modest difference appeared between the two grades in question 33, regarding foreign trade.

Among the eight items about the U.S.S.R. answered by both 8th and 12th graders, differences in percent passed by the two grades ranged from −4 to 31 percent, with a median change of 13. These changes result in an average difference of .37 standard deviations.

Items referring to China.—Test questions about mainland China are presented in table 35. The U.S.A.-centeredness of 4th graders is again apparent in item 34 data, by the large percentage selecting the U.S.A. as having the most people (when compared to Russia, Canada, and China). An increasing awareness of the relatively sparse Canadian population is indicated by the changes in percent choosing that country as most populous—dropping from 15 percent at grade 4 to 1 percent at grade 12. There was a marked progression in responses correctly indicating China as most populous, rising from 9 percent at grade 4 to 66 percent at grade 12. The next questions, regarding the several dialects of spoken Chinese and certain general aspects of Chinese culture, were difficult, as expected, with 8th graders answering with only slightly better than chance success, and somewhat less than half of the seniors answering correctly. Students fared much better on question 37, which refers to the improvement in U.S.A.-mainland China relations that was given conspicuous attention beginning with President Nixon's 8-day "Journey for Peace" to that country in February 1972. China's "cultural revolution" waged against "anti-party intellectuals," primarily from 1966 to 1969, was the topic of question 38. Only 13 percent of the seniors correctly linked this description of events to China, making this the hardest question in the test. These results again invite the question of whether major events are more real and memorable to people who have actually lived through a period during which they occurred than to those who have heard or read about them some time after the fact. At all three grade levels responses to question 39 indicate that a sizable portion of students recognized that most people in China are laborers—whether in factories or on farms (with 77, 88, and 91 percent at the three grade levels choosing one of the two), rather than "white-collar" government workers or teachers. There is essentially no progression over the three grade levels, however, in recognizing that farmers substantially outnumber factory workers in China. Regarding transportation in China, there is a marked progression from 31 percent of the students at grade 4 to 74 percent at grade 12, who recognized the predominance of the bicycle there. Among the error choices, "automobile" was chosen much more often than "bus" in the lower grades but not at grade 12, also suggesting an increasing awareness of economics in China.

Among the four items answered by both 4th and 8th graders, changes in percent passing ranged from 1 to 36, with a median

of 26.5. Among the five items given at grades 8 and 12, the low, median, and high changes in percent pass were 2, 15, and 29, respectively. On a normalized scale, these changes represent an average shift in item difficulty of .63 standard deviations from grade 4 to grade 8, and of .42 standard deviations between grades 8 and 12.

Items referring to Egypt.—The cluster of items referring to Egypt is shown in table 36. Responses to question 41 indicate, as one might imagine, a rather general awareness that much of Egypt's land area is desert. Rather less expected were the modest percentages (38, 43, and 52) of students correctly indicating that Egypt is an Arab country. Particularly unexpected were the sizable percentages (35, 48, and 42) who identified Israel rather than Egypt as being an Arab country. In a few instances this response may have been whimsical, but the students generally appear to have treated these questions and the other measures very seriously. It may well be that many of these responses were made by students almost totally uninformed about Egypt, but sufficiently informed about Israel to realize that its population includes a sizable number of Palestinian Arabs. A less optimistic explanation probably applies to the majority of students selecting Israel, however, as well as to some who correctly selected Egypt. That explanation is that many (perhaps most) of the students selecting either Egypt or Israel as being an Arab nation (73, 91, and 94 percent) tended to lump the two countries together in a vague, poorly differentiated cluster of interests, attitudes, perceptions, and fragments of information. This interpretation seems to have the support of other data gathered in this study regarding the two countries. The impression is further reinforced by responses to question 44, in which Golda Meir, who was Israel's Premier until a few months before these tests were administered, was more often chosen as the President of Egypt than was Sadat, Hussein, or Nasser by 8th graders, and also more often than the latter two by 12th graders. Responses to question 46 show very little awareness of the Aswan Dam on the part of 8th and 12th graders, with 15 and 29 percent correctly responding from those grade levels. The Suez Canal, figuring prominently in both history and current events, was chosen more often (37 and 36 percent) than the Aswan Dam (15 and 29 percent) as providing increased irrigation. Particularly dismaying is the fact that 31 percent of 8th-grade and 23 percent of 12th-grade students indicated that the Nile Delta was constructed (!) to provide increased irrigation. Despite the current importance of crude oil supplies to the U.S.A. and to the world, more than three times as many high school seniors (55 percent) selected Kuwait as relatively "oil-poor" as the percentage indicating that Egypt was in that category. Even Iran, longer and more widely known as a major oil-producing nation, slightly outpolled Egypt as having the least amount of crude oil of the nations listed.

Three of the items regarding Egypt overlap grades 4 and 8, and six of them overlap 8 and 12. Changes in percent passed for the former three items ranged from 5 to 12, with a median of 7.3. Similar changes within the latter six items ranged from −3 to 18, with a median of 13.5. These changes result in an average shift of .19 standard deviations in item difficulty from grades 4 to 8, and of .31 from grades 8 to 12. Egypt is the only country for which the shift was greater from grade 8 to grade 12 than from grade 4 to grade 8.

Items referring to the world.—The final cluster of knowledge items, shown in table 37, refers to the world or to some combination of nations. The first item, calling for the knowledge that most of the earth's surface is made up of oceans, was answered handily with percents passing of 69, 79, and 88. The next question, 49, asked for the world's population. Alternatives presented to 4th graders ranged from 350 thousand to 35 billion. Twenty percent answered correctly; most of the other students chose the largest available number. It seems likely that most 4th graders had no idea of the correct number, and that the natural tendency in such a case was to choose the largest number given.

253-112 O - 79 - 4

Eighth- and twelfth-graders' alternatives ranged from 600 million to 5.2 billion. Here, the largest (but much more plausible) answer was nearly twice as popular as the correct answer at grade 8 (41 versus 23 percent), and nearly as popular as the correct answer for seniors (35 versus 37 percent). When asked which of several continents was most densely populated (question 50), many 8th- and 12th-grade students (30 and 41 percents, respectively) selected Asia rather than Europe. (A casual poll of generally well-informed adults yielded similar results. This may reflect a sense of the "teeming masses" of China, India, etc., not counterbalanced by taking into account the large, very sparsely inhabited parts of Asia's interior and the fact that there are no such large areas in Europe.) The average population densities are in fact not too different: about 175 people per square mile in Europe, and about 135 in Asia. The universality of language as opposed to selected other attributes of groups of people was correctly indicated by 52 percent of 4th graders in answer to question 51, and by 57 and 56 percent of 8th and 12th graders, in answer to question 52. In recognizing further the greater universality of spoken than of written language, correct responses to question 52 dropped to 27 and 42 percent. Two-thirds of 8th and 12th graders perceived "An increasing birth rate" as most responsible for the increase in the world's population during the last 50 years, rather than "A decreasing death rate." The latter was selected by 16 percent of 8th graders and 26 percent of high school seniors. It is encouraging that the percentages of students indicating that most nations are members of the United Nations progressed from 35 to 89 over the three grade levels. However, the alternatives are so far afield that many seniors may have simply "backed into" the correct answer by eliminating the other possibilities. It would be interesting to see how many would still select the UN if such alternatives as the League of Nations, the World Federation for Peace, or the North Atlantic Treaty Organization were included. Percentages of students recognizing that the U.S.A. is one of the countries that have sent rockets to the moon were 92, 98, and 99, for the three grade levels. Those correctly indicating that the two countries to do so were the U.S.A. and Russia (and *not* China) were 70, 88, and 97 percent. Data from question 56 suggest that for most students, the "Common Market" has no specifically European connotations. In grades 8 and 12, 78 and 61 percent of the students selected non-European countries as Common Market members.

Four of the "World" questions are shared (without rephrasing) by grades 4 and 8, and nine by grades 8 and 12. Changes in high, median, and low percent passing among the former set of items are 3, 14, and 31. Those among the latter subset are −4, 10, and 23. Changes in percent passing the items shared by 4th and 8th graders averaged .45 standard deviations; those for items shared by 8th and 12th graders averaged .39 standard deviations.

Normative Data Regarding Knowledge Scores

Normative data for knowledge scores will be presented separately for each grade level, with students grouped by geographic region and by sex. Similar analyses were performed for students grouped according to the size of the school community (rural, town or small city, large city), but because these yielded neither systematic nor significant differences, the results will not be reported here.

In addition to the total knowledge score, 8th- and 12th-grade subscores will be reported for items clustered by "nation" (with the map location items reassigned to the appropriate nations) then reclustered by "discipline." Items from the grade-4 test were clustered into just two discipline categories, "Geography" and "Other," because of the small number of items for each nation and each discipline except Geography.

Fourth-grade scores.—Total scores and subscores for 4th-grade students grouped by geographic region are presented in table

38. For the set of 26 test items, the highest and lowest mean total scores were 11.6 for the North Central region of the country and 10 [illegible] he South. The difference is about or [illegible] standard deviation, and is significa[illegible] at the .001 level. Similar but proportionally greater differences were observed for the Geography subscore, in which the North Central students scored at two-thirds of a standard deviation higher than those in the South. Regional subscore differences for "Other Disciplines" items were slight and not statistically significant.

Test scores for the 4th graders, grouped by sex, are given in table 39. On the total score, males scored about 10 percent higher than females, a difference of about one-third standard deviation, with $P < .01$. This difference is interesting, in view of the generally higher achievement levels of girls. As with the data for students grouped by region, differences in the Geography subset of items were significant, but those for the "Other Disciplines" subset were not.

Eighth-grade scores.—Knowledge test scores for 8th graders grouped by geographic region are given in table 40. For the full set of 52 items, the average score for the South, 22.8, was about one-half standard deviation below scores for the other regions, which averaged 25.9. The probability that this was due to chance was less than one in 1000 ($P < .001$). This score pattern held for each of the "nation" and "discipline" scores as well. Using a significance criterion of $P \leq 0.25$, mean score differences were significant for the U.S.A., U.S.S.R., China, France, and World subscores. They were also significant for the Geography subscore but not for the other "discipline" subscores—a result consistent with that reported for grade 4.

Test scores for students grouped by sex are presented in table 41. For the full set of items, the male and female group mean scores were 26.3 and 24.6, respectively, a difference of about one-fourth standard deviation. Among the nations and disciplines subscores, the female students had the same average scores as did the males for France, and a very nearly equal average for Cultural items. They scored moderately but consistently lower on all other item subsets, with significant differences in the cases of subscores for Egypt, Geography items, and Political items.

Twelfth-grade scores.—Knowledge scores for 12th graders grouped by geographic region are given in table 42. For the 54 items in the full test, the average score for the South, 29.5, was about 0.30 standard deviations below scores for the other regions, which averaged 31.7. The probability that this difference was due to chance was $P = .02$. Note that differences in total score associated with geographic region were somewhat smaller for grade 12 than for grade 8. As was true for the 8th-grade data, this score pattern held for all nations and disciplines subscores. Again using the $P \leq .025$ criterion, however, these differences are significant only for the Mexico, France, and Geography subscores.

Test scores for high school seniors, grouped by sex are shown in table 43. Unlike the regional differences, which were somewhat smaller for 12th- than for 8th-grade knowledge scores, the sex differences are more pronounced at the higher grade level. In grade 12, mean total scores were 33.2 and 29.3 for males and females, respectively, differing by more than one-half standard deviation. The difference is present for all of the "nations" and "disciplines" subsets of items, with $P = .001$ for all categories but "cultural," where $P = .02$.

Student Attitudes and Perceptions

Results from the attitude measures ("Scatter Inventory" for grade 4, and "Semantic Differential" for grades 8 and 12) and perception measures (using paired comparisons of perceived distances between nations) will be considered together in this section of the report.

Analytic Strategy

At each grade level semantic differential data were analytically combined into relatively homogeneous scales by factor analytic

procedures.[1] Scores were then computed for countries on each composite scale (factor). In the following sections results will be presented by discussing the nature of factors obtained as these reflect the ways in which students perceive countries and peoples. The scores computed for individual countries and peoples will be used to characterize students' views of them.

Paired comparisons data were subjected to a somewhat more lengthy and complicated procedure. Before clustering and scaling (or spatial mapping) were performed, the data were examined for unique student points of view. If distinctly different ways of viewing countries were operating, an average might be meaningless. For example if one person judged England and France to be "Hardly different" and another judged them to be "Extremely different," then the average for the two persons would be quite misleading. This possibility was dealt with in the extreme multivariate case following suggestions by Tucker and Messick (1964), although the procedures were computationally somewhat different. Basically, subject (student) variation was factor-analysed and points of view (POV's) were chosen to represent the two extremes of each resulting dimension.[2] At grade 4, for example, student variation was adequately summarized by three dimensions or factors and so six points of view—3 factors × 2 extremes—are available as summarizations of individual differences.

In addition to unique POV's, an average solution POV was developed at each grade level. These average solution POV's account for 79, 89, and 92 percent of the total student variance in grades 4, 8, and 12, respectively. Thus, while the unique POV's are useful for understanding individual variation, the average solutions are meaningful and interpretable.

Each viewpoint, whether a grade's average or a unique POV, was subjected to two forms of analysis. First, an hierarchical cluster analysis combined countries into clusters based on their judged similarity. The method used was of the "complete linkage" type where "a cluster is defined as a group of entities in which each member is more similar to all members of the same cluster than it is to all members of any other cluster" (Blashfield, 1976, p. 378). The resulting clusters may be viewed as "types" of countries with interpretation focusing on the members of clusters and the clusters' tightness.

The second form of analysis was nonmetric, multidimensional scaling, in which a variant of Kruskal's (1964) procedures was used.[3] Here countries are arrayed in a Euclidian multidimensional space such that judged similarities correspond to the dis-

[1] Both country and person main effects (means) were removed from the data before correlations were computed among semantic differential variables. This allows the identification of those variables that are associated with one another regardless of the countries under consideration or the persons completing the ratings. The within person and within country correlations therefore reflect person × country interaction which can be regarded as the best estimate of population variance in such a person × country design.

The within correlation matrix was factored by several methods including minres with orthogonal (varimax) rotation, direct quartimin, and direct geomin. Except for geomin, discussion of these methods will be found in Harman (1976). Direct geomin is due to Yates (1974).

Throughout our analyses, the varimax, direct quartimin, and direct geomin solutions were reasonably congruent. Differences were easily understood as attributable to different systems of reference (oblique or orthogonal factors) and different definitions of simple structure (e.g., direct geomin allows complex variables to load more than a single factor). Direct geomin results are presented in this report. The ranked country deviations reported are rescaled factor scores and include country variance unlike the reported factor patterns and factor intercorrelations.

[2] A modification of Tucker and Messick's (1963) points of view (POV) analysis was employed. It involves an Eckhardt-Young decomposition of the data matrix to yield the eigenvectors (factors) of both the person space and the paired comparison (stimulus) space. Person factors were rotated using a direct quartimin oblique transformation (Jennrich and Sampson, 1966) in order to locate clusters of individuals who had similar patterns of comparative judgments. An oblique rotation was chosen because the first unrotated factor accounted for a large proportion of the subject variation. Obliqueness was necessary to allow this common variance to be spread among the various POV's.

Individuals who were highly representative of each factor or POV were identified in these direct quartimin rotations: Vectors passing through these individuals in the subject space were the basis for computing new pair-score matrices representing the judgments of "idealized individuals." The "idealized individuals" are thus located in the subject sample space but differ from the actual reference individuals whose pair-score matrices may reflect errors and idiosyncratic judgments which are not shared with the rest of the sample. Perpendicular projections (factor structure coefficients) were used in obtaining the pair-score matrices (idealized individuals) because they are not influenced by the choices of other idealized individuals.

Pair-score matrices for each POV were subjected to nonmetric, multidimensional scaling (see footnote 3).

[3] The nonmetric, multidimensional scaling method used is closely related to that proposed by Kruskal (1974). However, instead of Kruskal's least squares method, a balanced least squares monotone transformation was used (Yates, 1972). The initial configuration for the nonmetric scaling was obtained by Torgerson's (1958) metric multidimensional scaling method. These departures from standard methods were designed to avoid problems of local minima and degeneracy.

tances between countries in the space. The dimensionality of the space is then reduced systematically to the point at which distances in the space no longer reflect the judged similarities to an acceptable degree. In nonmetric scaling the ordering or relative size of the distances is to be preserved rather than the absolute distances themselves. Results are presented as "pictures" of the reduced Euclidian space and interpretive attention is focused on the topology of country locations. Two pictures will be presented at each grade level. They differ only in perspective or in scale and are intended to facilitate the interpretation of each grade's results and differences among the three grades.

Results

Grade 4, average solution.—Figures 8a and b present two views of a three dimensional scaling of the average 4th grader's judgments of country similarity.[4] Figure 8b is a 180-degree rotation of 8a around the Value 3 axis. This was accomplished by changing the signs of both Value 1 and Value 2 projections. The figure 8b view corresponds to what one would see looking at 8a from underneath the far corner of the perspective plane. Figure 9 presents the hierarchical clustering of the same data. The most notable characteristic in both cases seems to be the treatment of the U.S.A. as apart from the rest of the world. In figure 8 the U.S.A. is clearly set apart, and this is mirrored in figure 9 where it is the last to cluster. On the bottom-most scale of figure 9, the U.S.A. is 1.29 units different from all other countries. This is the largest difference on the scale, outstripping such obviously large differences as Russia and Israel-Egypt combining at about 1.08.

Table 44 presents results of the semantic differential at grade 4. We have chosen Desirable, Rich/Strong, Not Like Us, and Large as shorthand names for the factors. Note that the U.S.A. is placed at one extreme of each factor and that the most similar other country in each case is still distinctly different. In fact, the only difference between consecutively ranked countries that exceeds the U.S.A.'s differences from its next ranked neighbors is Russia versus Egypt on the Desirable factor. Thus in the semantic differential data there is the same separation of the U.S.A. from the rest of the world that was found in the paired comparisons data, and the 4th-grade average view may be characterized as having a distinct "we-they" flavor, in which the U.S.A. is seen as exceptionally Desirable, Rich/Strong, and Large.

A second notable characteristic of the figure 8 space is the Egypt-Israel-Russia cluster. (A comparison of figures 8a and b will clarify the confusion caused by the visual alignment of England and the U.S.S.R.) Figure 9 shows that Russia is not a central member and indeed the third dimension "lifts" Russia so that proximities with England and France are maintained, suggesting a European plane. The pairing of Egypt and Israel with Russia as an outlying cluster member is reflected in the semantic differential where all three load negatively on Desirable, Rich/Strong and Large, and load positively on Not Like Us. Differentiation among the three countries occurs on Factors I and III, Desirable, and Not Like Us. In both cases China lies between Israel and Egypt, with Israel obtaining the more positive judgments. On Factor I, Russia is extremely undesirable in comparison with even Egypt. We find this triad surprising, however, and construe it as generally evaluative or attitudinal (negative) according to the semantic differential results.

The similarity of China and Japan, and that pair's differentiation from other countries are a third obvious feature of the paired comparisons data. In figure 9 it is evident that they are the most similar countries in the entire set. Although this similarity is reflected in the semantic differential, differentiation from the rest of the world is not reflected there. We suspect that an occidental-oriental distinction, unavailable in

[4] Goodness of fit was judged acceptable. Stress with a two dimensional space was .31, with three it was .13, and with four, a marginally improved .11.

the semantic scales, was salient in the comparison judgments.

The midground of the space in figure 8b is occupied by England, France, Mexico, and Spain, suggesting a "culturally like us" or, perhaps, European-heritage subspace. Figure 9, however, clusters England-France with China-Japan before Mexico-Spain. While the formation of the cluster does not follow an order supporting the "European" interpretation of the midground, the entry points for China-Japan and Mexico-Spain into the cluster are not greatly different. We are unable to resolve the small but apparent difference between figures 8b and 9 by reference to the countries themselves and—though this is not very satisfying—can only note that in this case, results in the hierarchical model and the distance model suggest different interpretations. Semantic differential results (table 44) seem more in accordance with the distance model in keeping England, France, Mexico, and Spain quite similar.

Finally, with regard to grade 4, we should comment on the structure of 4th-grade views and their congruence with reality. As shown in table 44, Factor IV apparently ranks countries in the order of their perceived geographic size and population. Clearly the identification of Russia and China as being smaller and having fewer people than the U.S.A. is contrary to fact. Similarly, the notion that England is relatively large and has many people is naive. Factor II, Rich/Strong, also has its component of naivete. England, Spain, China, and Russia seem especially poorly placed. The congruence of Factors I, Desirable, and III, Not Like Us, with reality is difficult to assess since there are few, if any, objective measures of "friendliness," "peacefulness," or "happiness," and the number of potential dimensions of Not Like Us is unmanageably large. However, the reasonableness of the rankings on Factor I seems undeniable.

Two of the semantic differential scales in table 44 are complex, loading on more than one factor. The fact that the "many people" scale loaded on both Rich/Strong and Large is not surprising. However, the loading of "happy" on both Desirable and Rich/Strong had not been expected. Apparently 4th graders associate happiness and niceness (friendly, peaceful) with strength (rich, strong, many people). Two scales ("industrial" and "warm weather") have very low loadings on the four factors obtained. They were either specific, having little shared variance with other scales, or were simply not salient.

Factor intercorrelations in table 44 lead us back to an earlier point, namely the simple "we-they" view. Moderate factor intercorrelations are shown. Nations perceived as desirable also tend to be seen as Rich/Strong ($r = .41$) and as similar to us (correlating with Not Like Us at $r = -.36$). Rich/Strong countries also tend to be Large ($r = .40$). Thus, while we can isolate separate dimensions of attitude with factor analysis, those dimensions are interrelated, and 4th-grade attitudes might be adequately summarized by two second-order factors, such as, (1) Desirable/Rich/Strong and Like Us, and (2) Rich/Strong and Large.

Grade 8, average solution.—Figures 10a and b present the results of a three-dimensional scaling of paired comparisons data for grade 8,[5] and figure 11 presents the hierarchical cluster analysis. Figure 10b differs from 10a only slightly; scales run from -1.5 to $+1.5$, rather than -1.0 to $+1.5$. The change was made so that the scales of figures 8b, 10b, and 12b were identical, facilitating cross-grade comparisons. Several differences between grades 4 (figures 8b and 9) and 8 become clear when figures 8b and 10b are compared, and when figures 9 and 11 are compared. We note first in figure 11 that the U.S.A. joins the world in clustering initially with England and then with France. In figure 10b this threesome occupies a distinct area, and we might say either that the U.S.A. joins the world or that

[5] Stress at two, three, and four dimensions was .33, .18, and .11. The fourth dimension yielded little additional information and would have been difficult to reproduce pictorially. Consequently, the three-dimensional scaling is presented.

the "we-they" has changed, with "we" becoming the U.S.A. and England, then finally including France as well. In figure 10b the U.S.A.-Spain-Mexico proximity furnishes another link to the world which was missing at grade 4. This second link supports the suggestion that the U.S.A. is really entering the world—both through England/France and through Spain/Mexico. We may be overtaxing our interpretive powers, but one might say that we get to England and France through Boston and New Orleans, and to Mexico and Spain through Tucson or San Antonio, thus summarizing various cultural and geographic relations that may be salient.

A second obvious change is the new U.S.S.R.-East German pair and the Egypt-India-Israel triad that may be seen in figure 11. These clusters form two groupings in figure 10b that replace the single Egypt-Israel-Russia triad found in grade 4. The introduction of East Germany and India into the list of stimulus countries may account for this in part. However, Egypt-India-Israel joins Russia-East Germany so late in the hierarchical analysis at grade 8 that the negative evaluative connotation of clustering with Russia now seems spared them, or at least reduced.

Although the addition of East Germany would seem to allow a fuller conceptualization of Europe than was available in grade 4, 8th graders do not seem to take the opportunity to form such a cluster. Russia-East Germany does not join England-France-Spain until the end in figure 11. On the other hand a European configuration can be inferred from figure 10b, where England, France, East Germany, and the U.S.S.R. are rather well grouped. The configuration would have been much clearer if the Spain-Mexico similarity had not "pulled" Spain so far out of the group.

China and Japan continue to be judged as the most similar pair of stimulus nations, and very different from any other nation or pair of nations. In fact, unlike grade-4 results, China-Japan is the last pair to join another cluster in the grade-8 analysis. It seems that the oriental-occidental distinction is still very strong in grade 8.

Table 45 presents a five-factor (Geomin) solution of 8th-grade semantic differential data. The five-factor solution was chosen because it separates peoples and nations (Factors I and III), although it adds little else to our understanding of the results beyond four factors. Desirable People and Desirable Nation (Factors I and III), Rich/Strong (Factor II), and Small Nation (Factor IV), seem much like 4th-grade factors, even though different scales were used. Factor V. People Not Free, appears for the first time. At the 4th-grade level, scales that might have reflected lack of freedom were pretested and rejected because they did not differentiate countries. Thus the appearance of this factor does indeed seem to show a new concept operating.

Numerous complex variables are evident in table 45. For example, the "happy" scale loads on Desirable People and Rich/Strong at a level greater than .20, the criterion arbitrarily chosen for "major" weight. Once again "happy" people are seen as Desirable and Rich/Strong. In the nations ratings, the scales of "rich," "strong," "democratic," and "small" are complex; "free," "warlike," "few rights," and "happy" are complex scales in the ratings of peoples. These complexities should be considered when the shorthand names given to the factors are used. The factor intercorrelations in table 45 indicate two higher order factors allowing further summarization: (1) Desirable People and Nation and (2) Small, Not Free, and (not) Rich/Strong. The moderate correlations among all five factors would seem to indicate a third-order factor that appears to be largely evaluative in nature.

Rankings of countries in table 45 on Desirable People, Desirable Nation, and Not Free reflect the paired-comparison group consisting of the U.S.A., England, France, Spain, and Mexico. This is seen most clearly in Desirable Nation. On the other hand, the U.S.A. maintains its distinctiveness much as it did at grade 4. This is indicated by large differences from the nearest country on De-

sirable People, Rich/Strong, Desirable Nation, and Not Free. In each case England is most similar to the U.S.A., but is still quite different.

Eighth graders' views of the Egypt-India-Israel triad are clarified in table 45. Factors I, III, and V have clear evaluative or attitudinal content, with the triad receiving a negative evaluation on each. These are not extremely negative (as was true for Russia and East Germany, for example). Within the triad, Egypt is consistently the most negatively rated. China and Japan are clarified too. Analyses of paired comparisons for grades 4 and 8 showed these countries to be judged as quite similar to one another, but differing from the rest of the world. At grade 4 the semantic differential did relatively little to separate the pair or to relate China and Japan to the world. At grade 8, however, the semantic differential ratings portray China and Japan quite differently. The Chinese people are not as desirable, rich, strong, or free as the Japanese. As a country, China is perceived as slightly larger (in the sense of size and power) and less desirable. Thus, when 8th graders are given scaled characteristics for judgments, China and Japan are differentiated. When characteristics are not specified (as via paired comparisons), China and Japan are similar to one another and apart from other countries. Once again, it appears that the occidental-oriental distinction is dominant.

Finally, we should examine country deviation scores for additional insight into the meaning of the factors extracted. Factors I, II, III, and V result in rankings that are intuitively attractive. We should note that the people/country distinction results in only one change in rankings—Japanese people are more attractive than Mexican people while the reverse is true for the respective countries. Although it may seem odd to obtain separate factors with only one change in ranking, this is not unusual, because factors reflect only interaction variance (country and subject means are removed) while rankings include country means. As stated in footnote 1, the factors obtained from interaction variance are good estimates of the structure that might be obtained in the population of students or countries. A different sample of countries might be expected to provide an increased number of rank reversals. In fact, more reversals will be seen at grade 12.

Factor IV results in a fairly puzzling ranking of countries, if our shorthand term, Small Nation, is construed narrowly. Japan and East Germany are most certainly misplaced according to geographic size. In fact, Japan and East Germany occupy eighth and tenth ranks, respectively, on the single semantic differential scale *large*, thus serving to underscore the power and population components of this factor.

Grade 12, average solution.—The most obvious characteristic of grade 12 results is their striking similarity to those for grade 8. Paired comparison data are presented in figures 12a and 12b, scaled, and in figure 13, clustered.[6] The cluster analyses for grades 8 and 12 (figures 11 and 13, respectively) present pairings and groupings that are essentially identical. The similarity of the scalings in figures 10 and 12 is a little more elusive, requiring a 180-degree rotation around the Value 2 axis of figure 12a to become apparent. The rotation has been carried out in figure 12b. It "moves" Mexico and Spain from the upper left to the lower left and changes Mexico's positive Value 3 projection to negative. The U.S.A., England, and France move from the lower left to the upper left and their respective projections on Value 3 change sign similarly. Countries in the right quadrant change in the same ways and the entire "turned over" array resembles that of figure 10b showing grade-8 data, to the extent that it is practically identical.

Paired comparison data at grade 12 do, however, reflect one apparent change from grade 8. In figure 13, the U.S.A.-England and Mexico-Spain pairs are both formed before the ubiquitous China-Japan pair. Figures 12a and 12b show the two countries distinctly

[6] A three-dimensional scaling is presented. Goodness of fit for three dimensions is indicated by stress of .17. Two dimensions yielded .31 and four dimensions .07.

farther apart than results for grade 8 (figures 10a and 10b), suggesting that the oriental-occidental distinction has lost some of its salience at grade 12.

Results of the semantic differential analyses present a similar picture of comparability with grade 8. The structures can be seen to be similar, with Factors III and IV interchanged (tables 45 and 46). Factor labels may once again be Desirable People, Rich/Strong, Desirable Nation, and People Not Free. Within this structure, several variables have somewhat different meanings. "Educated" and "Rich" are now associated with strength alone rather than with strength and niceness, and "changing" no longer loads on any factor at the criterion level of 20 selected for interpretation. "Large" and "Few People" no longer load on "lack of freedom" and so the meaning of this factor is substantially less complex.

Country rankings (table 46) are also generally similar to those obtained at grade 8. There are several interesting changes however. One involves a China-Japan comparison—a change that ties in nicely with paired comparisons data and the reduced salience of the occidental-oriental distinction. Comparing tables 45 and 46, we see China's ranks unchanged but Japan rated stronger and more free at grade 8 than at 12. Both changes reduce Japan's similarity to China. Other interesting changes involve the attractiveness of the U.S.A. and of its people, which is less extreme at grade 12 than at 8, and the more extreme ratings on "lack of freedom" received by the Russia-China-East Germany cluster of nations. For the first time, however, the Russian people are seen as more attractive than either the Egyptians or the East Germans. Finally, country size rankings are changed toward a more intuitively attractive order, although it is clear that strength, population, and geographical size are still involved in complex ways.

Grades 4, 8, and 12; differing points of view.—Variation in individual student's points of view (POV's) about stimulus countries was examined in the analyses described earlier. At each grade level students were arrayed in a multidimensional space determined by individual variation from the average solution. The dimensionalities of these subject spaces were then determined and correlations were computed to reflect relationships between individuals' projections on the dimensions and their background and knowledge. At each grade level these correlations were essentially zero, indicating that variation from the average solution was not associated either with background variables (sex, socioeconomic status, and so on) or with knowledge.

At grade 4, three dimensions of individual variation were chosen for examination; at grade 8, four; and at grade 12, five. Two POV's were chosen for each dimension—one at each extreme—giving six POV's at grade 4, 8 at grade 8, and 10 at grade 12. We will not present all 24 here, for the task of comprehending them all seems insurmountable. We will merely note that within the 24 there are incredibly diverse ways of seeing the world. A majority seem reasonable, others seem reasonable once suggested, and still others seem unreasonable even after considerable reflection. Figures 14 through 18 present a sampling which is intended to convey the diversity of all 24 POV's.

Figures 14, 15, and 16 present three of the 4th-grade points of view in cluster analysis form. Each can be seen to differ from the 4th-grade average (figure 9) in not isolating the U.S.A. from the rest of the world to the same extent. Figure 14 seems to reflect this difference by coupling the U.S.A. with England and France. Figure 15 differs from the average much more profoundly by coupling the U.S.A. and England first as most similar and then adding France and Russia to the cluster. Remember that in the average solutions the U.S.A., England, and France did not appear as a triad until grade 8. Figure 16 brings the U.S.A. into the world fairly late as did figure 14, but describes a differently constituted world from that in figure 14—a world more like that in figure 15 in its treatment of China and Japan, differentiating the orient from the rest of the world until the very last.

Figure 17 presents an 8th-grade point of view which may be compared with that grade's average in figure 11. England, France, East Germany, Russia, and the U.S.A. cluster into a new group that looks like developed, western countries. The political and governmental characteristics of Russia and East Germany seem to have lost the relative salience that distinguished and set them apart in the average solution. Notice, too, that the initial pairings are different. England pairs with France rather than with the U.S.A., and the U.S.A. pairs with the U.S.S.R. These pairings—especially U.S.S.R.-U.S.A.—suggest to us that development and economic power underlie this cluster and the pairings within it.

Figure 18 presents one 12th-grade point of view that is a marked contrast to the average. It provides numerous intuitively unattractive pairings. England and France are joined by the U.S.A. rather than England and the U.S.A. being joined by France as in the average solution. That seems reasonable, as does the new China-U.S.S.R. pair, but Spain paired with India, Israel with East Germany, and Mexico with Japan do not appear reasonable. There is an interesting feature of this 12th-grade point of view that initially brought it to our attention: the spatial array is remarkably similar to the average grade 4 in the simplistic "we-they" sense. Perhaps a younger point of view is reflected here, as if the students represented by this POV consciously sought to "fool" the intent of the study, or as if they simply lost track of the directions somewhere in the midst of their comparative judgments. In any case, these points of view demonstrate the extreme variation present among students. While the average solution is pervasive, unique ways of viewing the world are also compelling, and, for the teaching of individuals, probably equally important.

Teacher Background and Interests

For the present report, data regarding teacher background and interests with respect to other nations and peoples are restricted to teachers of social studies in grades 8 and 12. Attention regarding teachers' backgrounds is focused on their direct experiences with other nations and peoples, and their assessment of the influence of various kinds of experience on their selection of social studies as a teaching field and on their knowledge of and attitudes toward other nations and peoples. Questions about teacher interests involving other nations and peoples are related primarily to their social studies teaching.

Teacher Backgrounds Regarding ONOP

Data regarding teachers' experiences in other countries are based on the questions shown in figure 19. Those in table 47 indicate the numbers of nations the social studies teachers have visited. It is interesting to note at the outset that at both grade levels the male social studies teachers outnumber females by more than two to one. Among 8th-grade teachers, this numerical predominance is accompanied by a relative predominance of males in travel abroad as well. Seventy-six percent of the male 8th-grade teachers, but only 52 percent of the females, had visited at least one foreign nation. Percentages for grade 12 were nearly equal, 72 and 71, respectively.

Percentages of teachers visiting selected nations or geographic regions are given in table 48. At both grade levels, Canada, Mexico, and Western Europe were visited by relatively high percentages of teachers, and Latin America (exclusive of Mexico) and Africa by low percentages. Sex comparisons by country visited are readily made for 12th-grade teachers because, as noted earlier, about the same proportions of males and females had been abroad. A greater proportion of men had visited Canada, West Germany, and Japan; the reverse was true for France, Italy, and Spain. These findings are generally consistent with the relative preferences for "Nations like to visit" indicated by high school males and females.

The amount of time teachers spent visiting selected countries is summarized in table 49 for 8th-grade teachers, and in table 50

for 12th-grade teachers. For both sexes at both grade levels, the frequency of "1 week to 3 months" visits generally corresponded to the number of "up to one week" visits, with the two categories accounting for the great majority of visits. How time was spent in these countries is also summarized in table 49. Vacationing dominated, for both sexes. Military service was the second most frequent for men, but did not occur for the women in the sample. The "Family and Friends" category accounted for most other visits, for both sexes.

The teachers had been asked to write into the questionnaire experiences that had influenced them in each of three categories: selection of social studies teaching as a career; knowledge of other nations and peoples; and attitudes toward other nations and peoples. Their responses were then categorized. Those for 8th-grade teachers are summarized in table 51. Among male teachers, career choice was most influenced by personal interests, with higher education and teacher contacts also playing a role. Knowledge of other nations and peoples was most often influenced by vacationing, higher education, reading, and military service abroad. Attitudes were most often influenced by personal interests, reading, friends, and vacationing. Female career choice showed a similar pattern of influences to that for males. Sources of knowledge differed somewhat, with the several kinds of personal contact more often noted by women, and travel less often. The latter is due in part to the women having traveled less, particularly in the "military" category. Women's sources of attitudes generally paralleled those listed by men in relative importance.

Data derived from 12th-grade teachers' responses to the career, knowledge, and attitudes questions are presented in table 52. For male teachers, the relative frequencies of experiences listed as influencing each of these areas were similar to those noted for their 8th-grade counterparts, with the exception that teachers at the higher level less often listed reading and television as having influenced their attitudes. Responses to the career question by female teachers were similar to those of their 8th-grade counterparts. Sources of knowledge about other nations and peoples, however, differed in several categories; 12th-grade women teachers substantially more often listed vacationing abroad, higher education, and foreign and other friends than did 8th-grade women teachers. This is no doubt due in part to the greater amount of travel abroad undertaken by 12th-grade than by 8th-grade women teachers. Similarly, the 12th-grade women more often listed vacationing abroad and foreign friends as having influenced their attitudes regarding other nations and peoples than did their 8th-grade counterparts.

Teachers' and Students' Interests Regarding ONOP

At both grade levels, each social studies teacher was asked to write in the name of the course he or she taught in the last 3 years that gave most attention to other countries and was then asked to list, in order, the four foreign countries given the most attention in that course. Data are reported here for the first three countries listed by each teacher. About two-thirds of the 8th-grade teachers wrote in U.S. History, World History, Social Studies, or Geography, as did about one-half of the 12th-grade teachers. For each of these courses at each grade level, the percentages of teachers giving such emphasis to the several nations featured in the ONOP study are given in table 53. A number of patterns of relative emphasis is evident in this table. In grade 8, for example, Mexico, Canada, Italy, India, and Israel were rarely given such emphasis for *any* of the courses. England, France, and Spain figured most prominently in U.S. History; France, the U.S.S.R., and Japan did so in World History; and the U.S.S.R. and China received the most emphasis both in Social Studies and in Geography. Pernaps most evident in the 12th-grade results is that only 9 of the 169 teachers had indicated that Geography was the

course recently taught that gave most attention to other countries. Among the other three courses for which data are given, Canada, Japan, and Israel were very seldom among the countries most emphasized; England, France, the U.S.S.R., and China were consistently among the countries that were given most attention.

Social studies teachers were provided a list of aspects of instruction about other nations and were asked which they liked teaching most. They were then provided the same list and asked which they believed students like to study most. Results for 8th-grade teachers are given in table 54. Because teachers sometimes marked more than one choice to each of these questions, the percentages given in table 54 sum to more than 100. Male and female teachers were in agreement that Customs and life styles and History ranked first and second, respectively, as aspects they liked to teach and students liked to study. Geography was fourth ranked in Like to teach, but third in Like to study. Results for 12th-grade teachers are given in table 55. At this grade level, History appeared as the aspect teachers like to teach, followed closely by Customs and life styles. Geography ranked fifth, having dropped below Economics. Estimations of aspects students like to study ranked Customs and life styles first, and History second, with a wide margin separating the two (64 versus 18 percent). Geography dropped from third rank for 8th graders, to fifth rank for 12th.

In an open-ended question, teachers were asked to list the three foreign countries they liked teaching most and to give their reasons. The reasons were subsequently categorized as predominantly Historical/Military, Governmental/Political, Cultural, Economic, Geographic, Individual or personal teacher preferences (such as individual ancestry), and Individual or personal student preferences. The percentages of reasons falling into these categories for the nations featured in the study are given in table 56 for 8th-grade teachers' responses. Governmental/Political reasons were most often cited, followed by Cultural and Historical/Military ones. Geographic reasons were rarely cited. Totals for nations listed gave the U.S.S.R. a very clear first ranking, with nearly twice the percentage observed for England, which ranked second. These were followed by China, West Germany, and Japan.

Twelfth-grade teacher responses to the same question are provided in table 57. Governmental/Political reasons were again most often given for liking to teach about specified nations, followed by Historical/Military and Cultural reasons. As was true of 8th-grade data, Geographic reasons figured least prominently. The U.S.S.R. was again clearly most often cited, with a two-to-one margin over England. China, France, and West Germany followed, in that order.

Teachers were next asked to list the three foreign nations their students seemed to prefer to study and the reasons they appeared to have for those preferences. Reasons were categorized in the same manner as had been done for teachers' preferences. Data for 8th-grade teachers are given in table 58. Here, students' personal or individual interests were most often given as reasons students liked to study specified nations, followed by Cultural, Historical/Military, and Governmental/Political reasons. As the reader might now expect, Geographic reasons were rarely given. The country students were believed most likely to want to study was the U.S.S.R., followed by China, Japan, and England. Canada, Spain, Italy, and Israel were seldom mentioned.

Data regarding 12th-grade teachers' estimations of student interests in studying selected nations are given in table 59. The relative importance of the reasons suggest a closer correspondence between teacher and student preferences at grade 12 than was true at grade 8. For 12th-grade students, Governmental/Political reasons were given most often, followed by Cultural, Historical/Military, and Student personal/individual interests. As expected, Geographic reasons were least often given. Student and teacher

preferences by nation also corresponded closely at grade 12. The U.S.S.R. was most often listed as the country students prefer to study, followed by China, England, and France. Canada and Mexico were least often listed.

It will be recalled that 8th- and 12th-grade students were provided a list of things other than regular class work that might influence their attitudes and opinions about other nations and peoples, and to check whether each item had had "Little or no influence," "Some influence," or "A great deal of influence." An identical checklist was included in the teacher questionnaires, with instructions to indicate the degree of influence each item may have had for their students.

Eighth- and twelfth-grade teachers' responses to this question are reported in table 60. Eighth-grade teacher responses may be compared to student responses by referring to table 19, and 12th-grade teacher-student comparisons by referring to table 20.

The categories of Television, Parents, and Teachers were substantially more often selected by 8th-grade teachers as greatly influencing student attitudes than was indicated by the students themselves; the reverse was true of Books, Periodicals, and Relatives/friends who have been abroad. In rank-orders, Television was the most chosen as a major influence by both students and teachers. Differences between student and teacher responses in the rank-order of Parent and Teacher categories, and of the reading (Books and Periodicals) categories, corresponded to the differences noted above. The most marked shift was for Books, which ranked 2d in student responses, but 9.5th in teacher responses. Female teachers' estimations of influences on student attitudes more nearly matched the student responses than did male teachers' for the two reading categories and for the Teacher category. Male teacher estimations were closer for the Relatives/friends category.

In comparing 12th-grade teachers' and students' responses to the question of influences on student attitudes, it may again be observed that teachers more often indicated Television, Parents, and Teachers as having a strong influence than did the students, and less often indicated Books, Periodicals, and Relatives/friends. An additional contrast is that teachers less often indicated Radio as having a major influence than did the students. As was true for 8th grade, Television was most frequently chosen as a major influence on student attitudes, by both students and teachers. Differences between student and teacher responses in the rank order of Parent and Teacher categories, and of the Books, Periodicals, and Radio categories, corresponded to the differences noted above. The most marked rank-order shifts occurred for Books, which was ranked 3d by students but 10th by teachers, and Parents, which was ranked 10th by students but 4th by teachers. Among 12th-grade teachers, there were no differences of consequence in estimations when these were grouped by the sex of the teacher.

In all of the teacher-student comparisons, of course, differences that were observed do not necessarily imply mistaken observations on the part of teachers. It may well be, for example, that parents have a more profound influence on student attitudes than the latter realize. On the other hand, it may well be that student attitudes are more influenced by their nonschool reading than is generally recognized by most adults, including teachers.

4. SUMMARY

In a study designed to assess the interests, knowledge, attitudes, and perceptions of American public school children regarding other nations and peoples, a battery of survey instruments was administered in autumn 1974. Data were obtained from nationally representative samples of 550 to 600 students in each of grades 4, 8, and 12. These students were selected randomly from 55 to 60 schools for each grade level, from diverse settings ranging over 27 different States. In addition to student measures for the four attributes noted, school and community questionnaires and teacher questionnaires were administered to provide supplementary data to help interpret the student responses.

Background

An examination of student-independent background variables reported in tables 2 to 9 will serve primarily to demonstrate the considerable diversity of the participating students over a variety of background dimensions. An item of particular interest is the incidence of non-English language being spoken in the home. Although this may well be a compelling variable in influencing attitudes, etc., toward other nations and peoples, the relatively small numbers of such students led us not to include this as a central basis for examining such influences.

Data regarding student-influenced, school-related background variables are given in tables 10 to 17. Marked sex differences in average academic standing at all three grade levels provide a useful frame of reference for subsequent consideration of results for the knowledge tests. Table 13 data provide evidence of a marked interaction between socioeconomic status (SES), as indicated by parental occupation, and grade level. At grade 8, percentages of students who had studied at least one foreign language ranged from 42 to 55 percent over the occupational levels, but from 55 to 92 percent at grade 12. Correlations among "Nations studied recently" (table 17) showed strong pairings between East and West Germany, France and Italy, China and Japan, and Egypt and Israel.

Data regarding student-influenced variables that are not school related are reported in tables 18 to 22. At all three grade levels, Television and Reading dominated as items students perceived as greatly influencing their attitudes toward other nations and peoples. Teachers also ranked high as nonscholastic sources of attitudes, at grades 8 and 12. (That category was not provided in the 4th-grade questionnaire.) In grade 4, responses for students grouped by sex were nearly identical. In grade 8, girls much more often listed Books, Periodicals, and Relatives/friends as greatly influencing their attitudes than did boys. In grade 12, boys were influenced by Periodicals as often as were girls, and were influenced more often than girls by International Events. Girls still led, however, in perceived influence of Books, Parents, and Relatives/friends.

Eighth- and twelfth-grade students were asked to indicate the kinds of reading they had done recently, outside of assigned coursework. Sex differences were especially evident in these responses. In grade 8, girls more frequently read in the categories of Fiction, Art/Music, Fashion, and other Nonfiction, while boys led in the reading of Sports and Politics and, by a slight margin, Current Affairs. In grade 12, the amount of reading had increased substantially in four categories: Biography, Fashion, Current Affairs, and Politics. Sex differences occurred for the same categories noted for grade 8, but there were some major shifts in degree of difference. Much of the gap was closed in the case of Art/Music, but it was considerably widened for Fiction. So as not to overemphasize sex differences, it is interesting to note that at both grade levels, 41 percent of the girls reported recent reading in the area of sports. It is noteworthy, too, that the two sexes made about equal gains from 8th to 12th grade in reading about Current Affairs and about Politics.

Interests

Fourth graders' responses to the question, "Circle the countries you would like to study most," and "Circle the countries you would like to visit with your family," are provided in tables 23, 24, and 27 and figures 1 and 2. With regard to the relative popularity of the nations provided, the responses were well differentiated (e.g., with "Like to study" ranging from 68 percent for Mexico to 26 percent for Russia) and interestingly complex (e.g., with the most chosen nations being, in order, Mexico, Japan, Spain, France, Canada, and India—rather than, say, an ordering in which Western nations would all appear first and Oriental nations last). Fourth-grade responses showed very little differentiation between the two questions, "Like to study" and "Like to visit." Sex differences appeared for both questions, with boys more often wanting to study and visit Canada and the two Germanies and the girls favoring France and Israel. Hierarchical cluster analyses of intercorrelations among the responses showed close pairings between East and West Germany, China and Japan, Israel and Egypt, and France and Spain, for both questions. Additional orderliness appears in the "Like to study" structure, with an apparent European-heritage cluster (France-Spain-Italy-England) joining an American-neighbors/Shared-heritage cluster (Canada-Mexico), to form an overall Like-us grouping of nations. Extrapolating backward from 8th- and 12th-grade data for which "Nations studied recently" data were also available, it appears likely that the structure in 4th-graders' responses to "Nations like to study" reflects an orderliness built into the curriculum, which did not carry as fully into the "Nations like to visit" response.

For 8th- and 12th-grade students, the questions were phrased "Which of the following nations would you like to study in depth?" and "Which of the following countries would you like to live in for at least six months?" For the latter, subsequent analyses were based on whether or not students marked the "Would *like* very *much* to live in" category.

Eighth graders' responses to those questions are recorded in tables 23, 25, and 28 and figures 3 and 4. Their responses to the "Study" question ranged from 29 percent for Canada to 12 percent for India. Rank-order changes of at least four ranks between 4th and 8th grade included shifts upward for Canada, England, and the U.S.S.R., and downward for India. Comparisons in rank-orderings of "Nations studied recently" (table 16) and of "Nations like to study" revealed shifts of five or more ranks upward for Canada, Mexico, and Japan, and downward for the U.S.S.R., China, and India. The shift was particularly great for Canada, which ranked 13th in "Studied recently," but *1st* in "Like to study." On the "Visit" question, 8th-graders' responses ranged from 35 percent for England to 6 percent for the U.S.S.R. Between grades 4 and 8 there were major rank-order shifts upward for England and Italy, and downward for Japan and India. Unlike grade-4 responses, those for 8th grade made a clear differentiation between the "Study" and "Visit" questions. There was a strong preference for studying rather than visiting East Germany, the U.S.S.R., China, Egypt, and Israel, and a somewhat weaker preference for visiting rather than studying Mexico, England, France, Spain, and Italy. There was a consistent pattern of sex differences for both questions, with boys favoring Canada and the U.S.S.R., and girls favoring Mexico, France, Spain, Italy, and India. The two largest differences involved remarkable differences in rank order: The U.S.S.R. ranked 2d for boys but 15th for girls, and Spain ranked 13th for boys, but 1st for girls.

Hierarchical cluster analyses of intercorrelations among 8th graders' responses to each question showed close pairings between East and West Germany, Japan and China, and France and Italy. The "Study" question also paired Mexico and Spain, but the "Visit" question paired Mexico and Canada. Responses to the "Study" question again

formed a six-nation, "Like-us" cluster. The major departure from the 4th-grade configuration was in regrouping among the "Not like us" nations. The hierarchical clustering of nations based on responses to the "Visit" question depart in complex ways from that for the "Study" question, once clustering beyond initial pairings of nations is considered, and the resulting configurations are difficult to describe parsimoniously. Hierarchical cluster analyses of "Nations studied recently," which are not provided in the present report, closely resemble those for "Nations like to study," suggesting that the orderliness in the latter may be linked to relevant school curriculums.

Data from high school seniors' responses to the two "interest" questions are recorded in tables 23, 26, and 29 and figures 5 and 6. Those for the "Like to study" question ranged from 37 percent for the U.S.S.R. to 11 percent for Taiwan. Changes of at least four ranks between 8th- and 12th-grade responses included shifts upward for the U.S.S.R., China, and Israel, and downward for Mexico and Spain. Over the full span of grades, the shift for the U.S.S.R. is particularly notable; it ranked 14.5th, then 9th, and finally 1st, for grades 4, 8, and 12, respectively. Comparisons in rank-orderings of "Nations studied recently" (table 16) and of "Nations like to study" revealed shifts of five or more ranks upward for Canada and Italy, and downward for East and West Germany. The shift was again most pronounced for Canada, which ranked 14th among "Nations studied recently," but 2d among "Nations like to study." On the "Like to visit" question, 12th graders' responses ranged from 46 percent for England to 6 percent for East Germany. Between grades 8 and 12, Mexico moved upward from sixth to second rank; there were no other major shifts in rank order. The progression to a clear differentiation between "Study" and "Visit," noted in moving from 4th- to 8th-grade responses, was accentuated in 12th-grade responses.

With regard to the "Like to study" question, West Germany, Japan, and Israel were at least four ranks higher for boys than for girls, and conversely, Spain and Italy were at least four ranks higher for girls. The differences were generally smaller at grade 12 than at grade 8; the most pronounced was observed for the U.S.S.R., which at grade 12 ranks first for both sexes. Sex differences in responses to the "Like to visit" question followed the same general pattern noted for grade 8, but were also diminished. None involved differences of four or more ranks, and only three showed percentage differences of 10 or more. By the latter standard boys favored Canada and girls more often chose France, Spain, and Italy.

As was true for both earlier grades, hierarchical cluster analyses of intercorrelations among 12th graders' responses to the "Study" question showed a very close pairing between East and West Germany ($r = .81$). Two other pairings, Israel-Egypt and Canada-Mexico, had appeared for grade 4 but not grade 8. A major departure in pairings was a linkage between Russia and China, rather than the usual Japan-China pairing. The 12th-grade clusters became more comprehensible when examined in larger groupings. There were three quite distir major clusters. An Oriental or Not-like-us cluster (Taiwan-India-Japan-Israel-Egypt), a Western or Like-us cluster (England-Fran :e-Spain-Italy-Canada-Mexico), and a Soviet-alignment grouping (Russia-China-East Germany-West Germany). West Germany is in the latter grouping only because the clustering procedure and the high correlation between the Germanies forced it into that grouping. In fact, an examination of the correlation matrix in table 29 shows a tight grouping of high correlations among Russia, China, and East Germany, and a systematic pattern of negative correlations between each of these nations and several nations in the non-Soviet sphere of influence (England, Canada, Mexico, Spain, Italy, and Taiwan). The hierarchical clustering of nations based on responses to the "Like to visit" question depart in complex ways from those for the "Study" question, and as was true for comparable 8th-grade results, the clusters are not readily summarized.

Knowledge

Knowledge tests were designed for each of the three grade levels to measure attainment of basic information regarding selected nations that would be needed if students were to have at least a rudimentary knowledge and understanding of current events regarding those nations. Test questions were especially developed to facilitate a content-referenced discussion of item (question) data, in part by writing item distractors that would yield useful information about the nature of the students' misconceptions. The three tests were designed to provide maximum feasible overlap across grade levels, to facilitate subsequent across-grade comparisons. The test questions were focused on six nations—the United States, Mexico, France, the U.S.S.R., China, and Egypt—with an additional set of international or "world" questions. Questions for each nation and for "world" were about evenly divided in emphasis among geographic, cultural, political, and economic disciplines.

Data from the knowledge tests were examined from two perspectives. Individual item statistics were considered from a content-reference viewpoint, and knowledge total scores and subscores for items grouped by nation and by discipline were examined from a normative perspective.

We may consider first the questions or items calling for the location of the six nations on an outline map of the world (see figure 7 and table 30). Results for these questions will foreshadow those obtained for the remaining questions. Percent-pass data for these six questions may be briefly summarized as follows. At grade 4 there were four levels of knowledge: (1) U.S.A., 72; (2) Mexico, 58; (3) France, China, and Egypt, 28–31; and (4) Russia, 24. At grade 8 there were again four levels: (1) U.S.A. and Mexico, 82–84; (2) U.S.S.R. and China, 66–72; (3) France, 59; and (4) Egypt, 28. There were three levels at grade 12: (1) U.S.A., Mexico, and U.S.S.R., 86–89; (2) China and France, 79; and (3) Egypt, 59. These data suggest the following conclusions. First, the marked differentiation among the six countries in the 4th graders' responses, and the reasonableness of the ordering that appeared, indicate that the task was a meaningful one, and was within the range of 4th-grade skills. Second, the pattern of change for the several nations over the span of grades was consistent with "Nations studied" and "Nations like to study" data described earlier. Thus, the U.S.S.R. makes a dramatic progression from a chance-level 24 percent pass at grade 4, to a second-ranking position at grade 8, to a ranking on par with the U.S.A. and Mexico at grade 12. A sharply contrasting pattern held for Egypt, which was near the chance level at grade 8, as well as at grade 4, and was at a bottom-ranking 59 percent pass for 12th graders. In the last instance, when lucky guesses are taken into account, a best estimate of the percentage of 12th graders correctly locating Egypt on the basis of knowledge is somewhat less than 50 percent. Third, a general impression gained from these data is that 8th and 12th graders, in particular, have major gaps in their mastery of basic geographical relationships among nations, compared to what might be expected of them. Finally, the very poor showing in the task of locating Egypt, given the prominent news coverage of that nation shortly before and at the time of administering the knowledge tests, strongly suggests that such coverage makes little impact on basic knowledge unless it is reinforced by formal instruction. This impression is strengthened by the fact that the U.S.S.R. and China, both of which received a combination of news media and instructional emphasis in the higher grades, showed such sizable gains between 4th and 12th grade in the percentage of students able to locate the countries correctly.

Students' selections of item distractors also provided useful information about the map questions. In responding to the U.S.A. question, for example, 21 percent of the 4th graders selected the most plausible error choice, Canada, but Mexico and Colombia were each selected by only 3 percent, providing additional evidence that students at this level were responding meaningfully,

even when erroneously, to the map questions. An example of the content-reference perspective is the set of answers to the Egypt question. The fact that Egypt was located in India by 22 percent of the 4th graders, 20 percent of the 8th graders, and 16 percent of high school seniors provides evidence of weaknesses in geographical knowledge that is far more direct and compelling than can be provided by percent-pass information alone.

We will consider next the sets of questions grouped by nations and "world." Changes in percent pass for questions overlapping grade levels generally corresponded to those observed for the six map questions. The U.S.A , the U.S.S.R., China, and Mexico showed the largest gains, with about two-thirds of the change occurring between grades 4 and 8. France and "world" showed somewhat less gain. Egypt showed by far the least gain, and only about one-third of that hange occurred between grades 4 and 8.

Two or three questions from each nation and "world" cluster of questions will be used to represent findings regarding students' knowledge of each, and to illustrate some of the generalizations that emerged from the knowledge test data.

In examining responses to the U.S.A. questions (table 31), it is evident that even at grade 4 most students know basically where Federal revenues come from (question 13), but that even at grade 12 there are serious misconceptions of how the money is spent (question 14). There was substantial progress between grades 8 and 12 in recognizing the basic intent of the Bill of Rights, but the fact that only 70 percent of high school seniors correctly answered this question (11) is nevertheless disappointing.

Data for questions referring to Mexico are given in table 32. The pattern of responses to question 17 suggests a substantially greater awareness of Mexico's Spanish heritage than of her Indian one, a finding suggesting some level of ethnocentrism. Responses to question 19 are particularly striking when the error choices are considered. A pronounced unawareness of political history must underlie the fact that 63 percent of the 8th graders and 42 percent of the 12th graders selected either West Germany or the United States as having had the same political party in power since 1939. This finding invites a question that will be raised by data from several other test items as well—that is whether major events are more real and memorable to people who have actually lived through a period during which they occurred than to those who have heard about them some time after the fact. The events of World War II are so thoroughly embedded in the memories and consciousnesses of adults that it would be difficult to imagine them failing to recognize that East and West Germany's present political parties are not the same as those of 1939, but to contemporary 8th graders and high school seniors that fact is by no means self-evident.

Responses to test questions referring to France are given in table 33. Those for question 22, regarding Franco-German conflicts, again suggest a time-line of awareness such that today's students have no generalized awareness of international alignments during either world war, apart from what they have learned as part of their formal instruction. Another implication of responses to question 22 that is a general result of the knowledge test data is the weakness in basic geographical information. The question referred to a nation at an eastern boundary of France, but Spain was selected by about one-fourth of the 8th graders and one-fifth of the high school seniors. Responses to question 23 reinforce still further the time-line hypothesis. The title of President and the name of Charles DeGaulle figured prominently in the news from 1959 to 1969, but 8th and 12th graders answered the question regarding a French President's relative power at a less than chance level of success.

Data for questions regarding the U.S.S.R. are given in table 34. Responses to question 26 again suggest a fundamental weakness in geographical information. To identify either China or India as a nation that is located in both Europe and Asia would be

especially far-fetched, yet 40, 29, and 28 percent of the students at the three grade levels did so. Poland is a more plausible distractor, particularly if students are tending to confuse the present East-West political alignment with the traditional Asian-European geographical division. Even so, it should be noted that Poland is about 4,000 miles west of the Ural Mountains. when implications are considered of the fact that 28, 12, and 17 percent of the students selected that alternative rather than the U.S.S.R. Question 29 asked, "Which country has a communist government?" Perhaps of greatest interest are the percentages of students selecting "The United States:" 66, 8, and 2, respectively. This suggests, first, that the word "communist" is meaningless to 4th graders (and perhaps the word "government," as well), but in addition it provides an example of the strongly United States-centered, we-they view of the world, with a tendency, when in doubt, to select the United States when it is one of several alternative answers. This question showed perhaps the greatest gain across grade levels, with only 20 percent of 4th graders, but 97 percent of high school seniors, answering correctly.

Data for questions regarding China are given in table 35. Question 34 responses again exemplify the we-they perspective of 4th graders, two-thirds of whom selected the United States rather than China as the country having the most people. Fourth- and eighth-grade students fared well on question 37, which referred to the improvement in U.S.A.-China relations that was given conspicuous attention in the media, and probably in the schools, beginning with President Nixon's 8-day "Journey for Peace" to China in February 1972.

Responses to the Egypt questions are tabulated in table 36. For all but the first in this set of questions, the item statistics demonstrate only too clearly a pervasive lack of information about even the most basic facts regarding Egypt. Implications of this observation are accentuated by the fact that, on the basis of pretesting, Egypt was selected as the only African nation about which students might be expected to be even moderately informed. The fact that many students chose Israel rather than Egypt as an Arab country, and Golda Meir rather than Anwar el-Sadat as President of Egypt (see questions 42 and 44), is consistent with interest, attitudes, and perceptions data in suggesting that the Middle East is a relatively unknown, undifferentiated area for most students. Furthermore, these findings, coupled with evidence that Egypt and Israel received considerable coverage in the mass media but little perceived attention in formal instruction, again indicate that unless the two sources of knowledge (and attitudes, perceptions, etc.) are combined, there is very limited impact on the students. Responses to question 46, in which the Nile Delta and the Suez Canal (rather than the Aswan Dam) were frequently chosen by both 8th and 12th graders as having been constructed to provide Egypt with more irrigated land, provide yet another illustration of a lack of elementary geographical information.

Data for the group of questions regarding "the world" are presented in table 27. In response to question 54, there were about as many students who selected the United States as there were who chose the United Nations as a world organization through which nations work toward peace. This again supports the conclusion that there is a strong We-they element in 4th graders' thinking about other nations and peoples. Question 56 responses indicate a very low awareness of the Common Market, a major economic feature of several nations considered "close" to the United States. Similarly, the pattern of answers to question 57 demonstrates a low level of awareness of even a fundamental economic/geographic problem that is characteristic of many of the Third World nations.

Normative data for the knowledge tests will be considered next. As shown in table 38, there were regional differences in total score for the 4th-grade test, with the highest mean score for the North Central region and

the lowest for the South. The difference was about one-half of a standard deviation. Within the test the Geography questions accounted for more of this difference than did the others. Similar results are shown for the 8th-grade test in table 40, with the Southern scores averaging about a half standard deviation below those for the other three geographic regions. Using a significance criterion of $P \leq .025$, mean score differences by region were significant for the U.S.A., U.S.S.R., China, and "World" subscores. They were also significant for the Geography subscore but not for the other "discipline" subscores. Regional differences in 12th-grade scores are shown in table 42. Once again, mean total scores were lower for the South than for other regions of the United States, but there was a convergence of scores such that the difference at this grade level was only 0.3 standard deviations. Again using the $P \leq .025$ criterion, these differences were significant only for the Mexico, France, and Geography subscores.

Normative data for 4th-grade students, grouped by sex, are provided in table 39. The mean total score for the boys was about one-third standard deviation higher than that for the girls. This difference is interesting in view of the generally higher school achievement levels of girls and the higher class standing for girls noted in the discussion of background information. Differences were significant for the Geography subset of items, but not for the "Other Disciplines" subset. Data for 8th graders, grouped by sex, are presented in table 41. The average total score for boys was about one-fourth standard deviation higher than that for girls, a difference significant at the .01 level. Among the nations and disciplines subscores, the girls' average was about the same as the boys' for France and for Cultural items. Girls scored consistently lower than boys on the other item subsets, with significant differences in the cases of subscores for Egypt and for Geographical and Political items. Test scores for high school seniors grouped by sex are shown in table 43. Unlike the regional differences, which were diminished between 8th and 12th grade, the sex differences in knowledge scores were greatest for high school seniors. Total score averages differed by more than half of a standard deviation. Significant differences were present for all of the nations and disciplines subscores, with $P = .001$ for all categories but Cultural, for which $P = .02$.

Attitudes and Perceptions

In each of the three grades studied, there is a common or pervasive way of viewing the countries chosen as stimuli. While there is some individual variation from these three common views, it is not systematically related to student background or knowledge.

At grade 4, perceptions of nations show a pronounced "we-they" view, with the U.S.A. set far apart from all other countries. The United States is the most desirable, richest/strongest, and largest country by far. Israel, Egypt, and Russia form a triad of similar countries that are undesirable, relatively poor/weak, and not like us. China and Japan are viewed as the most similar pair of the nations sampled. Students' impressions of size (geography and population) and strength (rich/strong) appear to be quite naive.

At grade 8, perceptions of nations indicate that the United States joins the world through its similarity to England and France in one sense, and to Mexico and Spain in another. East Germany and the U.S.S.R. now receive the most negative evaluations (undesirable people and nation, people not free). The judged similarity of China and Japan indicate that an occidental-oriental distinction continues to be very powerful.

Variations between grades 8 and 12 are minor. At grade 12, the occidental-oriental distinction loses some salience relative to grade 8, the attractiveness of the U.S.A. and its people is less extreme, and lack of freedom is more extreme for Russia, China, and East Germany. Rankings of country size are more intuitively attractive than at grades 4 and 8, though size is still a complex characteristic.

Teacher Information

In the present report, teacher information is restricted to that obtained from 8th- and 12th-grade social studies teachers. Data regarding teachers' experiences in other countries are given in tables 47 to 50. At both grade levels, male teachers outnumbered females by more than two to one. Among 8th-grade teachers this was accompanied by a relative predominance of males in travel abroad, with 76 percent of the men but only 52 percent of the women having visited at least one foreign country. At grade 12, however, the latter difference was no longer present; corresponding percentages were 72 and 71, respectively. At both grade levels, Canada, Mexico, and Western Europe were visited by relatively high percentages of teachers, and Latin America (exclusive of Mexico) and Africa by low percentages. Men tended more often to have visited Canada, West Germany, and Japan, whereas women more often visited France, Italy, and Spain. These differences are generally consistent with preferences expressed by 8th- and 12th-grade males and females in response to the "Like to study" and "Like to visit" questions. For both sexes, "Vacationing" was more often cited as the reason for the visits than all other reasons combined. "Military service" was second most frequent for men, and the "Family and Friends" category accounted for most remaining reasons for both sexes.

Teachers' write-in responses to questions regarding what experiences had influenced their career selection and their knowledge and attitudes regarding other nations and peoples were obtained and subsequently categorized. A summarization of the resulting information is provided in tables 51 and 52. For 8th-grade teachers, career choice was most influenced by personal experiences, with higher education and teacher contacts also playing a role. Knowledge was most often influenced by vacationing, higher education, reading, and (for males) military service. Attitudes were most influenced by personal interests, reading, friends, and vacationing. Responses of 12th-grade male teachers generally corresponded to those of the 8th-grade male teachers for all three questions. Responses of female teachers at the higher grade level were similar to those noted for their 8th-grade counterparts on the career-selection question. Sources of knowledge and attitudes about other nations differed, however, with 12th-grade women teachers substantially more often listing vacationing abroad and foreign friends in response to both questions, as well as more often listing higher education with regard to the knowledge question.

APPENDIXES

APPENDIX A. TEXT REFERENCES

Blashfield, R. Mixture model tests of cluster analysis: Accuracy of four agglomerative hierarchical models. *Psychological Bulletin*, 1976, 83: 377–388.

Echternacht, G. J. *Sample design for "Other Nations, Other Peoples"* (ETS RM 74–4). Princeton, N.J.: Educational Testing Service, 1974.

Harman, H. H. *Modern factor analysis* (3d ed.). Chicago: University Press, 1976.

Jennrich, R. I., & Sampson, P. F. Rotation for simple loadings. *Psychometrika*, 1966, 31: 313–323.

Kruskal, J. Multidimensional scaling by optimizing goodness of fit to a nonmetric hypothesis. *Psychometrika*, 1964, 29: 1–27.

Osgood, C. E., Suci, G., & Tannenbaum, P. *The measurement of meaning*. Urbana, Ill.: University of Illinois Press, 1957.

Pike, L. W., & Mahoney, M. H. "Supplement to *Other Nations, Other Peoples:* Related Project Documentation and Survey Instruments." Unpublished document, 1976.

Torgerson, W. S. *Theory and methods of scaling*. New York: Wiley, 1958.

Tucker, L. R., & Messick, S. An individual differences model for multidimensional scaling. *Psychometrika*, 1963, 28: 333–367.

U.S. Bureau of the Census. *County and City Data Book, 1972. (A Statistical Abstract Supplement) Appendix D: Area components of standard metropolitan statistical areas.* Washington, D.C.: U.S. Government Printing Office, 1973.

Wish, M., Deutsch, M., & Biener, L. In A. K. Romney, R. N. Shepard, & S. R. Nerlove (eds.), *Multidimensional scaling: Theory and applications in the behavioral sciences* (Vol. II/Applications). New York: Seminar Press, 1972.

Yates, A. *Non-metric individual differences multidimensional scaling with balanced least squares monotone transformation.* Paper presented at the meeting of the Psychometric Society, Princeton, 1972.

Yates, A. *An oblique analytic transformation method for primary factor pattern simplification which permits factorial complexity in exploratory analyses.* Paper presented at the meeting of the Psychometric Society, Palo Alto, 1974.

APPENDIX B. SCHOOLS THAT PARTICIPATED IN THE ONOP SURVEY

ALASKA

School	Town or City	County
Schoenbar Jr. High	Ketchikan	Ketchikan
Valley Park Elementary	Ketchikan	Ketchikan

ARIZONA

Colorado City Elementary	Colorado City	Mohave
Havasupai Elementary	Lake Havasu City	Mohave
Lake Havasu High	Lake Havasu City	Mohave

CALIFORNIA

Abbott Middle	San Mateo	San Mateo
Aurora High	Calexico	Imperial
Birchwood Elementary	San Jose	Santa Clara
Brownell Intermediate	Gilroy	Santa Clara
Country Lane Elementary	San Jose	Santa Clara
Emerson Elementary	Bakersfield	Kern
Hiram W. Johnson Sr. High	Sacramento	Sacramento
David Starr Jordan Sr. High	Los Angeles	Los Angeles
Kern Valley High	Lake Isabella	Kern
Laurel Elementary	San Carlos	San Mateo
Lincoln Elementary	El Centro	Imperial
Alain LeRoy Locke Sr. High	Los Angeles	Los Angeles
Longfellow Elementary	Bakersfield	Kern
Chester W. Nimitz Jr. High	Huntington Park	Los Angeles
Myra A. Noble Elementary	Bakersfield	Kern
Quimby Oak Intermediate	San Jose	Santa Clara
Sequoia Jr. High	Reseda	Los Angeles
William Howard Taft Sr. High	Woodland Hills	Los Angeles
Wilson Jr. High	El Centro	Imperial

COLORADO

Air Academy Jr. High	Colorado Springs	El Paso
Lewis-Palmer Sr. High	Monument	El Paso
Mitchell Sr. High	Colorado Springs	El Paso
Russell Jr. High	Colorado Springs	El Paso

CONNECTICUT

Brooklyn	Brooklyn	Windham
Putnam Grammar	Putnam	Windham
Tourtellotte Memorial High	N. Grosvenordale	Windham

FLORIDA

School	Town or City	County
Jensen Beach Elementary	Jensen Beach	Martin
Martin County High	Stuart	Martin

IDAHO

Aberdeen Jr. High	Aberdeen	Bingham
Fort Hall Elementary	Fort Hall	Bingham
Harding Gibbs Jr. High	Firth	Bingham
West Center Elementary	Blackfoot	Bingham

ILLINOIS

Jackson Elementary	E. St. Louis	St. Claire
Kinnikinnick	Roscoe	Winnebago
Rockford Auburn High	Rockford	Winnebago
St. Libory	St. Libory	St. Claire

INDIANA

Edinburg Community Jr.-Sr. High	Edinburg	Johnson
Indian Creek Jr. High	Trafalgar	Johnson
North Grove Elementary	Greenwood	Johnson

IOWA

Briggs Elementary	Maquoketa	Jackson
Maquoketa Jr. High	Maquoketa	Jackson
Miles Community	Miles	Jackson
Mount Pleasant High	Mount Pleasant	Henry
Mount Union Elementary	Mount Union	Henry
New London Community High	New London	Henry
Preston High	Preston	Jackson
Waco Middle	Wayland	Henry

LOUISIANA

Good Pine Middle	Good Pine	La Salle
La Salle	Olla	La Salle
Morganza	Morganza	Pointe Coupee
Poydras High	New Roads	Pointe Coupee
Rosenwald	New Roads	Pointe Coupee
Upper Pointe Coupee	Batchelor	Pointe Coupee

MAINE

School	Town or City	County
Brewer Jr. High	Brewer	Penobscot
Garland Street Jr. High	Bangor	Penobscot

MARYLAND

Eastern Vocational-Technical High	Baltimore	Baltimore
Holabird	Baltimore	Baltimore
Loch Raven	Towson	Baltimore
Pinewood	Timonium	Baltimore

MASSACHUSETTS

Avery	Dedham	Norfolk
Bicknell Jr. High	Weymouth	Norfolk
East Jr. High	Braintree	Norfolk
Framingham South High	Framingham	Middlesex
Frontier Regional	South Deerfield	Franklin
Marshall Middle	Billerica	Middlesex
Mohawk Trail Regional High	Shelburne Falls	Franklin
Newton Elementary	Greenfield	Franklin
Norwood High	Norwood	Norfolk
Thomas B. Pollard Elementary	Quincy	Norfolk
Riverside	Gill	Franklin
Turners Falls High	Montague	Franklin
Walpole High	Walpole	Norfolk
West Jr. High	Watertown	Middlesex

MINNESOTA

Garden City	Osseo	Hennepin
Hosterman Jr. High	Richfield	Hennepin
Richfield High	Richfield	Hennepin
South Sr. High	Minneapolis	Hennepin

NEBRASKA

Middle	Wayne	Wayne
West Elementary	Wayne	Wayne

NEW MEXICO

Cameo Elementary	Clovis	Curry
Lincoln Jackson Elementary	Clovis	Curry
Yucca Jr. High	Clovis	Curry

NEW YORK

School	Town or City	County
John W. Chorley Elementary	Middletown	Orange
Herbert Hoover Jr. High	Lackawanna	Erie
Kenmore West Sr. High	Kenmore	Erie
Maryvale Elementary	Cheektowaga	Erie
Monroe-Woodbury Sr. High	Central Valley	Orange
Pine Bush Sr. High	Pine Bush	Orange
Piseco Elementary	Piseco	Hamilton
Public School 28	Buffalo	Erie
South Jr. High	Newburgh	Orange
Tonawanda Jr. High	Tonawanda	Erie

NORTH CAROLINA

Cordova Elementary	Cordova	Richmond
Mineral Springs	Ellerbe	Richmond
Richmond Sr. High	Rockingham	Richmond
Rockingham Jr. High	Rockingham	Richmond

OHIO

Henrietta Elementary	Oberlin	Lorain
King High	Lorain	Lorain
Lorain High	Lorain	Lorain
Nashport Elementary	Nashport	Muskingum
New Cleveland Elementary	Ottawa	Putnam
Walter G. Nord Jr. High	Amherst	Lorain
North Ridgeville Middle	North Ridgeville	Lorain
West Muskingum High	Zanesville	Muskingum
Westview Elementary	Avon Lake	Lorain

OREGON

Lee Elementary	Portland	Multnomah
Nyssa Elementary	Nyssa	Malheur
Ontario High	Ontario	Malheur
Ontario Jr. High	Ontario	Malheur
May Roberts Elementary	Ontario	Malheur

PENNSYLVANIA

Central Westmoreland Area Voc. Tech.	Youngwood	Westmoreland
Delmont Elementary	Delmont	Westmoreland
Dover Area Elementary	Dover	York

School	Town or City	County
Tanner Duckrey Elementary	Philadelphia	Philadelphia
Eastern Jr.-Sr. High	Wrightsville	York
Benjamin Franklin Jr. High	Uniontown	Fayette
Mary Frazier Sr. High	Perryopolis	Fayette
Friendship Hill Elementary	R.D. 1, Point Marion	Fayette
Loganville-Springfield	R.D. 8, York	York
McCullough Elementary	Claridge	Westmoreland
North Hills Jr. High	York	York
Northeast High	Philadelphia	Philadelphia
Anna Howard Shaw Jr. High	Philadelphia	Philadelphia
South Laurel Jr. High	Uniontown	Fayette
Wendover Jr. High	Greensburg	Westmoreland
York County Voc. Tech.	York	York
RHODE ISLAND		
Burrillville Jr.-Sr. High	Harrisville	Providence
Central Vocational Facility	Providence	Providence
Smithfield High	Smithfield	Providence
Western Hills Jr. High	Cranston	Providence
SOUTH DAKOTA		
Central High	Rapid City	Pennington
Douglas High	Ellsworth AFB	Pennington
Knollwood Heights Elementary	Rapid City	Pennington
Horace Mann Elementary	Rapid City	Pennington
Miller Elementary	Miller	Hand
Miller High	Miller	Hand
Mondamin Elementary	Mondamin	Hand
North Jr. High	Rapid City	Pennington
Ree Heights Elementary	Ree Heights	Hand
Vandenberg Middle	Ellsworth AFB	Pennington
TENNESSEE		
Binfield	Rt. 9, Maryville	Blount
Everett High	Everett High Road	Blount
Lanier High	Rt. 4, Maryville	Blount

TEXAS

School	Town or City	County
Burks Elementary	McKinney	Collin
Canutillo Elementary	Canutillo	El Paso
Jefferson High	El Paso	El Paso
McKinney High	McKinney	Collin
Melissa Rural High	Melissa	Collin
Terrace Hills	El Paso	El Paso
Wilson Jr. High	Plano	Collin

VIRGINIA

Armstrong	Richmond	Richmond Independent City
Blackwell	Richmond	Richmond Independent City
Fairview	Fairfax Station	Fairfax
Langley High	McLean	Fairfax
Lee	Springfield	Fairfax

TABLES

Table 1

Item Classification for the ONOP Knowledge Tests

Nation	Discipline				Totals
	Geographic	Cultural	Political	Economic	
Fourth-grade test					
USA	1	1	1	1	4
Mexico	2	0	0	1	3
France	1	0	0	1	2
USSR	2	0	1	0	3
China	2	0	1	2	5
Egypt	2	1	0	1	4
World	2	1	1	1	5
(Total)	(12)	(3)	(4)	(7)	(26)
Eighth-grade test					
USA	2	2	2	2	8
Mexico	2	2	2	1	7
France	2	1	1	1	5
USSR	3	1	2	3	9
China	2	2	1	2	7
Egypt	2	2	1	2	7
World	3	2	2	2	9
(Total)	(16)	(12)	(11)	(13)	(52)
Twelfth-grade test					
USA	2	1	3	2	8
Mexico	2	2	2	1	7
France	2	1	1	2	6
USSR	3	1	2	3	9
China	2	2	1	2	7
Egypt	2	2	1	3	8
World	3	2	2	2	9
(Total)	(16)	(11)	(12)	(15)	(54)

Table 2

Ideal and Obtained School Samples Within

Rural/Urban, Socioeconomic Status, and Regional Strata

Region	Rural county			Urban county			Total
	Low SES	Mid SES	High SES	Low SES	Mid SES	High SES	
Ideal sample							
Metro	--	--	--	--	--	--	6
NE	4	4	4	4	4	4	24
NC	4	4	4	4	4	4	24
South	4	4	4	4	4	4	24
West	4	4	4	4	4	4	24
Total	16	16	16	16	16	16	102
Obtained grade-four sample							
Metro	--	--	--	--	--	--	1
NE	2	2	2	2	4	2	14
NC	3	3	4	3	3	3	19
South	2	2	2	1	2	2	11
West	4	3	3	2	0	3	15
Total	11	10	11	8	9	10	60
Obtained grade-eight sample							
Metro	--	--	--	--	--	--	3
NE	2	3	4	3	3	4	19
NC	4	3	4	0	2	2	15
South	1	1	2	3	1	2	10
West	3	1	4	3	1	3	15
Total	10	8	14	9	7	11	62
Obtained grade-twelve sample							
Metro	--	--	--	--	--	--	4
NE	1	3	2	3	3	3	15
NC	2	2	4	0	3	3	14
South	2	2	4	2	2	4	16
West	2	3	0	3	1	0	9
Total	7	10	10	8	9	10	58

253-112 O - 79 - 6

Table 3

Distribution of Participating Schools

by Size of Enrollment

Grade level	< 100	100 -299	300 -499	500 -999	1000 or more	N
4	3.4	27.6	29.4	31.0	8.5	58
8	1.7	8.5	13.6	49.1	27.1	59
12	1.9	0.0	13.2	26.4	58.5	53

Table 4

Distribution of Participating Schools

by Community Size

Grade level	Rural	Town	Medium city	Large city	Metro-polis	N
4	43.3	22.4	10.3	10.3	8.6	58
8	28.8	47.5	8.5	11.9	3.4	59
12	24.5	35.8	15.1	15.1	9.5	53

Table 5

Distribution of Participating Schools by Percentage of Students Expected to Complete High School and by Percentage Expected to Enter College

Percentage indicated	Complete high school			Enter college		
	4	8	12	4	8	12
91-100	39.7	35.6	32.1	0.0	0.0	1.9
76-90	44.8	40.7	47.2	3.4	1.7	0.0
51-75	10.3	17.0	18.9	20.7	15.2	17.0
26-50	1.7	1.7	1.9	37.9	57.6	58.5
11-25	1.7	1.7	0.0	24.1	20.3	20.8
0-10	0.0	0.0	0.0	12.1	1.7	1.9
Info. n.a.	1.8	3.4	0.0	1.8	3.4	0.0
(N)	(58)	(59)	(53)	(58)	(59)	(53)

Table 6

Nation of Birth of Students and Their Parents or Guardians; Grades 4, 8, and 12

Nation	Student			Father			Mother		
	4	8	12	4	8	12	4	8	12
The United States	97.6	96.3	96.5	88.7	95.1	95.0	90.4	91.6	94.0
Mexico	0.5	0.2	1.1	2.4	1.2	1.8	2.2	1.3	2.6
Canada	0.2	0.0	0.2	0.2	0.3	0.6	0.5	0.8	0.4
Cuba	0.0	0.3	0.0	0.0	0.3	0.0	0.0	0.3	0.2
Puerto Rico	0.0	0.3	0.0	0.2	0.3	0.0	0.0	0.2	0.0
England	0.0	0.5	0.5	0.0	0.0	0.2	0.0	0.8	0.9
Italy	0.2	0.0	0.0	0.6	0.0	0.2	0.0	0.2	0.2
W. Germany	0.5	0.7	0.9	0.2	0.2	0.6	0.3	1.5	0.6
Philippines	0.2	0.0	0.0	0.0	0.3	0.4	0.0	0.2	0.0
Taiwan	0.0	0.3	0.2	0.0	0.3	0.0	0.0	0.5	0.0
Other[a]	0.5	1.2	0.6	0.7	1.9	1.1	1.2	2.5	1.3
Info not available	0.3	0.2	0.0	7.2	0.0	0.0	5.3	0.0	0.0
(N)	(586)	(596)	(546)						

Note. Entries for all tables in this section are percentages, unless otherwise specified.

[a] Nations averaging less than 0.1 percent over the nine categories were not entered in the table.

Table 7

Parents' Foreign Language in the Home:
Data Grouped by Geographic Region and
School Community Size; Grades 4, 8, ar 12

Language	All	Region				School community size		
		NE	NC	SO	W	Rural	Town/ Med.city	Lg.city
				Fourth-grade sample				
French	1.9	1.4	0.5	6.4	0.7	3.2	1.1	0.0
German	3.[illegible]	1.4	9.7	0.9	0.0	3.2	3.2	5.0
Spanish	7.5	1.4	0.0	9.2	21.5	7.2	11.2	2.5
Other	4.5	5.6	3.2	2.8	6.7	1.4	8.0	6.7
None	79.7	90.9	85.4	78.9	62.4	82.7	75.5	79.2
Info not available	3.1	0.0	1.1	3.7	8.0	2.5	0.5	8.3
(N)	(586)	(143)	(185)	(109)	(149)	(278)	(188)	(120)
				Eighth-grade sample				
French	5.9	11.6	2.1	6.2	2.4	4.4	7.8	2.6
German	4.9	2.6	8.4	5.2	4.2	6.3	3.7	6.1
Spanish	7.7	2.6	3.5	4.2	19.2	4.4	8.1	11.3
Other	10.4	17.9	4.9	5.2	9.6	4.4	11.8	14.8
None	73.5	69.5	82.5	78.1	67.7	81.1	72.0	67.0
(N)	(596)	(190)	(143)	(96)	(167)	(159)	(322)	(115)
				Twelfth-grade sample				
French	3.9	7.6	0.0	5.4	1.0	4.7	3.6	3.6
German	3.3	3.8	5.1	2.7	1.0	3.9	2.8	3.6
Spanish	5.9	0.6	2.2	8.1	15.5	1.6	6.0	9.0
Other	9.2	18.3	8.0	3.4	4.9	5.5	7.5	14.4
None	76.7	70.9	85.0	80.4	77.0	78.0	80.0	71.3
(N)	(546)	(158)	(137)	(148)	(103)	(127)	(252)	(167)

Note. Because there were sometimes more than one foreign language in a family, percentage totals range from 100 to 104.

Table 8

Students' Foreign Language in the Home:
Data Grouped by Geographic Region and
School Community Size; Grades 4, 8, and 12

Language	All	Region				School community size		
		NE	NC	SO	W	Rural	Town/ Med.city	Lg.city
				Fourth-grade sample				
French	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
German	0.3	0.7	0.5	0.0	0.0	0.4	0.5	0.0
Spanish	6.5	0.0	0.0	7.3	20.1	6.5	10.1	0.8
Other	0.8	1.4	1.1	0.9	2.0	0.0	1.6	3.3
None	90.8	98.6	98.9	85.3	77.2	93.2	86.2	92.5
Info not available	0.8	0.0	0.0	3.7	0.7	0.0	0.5	3.3
(N)	(586)	(143)	(185)	(109)	(149)	(278)	(188)	(120)
				Eighth-grade sample				
French	3.5	7.9	0.7	2.1	1.8	1.3	5.0	2.6
German	2.0	0.5	6.3	1.0	0.6	2.5	0.9	4.4
Spanish	5.0	3.2	7.0	4.2	6.0	7.6	3.1	7.0
Other	3.0	3.2	1.4	2.1	4.8	2.5	1.9	7.0
None	86.5	85.2	84.6	90.6	86.8	86.1	89.1	79.0
(N)	(596)	(190)	(143)	(96)	(167)	(159)	(322)	(115)
				Twelfth-grade sample				
French	5.9	7.0	4.4	8.1	2.9	3.9	6.0	7.2
German	3.5	3.2	6.6	2.0	1.9	7.9	2.8	1.2
Spanish	11.4	6.3	8.8	16.9	14.6	6.3	11.9	14.4
Other	3.5	5.1	2.9	1.4	4.8	4.7	1.6	5.4
None	75.7	78.4	77.3	71.6	75.8	77.2	77.7	71.8
(N)	(546)	(158)	(137)	(148)	(103)	(127)	(252)	(167)

Table 9

Occupational Level of Head of Household: Data Grouped by Geographic Region and by School Community Size; Grades 4, 8, and 12

Occupational level	All	Region				School community size		
		NE	NC	SO	W	Rural	Town/ Med.city	Lg.city
Fourth-grade sample								
Laborer/ Semiskilled	41	46	47	39	32	50	35	32
Service/Skilled	22	18	22	23	25	22	25	18
Sales/Small owner	18	7	17	26	23	18	18	19
Professional/ Large owner	13	16	10	12	11	8	15	17
Information n.a.	6	12	3	1	8	3	6	14
(N)	(586)	(143)	(185)	(109)	(149)	(278)	(188)	(120)
Eighth-grade sample								
Laborer/ Semiskilled	29	28	35	33	24	41	29	15
Service/Skilled	33	36	27	39	31	23	34	43
Sales/Small owner	23	22	27	19	24	26	22	23
Professional/ Large owner	13	12	10	8	19	10	13	18
(N)	(596)	(190)	(143)	(96)	(167)	(159)	(322)	(115)
Twelfth-grade sample								
Laborer/ Semiskilled	28	32	32	25	20	34	28	23
Service/Skilled	26	32	24	24	20	19	29	25
Sales/Small owner	32	25	30	34	41	35	32	29
Professional/ Large owner	14	11	13	16	16	10	11	21
(N)	(546)	(158)	(137)	(148)	(103)	(127)	(252)	(167)

Note. Overall response rate at grades 8 and 12 on this question was 99 percent.

Table 10

Academic Standing: Data Grouped by Sex and by Occupation of Head of Household; Grades 4, 8, and 12

Academic standing	All	Sex		Occupation, Head of Household			
		Male	Female	Laborer/ Semi-skilled	Service/ Skilled	Sales/ Small owner	Prof./ Large owner
Fourth-grade sample							
Highest 25%	26	21	31	23	22	32	40
Second 25%	31	31	32	29	36	33	31
Third 25%	25	25	26	24	27	23	24
Lowest 25%	14	20	9	22	11	9	1
Information n.a.	3	3	3	2	4	3	4
(N)	(586)	(291)	(295)	(242)	(129)	(105)	(72)
Eighth-grade sample							
Mostly A	10	8	12	3	12	13	17
Between A & B	26	21	30	18	25	30	38
Mostly B	17	14	21	21	15	18	15
Between B & C	27	33	20	32	28	23	14
Mostly C	12	13	10	13	12	11	9
Below C	9	10		14	8	5	6
(N)	(596)	(292)	(304)	(175)	(195)	(139)	(78)
Twelfth-grade sample							
Mostly A	12	11	14	5	13	11	29
Between A & B	22	16	28	20	21	25	16
Mostly B	22	21	23	22	19	24	24
Between B & C	28	32	24	32	34	27	16
Mostly C	11	13	9	13	11	8	11
Below C	5	8	1	9	1	5	4
(N)	(545)	(273)	(272)	(152)	(140)	(173)	(76)

Note. All eighth graders, and all but one twelfth grader answered this question. None of these students checked the "ungraded" category.

Table 11

Languages Studied: Data Grouped by Geographic Region; Grades 8 and 12

Language studied	All	Region			
		NE	NC	SO	W
Eighth-grade sample					
French	16	32	8	11	9
German	9	6	17	5	6
Spanish	28	21	31	22	38
Other	10	13	8	5	11
None	51	44	52	64	51
(N)	(596)	(190)	(143)	(96)	(167)
Twelfth-grade sample					
French	26	37	26	20	16
German	8	4	12	7	9
Spanish	42	44	33	37	39
Other	7	13	1	8	3
None	31	24	35	39	24
(N)	(546)	(158)	(137)	(148)	(103)

Table 12

Languages studied: Data Grouped by School Community Size, and Sex; Grades 8 and 12

Language studied	School community size			Sex	
	Rural	Town/ Med. City	Large city	M	F
Eighth-grade sample					
French	6	23	12	13	20
German	8	6	16	7	10
Spanish	25	26	38	27	30
Other	9	9	12	11	9
None	59	51	40	57	46
(N)	(159)	(322)	(115)	(292)	(304)
Twelfth-grade sample					
French	16	27	32	23	28
German	12	5	8	10	6
Spanish	39	43	43	41	43
Other	4	7	9	7	7
None	37	32	25	33	29
(N)	(127)	(252)	(167)	(273)	(272)

Table 13

Languages Studied: Data Grouped by Parents' Foreign Language and by Occupation Level of Head of Household; Grades 8 and 12

Language studied	Parents' foreign language				Occupation level, Head of Household			
	Fr	Ger	Sp	None	Laborer/ Semisk.	Service/ Skilled	Sales/ Sm. owner	Prof./ Lg. owner
Eighth-grade sample								
French	46	14	13	15	10	18	19	22
German	9	38	4	7	6	12	7	9
Spanish	11	41	54	27	26	27	31	28
None	46	31	33	55	58	48	50	45
(N)	(35)	(29)	(46)	(438)	(175)	(195)	(139)	(78)
Twelfth-grade sample								
French	57	17	6	26	17	21	27	47
German	5	33	0	8	3	6	11	11
Spanish	19	39	84	39	36	46	43	47
None	33	22	9	35	45	31	27	9
(N)	(21)	(18)	(32)	(419)	(152)	(140)	(173)	(76)

Table 14

History Courses Studied: Data Grouped by Geographic Region; Grades 8 and 12

History course	All	Region			
		NE	NC	SO	W
Eighth-grade sample					
American	88	88	89	88	89
European	35	38	36	24	39
Asian	18	15	20	22	17
African	18	14	25	25	11
World	48	51	45	48	48
(N)	(596)	(190)	(143)	(96)	(167)
Twelfth-grade sample					
American	98	96	99	99	97
European	29	46	24	22	21
Asian	15	27	11	9	11
African	17	32	8	13	11
World	70	70	74	68	71
(N)	(546)	(158)	(137)	(148)	(103)

Table 15

History Courses Studied: Data Grouped by School Community Size, and Sex; Grades 8 and 12

History course	School community size			Sex	
	Rural	Town/ Med. city	Large city	M	F
Eighth-grade sample					
American	83	90	91	86	91
European	41	34	32	42	29
Asian	19	16	22	22	14
African	18	14	27	18	17
World	49	49	46	49	47
(N)	(159)	(322)	(115)	(292)	(304)
Twelfth-grade sample					
American	97	98	98	98	97
European	27	24	39	35	23
Asian	13	10	25	19	11
African	14	12	26	18	16
World	72	65	77	75	66
(N)	(127)	(252)	(167)	(273)	(272)

Table 16

Nations Studied Recently: Data Grouped by Sex; Grades 8 and 12

Nation	Percent			Rank		
	All	Male	Female	All	Male	Female
Eighth-grade sample (N = 292 Male, 304 Female)						
Mexico	33	36	30	8	8	9
Canada	28	29	27	13	13	12
England	45	50	40	2	2	3
France	43	48	38	3	3	4
Spain	39	47	32	5	4	6
Italy	30	35	26	11	9	13
W. Germany	36	37	35	6	7	5
E. Germany	29	31	28	12	12	11
USSR	56	52	59	1	1	1
Taiwan	6	6	5	15	15	15
China	42	44	41	4	5	2
Japan	32	34	31	9	10.5	7.5
India	31	34	29	10	10.5	10
Israel	23	28	18	14	14	14
Egypt	34	38	31	7	6	7.5
Twelfth-grade sample (N = 273 Male, 272 Female)						
Mexico	27	26	28	9	9.5	8.5
Canada	15	14	15	14	14	14
England	45	48	42	2	2	2
France	43	45	40	3	3	4
Spain	28	29	28	8	8	8.5
Italy	21	26	16	11.5	9.5	13
W. Germany	36	35	36	5	5	5
E. Germany	34	34	34	6	6.5	6
USSR	55	56	55	1	1	1
Taiwan	6	7	4	15	15	15
China	42	44	41	4	4	3
Japan	33	34	32	7	6.5	7
India	16	15	17	13	13	12
Israel	21	23	19	11.5	12	11
Egypt	23	25	22	10	11	10

Table 17

Intercorrelations Among Nations Studied Recently; Grades 8 and 12

	1 Mex	2 Can	3 Eng	4 Fr	5 Sp	6 Ita	7 WGr	8 EGr	9 USSR	10 Tai	11 Chi	12 Jpn	13 Ind	14 Isr	15 Egy
1. Mexico	--	62	21	23	33	33	19	11	-09	21	06	23	15	13	19
2. Canada	49	--	14	26	16	17	09	08	12	12	12	20	18	09	01
3. England	24	40	--	64	52	45	35	37	13	23	18	27	24	30	16
4. France	31	41	72	--	64	70	41	46	18	25	26	37	38	44	29
5. Spain	66	46	50	64	--	59	33	32	17	37	21	30	32	39	30
6. Italy	51	51	56	74	66	--	62	62	38	45	38	47	46	46	45
7. W. Germany	30	37	49	58	49	63	--	95	58	45	48	51	48	50	39
8. E. Germany	25	36	43	55	41	55	91	--	56	53	49	45	44	43	36
9. USSR	14	37	27	42	26	48	66	63	--	35	55	55	42	31	27
10. Taiwan	41	42	38	44	40	50	64	58	58	--	63	64	51	48	25
11. China	26	30	22	40	30	53	51	50	66	63	--	68	55	34	34
12. Japan	35	34	49	55	42	56	69	65	57	55	70	--	56	45	35
13. India	41	26	27	41	31	42	38	40	41	56	64	58	--	48	39
14. Israel	37	38	24	34	29	39	51	40	44	64	56	43	62	--	58
15. Egypt	32	35	27	38	38	56	41	31	39	67	42	39	56	73	--

Note. Eighth grade intercorrelations are above the diagonal and twelfth grade intercorrelations are below the diagonal.

Table 18

Ways of Learning about Other Countries:
Data Grouped by Region and Sex; Grade 4

Ways of learning	All	Region				Sex	
		NE	NC	SO	W	M	F
		Percentages					
Television	75	79	81	70	67	75	75
Radio	35	34	32	42	34	35	34
Movies	52	51	57	42	55	55	49
Reading	66	65	70	69	61	65	67
Travel	63	71	63	49	68	64	63
Fairs, etc.	43	45	44	31	49	45	41
Relatives, friends	58	73	52	60	50	57	60
Religious groups	20	25	17	28	14	20	21
(N)	(586)	(143)	(185)	(109)	(149)	(291)	(295)
		Ranks					
Television	1	1	1	1	2	1	1
Radio	7	7	7	5.5	7	7	7
Movies	5	5	4	5.5	4	5	5
Reading	2	4	2	2	3	2	2
Travel	3	3	3	4	1	3	3
Fairs, etc.	6	6	6	7	6	6	6
Relatives, friends	4	2	5	3	5	4	4
Religious groups	8	8	8	8	8	8	8

Table 19

Items Greatly Influencing Attitudes and Opinions Toward Other Nations and Peoples: Data Grouped by Region and Sex; Grade 8

Items greatly influencing attitudes		All	Region				Sex	
			NE	NC	SO	W	M	F
		Percentages						
Audio-visual	Television	52	51	55	60	47	53	51
	Radio	18	17	19	22	17	15	21
	Movies	36	33	41	43	30	36	36
Reading	Books	37	39	38	33	37	28	46
	Periodicals	36	35	39	35	36	32	40
Activities	Travel	35	28	44	38	34	32	38
	Fairs, etc.	24	23	22	31	23	23	24
	Shops, etc.	15	14	12	18	16	11	18
People	Parents	33	32	29	40	35	33	34
	Teachers	36	33	34	40	38	34	37
	Relatives, etc.	32	32	34	41	27	29	36
Events	National	22	23	21	25	22	22	23
	International	21	19	17	28	22	21	21
Organi-zations	Religious	13	11	13	16	14	12	14
	School	12	13	8	19	13	12	13
(N)		(596)	(190)	(143)	(96)	(167)	(292)	(304)
		Ranks						
Audio-visual	Television	1	1	1	1	1	1	1
	Radio	12	12	11	12	12	12	11.5
	Movies	4	4.5	3	2	7	2	6.5
Reading	Books	2	2	5	8	3	8	2
	Periodicals	4	3	4	7	4	5.5	3
Activities	Travel	6	8	2	6	6	5.5	4
	Fairs, etc.	9	9.5	9	9	9	9	9
	Shops, etc.	13	13	14	14	13	15	13
People	Parents	7	6.5	8	4.5	5	4	8
	Teachers	4	4.5	6.5	4.5	2	3	5
	Relatives, etc.	8	6.5	6.5	3	8	7	6.5
Events	National	10	9.5	10	11	10.5	10	10
	International	11	11	12	10	10.5	11	11.5
Organi-zations	Religious	14	15	13	15	14	13.5	14
	School	15	14	15	13	15	13.5	15

Note: Three items have been dropped: Collections, Local Events, and Non-school, Non-church Organizations. In grade 8, percentages marking these as "greatly influencing attitudes" were 10, 9, and 11, respectively.

253-112 O - 79 - 7

Table 20

Items Greatly Influencing Attitudes and Opinions Toward Other Nations and Peoples: Data Grouped by Region and Sex; Grade 12

Items greatly influencing attitudes		All	Region				Sex	
			NE	NC	SO	W	M	F
		Percentages						
Audio-visual	Television	61	59	64	64	54	64	57
	Radio	21	24	21	22	16	23	19
	Movies	36	31	39	36	39	35	37
Reading	Books	44	42	50	36	48	36	51
	Periodicals	50	51	54	41	53	49	50
Activities	Travel	25	29	23	18	30	24	25
	Fairs, etc.	14	17	12	8	17	11	16
	Shops, etc.	11	10	12	5	16	7	14
People	Parents	24	24	28	20	25	19	29
	Teachers	32	34	36	31	27	33	32
	Relatives, etc.	31	30	29	26	40	24	37
Events	National	25	22	26	24	31	27	23
	International	32	28	35	29	36	34	29
Organi-zations	Religious	10	10	7	14	9	6	13
	Schools	9	8	10	10	6	7	11
(N)		(546)	(158)	(137)	(148)	(103)	(273)	(272)
		Ranks						
Audio-visual	Television	1	1	1	1	1	1	1
	Radio	11	9.5	11	9	12.5	10	11
	Movies	4	5	4	3.5	5	4	4.5
Reading	Books	3	3	3	3.5	3	3	2
	Periodicals	2	2	2	2	2	2	3
Activities	Travel	8.5	7	10	11	8	8.5	9
	Fairs, etc.	12	12	12.5	14	11	12	12
	Shops, etc.	13	13.5	12.5	15	12.5	13.5	13
People	Parents	10	9.5	8	10	10	11	7.5
	Teachers	5.5	4	5	5	9	6	6
	Relatives, etc.	7	6	7	7	4	8.5	4.5
Events	National	8.5	11	9	8	7	7	10
	International	5.5	8	6	6	6	5	7.5
Organi-zations	Religious	14	13.5	15	12	14	15	14
	School	15	15	14	13	15	13.5	15

Note: Three items have been dropped: Collections, Local Events, and Non-school, Non-Church Organizations. In grade 12, percentages marking these as "greatly influencing attitudes" were 3, 6, and 7, respectively.

Table 21

Intercorrelations Among Items Influencing Attitudes Toward Other Nations and Peoples; Grades 8 and 12

Audiovisual	1	2	3
1. Television	--	36	26
2. Radio	39	--	18
3. Movies	27	15	--

Reading	4	5
4. Books	--	27
5. Periodicals	41	--

Activities	6	7	8
6. Travel	--	37	26
7. Fairs	34	--	26
8. Shops	25	34	--

People	9	10	11
9. Parents	--	41	24
10. Teachers	42	--	15
11. Relatives, etc.	26	12	--

Events	12	13
12. National	--	63
13. International	72	--

Organizations	14	15
14. Religious	--	36
15. School	35	--

Notes: 1. Eighth grade correlations are above the diagonal in each set, and twelfth grade correlations are below the diagonal

2. Among other correlations in the full 15 x 15 matrices, those of .30 or greater for grade 8 were: Radio-Religious groups (.30), Travel-International events (.31), Fairs-School Organizations (.32). At grade 12, there was one such correlation: Relatives-Travel (.30).

Table 22

Recent Non-School Reading:
Data Grouped by Sex; Grades 8 and 12

Reading category	Percent			Rank		
	All	M	F	All	M	F
Eighth-grade sample						
Biography	25	22	28	7	7	8
Fiction	63	55	71	1	2	1
Sports	60	80	41	2	1	4
Art, Music	23	16	29	8	9	6.5
Travel	26	23	29	5.5	6	6.5
Fashion	20	01	38	9	10	5
Current Affairs	26	27	25	5.5	5	9
Politics	18	21	16	10	8	10
Hobby	48	47	49	3	3	2
Other non-fiction	40	32	47	4	4	3
(N)	(596)	(292)	(304)			
Twelfth-grade sample						
Biography	34	32	36	7.5	7	7
Fiction	65	59	72	1	2	1
Sports	60	79	41	2	1	6
Art, Music	28	25	31	10	8.5	10
Travel	30	25	34	9	8.5	8
Fashion	34	06	62	7.5	10	2
Current Affairs	48	51	46	3	3	5
Politics	35	38	32	6	6	9
Hobby	46	44	48	4	4	4
Other non-fiction	44	40	49	5	5	3
(N)	(546)	(273)	(272)			

Table 23

Nations Students Would Like to Study and/or Visit; Grades 4, 8, and 12

	Grade 4		Grade 8		Grade 12	
	Study	Visit	Study	Visit	Study	Visit
	Percentages					
Mexico	68	69	25	33	18	24
Canada	47	52	29	27	32	38
England	44	49	26	35	31	46
France	48	49	24	31	23	37
Spain	52	49	22	27	20	27
Italy	35	35	20	27	23	30
W. Germany	39	31	19	15	20	16
E. Germany	28	25	17	9	14	6
USSR	26	24	19	6	37	11
Taiwan	29	27	16	13	11	13
China	29	25	17	6	27	7
Japan	53	49	24	20	24	22
India	45	41	12	10	15	8
Israel	26	30	13	7	21	12
Egypt	35	31	19	10	22	11
(N)	(586)		(596)		(546)	
	Ranks					
Mexico	1	1	3	2	12	6
Canada	5	2	1	5	2	2
England	7	4.5	2	1	3	1
France	4	4.5	4.5	3	6.5	3
Spain	3	4.5	6	5	10.5	5
Italy	9.5	8	7	5	6.5	4
W. Germany	8	9.5	9	8	10.5	8
E. Germany	13	13.5	11.5	12	14	15
USSR	14.5	15	9	14.5	1	11.5
Taiwan	11.5	12	13	9	15	9
China	11.5	13.5	11.5	14.5	4	14
Japan	2	4.5	4.5	7	5	7
India	6	7	15	10.5	13	13
Israel	14.5	11	14	13	9	10
Egypt	9.5	9.5	9	10.5	8	11.5

Table 24

Nations Students Would Like to Study and/or Visit:
Data Grouped by Geographic Region and Sex; Grade 4

Nation	Like to study						Like to visit					
	Region				Sex		Region				Sex	
	NE	NC	SO	W	M	F	NE	NC	SO	W	M	F
	Percentages											
Mexico	66	69	67	71	65	72	66	68	72	70	67	71
Canada	50	44	46	46	48	45	61	47	49	52	54	49
England	41	41	53	43	41	46	49	48	52	48	47	51
France	45	54	49	43	41	55	48	51	50	46	41	50
Spain	53	51	52	51	45	58	50	50	52	44	43	55
Italy	35	29	38	40	31	39	38	31	38	37	32	38
W.Germany	30	44	47	35	43	35	22	39	41	24	32	31
E.Germany	22	39	25	21	31	24	23	31	25	20	27	23
USSR	25	24	33	26	29	24	20	24	31	21	23	24
Taiwan	23	35	27	29	24	33	23	34	27	21	24	29
China	27	31	35	25	27	31	20	26	32	23	24	27
Japan	51	55	54	52	51	55	45	49	58	48	47	52
India	41	43	49	49	43	47	34	41	50	40	38	43
Israel	23	30	27	23	20	31	24	32	31	30	25	34
Egypt	35	36	33	35	35	35	29	34	31	29	31	31
(N)	(143)	(185)	(109)	(149)	(291)	(295)	(143)	(185)	(109)	(149)	(291)	(295)
	Ranks											
Mexico	1	1	1	1	1	1	1	1	1	1	1	1
Canada	4	5.5	8	5	3	7	2	6	7	2	2	6
England	6.5	8	3	6.5	7.5	6	4	5	3.5	3.5	3.5	5
France	5	3	5.5	6.5	7.5	3.5	5	2	5.5	5	6	2
Spain	2	4	4	3	4	2	3	3	3.5	6	5	3
Italy	8.5	15	9	8	10.5	8	7	12.5	9	8	8.5	8
W.Germany	10	5.5	7	9.5	5.5	9.5	13	8	8	11	8.5	10.5
E.Germany	15	9	15	15	10.5	14.5	11.5	12.5	15	15	11	15
USSR	12	14	11.5	12	12	14.5	14.5	15	12	13.5	15	14
Taiwan	13.5	11	13.5	11	14	11	11.5	9.5	14	13.5	13.5	12
China	11	12	10	13	13	12.5	14.5	14	10	12	13.5	13
Japan	3	2	2	2	2	3.5	6	4	2	3.5	3.5	4
India	6.5	7	5.5	4	5.5	5	8	7	5.5	7	7	7
Israel	13.5	13	13.5	14	15	12.5	10	11	12	9	12	9
Egypt	8.5	10	11.5	9.5	9	9.5	9	9.5	12	10	10	10.5

Table 25

Nations Students Would Like to Study and/or Visit:
Data Grouped by Geographic Region and Sex; Grade 8

Nation	Like to study						Like to visit					
	Region				Sex		Region				Sex	
	NE	NC	SO	W	M	F	NE	NC	SO	W	M	F
	Percentages											
Mexico	20	24	38	25	21	29	31	33	45	28	31	34
Canada	31	34	17	31	34	25	25	27	24	32	32	22
England	28	25	23	26	23	29	35	38	40	30	32	38
France	25	24	21	23	20	28	26	34	38	31	25	37
Spain	26	19	26	17	13	31	25	32	38	17	21	32
Italy	27	16	20	16	16	24	29	28	26	26	24	30
W.Germany	19	19	16	20	21	16	13	17	19	14	28	30
E.Germany	18	17	23	14	17	17	9	6	16	7	9	9
USSR	19	22	15	21	26	13	8	4	6	6	9	4
Taiwan	12	15	20	19	15	17	11	11	21	12	11	15
China	15	17	18	20	15	19	7	5	5	5	5	6
Japan	20	31	19	26	22	27	13	20	32	22	17	24
India	8	17	8	14	9	15	7	13	10	10	7	13
Israel	13	13	11	14	10	15	6	9	10	5	7	8
Egypt	22	22	14	17	20	18	9	10	13	11	11	10
(N)	(190)	(143)	(96)	(167)	(292)	(304)	(190)	(143)	(96)	(167)	(292)	(304)
	Ranks											
Mexico	7.5	4.5	1	4	5.5	2.5	2	3	1	4	3	3
Canada	1	1	11	1	1	6	5.5	6	7	1	1.5	8
England	2	3	3.5	2.5	3	2.5	1	1	2	3	1.5	1
France	5	4.5	5	5	7.5	4	4	2	3.5	2	5	2
Spain	4	8.5	2	10.5	13	1	5.5	4	3.5	7	7	4
Italy	3	13	6.5	12	10	7	3	5	6	5	6	5.5
W.Germany	9.5	8.5	11	7.5	5.5	12	7.5	8	9	8	4	5.5
E.Germany	11	11	3.5	14	9	10.5	10.5	9	10	12	11.5	12
USSR	9.5	6.5	12	6	2	15	12	15	14	13	11.5	15
Taiwan	14	14	6.5	9	11.5	10.5	9	11	8	9	9.5	9
China	12	11	9	7.5	11.5	8	14.5	14	15	14.5	15	14
Japan	7.5	2	8	2.5	4	5	7.5	7	5	6	8	7
India	15	11	15	14	15	13.5	14.5	10	12.5	11	13.5	10
Israel	13	15	14	14	14	13.5	13	13	12.5	14.5	13.5	13
Egypt	6	6.5	13	10.5	7.5	9	10.5	12	11	10	9.5	11

Table 26

Nations Students Would Like to Study and/or Visit:
Data Grouped by Geographic Region and Sex; Grade 12

Nation	Like to study						Like to visit					
	Region				Sex		Region				Sex	
	NE	NC	SO	W	M	F	NE	NC	SO	W	M	F
	Percentages											
Mexico	13	22	23	14	15	22	24	23	27	20	25	23
Canada	31	34	32	28	34	29	45	39	32	35	44	32
England	27	32	36	26	30	31	45	47	51	39	41	51
France	23	22	26	19	19	27	35	42	39	29	31	43
Spain	21	16	24	17	14	25	28	23	34	22	22	32
Italy	26	23	22	19	15	31	32	33	31	23	24	36
W.Germany	21	20	16	23	21	19	16	13	14	21	19	13
E.Germany	18	13	15	11	15	14	6	7	5	6	7	5
USSR	37	37	36	40	42	32	14	8	11	10	13	8
Taiwan	5	13	13	14	8	14	9	16	14	13	13	13
China	31	25	27	25	30	25	10	7	7	1	10	4
Japan	19	23	28	25	23	24	20	23	19	26	24	19
India	16	14	15	17	13	18	10	7	9	6	7	9
Israel	23	19	20	20	22	19	14	11	11	12	12	13
Egypt	22	20	26	17	18	25	10	9	16	8	10	12
(N)	(158)	(137)	(148)	(103)	(273)	(272)	(158)	(137)	(148)	(103)	(273)	(272)
	Ranks											
Mexico	14	7.5	9	13.5	11	10	6	8	6	8	4	6
Canada	2.5	2	3	2	2	4	1.5	3	4	2	1	4.5
England	4	3	1.5	3	3.5	2.5	1.5	1	1	1	2	1
France	6.5	7.5	6.5	8.5	8	5	3	2	2	3	3	2
Spain	9.5	12	8	11	13	7	5	6	3	6	7	4.5
Italy	5	5.5	10	8.5	11	2.5	4	4	5	5	5.5	3
W.Germany	9.5	9.5	12	6	7	11.5	8	9	9.5	7	8	9
E.Germany	12	14.5	13.5	15	11	14.5	15	14	15	13.5	14.5	14
USSR	1	1	1.5	1	1	1	9.5	12	11.5	11	9.5	13
Taiwan	15	14.5	15	13.5	15	14.5	14	8	9.5	9	9.5	9
China	2.5	4	5	4.5	3.5	7	12	14	14	15	12.5	15
Japan	11	5.5	4	4.5	5	9	7	6	7	4	5.5	7
India	13	13	13.5	11	14	13	12	14	13	13.5	14.5	12
Israel	6.5	11	11	7	6	11.5	9.5	10	11.5	10	11	9
Egypt	8	9.5	6.5	11	9	7	12	11	8	12	12.5	11

Table 27

Intercorrelations Among "Nations Like to Study" and Among "Nations Like to Visit"; Grade 4

	1 Mex	2 Can	3 Eng	4 Fr	5 Sp	6 Ita	7 WGr	8 EGr	9 USSR	10 Tai	11 Chi	12 Jpn	13 Ind	14 Isr	15 Egy
1. Mexico	--	29	19	24	33	08	01	06	-13	-01	20	26	29	-00	06
2. Canada	26	--	19	26	17	07	18	10	04	10	-05	10	16	04	-01
3. England	11	14	--	31	35	25	18	07	26	19	09	09	23	20	-05
4. France	25	21	25	--	39	33	15	24	25	20	20	36	10	20	09
5. Spain	32	16	33	44	--	35	20	25	24	10	31	41	36	24	20
6. Italy	04	06	25	27	39	--	16	18	37	31	26	-05	09	31	29
7. W. Germany	14	14	07	16	12	21	--	83	43	18	11	17	10	27	17
8. E. Germany	15	07	20	22	19	26	76	--	40	28	17	16	11	24	14
9. USSR	-06	02	23	37	17	36	41	41	--	36	43	25	26	43	41
10. Taiwan	-02	-01	17	32	15	31	12	28	49	--	38	19	19	39	35
11. China	17	-06	17	25	31	21	20	12	43	38	--	54	22	28	34
12. Japan	18	09	19	36	37	02	23	23	34	22	49	--	21	10	23
13. India	37	25	13	28	28	19	20	21	34	27	28	30	--	08	20
14. Israel	12	02	24	31	30	45	28	24	49	51	35	23	22	--	52
15. Egypt	03	08	10	30	32	40	21	18	49	41	41	28	31	52	--

Note. Intercorrelations among "nations like to study most" are above the diagonal. Those among "nations like to visit with family" are below the diagonal.

Table 28

Intercorrelations Among "Nations Like to Study" and Among "Nations Like to Live In"; Grade 8

	1 Mex	2 Can	3 Eng	4 Fr	5 Sp	6 Ita	7 WGr	8 EGr	9 USSR	10 Tai	11 Chi	12 Jpn	13 Ind	14 Isr	15 Egy
1. Mexico	--	17	13	14	32	23	-08	01	-18	17	03	06	27	07	-05
2. Canada	14	--	19	10	01	15	-10	-10	-04	11	-08	-01	00	-01	-18
3. England	12	13	--	30	17	29	01	07	02	04	-01	14	14	19	01
4. France	25	16	44	--	35	45	11	09	-01	06	09	11	20	18	07
5. Spain	34	11	25	41	--	31	-03	01	-16	06	06	08	04	31	14
6. Italy	23	11	30	46	35	--	22	28	04	16	18	16	16	17	15
7. W. Germany	12	10	15	20	24	18	--	88	29	-10	22	12	11	21	15
8. E. Germany	10	04	16	21	21	18	57	--	28	10	19	08	12	26	14
9. USSR	07	08	06	17	10	13	18	19	--	-14	42	20	06	19	10
10. Taiwan	19	05	20	35	36	24	27	21	19	--	15	19	29	35	05
11. China	17	05	09	14	19	20	18	22	21	26	--	60	37	26	08
12. Japan	22	11	17	25	27	30	17	15	18	31	42	--	39	13	15
13. India	28	02	11	24	25	18	16	22	17	30	27	26	--	27	39
14. Israel	11	04	17	28	18	28	26	22	22	27	22	19	35	--	29
15. Egypt	17	11	17	28	28	25	24	27	19	26	22	23	41	33	--

Note. Intercorrelations among "nations like to study in depth" are above the diagonal. Those among "nations like to live in" are below the diagonal.

Table 29.

Intercorrelations Among "Nations Like to Study" and Among "Nations Like to Live In"; Grade 12

	1 Mex	2 Can	3 Eng	4 Fr	5 Sp	6 Ita	7 WGr	8 EGr	9 USSR	10 Tai	11 Chi	12 Jpn	13 Ind	14 Isr	15 Egy
1. Mexico	--	36	20	28	38	25	01	08	-15	32	-06	22	18	04	01
2. Canada	08	--	22	21	24	17	10	-09	-04	24	-05	09	12	06	-04
3. England	09	21	--	45	30	25	03	-00	11	13	-02	20	25	17	19
4. France	23	15	41	--	44	39	24	26	02	05	07	16	12	08	18
5. Spain	40	09	19	43	--	47	06	-04	-12	26	04	39	26	02	15
6. Italy	27	13	23	42	47	--	18	05	-14	24	05	15	20	02	13
7. W. Germany	13	20	21	20	14	13	--	81	40	01	17	18	03	32	12
8. E. Germany	20	15	18	22	19	23	48	--	52	-02	32	13	15	33	08
9. USSR	16	17	18	18	15	18	41	44	--	-16	49	14	08	38	05
10. Taiwan	28	08	24	23	39	32	27	26	30	--	24	31	54	21	40
11. China	16	08	18	17	13	18	31	34	52	26	--	48	34	38	28
12. Japan	28	12	18	30	26	37	28	23	33	40	38	--	30	07	21
13. India	28	07	16	19	31	32	19	30	24	42	33	35	--	46	42
14. Israel	25	15	19	18	19	28	36	33	34	23	35	41	24	--	47
15. Egypt	25	10	26	28	31	33	20	36	28	34	29	50	23	45	--

Note. Intercorrelations among "nations like to study in depth" are above the diagonal. Those among "nations like to live in" are below the diagonal.

Table 30

Student Responses to Knowledge Questions
Regarding the Locations of Selected Countries

1. Which number is on the United States?	4	8	12
(A) 1 [Canada]	21	14	10
(B) 2 [USA]	72	82	88
(C) 3 [Mexico]	03	01	00
(D) 4 [Colombia]	03	02	01

2. Which number is on Mexico?	4	8	12
(A) 2 [USA]	07	06	03
(B) 3 [Mexico]	58	84	89
(C) 4 [Colombia]	19	08	07
(D) 5 [Venezuela]	15	02	01

3. Which number is on France?	4	8	12
(A) 6 [France]	31	59	79
(B) 7 [England]	22	11	03
(C) 8 [Sweden]	31	23	14
(D) 9 [Russia-USSR]	15	05	03

4. Which number is on Russia/ the Soviet Union?	4	8	12
(A) 8 [Sweden]	18	05	03
(B) 9 [USSR]	24	72	86
(C) 10 [Japan]	22	05	01
(D) 11 [China]	35	17	10

5. Which number is on China?	4	8	12
(A) 9 [USSR]	16	07	07
(B) 10 [Japan]	21	15	05
(C) 11 [China]	30	66	79
(D) 12 [India]	32	11	09

6. Which number is on Egypt?	4	8	12
(A) 12 [India]	22	20	16
(B) 13 [Algeria]	27	20	17
(C) 14 [Egypt]	28	47	59
(D) 15 [Somalia]	23	13	07

Note. The following comments apply to all of the knowledge tables in this section of the report:

1. Responses are given in percentages, with percentages for the correct choice underlined.
2. The N's for grades 4, 8, and 12 are 585, 595, and 545, respectively.
3. In some instances, items are worded somewhat differently for fourth grade than for the two higher grade levels. In these cases, as in item 4, the fourth grade version will be given first, and the two versions will be separated by a slant.

Table 31

Student Responses to Knowledge Questions
Regarding the United States

7. The Great Plains west of Iowa, Missouri, and Arkansas differ from most of the rest of the United States in that they are

	8	12
(A) flat, dry, and relatively treeless.	51	63
(B) flat, tropical, and covered with scrub pine.	14	09
(C) hilly, dry, and relatively treeless.	19	14
(D) thinly populated, dry, and covered with oaks and pines.	15	14

8. The people in England speak the same language as the people in

	4	8
(A) China.	06	01
(B) France.	26	13
(C) Russia/the Soviet Union.	11	03
(D) the United States.	57	83

9. Which of the following areas is NOT correctly paired with the first European peoples to settle there?

	8	12
(A) Texas--Spanish	10	04
(B) Louisiana--French	10	04
(C) Virginia--English	12	04
(D) California--German	67	87

10. Who makes the laws of the United States?

	4	8	12
(A) The United Nations	10	04	01
(B) The Congress	24	59	82
(C) The President	46	14	05
(D) The Supreme Court	21	22	12

11. The Bill of Rights was added to the Constitution of the United States to do which of the following?

	8	12
(A) Insure that the federal government would be run by a system of checks and balances	16	17
(B) Introduce the idea of majority control in the affairs of the federal government	21	06
(C) Protect various civil liberties for citizens	49	70
(D) Guarantee that smaller states would not be subject to threats of larger ones	15	06

12. In which of the following countries do the regional governments have the most authority?

	12
(A) The Soviet Union	31
(B) Great Britain	24
(C) The United States	34
(D) France	10

13. How does the United States government get most of its money?

	4	8	12
(A) Getting interest from banks	13	01	01
(B) Borrowing from other countries	05	03	01
(C) Selling to other countries	11	14	13
(D) Collecting taxes	71	82	85

14. Since the Second World War, the United States has spent the most money for

	8	12
(A) transportation.	08	06
(B) education.	12	08
(C) space travel.	50	41
(D) defense.	30	46

Table 32

Student Responses to Knowledge Questions
Regarding Mexico

15. Which of these countries has the warmest climate?	4	8	12
(A) Canada	15	03	02
(B) England	06	03	01
(C) Mexico	70	89	90
(D) China	08	05	06

16. The predominant religion of Mexico is	8	12
(A) Protestantism.	18	14
(B) Judaism.	17	07
(C) Mayan.	26	14
(D) Roman Catholicism.	39	64

17. Mexico's population is composed of descendants of the	8	12
(A) Spanish and Portuguese.	36	37
(B) Spanish and Indians.	49	59
(C) Indians and English.	08	03
(D) English and Portuguese.	07	01

18. A president is elected in which country?	8	12
(A) The Soviet Union	24	14
(B) England	20	13
(C) Mexico	39	61
(D) China	17	12

19. In which of the following countries has the same political party been in power since 1939?	8	12
(A) Mexico	15	30
(B) West Germany	33	30
(C) The United States	30	12
(D) England	19	26

20. The money used in Mexico is called the	4	8	12
(A) peso	82	87	95
(B) dollar.	14	03	01
(C) pound.	08	05	01
(D) yen.	16	04	02

Table 33

Student Responses to Knowledge Questions

Regarding France

21. The climate of France is characterized by	8	12
(A) relatively mild temperatures and plentiful rainfall.	37	53
(B) relatively mild temperatures and insufficient rainfall.	23	16
(C) cold winters, hot summers, and plentiful rainfall.	28	23
(D) cold winters, hot summers, and insufficient rainfall.	11	08

22. The eastern boundary of France has changed many times because of political and cultural differences between France and	8	12
(A) Italy.	29	26
(B) Germany.	32	45
(C) Switzerland.	14	08
(D) Spain.	24	20

23. In the present French Republic, which of the following has most power in the government?	8	12
(A) The Prime Minister	43	44
(B) The Parliament	28	28
(C) The President	20	18
(D) The Departments	08	09

24. What is a major product of France?	4	8	12
(A) Oil	35	13	04
(B) Perfume	22	67	85
(C) Cotton	26	12	06
(D) Sugar	18	07	03

25. The French tradition sees the state as an agency active in virtually every area. This has led to all of the following EXCEPT:	12
(A) the establishment of a welfare system.	21
(B) state ownership of many industries.	14
(C) a large national civil service system.	19
(D) state control and regulation of the church.	45

Table 34

Student Responses to Knowledge Questions
Regarding Russia/The Soviet Union

26. Which country is in both Europe and Asia?	4	8	12
(A) China	12	11	13
(B) Russia/the Soviet Union	31	58	54
(C) India	28	18	15
(D) Poland	28	12	17

27. Which of the following countries has been hindered by a short ice-free coastline and poor access to oceans?	8	12
(A) China	19	13
(B) The United States	14	04
(C) India	26	30
(D) The Soviet Union	41	53

28. The republics of the Soviet Union were formed primarily on the basis of	8	12
(A) the ethnic groups or nationalities of the people.	24	23
(B) natural geographic boundaries.	24	26
(C) the political orientation of the people.	39	37
(D) agricultural and climatic zones.	12	14

29. Which country has a communist government?	4	8	12
(A) The United States	66	08	02
(B) England	08	03	00
(C) Mexico	06	03	00
(D) Russia/[redacted] Soviet Union	20	83	97

30. The Revolution of 1917 in Russia instituted a government that was essentially	8	12
(A) democratic.	22	12
(B) feudal.	22	17
(C) socialistic.	36	67
(D) federal.	19	05

31. Production quotas are most widely used in which of the following countries?	8	12
(A) Egypt	09	02
(B) Mexico	14	07
(C) The United States	58	58
(D) The Soviet Union	17	32

32. In the Soviet Union, most industries are owned and operated by	8	12
(A) individuals.	05	02
(B) groups of owners.	10	03
(C) labor unions.	20	08
(D) the government.	66	87

33. Most of the foreign trade carried on by the Soviet Union is with	8	12
(A) the United States.	37	23
(B) other communist countries.	36	41
(C) countries of western Europe.	19	25
(D) developing countries.	07	11

Table 35

Student Responses to Knowledge Questions
Regarding China

34. Which country has the most people?

	4	8	12
(A) Russia/the Soviet Union	08	24	16
(B) The United States	67	32	17
(C) Canada	15	05	01
(D) China	09	37	66

35. Language communication among the Chinese people is made difficult primarily because

	8	12
(A) the one written language has many variations.	23	26
(B) the most common spoken languages have many dialects.	31	39
(C) there are many different written languages in use.	26	13
(D) the Chinese alphabet has never been formalized.	20	22

36. Chinese culture has been characterized by all of the following EXCEPT:

	8	12
(A) a caste system.	28	43
(B) patriarchal control.	29	18
(C) a strong family cult.	25	12
(D) ancestral concern.	18	09

37. The United States has just started to be more friendly with which country?

	4	8
(A) England	23	06
(B) France	15	08
(C) Mexico	18	06
(D) China	43	79

38. "Between 1967 and 1970, colleges were not in normal operation. 'Worker's colleges' were established to provide specified scientific and technical training skills."

The country described above is

	12
(A) The Soviet Union.	32
(B) Japan.	26
(C) West Germany.	29
(D) China.	13

39. Most of the people in China work as

	4	8	12
(A) government workers.	12	10	08
(B) factory workers.	30	40	41
(C) farmers.	47	48	50
(D) teachers.	10	02	01

40. The primary means of transportation within Chinese cities today is the

	4	8	12
(A) automobile.	33	28	12
(B) horse.	15	05	03
(C) bus.	21	18	11
(D) bicycle.	31	48	74

253-112 O - 79 - 8

Table 36

Student Responses to Knowledge Questions Regarding Egypt

	4	8	12
41. Most of the land area in Egypt is made up of			
(A) deserts.	52	64	77
(B) mountains.	19	09	04
(C) river valleys.	13	10	07
(D) plains.	16	16	12
42. Which is an Arab country?			
(A) Egypt	38	43	52
(B) Mexico	09	02	01
(C) Israel	35	48	42
(D) India	18	08	05
43. Which of the following is NOT true of Arab culture and society?		8	12
(A) The majority live in villages and are farmers.		15	18
(B) The family is the basic social group.		31	19
(C) The fathers have great authority over children.		19	10
(D) The church is kept separate from social and state affairs.		34	52
44. The president of Egypt is		8	12
(A) Anwar el-Sadat.		27	42
(B) Hassan Hussein.		17	12
(C) Gamal Abdul Nasser.		24	19
(D) Golda Meir.		32	27
45. What/which of the following is an important product of Egypt?	4	8	12
(A) Rubber	28	52	61
(B) Cotton	24	29	26
(C) Lumber	24	11	06
(D) Corn	23	07	06
46. Increases in irrigated land were provided for Egypt by the construction of the		8	12
(A) Aswan Dam.		15	29
(B) Suez Canal.		37	36
(C) Nile Delta.		31	23
(D) Red Sea Pipeline.		16	12
47. Which of the following Middle East nations produces the LEAST amount of crude oil?			12
(A) Saudi Arabia			08
(B) Egypt			18
(C) Iran			19
(D) Kuwait			55

Table 37
Student Responses to Knowledge Questions
Regarding the World

48. Most of the world is made up of	4	8	12
(A) mountains.	14	06	03
(B) plains.	10	09	04
(C) lakes.	05	05	04
(D) oceans.	69	79	88

49. About how many people live in the world today?	4	8	12
(A) 350 thousand/ 600 million	06	19	09
(B) 350 million/ 2.4 billion	14	17	18
(C) 3 1/2 billion/ 3.8 billion	20	23	37
(D) 35 billion/ 5.2 billion	60	41	35

50. Which of the following continents has the most people per square mile?	8	12
(A) Africa	10	10
(B) Asia	30	41
(C) Europe	41	37
(D) South America	19	12

51. All groups of people in the world have a	4
(A) religion.	22
(B) language.	52
(C) school system.	12
(D) transportation system.	14

52. Which of the following is shared by all known culture groups?	8	12
(A) A structured spoken language	27	42
(B) A written language	30	14
(C) A structured religion	24	27
(D) A prison system	19	17

53. Which of the following has been the most responsible for the great increase in the world's population over the last fifty years?	8	12
(A) An increasing birth rate	65	65
(B) A decreasing number of natural disasters	11	05
(C) A decreasing death rate	16	26
(D) A decreasing number of wars	07	04

54. To work toward peace in the world, most countries belong to the	4	8	12
(A) United States.	33	13	05
(B) United Nations.	35	66	89
(C) United Fund.	09	08	02
(D) United Kingdom.	22	13	04

55. Which two countries have sent rockets to the moon?	4	8	12
(A) The United States and Russia/the Soviet Union	70	88	97
(B) The United States and China	22	10	02
(C) Russia/the Soviet Union and France	05	01	00
(D) China and France	03	00	00

56. Two members of the Common Market are	8	12
(A) The United States and Canada.	50	40
(B) Japan and China.	16	14
(C) England and France.	22	39
(D) Syria and Egypt.	11	07

57. Areas in the world with very little economic activity are usually areas with extremely	8	12
(A) hot or cold temperatures throughout the year.	33	37
(B) large population centers.	27	24
(C) high or low altitudes.	24	21
(D) large land areas.	15	16

Table 38

Knowledge Test Subscores: Data Grouped by Geographic Region; Grade 4

Discipline subscore	Number of items	N. East Mean	N. East SD	N. Central Mean	N. Central SD	South Mean	South SD	West Mean	West SD	P
Geography	12	4.9	2.1	5.5	1.8	4.3	1.8	4.8	1.8	<.001
Other[a]	14	6.1	2.5	6.1	2.1	5.7	2.1	6.0	2.2	.09
Total	26	11.0	3.9	11.6	3.3	10.0	3.2	10.8	3.4	.00
(N)		(143)		(185)		(109)		(149)		

[a]Cultural, Political, and Economic with 3, 4, and 7 items, respectively.

Table 39

Knowledge Test Subscores: Data Grouped by Sex; Grade 4

Discipline subscore	Number of items	Male Mean	Male SD	Female Mean	Female SD	P
Geography	12	5.3	2.0	4.6	1.8	<.001
Other[a]	14	6.2	2.2	5.7	1.9	.06
Total	26	11.5	3.7	10.3	3.1	<.01
(N)		(291)		(295)		

[a]Cultural, Political, and Economic with 3, 4, and 7 items, respectively.

Table 40

Knowledge Test Subscores: Data Grouped by Geographic Region; Grade 8

Subscore	Number of items	N. East Mean	N. East SD	N. Central Mean	N. Central SD	South Mean	South SD	West Mean	West SD	P
Items grouped by nation										
USA	8	5.1	1.6	5.2	1.7	4.5	1.4	5.2	1.8	.01
Mexico	7	4.0	1.3	3.9	1.2	3.8	1.5	4.2	1.4	.07
France	5	2.4	1.1	2.2	1.0	1.8	1.2	2.0	1.0	.001
USSR	9	4.5	1.6	4.5	1.8	3.9	1.7	4.2	1.8	.02
China	7	3.6	1.4	3.3	1.4	2.8	1.2	3.5	1.5	.001
Egypt	7	2.6	1.4	2.6	1.5	2.4	1.4	2.6	1.4	.47
World	9	4.0	1.4	4.3	1.5	3.6	1.3	3.8	1.6	.001
Items grouped by discipline										
Geography	16	9.6	2.9	9.8	2.9	8.4	3.0	9.1	3.0	<.001
Cultural	12	4.8	1.9	4.6	1.8	4.3	1.8	5.0	2.0	.32
Political	10	4.8	1.8	4.8	1.8	4.2	1.8	5.0	2.0	.80
Economic	14	6.9	1.8	6.9	2.0	6.0	2.0	6.7	2.4	.07
All items										
Total	52	26.1	6.2	26.0	6.3	22.8	6.4	25.6	7.4	<.001
(N)		(190)		(143)		(96)		(167)		

253-112 O - 79 - 9

Table 41

Knowledge Test Subscores: Data

Grouped by Sex; Grade 8

Subscore	Number of items	Male Mn	Male SD	Female Mn	Female SD	P
Items grouped by nation						
USA	8	5.2	1.7	4.9	1.6	.08
Mexico	7	4.1	1.4	3.9	1.3	.25
France	5	2.2	1.1	2.2	1.1	.98
USSR	9	4.5	1.8	4.2	1.6	.12
China	7	3.5	1.4	3.3	1.4	.13
Egypt	7	2.8	1.5	2.4	1.3	<.01
World	9	4.1	1.5	3.8	1.5	.13
Items grouped by discipline						
Geography	16	9.7	2.9	8.9	2.9	<.01
Cultural	12	4.8	1.9	4.7	1.9	.83
Political	10	5.0	2.0	4.5	1.8	.01
Economic	14	6.8	2.2	6.5	1.9	.29
All items						
Total	52	26.3	7.1	24.6	6.3	.01
(N)		(292)		(304)		

Table 42

Knowledge Test Subscores: Data Grouped

by Geographic Region; Grade 12

Subscore	Number of items	N. East Mn	N. East SD	N. Central Mn	N. Central SD	South Mn	South SD	West Mn	West SD	P
Items grouped by nation										
USA	8	5.8	1.4	5.7	1.4	5.3	1.6	5.4	1.7	.06
Mexico	7	4.7	1.3	5.0	1.3	4.7	1.5	5.2	1.4	<.01
France	6	3.4	1.1	3.6	1.2	2.9	1.4	3.3	1.3	<.001
USSR	9	5.5	1.7	5.5	1.7	5.1	1.8	5.5	1.7	.10
China	7	3.6	1.4	3.6	1.4	3.5	1.4	3.9	1.4	.09
Egypt	8	3.7	1.8	3.5	1.9	3.4	1.6	3.6	1.9	.36
World	9	5.0	1.4	5.1	1.4	4.7	1.6	4.9	1.6	.12
Items grouped by discipline										
Geography	16	11.3	2.9	11.4	2.7	10.1	3.3	11.2	3.0	<.001
Cultural	11	5.3	2.0	5.5	2.0	5.1	2.0	5.3	2.2	.32
Political	11	6.1	1.9	6.1	2.0	5.9	2.0	6.1	1.9	.80
Economic	16	8.9	2.4	9.0	2.6	8.5	2.5	9.3	2.5	.07
All items										
Total	54	31.7	7.2	31.9	7.6	29.5	7.8	31.9	8.1	.02
(N)		(158)		(137)		(148)		(103)		

Table 43

Knowledge Test Subscores: Data

Grouped by Sex; Grade 12

Subscore	Number of items	Male Mn	Male SD	Female Mn	Female SD	P
Items grouped by nation						
USA	8	5.8	1.5	5.3	1.5	<.001
Mexico	7	5.1	1.3	4.7	1.4	.001
France	6	3.5	1.3	3.1	1.3	.001
USSR	9	5.8	1.7	5.0	1.7	<.001
China	7	3.8	1.3	3.4	1.4	.001
Egypt	8	3.9	2.0	3.2	1.5	<.001
World	9	5.2	1.4	4.7	1.5	<.001
Items grouped by discipline						
Geography	16	11.6	2.7	10.4	3.2	<.001
Cultural	11	5.5	2.1	5.1	2.0	.02
Political	11	6.5	1.9	5.6	1.9	<.001
Economic	16	9.6	2.6	8.2	2.2	<.001
All items						
Total	54	33.2	7.5	29.3	7.3	.00
(N)		(273)		(272)		

Table 44

Semantic Differential Results Regarding Nations; Grade 4

Scale	Factor I Desirable	II Rich/ Strong	III Not Like Us	IV Large
Factor pattern				
Friendly	698	009	-006	018
Peaceful	575	-013	-046	034
Happy	398	299	022	-046
Warm weather	166	074	080	-005
Rich	-065	599	-137	000
Strong	030	447	-008	073
Many people	019	293	011	219
Many factories	-100	184	-049	002
Are not like us	-086	-014	494	002
Far	023	166	349	-046
Large	-073	000	-018	1000
Factor intercorrelations				
II	414			
III	-368	-229		
IV	181	404	-052	

Nation deviation scores and ranks

Nation	Sc	Rank	Sc	Rank	Sc	Rank	Sc	Rank
USA	.368	1	.457	1	-.467*	10	.441	1
England	.145	2	.175	2	-.323	9	.046	2
Mexico	.119	3	-.071	6	-.228	8	-.005	5
Spain	.100	4	.110	4	-.074	6	.032	4
France	.085	5	.149	3	-.130	7	.044	3
Japan	-.050	6	-.046	5	.157	5	-.064	7
Israel	-.076	7	-.209	9	.169	4	-.211	10
China	-.098	8	-.100	7	.255	3	-.046	6
Egypt	-.167	9	-.258	10	.265	2	-.138	9
Russia	-.427	10	-.207	8	.376	1	-.099	8

Note. Four factors comprising 50 percent of the variance were extracted. Four eigenvalues greater than one were obtained and an "elbow" in the eigenvalue plot suggested four or five factors.

* The adjectives Near Far, Like us, and Not like us were omitted from the USA Semantic Inventory as not applicable.

Table 45

Semantic Differential Results Regarding Nations and Peoples; Grade 8

Scale	Factor I: Desirable People	Factor II: Rich/ Strong	Factor III: Desirable Nation	Factor IV: Small Nation	Factor V: People Not Free
	Factor pattern				
P. Friendly	702	013	001	022	144
P. Generous	675	-028	005	-045	123
P. Trustworthy	669	-032	022	-051	072
P. Peaceful	640	-211	031	-101	-005
P. Willing	590	023	-079	-011	086
P. Good	553	-041	059	-043	-041
P. Happy	410	216	038	084	-044
P. Are like us	337	150	040	084	-069
N. Rich	-050	537	225	-050	039
P. Rich	157	522	009	054	-114
N. Strong	-033	485	098	-277	069
P. Strong	177	487	-074	-133	030
P. Educated	306	456	-029	080	-017
P. Industrial	-033	363	-011	079	-019
N. Trustworthy	003	-053	702	025	009
N. Generous	008	-016	671	035	075
N. Friendly	107	-058	600	-007	-030
N. Peaceful	082	-164	585	053	-007
N. Good	072	033	553	074	-030
N. Cautious	-013	092	461	-024	104
N. Democratic	-015	-034	296	006	-251
N. Changing	-037	163	222	-097	-118
N. Small	-092	-077	118	623	205
N. Few people	-067	006	089	565	292
P. Not free	-291	019	-015	-022	491
P. Few rights	-303	-140	016	-006	398

Table 45 -- Continued

	Factor				
	I	II	III	IV	V
	Desirable People	Rich/ Strong	Desirable Nation	Small Nation	People Not Free
Factor intercorrelations					
II	138				
III	668	121			
IV	184	-098	-044		
V	-341	-320	285	-431	

Nation deviation scores and ranks

Nation	Sc	Rank	Sc	Rank	Sc	Rank	Sc	Rank	Sc	Rank
USA	2.30	1	2.54	1	2.04	1	- .61	10	-2.47	12
England	1.13	2	1.05	2	1.12	2	.70	2	-1.31	11
France	.66	3	.53	3	.63	3	.68	3	- .77	10
Spain	.47	4	.00	7	.54	4	.50	4	- .43	9
Japan	.15	5	.21	5	.10	6	.08	9	- .13	8
Mexico	.11	6	-1.08	10	.14	5	.26	6	.03	7
India	- .22	7	-1.60	12	- .23	7	.22	7	.60	5
Israel	- .32	8	-1.10	11	- .31	8	1.06	1	.34	6
China	- .64	9	- .08	8	- .54	9	-1.25	11	.92	2
Egypt	- .74	10	- .91	9	- .86	10	.33	5	.65	4
E. Germany	-1.09	11	.16	6	-1.23	11	.09	8	.80	3
USSR	-1.52	12	.27	4	-1.41	12	-2.07	12	1.78	1

Note. Five factors were extracted accounting for 46 percent of the "within" variance. Five eigenvalues were greater than one and the plot revealed "elbows" at four and ten factors. The ten factor rotated solution resulted in an unworkably large number of specific (single variable) factors.

Table 46

Semantic Differential Results Regarding Nations and Peoples; Grade 12

	Factor				
	I	II	III	IV	V
Scale	Desirable People	Rich/ Strong	Small Nation	Desirable Nation	People Not Free
	Factor pattern				
P. Friendly	706	-010	040	-048	-048
P. Trustworthy	669	-006	024	016	021
P. Peaceful	619	-221	-037	078	033
P. Willing	600	-007	-028	-114	045
P. Good	584	017	-008	004	-034
P. Generous	579	-009	021	059	121
P. Happy	386	271	064	-012	-115
P. Are like us	351	167	089	003	-208
P. Rich	050	640	122	014	-072
N. Rich	-065	631	-050	121	085
P. Educated	183	550	195	-024	-037
N. Strong	-038	519	-354	-004	072
P. Strong	050	510	-089	-067	-036
P. Industrial	-092	401	147	026	013
N. Changing	-011	181	-085	159	-131
N. Small	-027	-040	595	026	037
N. Few People	-028	016	560	-013	154
N. Trustworthy	-066	-046	030	786	-024
N. Friendly	022	-076	003	676	-099
N. Peaceful	013	-190	032	650	003
N. Generous	-013	026	026	621	059
N. Good	056	019	047	578	-087
N. Democratic	-044	-050	003	407	-382
N. Cautious	103	140	-054	308	163
P. Few rights	-306	-081	042	-001	630
P. Not free	-257	-005	011	-115	524

Table 46 — Continued

	Factor				
	I	II	III	IV	V
	Desirable People	Rich/ Strong	Small Nation	Desirable Nation	People Not Free
Factor intercorrelations					
II	218				
III	043	-095			
IV	717	237	037		
V	-134	-327	-348	-192	
Nation deviation scores and ranks					

Nation	Sc	Rank	Sc	Rank	Sc	Rank	Sc	Rank	Sc	Rank
USA	1.42	1	2.83	1	-1.61	10	1.91	1	-2.87	12
England	1.26	2	1.43	2	.78	2	1.62	2	-1.91	11
France	.70	3	.65	4	.68	4	.89	3	-1.07	10
Spain	.57	4	- .20	7	.70	3	.65	4	- .44	8
Japan	.25	5	.73	3	.11	9	.32	6	- .53	9
Mexico	.23	6	-1.46	11	.66	5	.41	5	- .14	7
India	- .10	7	-2.24	12	.18	8	- .05	7	.71	5
Israel	- .53	8	- .60	9	1.44	1	- .44	8	- .01	6
China	- .68	9	- .45	8	-1.74	11	-1.03	9	1.63	2
USSR	- .99	10	.21	5	-2.22	12	-1.80	12	2.44	1
Egypt	-1.04	11	- .94	10	.50	7	-1.14	10	.86	4
E. Germany	-1.09	12	.05	6	.53	6	-1.34	11	1.34	3

Note. Five eigenvalues greater than one were obtained. "Elbows" in the eigenvalue plot were evident at 10, 7, and perhaps 5 factors (a minor "elbow"). Consequently, five factors were chosen to preserve comparability with grade eight. They account for 49 percent of the "within" variance.

Table 47

Number of Nations Visited by Social Studies Teachers: Data Grouped by Sex; Grades 8 and 12

Nations Visited	Grade 8			Grade 12		
	All	Male	Female	All	Male	Female
0	31.3	23.7	47.7	28.1	27.6	29.2
1	26.4	22.7	36.4	19.3	20.3	16.7
2	13.2	17.5	4.5	17.5	17.0	18.8
3	6.3	9.3	0.0	4.1	3.2	6.2
4	3.5	5.2	0.0	4.7	5.7	2.1
5	3.5	1.0	6.8	4.1	4.9	2.1
6	2.1	3.1	0.0	2.3	2.4	2.1
7	0.1	1.0	0.0	2.9	2.4	4.2
8 or more	13.2	16.5	4.5	17.0	16.3	18.8
(N)	(144)	(97)	(44)	(171)	(123)	(48)

Note. Three eighth-grade teachers are not identified by sex.

Table 48

Nations Visited by Social Studies Teachers:
Data Grouped by Sex; Grades 8 and 12

Nation	Grade 8			Grade 12		
	All	Male	Female	All	Male	Female
Canada	44.4	51.5	31.8	43.3	46.3	35.4
Mexico	27.1	28.9	22.7	27.5	27.6	27.1
Other Latin America	3.5	5.2	0.0	11.7	13.0	8.3
England/Great Britain	14.6	16.5	9.1	29.2	28.5	31.2
France	13.2	15.5	6.8	21.1	18.7	27.1
Italy	11.8	11.3	11.4	18.7	15.4	27.1
Spain	9.7	11.3	6.8	6.4	4.9	10.4
W. Germany	12.5	13.4	6.8	19.9	21.1	16.7
Other W. Europe	27.1	32.0	9.1	31.6	28.5	39.6
E. Europe	13.2	12.4	9.1	17.0	16.3	18.8
Japan	6.9	9.3	2.3	11.1	13.0	6.2
Other Asia	15.3	21.6	2.3	20.5	21.1	18.8
Africa	4.2	5.2	2.3	5.8	4.1	10.4
Other areas[a]	11.8	17.5	0.0	6.4	7.3	4.2
(N)	(144)	(97)	(44)	(171)	(123)	(48)

[a] Australia, New Zealand, Iceland, the Caribbean, Micronesia, & Polynesia.

Table 49

Time Spent by Social Studies Teachers in Selected Nations: Subjects Grouped by Sex; Grade 8

Nation	Amount of time			Use of time			
	Up to 1 week	1 week-3 mos.	More than 3 mos.	Vacation	Military	Friends/Family[a]	Other
Male teachers[b]							
Canada	26	21	4	44	2	7	1
Mexico	22	5	1	24	2	1	0
England/Great Britain	7	4	1	2	0	0	1
France	8	6	1	11	5	0	2
Italy	3	5	3	6	3	1	1
Spain	6	5	0	9	1	0	2
W. Germany	3	4	6	8	7	1	3
Japan	2	4	2	3	6	0	0
Female teachers[c]							
Canada	16	1	2	32	0	11	0
Mexico	18	5	0	18	0	0	2
England/Great Britain	2	5	2	2	0	2	2
France	5	0	2	5	0	0	5
Italy	2	7	2	5	0	5	5
Spain	0	7	0	7	0	0	0
W. Germany	5	0	2	2	0	2	7
Japan	0	2	0	0	0	0	2

[a] "Friends/Family" combines three categories: 1. Lived there before coming to the United States; 2. Stayed with spouse or parents; and 8. Visiting relatives or friends.

[b] Entries in this portion of the table are percentages of male teachers, N = 97.

[c] Entries in this portion of the table are percentages of female teachers, N = 44.

Table 50

Time Spent by Social Studies Teachers in Selected Nations: Subjects Grouped by Sex; Grade 12

Nation	Amount of time			Use of time			
	Up to 1 week	1 week-3 mos.	More than 3 mos.	Vacation	Military	Friends/ Family[a]	Other
			Male teachers[b]				
Canada	20	23	3	40	1	15	3
Mexico	17	8	2	26	2	1	1
England/ Great Britain	8	8	6	7	7	2	2
France	8	8	2	15	4	2	4
Italy	6	10	0	12	3	2	2
Spain	3	1	0	3	2	0	0
W. Germany	6	11	5	14	7	2	2
Japan	3	4	6	2	12	0	0
			Female teachers[c]				
Canada	19	17	0	35	0	6	0
Mexico	17	6	4	25	0	8	2
England/ Great Britain	8	17	0	8	0	6	2
France	14	8	4	21	0	10	4
Italy	6	19	2	21	0	6	2
Spain	4	6	0	8	0	4	0
W. Germany	6	10	0	12	0	8	0
Japan	4	2	0	6	0	0	0

[a] "Friends/Family" combines three categories: 1. Lived there before coming to the United States; 2. Stayed with spouse or parents; and 8. Visiting relatives or friends.

[b] Entries in this portion of the table are percentages of male teachers, N = 121.

[c] Entries in this portion of the table are percentages of female teachers, N = 48.

Table 51

Experiences Influencing Social Studies Teachers' Career Choice, and Knowledge and Attitudes Toward Other Nations and Peoples: Teachers Grouped by Sex; Grade 8

Experiences	Male teachers			Female teachers		
	Led to career	Increased knowledge	Influenced attitudes	Led to career	Increased knowledge	Influenced attitudes
Travel abroad						
Military	4	13	1	0	0	0
Student exchange	0	5	1	0	7	0
Vacationing	3	31	16	2	20	2
Other	1	3	2	0	0	0
Formal schooling						
High school	7	1	0	4	2	2
Higher education	12	22	11	18	20	11
Other	3	1	0	2	2	0
Mass media						
Reading	4	26	25	11	27	25
Television	0	8	16	0	16	7
Other	0	4	4	0	9	11
Personal contacts						
Family	3	6	7	4	2	0
Teachers	2	3	2	4	5	2
Foreign friends	0	14	16	0	25	16
Other friends	0	14	6	0	23	16
Other contacts	0	0	1	0	9	2
Teaching	4	5	4	0	14	11
Personal interests, etc.	60	9	43	59	18	43

Note. Table entries are percentages of the number of male (N = 97) and female (N = 44) eighth grade social studies teachers listing a given type of experience. From zero to three experiences were tallied in the above categories for each teacher's answer to each question.

Table 52

Experiences Influencing Social Studies Teachers' Career Choice, and Knowledge and Attitudes Toward Other Nations and Peoples: Teachers Grouped by Sex; Grade 12

Experiences	Male teachers			Female teachers		
	Led to career	Increased knowledge	Influenced attitudes	Led to career	Increased knowledge	Influenced attitudes
Travel abroad						
Military	6	19	2	0	0	0
Student exchange	0	8	0	0	8	2
Vacationing	2	36	9	0	50	19
Other	1	6	0	2	2	4
Formal schooling						
High school	8	2	1	12	2	0
Higher education	11	21	5	17	19	6
Other	2	2	1	4	2	2
Mass media						
Reading	4	21	10	6	29	31
Television	0	5	3	0	4	4
Other	0	5	6	0	2	8
Personal contacts						
Family	4	2	4	10	0	6
Teachers	11	3	1	10	2	2
Foreign friends	0	16	6	2	25	7
Other friends	0	12	10	0	19	19
Other contacts	1	4	3	0	2	2
Teaching	1	11	3	2	15	2
Personal interests, etc.	73	13	33	65	12	42

Note. Table entries are percentages of the number of male (N = 121) and female (N = 48) twelfth grade social studies teachers listing a given type of experience. From zero to three experiences were tallied in the above categories for each teacher's answer to each question.

Table 53

Nations Given Most Attention by Teachers of Selected Courses; Grades 8 and 12

Nation	Grade 8				Grade 12			
	U.S. History	World History	Social Studies	Geography	U.S. History	World History	Social Studies	Geography
Mexico	04	0	0	0	21	0	06	11
Canada	04	0	07	04	07	0	0	22
England	48	17	10	0	57	32	24	22
France	39	25	07	04	57	34	18	0
Spain	48	04	10	0	14	0	0	11
Italy	0	04	07	04	07	11	0	0
W. Germany	13	12	07	09	29	18	0	0
USSR	13	29	31	52	36	55	29	22
China	0	08	21	22	14	21	29	22
Japan	04	25	07	17	0	08	0	0
India	0	08	03	13	0	08	06	11
Israel	0	0	03	0	0	0	06	0
(N)	(23)	(24)	(29)	(23)	(14)	(38)	(17)	(9)

Note. Table entries are percentages based on the number of teachers indicating the course as the one taught in the last three years giving most attention to other countries. Thus of the 23 who indicated "U.S. History," 1, or 4 percent, listed Mexico as one of the three countries given most attention.

Table 54

Aspects of Other Nations Social Studies Teachers Like to Teach Most and That They Judge Pupils to Like to Study Most: Data Grouped by Sex; Grade 8

Aspects	Teachers like to teach			Teachers believe students like to study		
	All	Male	Female	All	Male	Female
	Percentages					
History	42	43	41	20	21	20
Geography	20	20	20	12	11	14
Economics	7	8	5	2	3	0
Government	22	26	16	11	11	11
Languages	3	3	5	3	2	5
Customs and life styles	47	47	45	67	66	68
Arts and literature	10	8	14	6	4	11
Religions	10	9	9	8	8	9
(N)	(144)	(97)	(44)	(144)	(97)	(44)
	Ranks					
History	2	2	2	2	2	2
Geography	4	4	3	3	3.5	3
Economics	7	6.5	7.5	8	7	8
Government	3	3	4	4	3.5	4.5
Languages	8	8	7.5	7	8	7
Customs and life styles	1	1	1	1	1	1
Arts and literature	5.5	6.5	5	6	6	4.5
Religions	5.5	5	6	5	5	6

253-112 O - 79 - 10

Table 55

Aspects of Other Nations Social Studies Teachers Like to Teach Most and That They Judge Pupils to Like to Study Most: Data Grouped by Sex; Grade 12

Aspects	Teachers like to teach			Teachers believe students like to study		
	All	Male	Female	All	Male	Female
	Percentages					
History	43	40	50	18	17	19
Geography	12	13	10	9	12	0
Economics	13	15	8	6	7	2
Government	28	31	23	11	12	10
Languages	3	4	0	1	1	0
Customs and life styles	40	38	46	64	64	65
Arts and literature	9	8	10	2	2	4
Religions	11	14	4	13	17	4
(N)	(169)	(121)	(48)	(169)	(121)	(48)
	Ranks					
History	1	1	1	2	2.5	2
Geography	5	6	4.5	5	4.5	7.5
Economics	4	4	6	6	6	6
Government	3	3	3	4	4.5	3
Languages	8	8	8	8	8	7.5
Customs and life styles	2	2	2	1	1	1
Arts and literature	7	7	4.5	7	7	4.5
Religions	6	5	7	3	2.5	4.5

Table 56

Nations Social Studies Teachers Like Most to Teach: Data Grouped by Reasons; Grade 8

Nations	Hist., Military	Gov't Political	Cultural	Economic	Geographic	Teachers person., Indiv.	Students person. Indiv.	Total
Mexico	0.0	0.0	1.4	0.7	2.1	0.7	0.7	5.6
Canada	0.0	0.0	0.7	0.0	2.1	2.8	0.0	5.6
England	6.9	6.2	3.5	1.4	0.0	2.1	0.0	20.1
France	4.2	0.7	1.4	0.0	0.0	2.8	0.0	9.0
Spain	1.4	0.0	0.7	0.0	0.0	0.7	0.0	2.8
Italy	0.7	0.0	0.7	0.0	0.0	0.7	0.0	2.1
W. Germany	5.6	1.4	0.7	1.4	0.0	3.5	0.7	14.2
USSR	2.8	18.8	9.7	4.2	0.0	0.7	1.4	37.5
China	3.5	6.9	5.6	1.4	0.0	0.0	0.7	18.1
Japan	2.1	0.0	4.9	2.1	0.0	2.8	2.1	13.9
India	0.0	1.4	5.6	1.4	0.0	0.7	0.0	9.0
Israel	1.4	0.7	0.7	0.0	0.0	0.0	0.0	2.8
TOTAL	28.5	36.1	35.4	12.5	4.2	17.4	5.6	

Note. Table entries are percentages based on the total number of 8th grade social studies teachers in the sample (N = 144).

Table 57

Nations Social Studies Teachers Like Most to Teach: Data Grouped by Reasons; Grade 12

Nations	Hist., Military	Gov't Political	Cultural	Economic	Geographic	Teachers person., Indiv.	Students person., Indiv.	Total
Mexico	0.6	0.0	0.6	0.0	0.6	3.6	0.0	5.3
Canada	0.0	0.0	0.0	0.6	0.6	0.6	0.6	2.4
England	6.5	8.9	5.3	0.0	0.0	4.7	0.0	25.4
France	6.5	1.2	1.2	0.6	0.0	3.0	0.0	12.4
Spain	1.8	0.0	2.4	0.0	0.0	0.6	0.0	4.7
Italy	4.7	0.0	0.6	0.0	1.2	1.2	0.0	7.7
W. Germany	4.7	1.2	0.6	0.0	0.6	3.6	0.6	11.2
USSR	4.1	23.7	8.3	4.7	0.0	4.7	4.1	49.7
China	1.8	10.1	5.9	1.8	0.6	1.8	0.6	22.5
Japan	0.6	1.2	1.2	1.8	0.0	3.6	0.6	8.9
India	0.0	0.0	3.0	0.6	0.0	1.2	0.0	4.7
Israel	1.8	0.6	1.2	0.0	0.0	0.6	0.0	4.1
TOTAL	33.1	46.7	30.2	10.1	3.6	29.0	6.5	

Note. Table entries are percentages based on the total number of 12th grade social studies teachers in the sample (N = 169).

Table 58

Nations Social Studies Teachers Judge Pupils to Like to Study Most: Data Grouped by Reasons; Grade 8

Nations	Hist., Military	Gov't Political	Cultural	Economic	Geographic	Teachers person., Indiv.	Students person., Indiv.	Total
Mexico	0.0	0.0	1.4	0.0	0.7	0.0	6.2	8.3
Canada	0.0	0.0	0.0	0.0	0.7	0.0	2.8	3.5
England	2.1	1.4	2.1	0.0	0.0	0.0	4.2	9.7
France	2.1	0.0	0.7	0.0	0.0	0.7	0.7	4.2
Spain	1.4	0.0	0.0	0.0	0.0	0.0	1.4	2.8
Italy	0.7	0.0	0.0	0.0	0.0	0.0	0.7	1.4
W. Germany	6.2	0.7	0.0	0.0	0.0	0.0	1.4	8.3
USSR	4.2	11.0	6.9	0.7	0.7	0.0	3.5	27.1
China	1.4	0.7	9.7	0.7	0.0	0.0	3.5	16.0
Japan	1.4	0.0	2.8	2.1	0.0	0.0	4.9	11.0
India	0.0	0.0	3.5	0.7	0.0	0.0	0.0	4.2
Israel	0.7	0.0	0.0	0.0	0.0	0.0	0.7	1.4
TOTAL	20.1	13.9	27.1	4.2	2.1	0.7	29.9	

Note. Table entries are percentages based on the total number of 8th grade social studies teachers in the sample (N = 144).

Table 59

Nations Social Studies Teachers Judge Pupils to Like to Study Most: Data Grouped by Reasons; Grade 12

Nations	Hist., Military	Gov't Political	Cultural	Economic	Geographic	Teachers person. Indiv.	Students person. Indiv.	Total
Mexico	0.0	0.0	0.0	0.0	1.2	6	2.4	4.1
Canada	0.0	0.0	0.0	0.0	1.8	0.6	0.6	3.0
England	3.0	6.5	3.6	0.0	0.0	0.0	0.0	13.0
France	3.0	0.6	3.0	0.0	0.0	1.8	0.6	8.9
Spain	0.6	0.0	1.2	0.0	0.0	1.8	1.2	4.7
Italy	3.0	0.0	1.2	0.0	0.0	0.6	0.6	5.3
W. Germany	0.6	0.0	1.8	0.0	0.0	1.8	3.0	7.1
USSR	2.4	20.1	5.9	1.8	0.0	1.8	4.7	36.7
China	0.6	9.5	3.6	0.6	0.6	0.0	1.2	16.0
Japan	2.4	0.6	3.6	1.2	0.0	0.0	0.0	7.7
India	0.0	0.0	5.3	0.6	0.0	0.0	0.0	5.9
Israel	3.6	0.0	0.6	0.6	0.0	0.0	0.6	5.3
TOTAL	18.9	37.3	29.6	4.7	3.6	8.9	14.8	

Note. Table entries are percentages based on the total number of 12th grade social studies teachers in the sample (N = 169).

Table 60

Teachers' Perceptions of Items Greatly Influencing Students' Attitudes and Opinions Toward Other Nations and Peoples: Data Grouped by Sex; Grades 8 and 12

Items greatly influencing attitudes		Grade 8			Grade 12		
		All	Male	Female	All	Male	Female
		Percentages					
Audio-visual	Television	81	82	75	81	82	79
	Radio	7	7	7	4	3	4
	Movies	37	36	36	37	32	48
Reading	Books	16	12	23	17	15	21
	Periodicals	18	15	23	28	28	27
Activities	Travel	27	29	23	22	23	21
	Fairs, etc.	7	7	5	5	3	8
	Shops, etc.	4	3	7	7	5	10
People	Parents	42	40	45	35	34	38
	Teachers	45	47	39	43	43	42
	Relatives, etc.	24	28	16	23	22	25
Events	National	16	13	23	22	23	21
	International	22	20	27	28	31	23
Organi-zations	Religious	5	7	0	5	5	6
	School	8	8	5	6	5	8
(N)		(144)	(97)	(44)	(169)	(121)	(48)
		Ranks					
Audio-visual	Television	1	1	1	1	1	1
	Radio	12.5	13	11.5	15	14.5	15
	Movies	4	4	4	3	4	2
Reading	Books	9.5	10	7.5	10	10	9
	Periodicals	8	8	7.5	5.5	6	5
Activities	Travel	5	5	7.5	8.5	7.5	9
	Fairs, etc.	12.5	13	13.5	13.5	14.5	12.5
	Shops, etc.	15	15	11.5	11	12	11
People	Parents	3	3	2	4	3	4
	Teachers	2	2	3	2	2	3
	Relatives, etc.	6	6	10	7	9	6
Events	National	9.5	9	7.5	8.5	7.5	9
	International	7	7	5	5.5	5	7
Organi-zations	Religious	14	13	15	13.5	12	14
	School	11	11	13.5	12	12	12.5

FIGURES

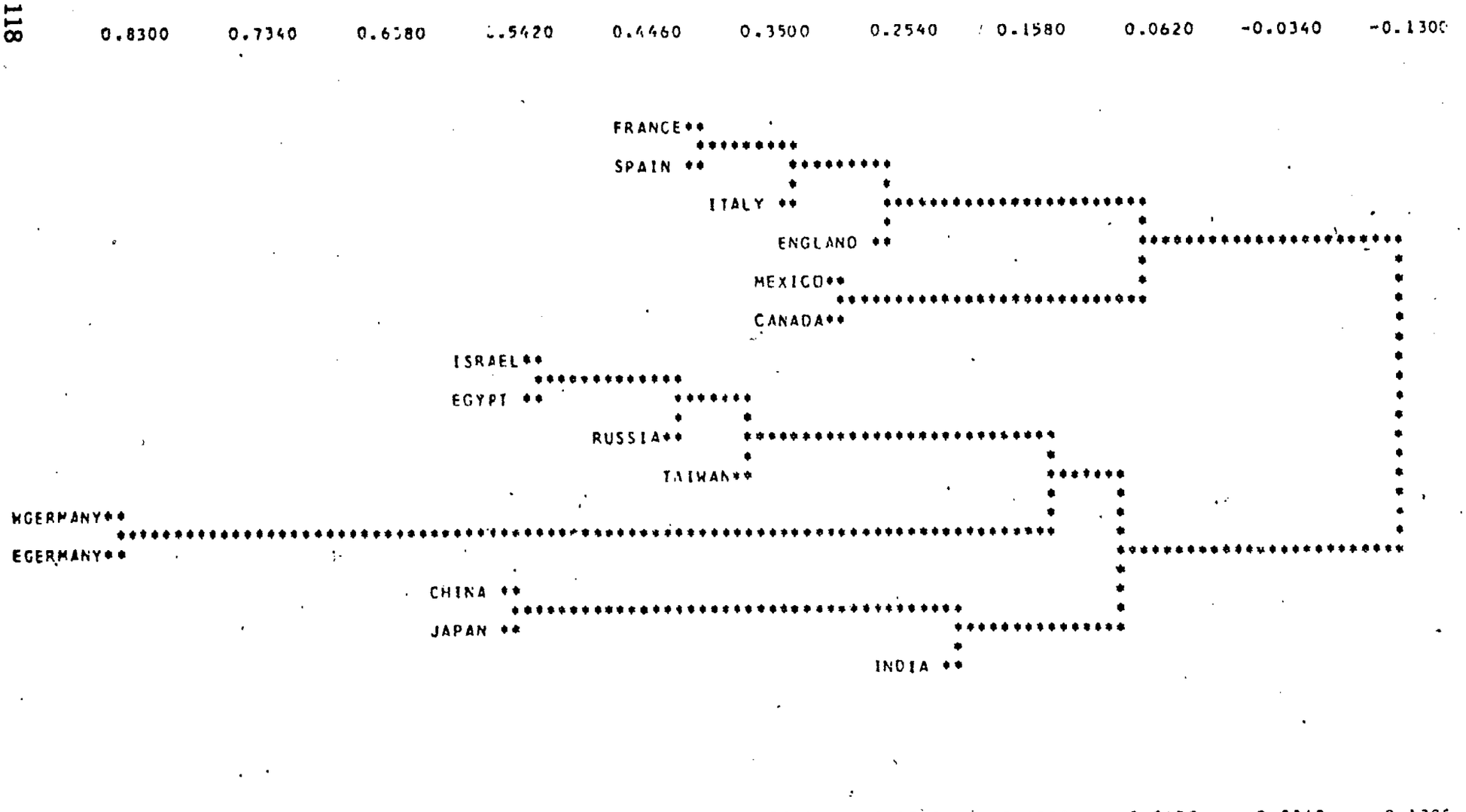


Figure 1. Hierarchical clusters from intercorrelations among "Nations Like to Study"; Grade 4

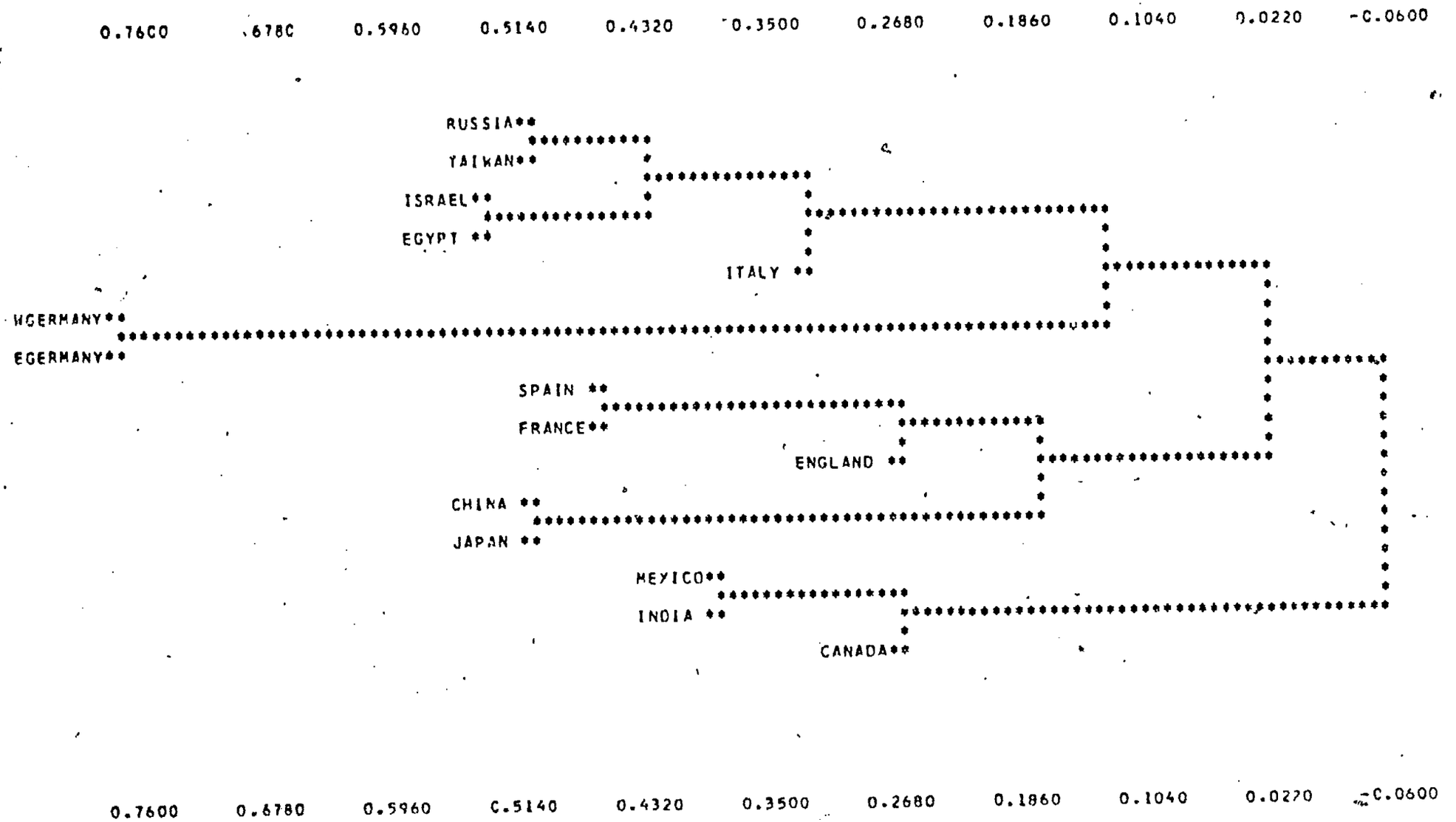


Figure 2. Hierarchical clusters from intercorrelations among "Nations Like to Visit"; Grade 4

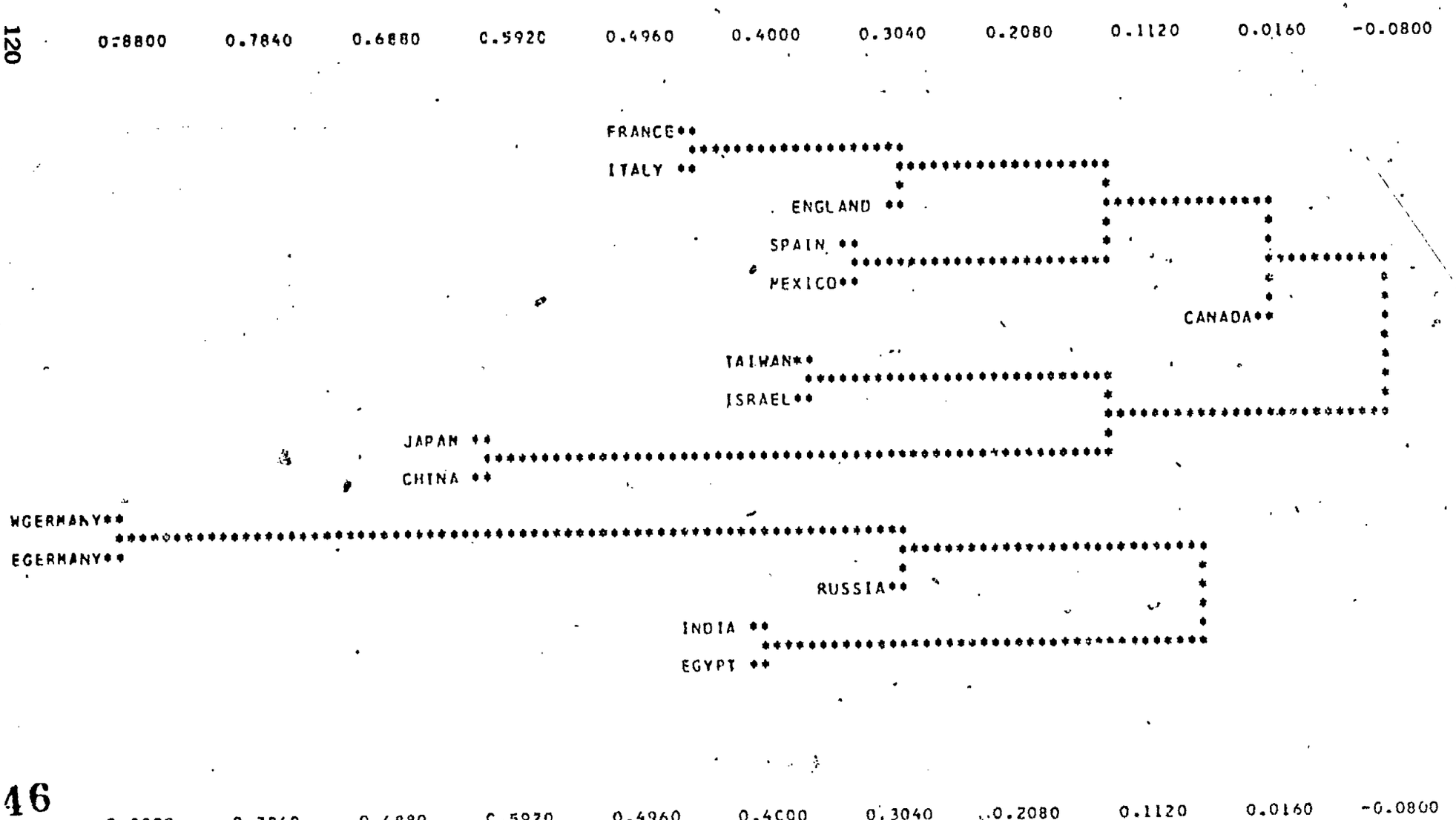


Figure 3. Hierarchical clusters from intercorrelations among "Nations Like to Study"; Grade 8

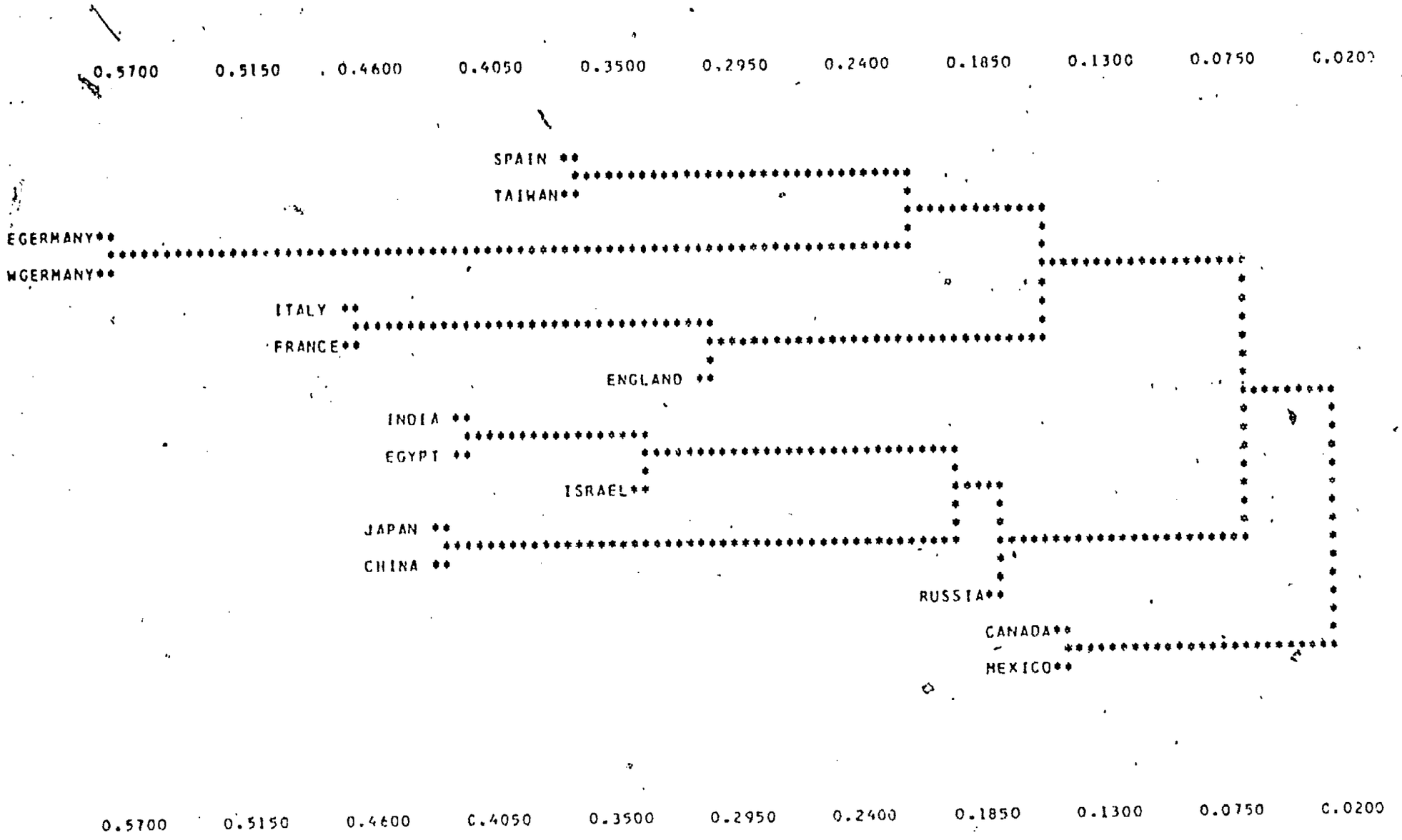


Figure 4. Hierarchical clusters from intercorrelations among "Nations Like to Visit"; Grade 8

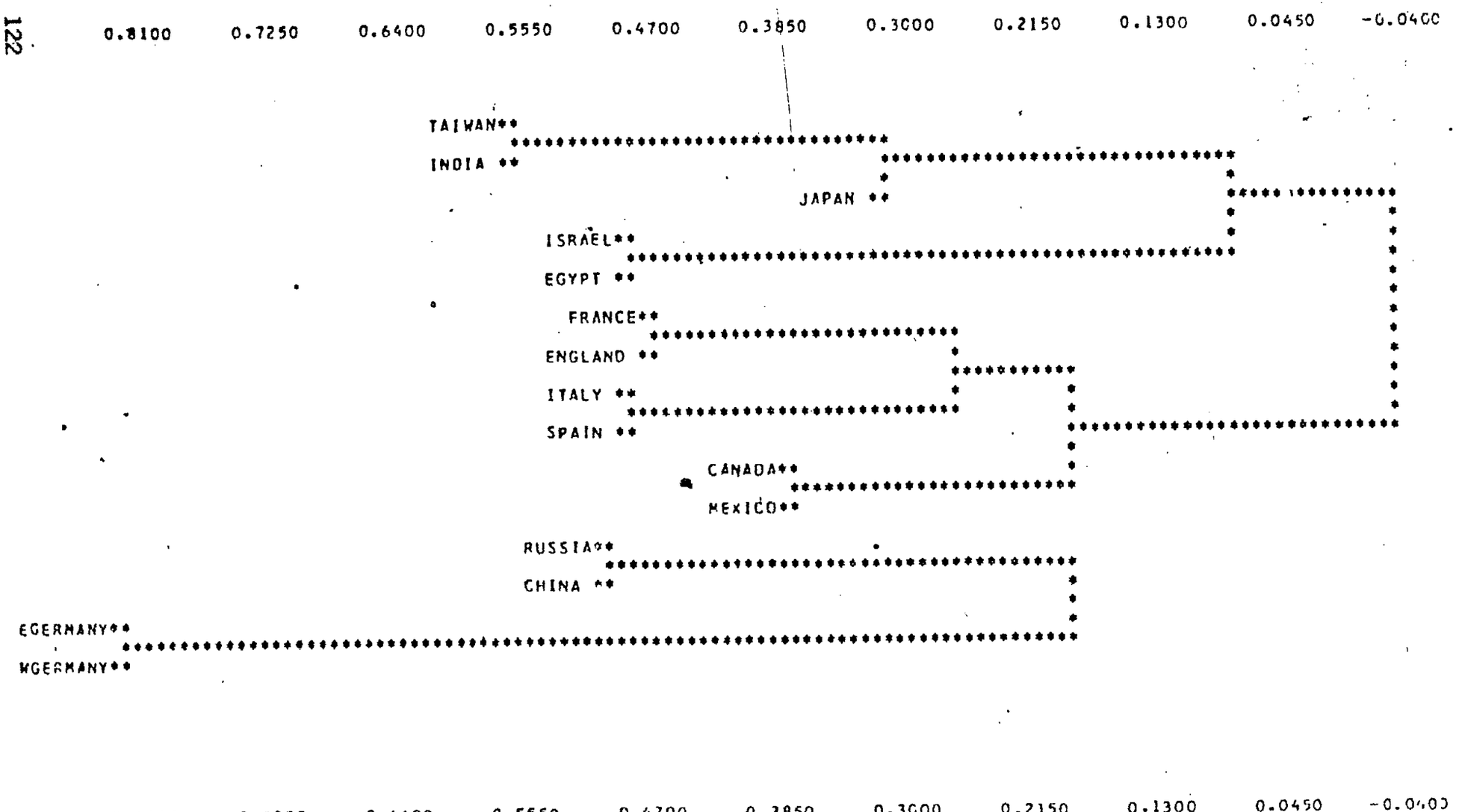
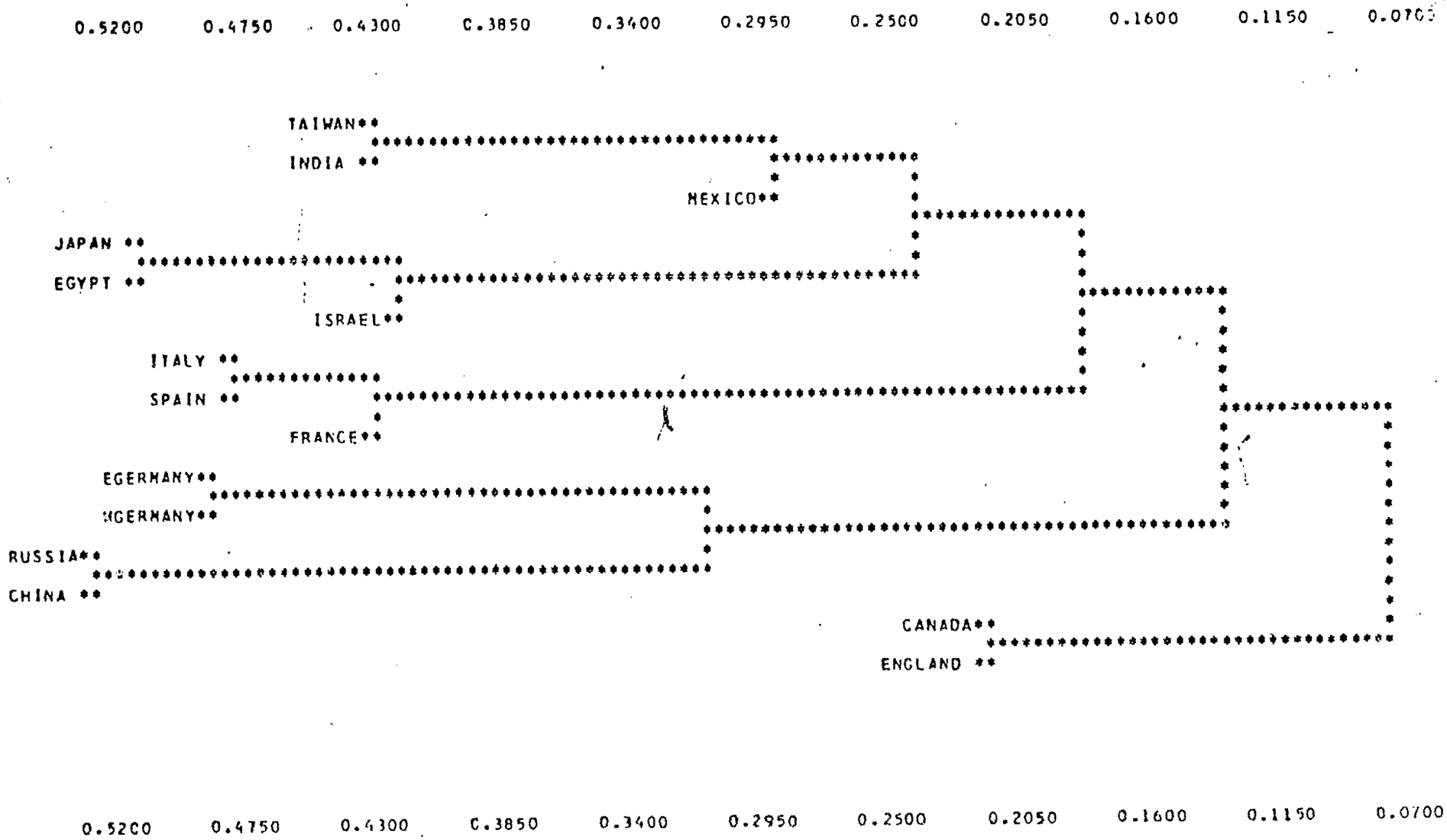


Figure 5. Hierarchical clusters from intercorrelations among "Nations Like to Study"; Grade 12



123 Figure 6. Hierarchical clusters from intercorrelations among "Nations Like to Visit"; Grade 12

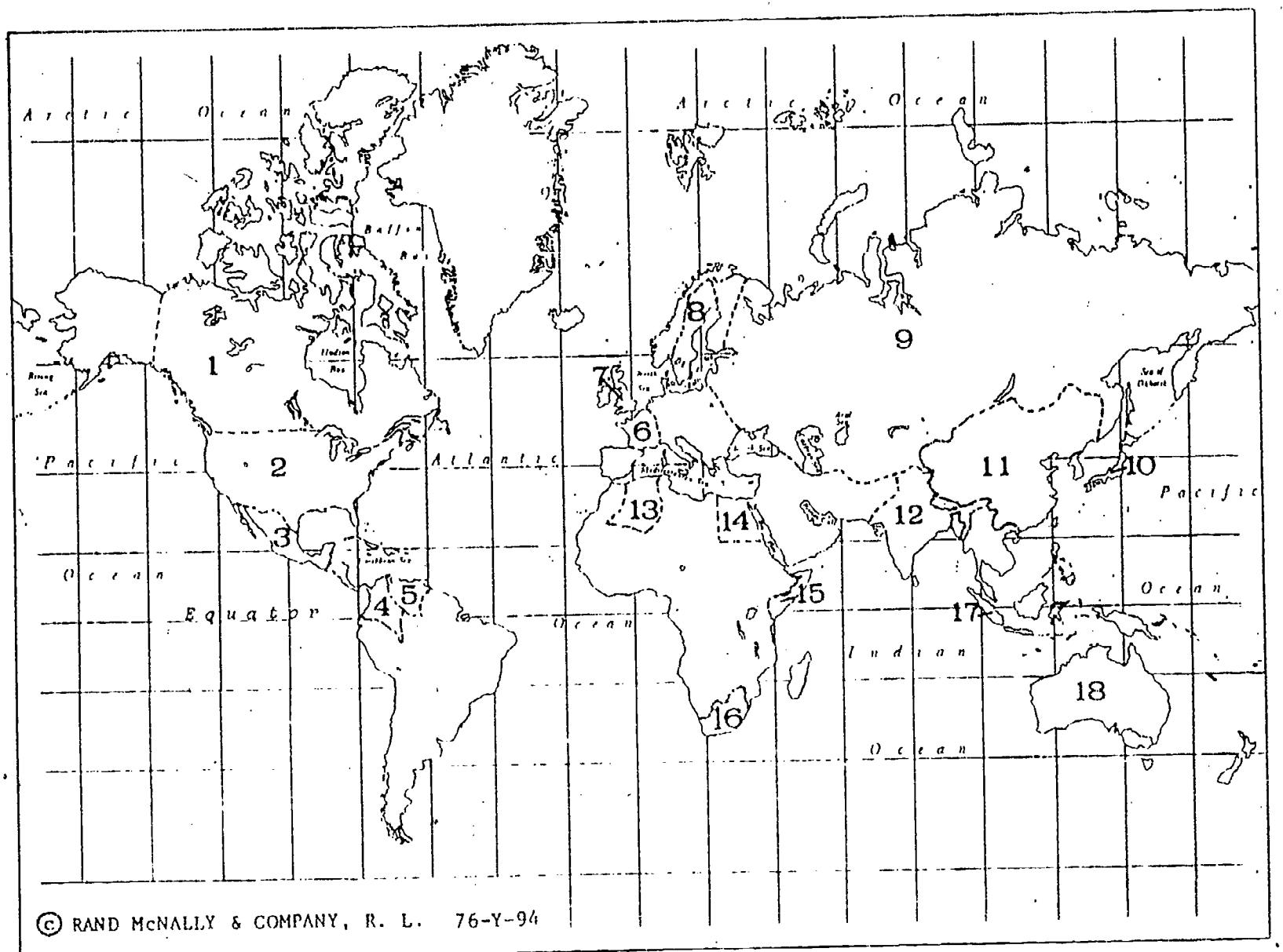


Figure 7. Outline map of the world used in conjunction with knowledge items 1 to 6.

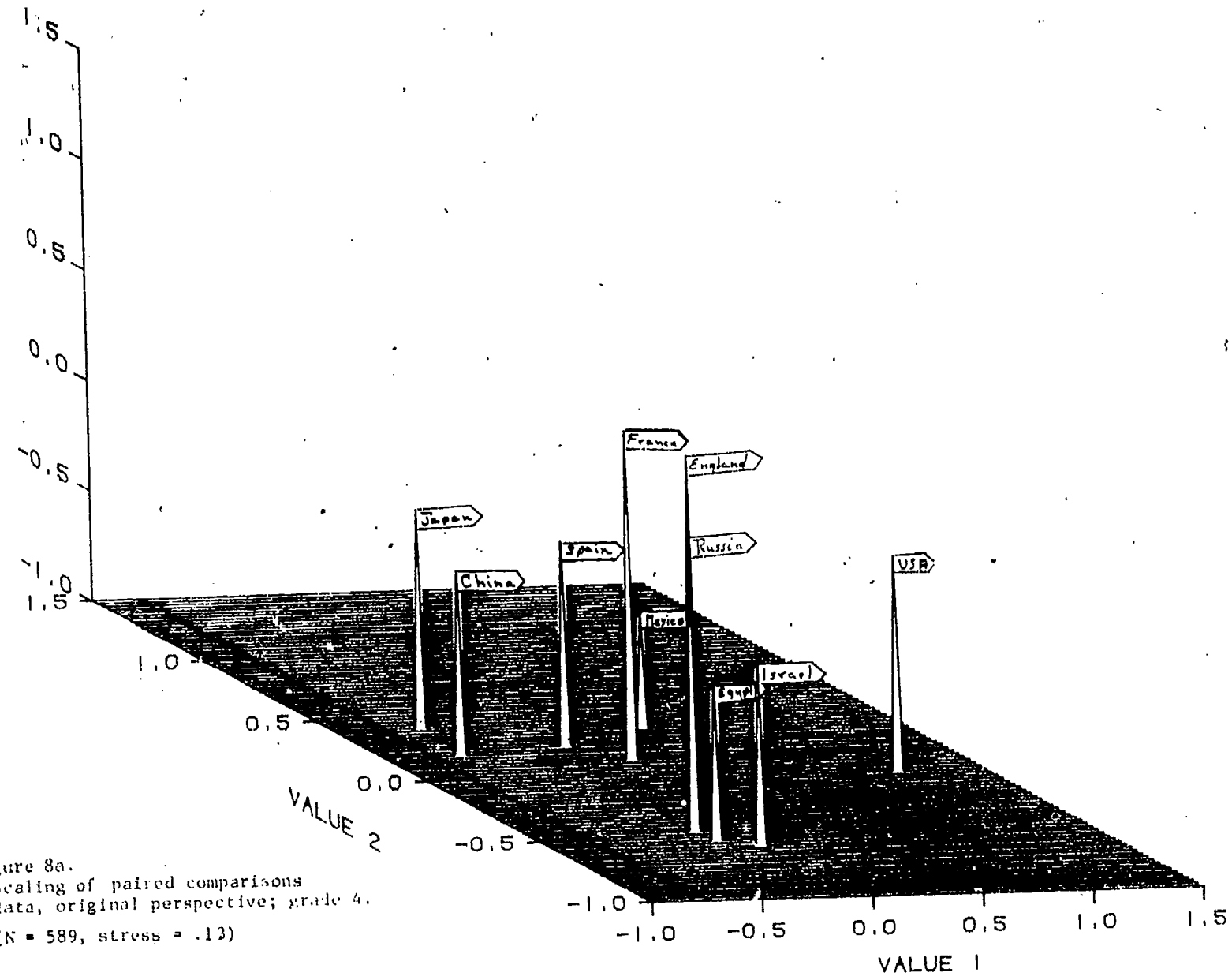


Figure 8a.
Scaling of paired comparisons data, original perspective; grade 4.
(N = 589, stress = .13)

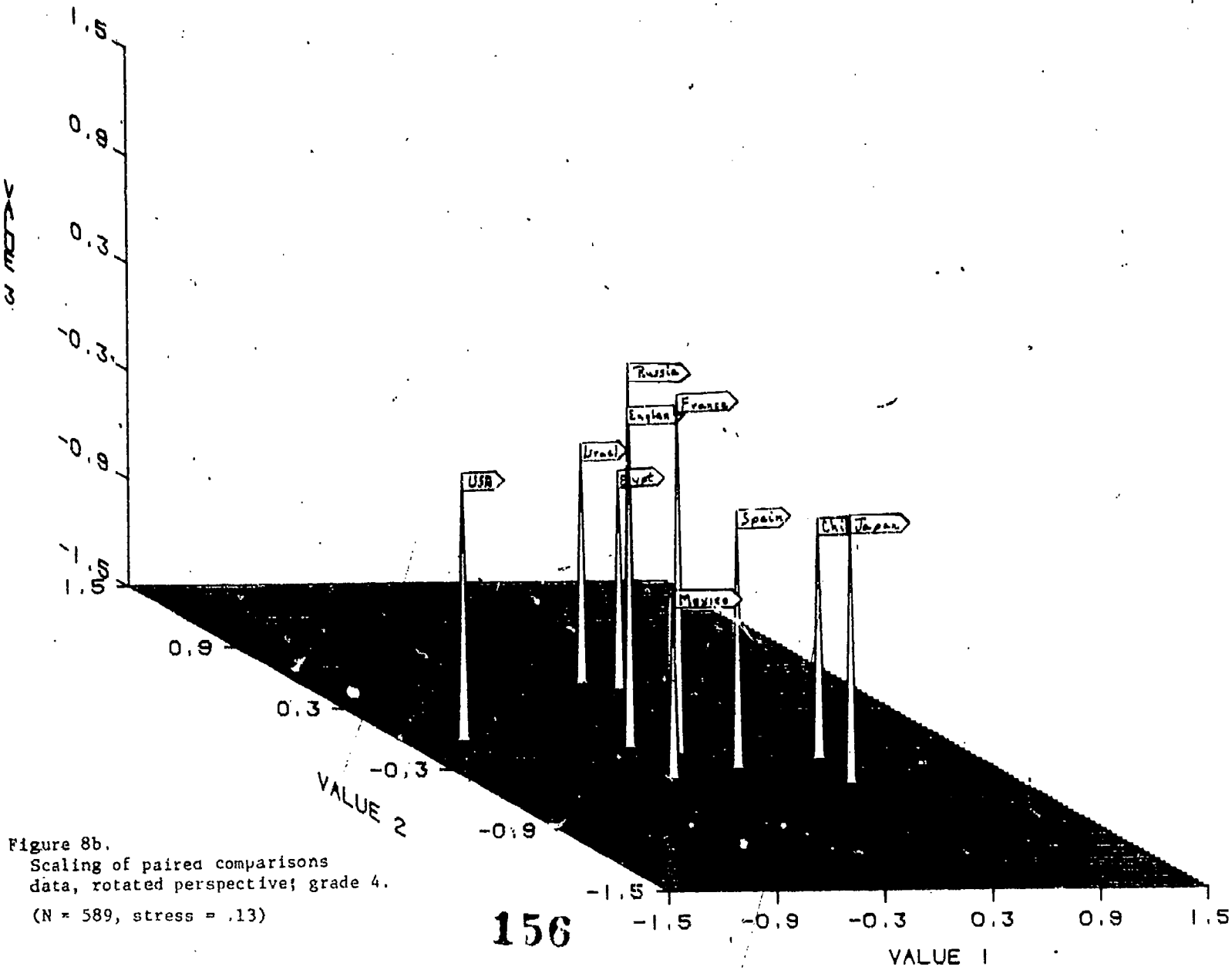


Figure 8b.
Scaling of paired comparisons data, rotated perspective; grade 4.
(N = 589, stress = .13)

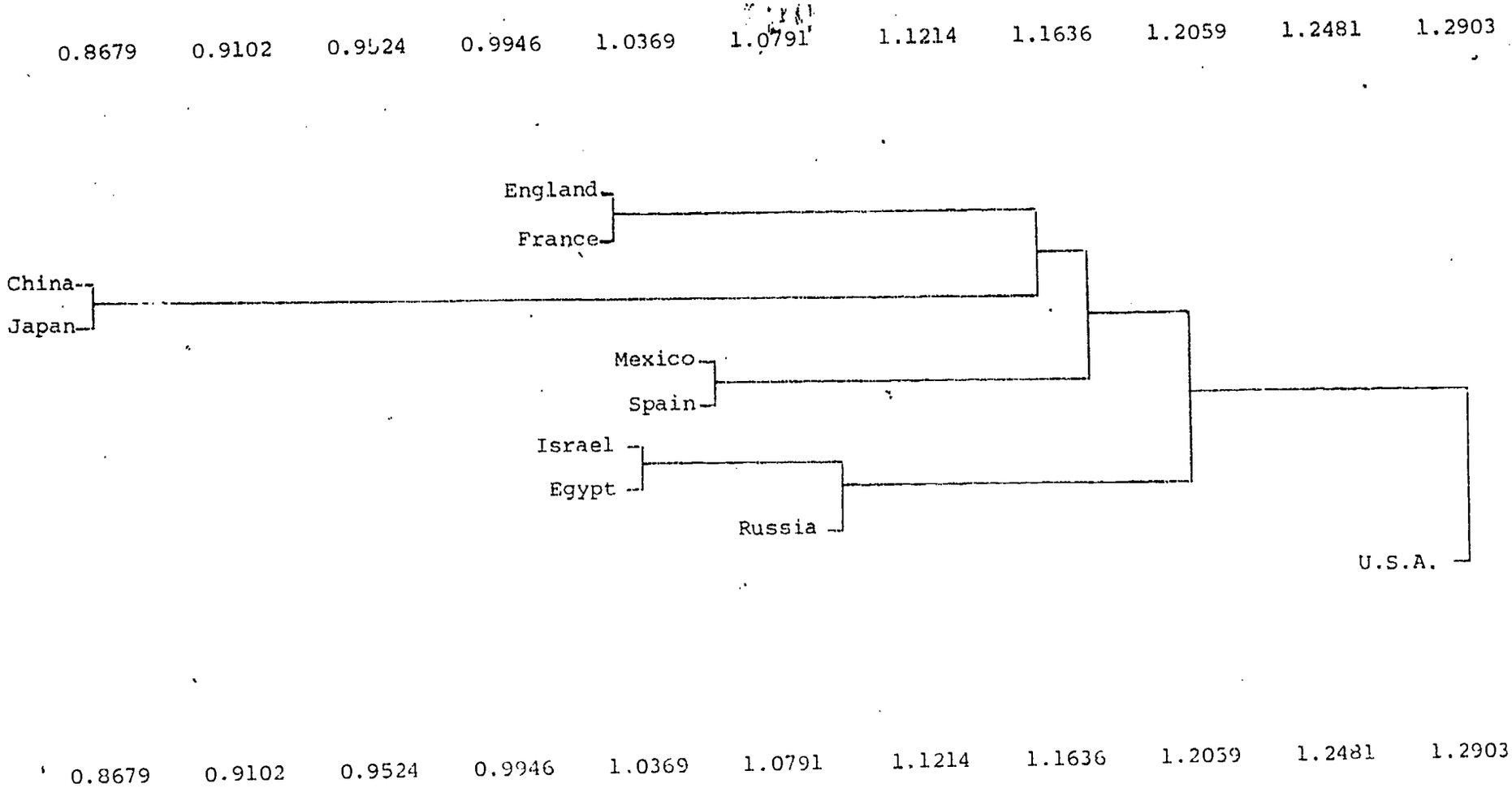


Figure 9. Hierarchical clusters showing Average Solution POV; grade 4.

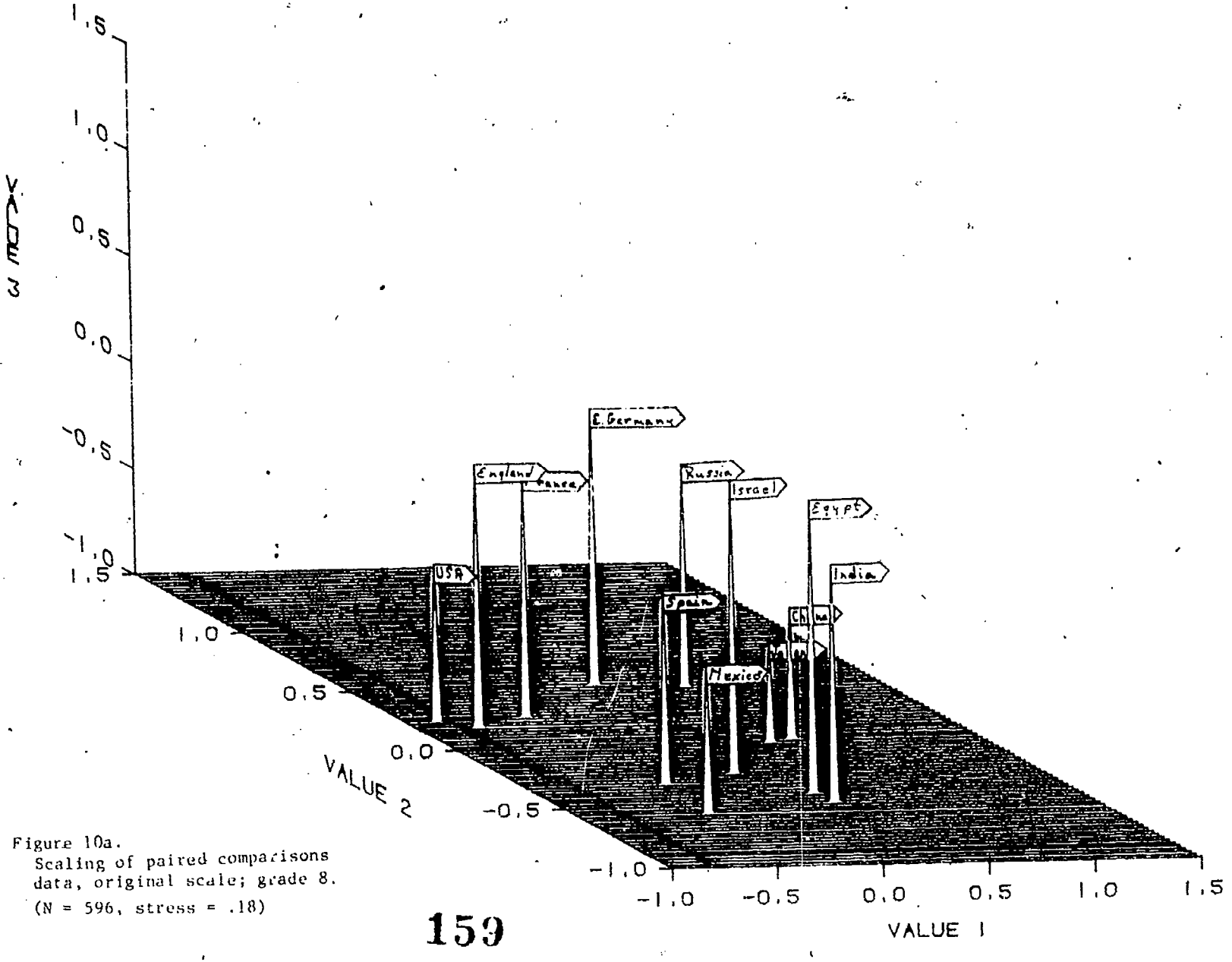


Figure 10a.
Scaling of paired comparisons data, original scale; grade 8.
(N = 596, stress = .18)

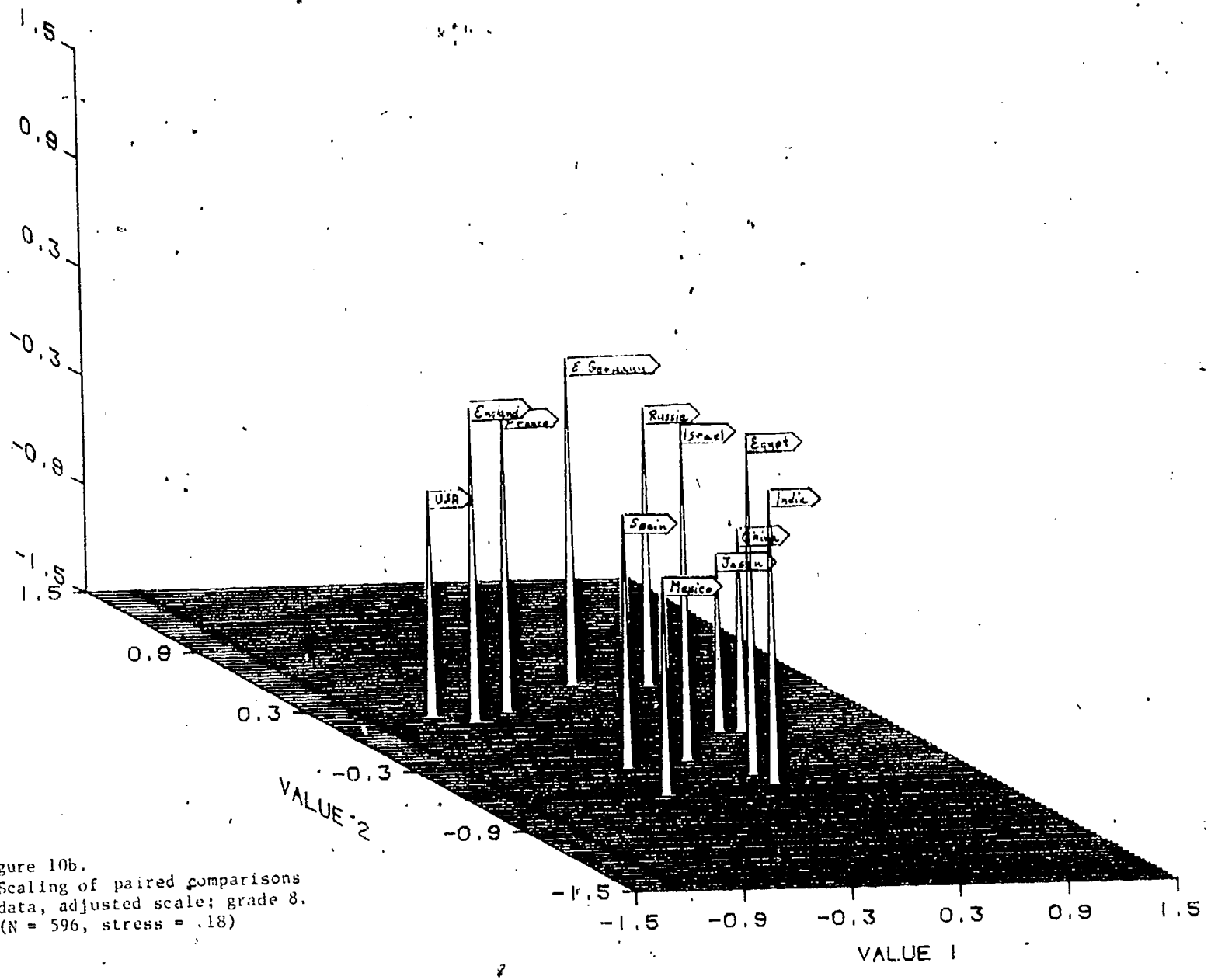


Figure 10b.
Scaling of paired comparisons data, adjusted scale; grade 8. (N = 596, stress = .18)

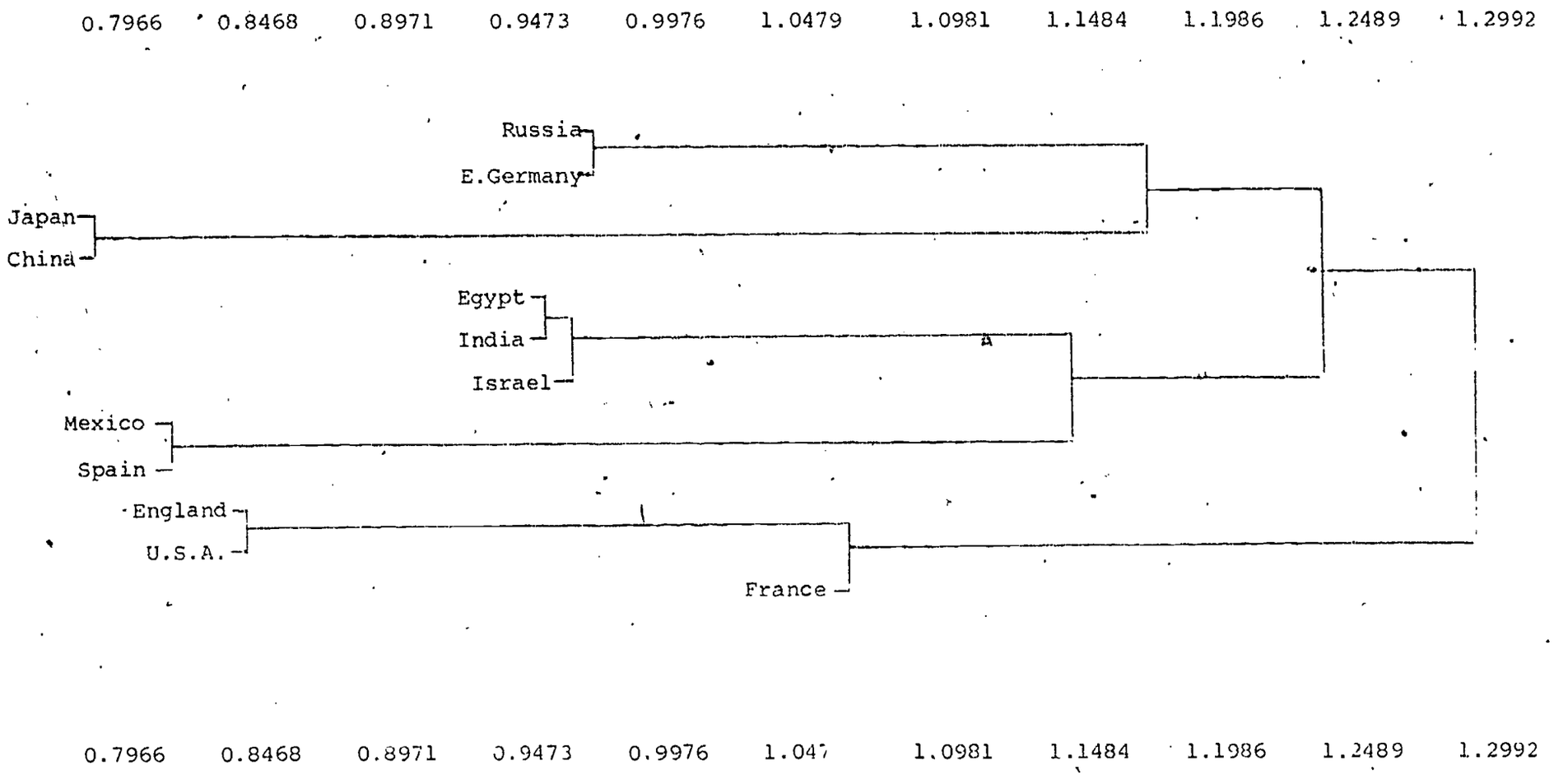


Figure 11. Hierarchical clusters showing average solution POV; grade 8.

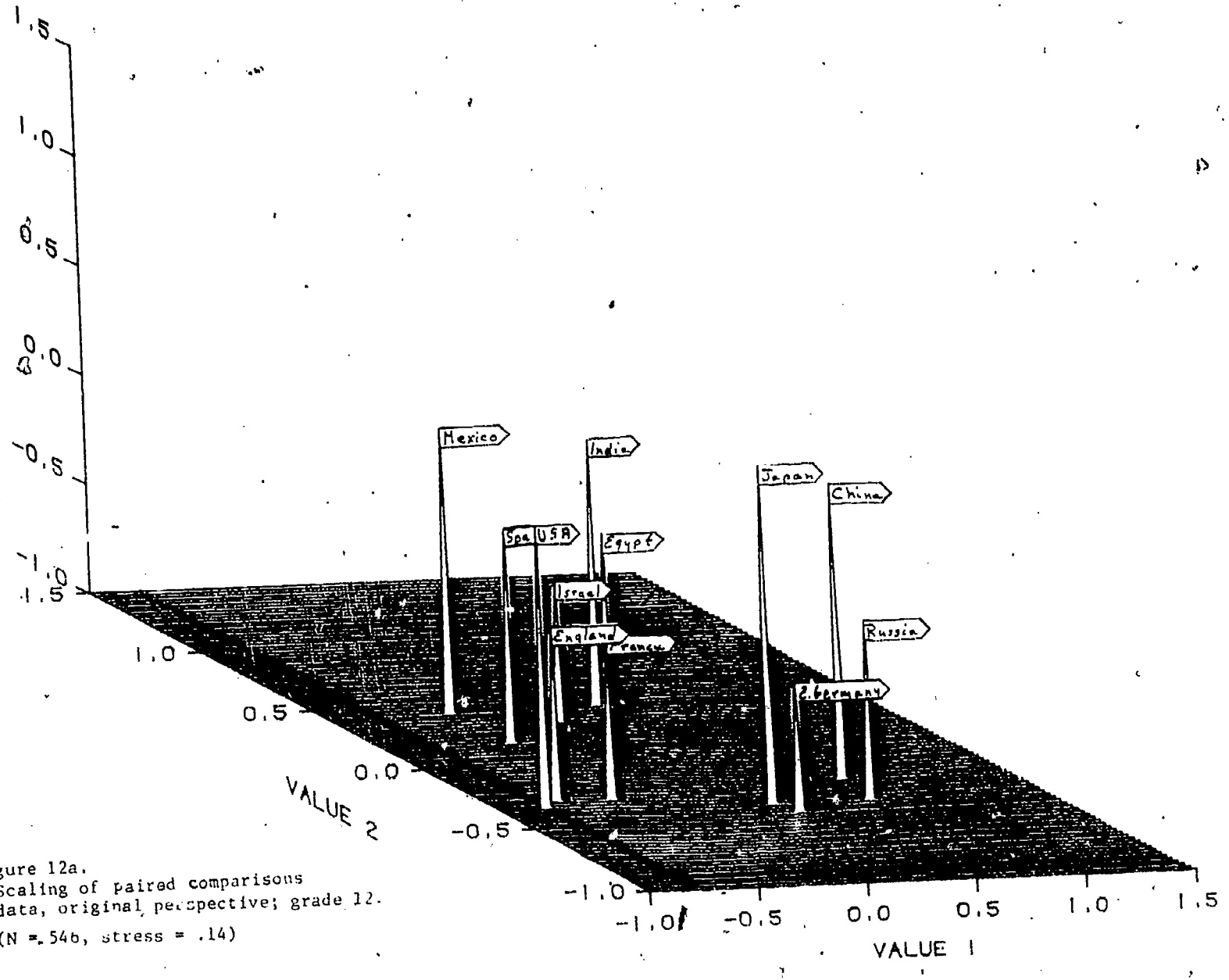


Figure 12a.
Scaling of paired comparisons data, original perspective; grade 12.
(N = 546, stress = .14)

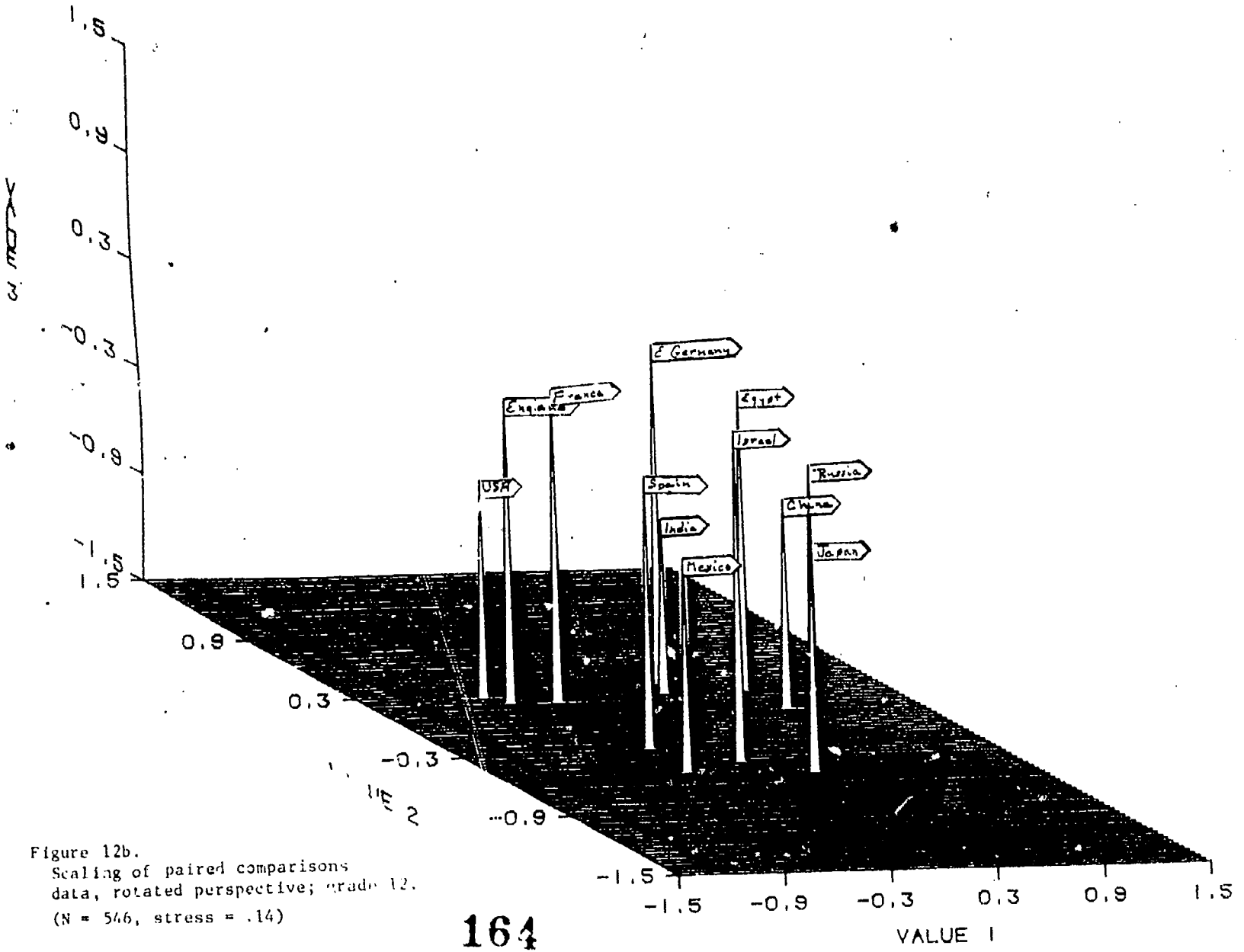


Figure 12b.
Scaling of paired comparisons data, rotated perspective; grade 12.
(N = 546, stress = .14)

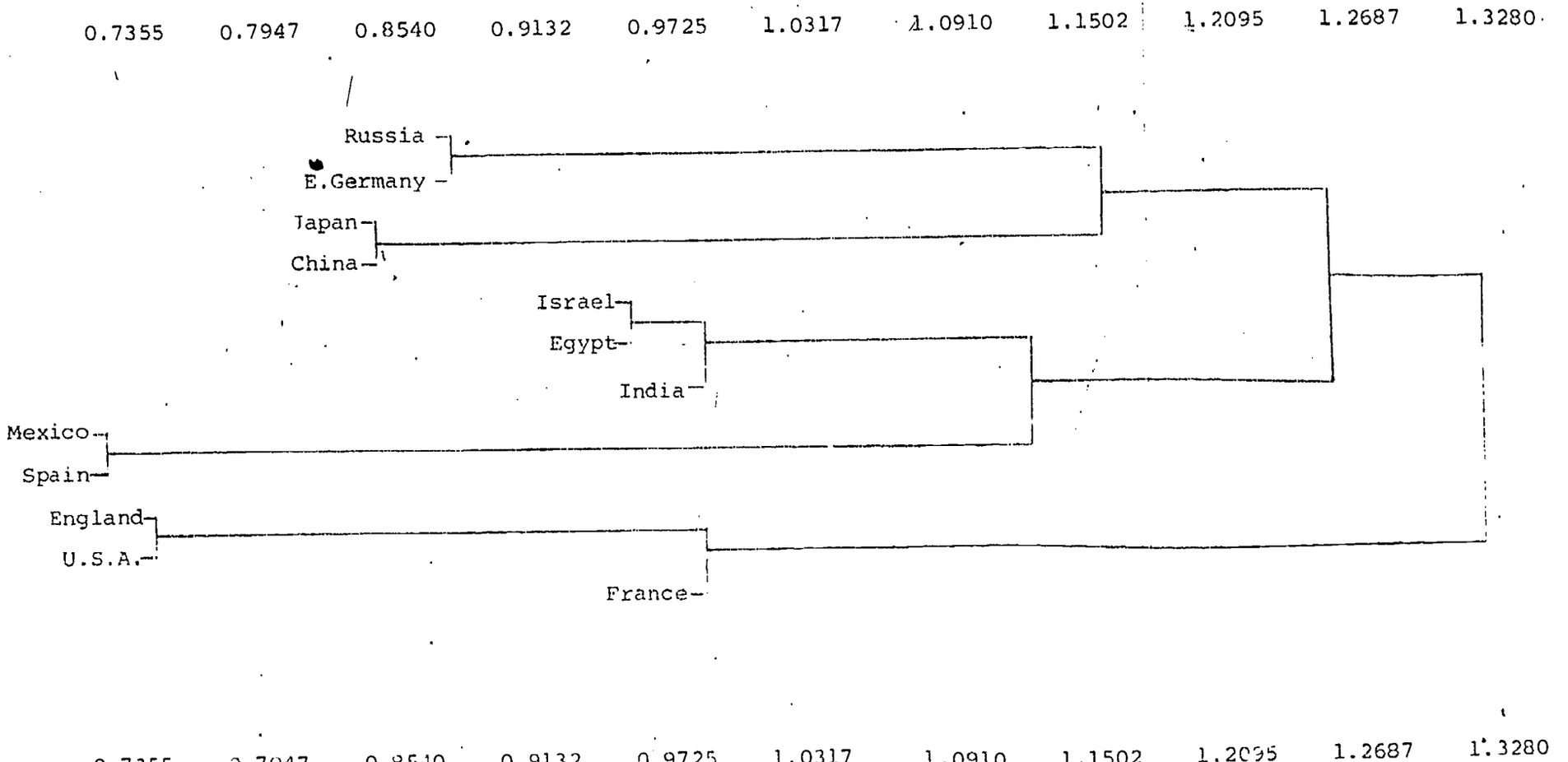


Figure 13. Hierarchical clusters showing average solution POV; grade 12.

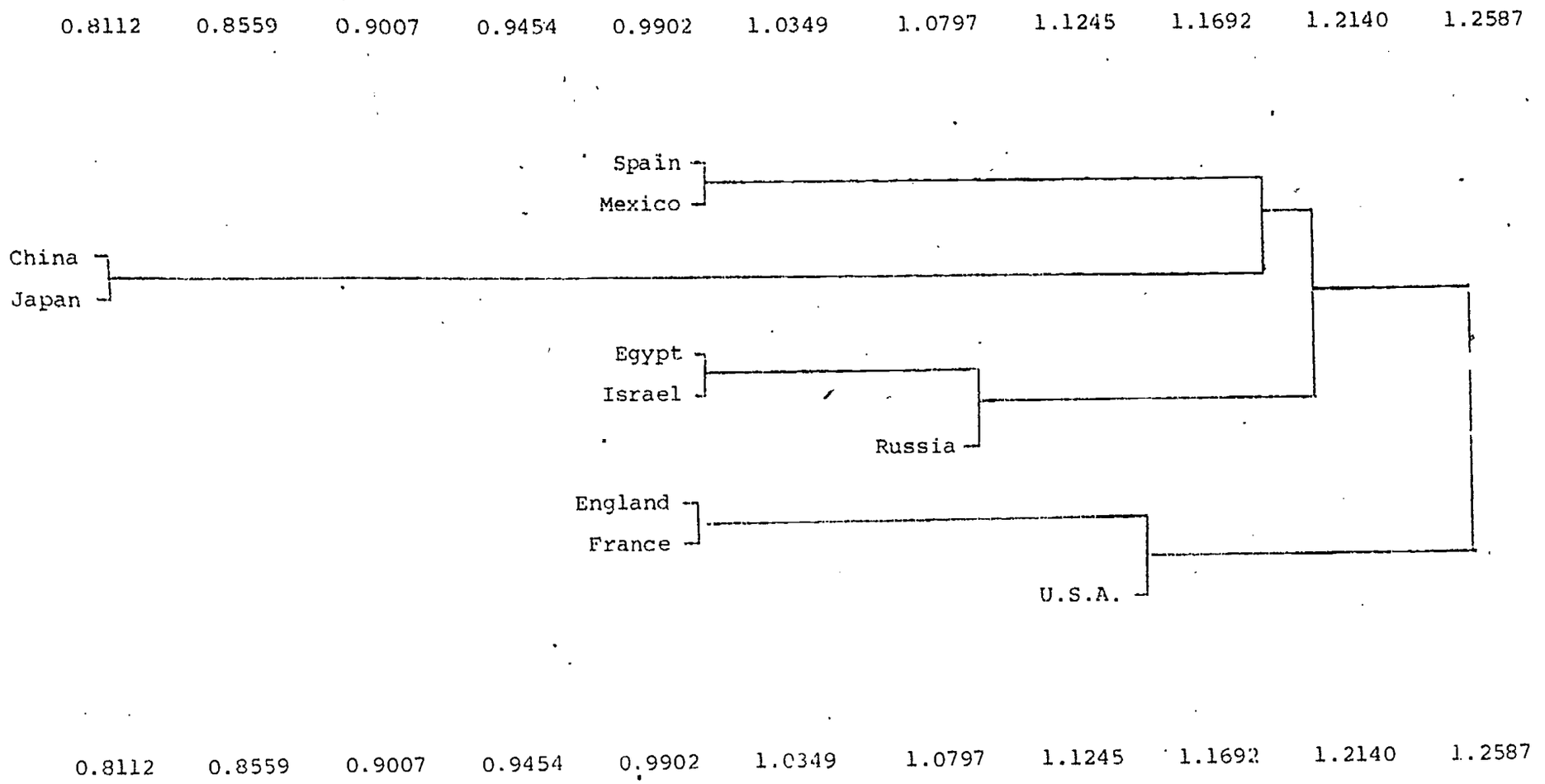


Figure 14. Hierarchical clusters showing POV 1 High; grade 4.

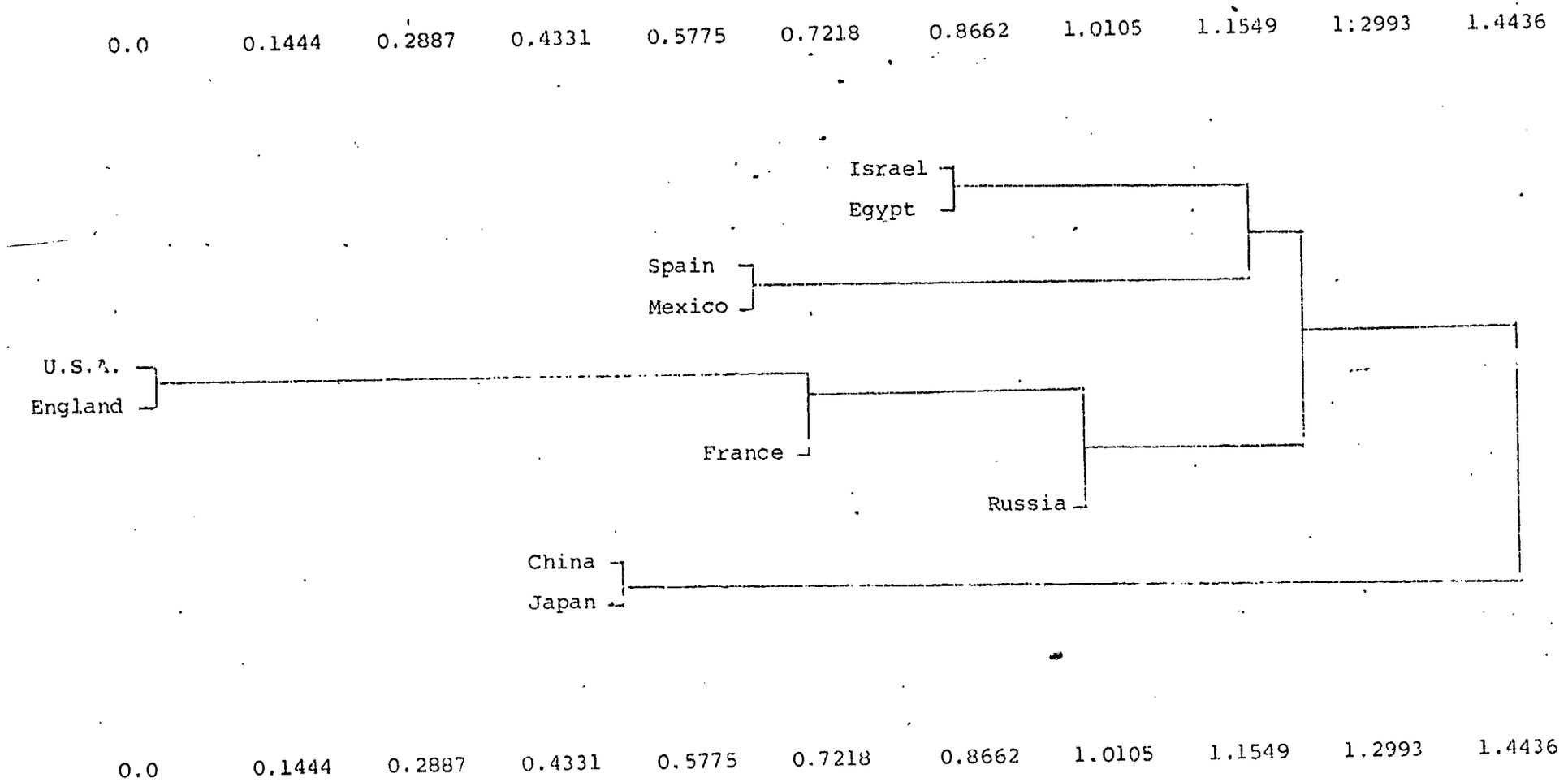


Figure 15. Hierarchical clusters showing POV 2 High; grade 4.

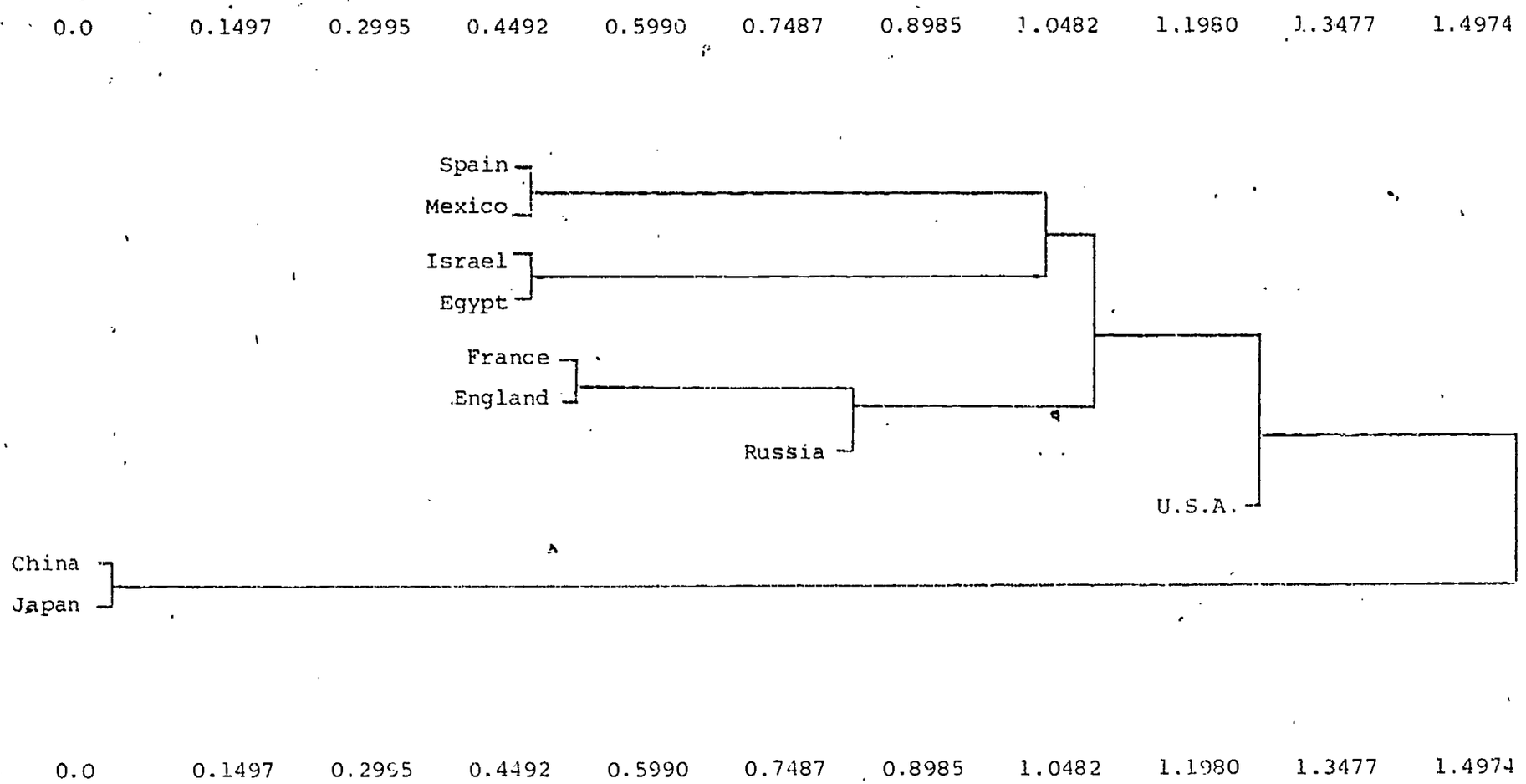


Figure 16. Hierarchical clusters showing POV 3 Low; grade 4.

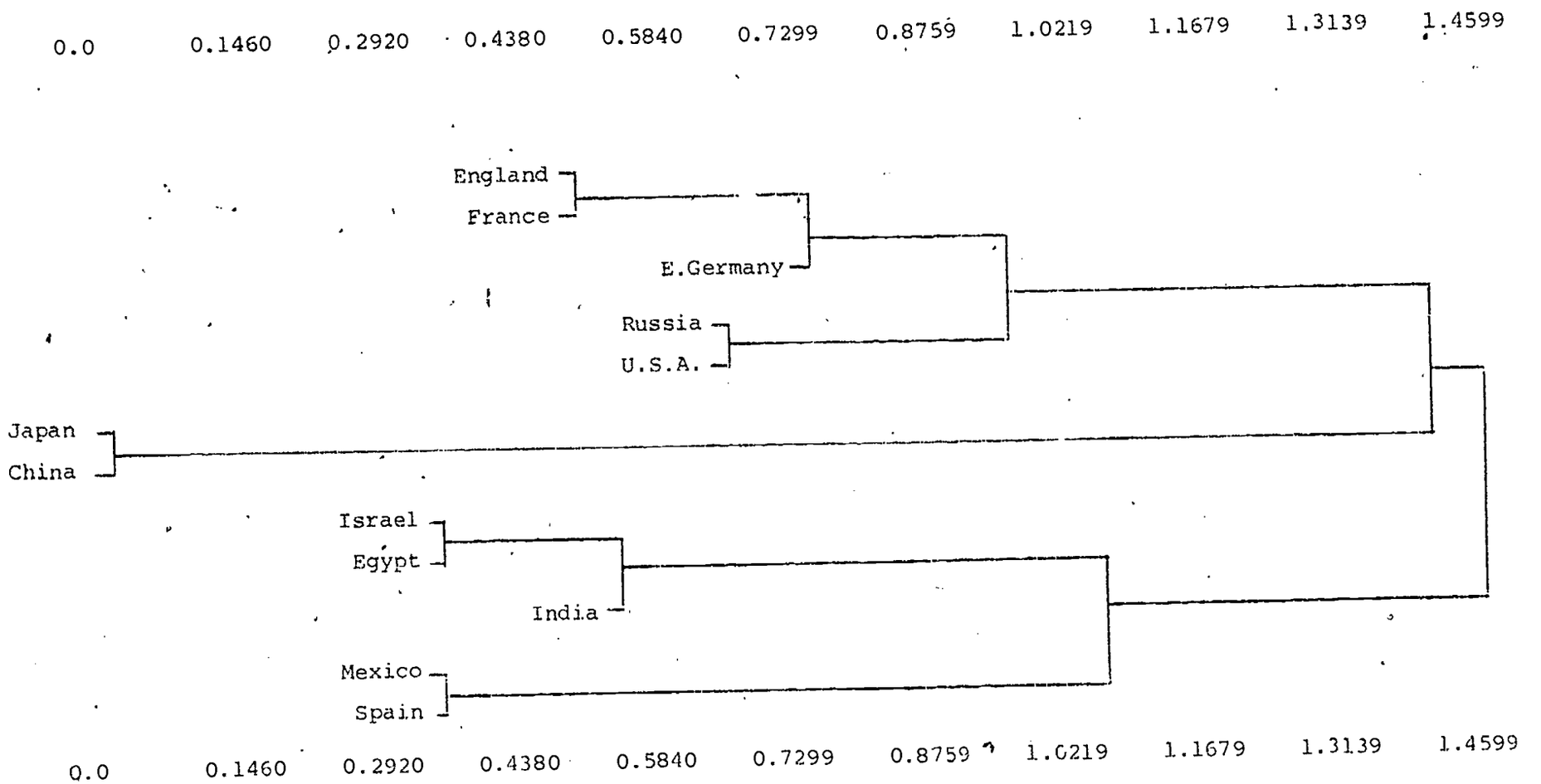


Figure 17. Hierarchical clusters showing POV 3 Low; grade 8.

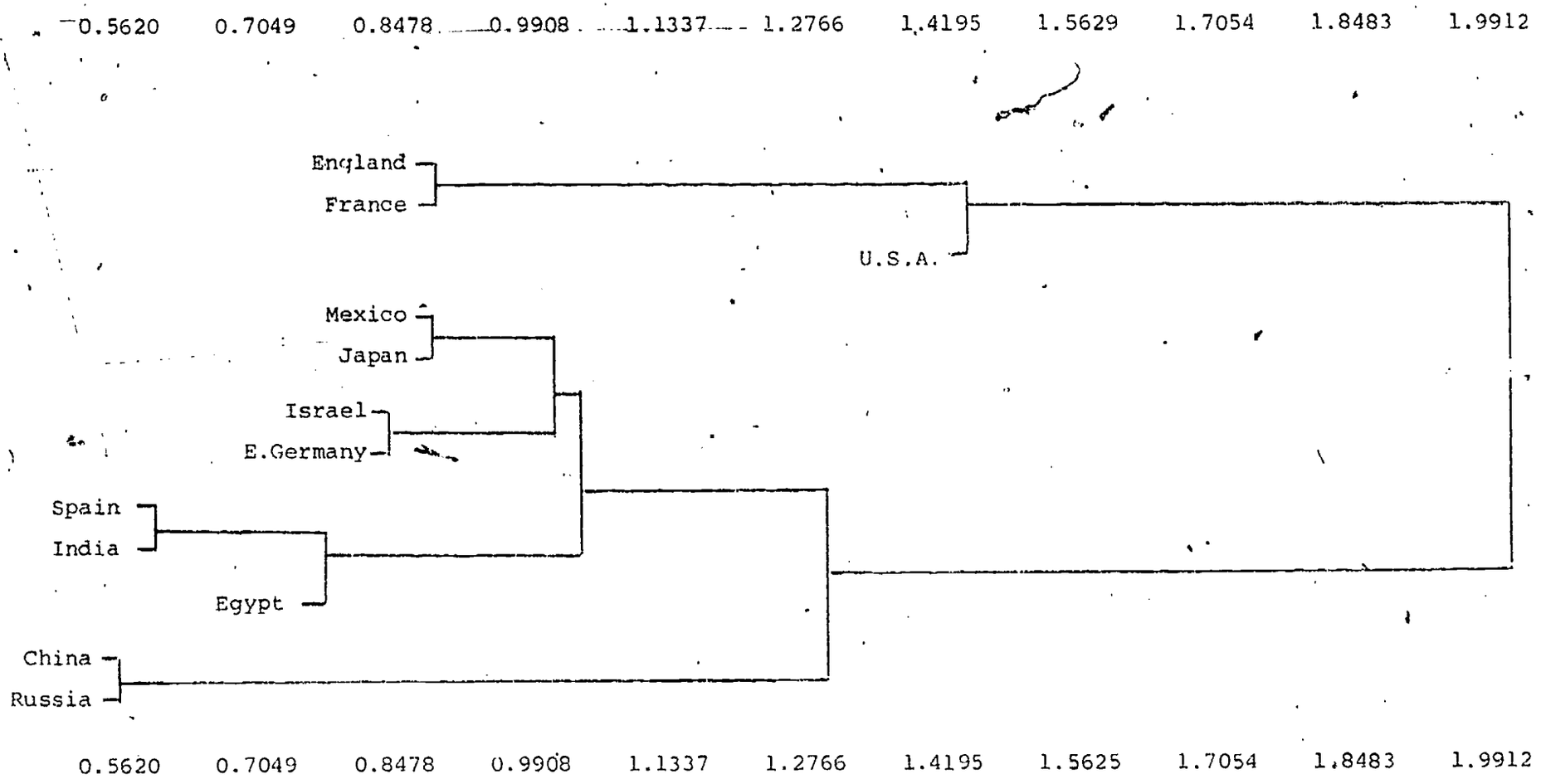


Figure 18. Hierarchical clusters showing POV 4 Low; grade 12.

Please answer the following three questions about the foreign countries in which you have lived or visited.

1. What foreign countries have you lived in or visited?	2. How much time have you spent in each country?					3. How did you spend the time in each country?								
List each country below	Circle one number for each country listed					Circle all that apply for each country listed								
	Up to 1 wk.	1 wk.- 3 mo.	4 mo.- 11 mo.	1 yr.- 2 yrs.	Over 2 yrs.									
1. _____	1	2	3	4	5	1	2	3	4	5	6	7	8	9
2. _____	1	2	3	4	5	1	2	3	4	5	6	7	8	9
3. _____	1	2	3	4	5	1	2	3	4	5	6	7	8	9
4. _____	1	2	3	4	5	1	2	3	4	5	6	7	8	9
5. _____	1	2	3	4	5	1	2	3	4	5	6	7	8	9
6. _____	1	2	3	4	5	1	2	3	4	5	6	7	8	9
7. _____	1	2	3	4	5	1	2	3	4	5	6	7	8	9
8. _____	1	2	3	4	5	1	2	3	4	5	6	7	8	9

1. Lived there before coming to the United States
2. Stayed with spouse or parents
3. In military or other government service
4. Employed in education, industry, or business
5. Working for a service group, e.g., Peace Corps, UNESCO, American Friends Service Committee
6. In work/study/research as part of my permanent job in the United States
7. In study as a matriculated student
8. Visiting relatives or friends
9. Vacationing

Figure 19. Specimen page from teacher questionnaires regarding travel abroad.