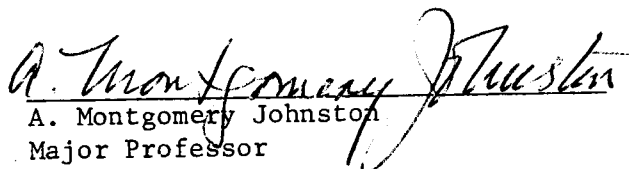
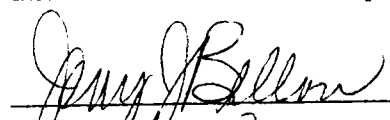
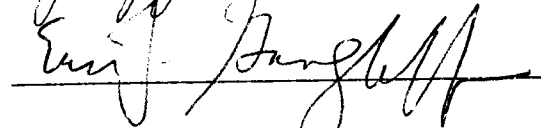


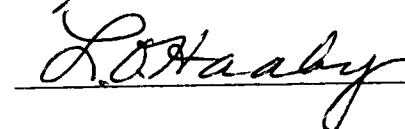
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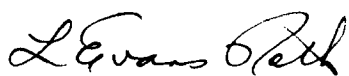

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Vice Chancellor
Graduate Studies and Research

CROSS-NATIONAL KNOWLEDGE AND ATTITUDES
OF SENIOR HIGH SCHOOL STUDENTS IN
JAPAN AND THE UNITED STATES

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Donald Lee Spence

December 1982

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by

Donald Lee Spence

DEDICATION

This dissertation is dedicated to the author's parents and to the memories of three personal heroes: Newell Hicks, Dot Fishe, and Dorothy McVay.

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ABSTRACT

The purpose of this study was to examine the nature of and relationships between the cross-national knowledge and attitudes of senior high school students in Japan and the United States. Data for the study were gathered from 919 students in twenty-three senior high schools in geographically diverse areas of Japan, and from 751 students in senior high schools in California, Indiana, North Carolina, Ohio, Oregon, Tennessee, and Texas.

Knowledge tests used in this study were developed from a framework especially designed to sample the comprehensive cross-national knowledge of students tested. The knowledge tests measured student knowledge in five categories. The primary instruments for measuring student attitudes were modifications of the semantic differential and the Bogardus Social Distancing Scale. These instruments measured the affective, cognitive, and behavioral dimensions of attitude. The study also examined the relationship of selected demographic data to the nature of and the relationships between cross-national knowledge and attitude.

The research demonstrated that Japanese students know more about the United States than United States students know about Japan. However, the attitudes of United States students toward Japan were more positive than were the attitudes of Japanese students toward the United States. The study showed that learning in the cognitive domain parallels learning in the affective domain, and that this relationship is consistent across cultures. Students scoring in the top quartile on the knowledge test in Japan and the United States had significantly

more positive attitudes cross-nationally than did students scoring in the bottom quartile on the knowledge test.

No significant correlations were demonstrated between categories of knowledge and total attitude scores or between dimensions of attitude and total knowledge scores. However, major trends were observed. The correlation was greater between the cognitive dimension of attitude and total knowledge scores for United States students and between the behavioral dimension and total knowledge scores for Japanese students. Patterns of correlation between categories of knowledge and total attitude scores were reversed for Japanese and United States students. Correlations were consistently greater for Japanese females than for Japanese males, and were generally greater for United States males than for United States females.

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CHAPTER I

INTRODUCTION

International interdependence is a fact of life. Centuries ago, countries with similar cultural backgrounds, ideologies, and goals often formed alliances for their mutual defense. Today, the nations of the world are involved in a complex of military, political, economic, and environmental interdependencies that surpass differences of ideology and cultural background. As interdependence becomes more apparent, so should the awareness that "our knowledge of the world, its peoples, and the common problems of mankind are now essential requirements for effective citizenship."¹

Effective citizenship depends on (1) the development of the knowledge of rights and responsibilities within the communities in which people live, and (2) the commitment as well as the skills to see that those rights are preserved and that responsibilities are acted upon. The National Task Force on Citizenship Education determined the following should be necessary components of citizenship in the late twentieth century:

1. to know what the principal issues are in contemporary society,
2. to know how to become better informed about the arguments of an issue,

¹ Lewis W. Pike and Thomas S. Barrows, Other Nations, Other Peoples: A Survey of Student Interests, Knowledge, Attitudes, and Perceptions (Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1979), p. iii.

3. to be able to appraise the worth of the evidence on which issues are based,
4. to have a predisposition to try to do something about civic issues, and
5. to be respectful of the opinions and sincerity of others.²

Interdependence is a concept that is significant not only at the national and international levels but also among individuals in groups and communities. Individuals, communities, and partner states in an international community must be concerned with what is being learned cross-culturally and with what it is that must be known if the challenge of effective citizenship in tomorrow's world is met.

The United States Office of Education has initiated a number of activities over the past decade 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.³

A study titled Other Nations, Other Peoples, commissioned by the United States Office of Education, reported the interests, knowledge, attitudes, and perceptions of United States fourth, eighth, and twelfth graders toward other countries.⁴ Different parts of that study will be referred to throughout this paper. In the Other Nations, Other Peoples study, the country outside North America

² The Report of the National Task Force on Citizenship Education, B. Frank Brown, Director, Education for Responsible Citizenship (New York: McGraw Hill Book Company, 1977), pp. 5-6.

³ Pike and Barrows, p. iii.

⁴ Pike and Barrows.

and Europe that most interested students at all grade levels was Japan.⁵

Japan and the United States provide an interesting basis for a cross-national study of knowledge and attitude because of the similarities and the differences of the two cultures. Both Japan and the United States are advanced countries; they are economic superpowers with technological capabilities and interacting complexes of supply and demand that make interdependence inevitable. Yet, these two superpowers grew out of dramatically diverse cultural backgrounds. The success with which the challenge of the now inevitable interdependence is met will depend on the knowledge and attitude the two nations have of each other, and how this understanding is developed to the benefit of both nations and all of mankind.

Theoretical Framework of the Study

Learning is a complex process, one that can be marked by a response to a stimulus as Skinner has suggested.⁶ It is a process that also can be affected by the learning environment, by the type of learning desired, by the method of instruction, by previous learning, and by the learner. These factors contribute to social, emotional, psychological, and physiological constructs that affect learning differently for each individual in every situation.

In a traditional environment characterized by uniform goals, limited technology, and a slow rate of change, learning might appear

⁵ Pike and Barrows, p. vii.

⁶ B. F. Skinner, The Behavior of Organisms: An Experimental Analysis (New York: Appleton-Century-Crofts, 1938).

to be less complex because of the natural and social limitations placed on the process. However, many questions still are unanswered about the nature of the learning process even when learning occurs in the most controlled environments. It is important that interrelationships of factors involved in the learning process be systematically investigated.

The growth or development of learning in children has been the subject of extensive study by Jean Piaget, Benjamin Bloom, Lawrence Kohlberg, and many others. Bloom's Taxonomy of Educational Objectives divides the growth of children into the cognitive, affective, and psycho-motor domains.⁷

Bloom further identifies levels of thinking within these domains. The present study identified relationships between the cognitive and affective domains. The cognitive domain is organized along a continuum of skills increasing in levels of difficulty. It includes the levels of knowledge, comprehension, application, analysis, synthesis, and evaluation. Knowledge is the most basic level of cognitive development and is an integral part of the higher levels of cognitive growth.⁸

The affective domain is organized according to the extent to which one internalizes or accepts a set of values. At the most basic level of the affective domain, one recognizes that an attitude or value exists. The levels of the affective domain also develop along

⁷ Benjamin S. Bloom, David R. Krathwohl, and Bertram B. Masia, Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook II, The Affective Domain (New York: David McKay Company, 1964).

⁸ Bloom et al., pp. 33-38.

a continuum. Arranged hierarchically, those levels are (1) receiving, (2) responding, (3) valuing, (4) conceptualizing and organizing values, and (5) developing from that organization a generalized set of values through which an individual responds consistently to value-laden situations.⁹

As stated previously, knowledge acquisition is essential to growth at higher cognitive levels. Knowledge acquisition and information processing are also essential at the most basic level of the affective domain. Higher-level cognitive skills are involved in the valuing, conceptualizing, and organizing processes. Similarly, cognitive processes at all levels can be either facilitated or impaired by the affective operational level with which an individual approaches a specific task.

Because learning is a cumulative process, isolating specific factors or combinations of factors as they affect the learning process may be an impossible task. However, study of the interrelationship of specific factors as they affect learning can be undertaken with the understanding that these factors do not operate individually.

Statement of the Problem

Two related problems exist in the development of international understanding. First, the interdependent nature of the world demands high levels of cross-national knowledge and positive attitudes toward the development of understanding. However, little information is

⁹ Bloom et al., pp. 33-38.

available on the acquired levels of knowledge and attitude that exist cross-nationally. A second problem in the development of international understanding is the relationship of the cognitive domain to the affective domain of learning and whether observed relationships are consistent across cultures. The purpose of this study was to address these problems by exploring answers to two questions: (1) What is the nature of the cross-national knowledge and attitudes of senior high school students in Japan and the United States? (2) What is the relationship between the acquisition of knowledge about a second culture and the development of positive attitudes toward that culture?

Assumptions

The following assumptions were made:

1. The cross-national knowledge of students in Japan and the United States exists on a level that can be measured.
2. The cross-national attitudes of senior high school students in Japan and the United States exist on a level that can be measured.
3. The knowledge tests developed for this study are adequate to sample the cross-national knowledge of senior high school students in Japan and the United States.
4. The modifications of the semantic differential and the Bogardus Social Distancing Scale used in this study are adequate to measure the cross-national attitudes of senior high school students in Japan and the United States.
5. The student samples tested in Japan and the United States are representative samplings of the total senior high school populations.

6. Comparisons of the two student samples are valid within the limitations of the instruments and procedures employed in this study.

Hypotheses of the Study

Six hypotheses were developed to answer the questions above.

Those hypotheses were:

1. Students from the United States scoring in the top quartile on the knowledge test about Japan will have more positive attitudes toward Japan and the Japanese people than will students scoring in the bottom quartile on the knowledge test.
2. Japanese students scoring in the top quartile on the knowledge test about the United States will have more positive attitudes toward the United States and its people than will students scoring in the bottom quartile on the knowledge test.
3. The scores of Japanese students on the knowledge test about the United States will be higher than the scores of students from the United States on the knowledge test about Japan.
4. The attitudes of Japanese students toward the United States and its people will be more positive than will the attitudes of students from the United States toward Japan and the Japanese people.
5. Knowledge test category one (history, geography, government and politics, and economics) will be more closely related to positive attitudes than will other categories of the knowledge test.
6. The cognitive dimension of attitude will be more closely related to higher scores on the knowledge test than will other dimensions of attitude.

Hypotheses three (3) and four (4) were designed to determine the nature of the cross-national knowledge and attitudes of senior high school students in Japan and the United States. Hypotheses one (1), two (2), five (5), and six (6) were designed to determine if learning in the cognitive domain is related to learning in the affective domain and if those relationships are consistent across the two cultures.

Importance of the Study

The United States and Japan are major world powers. The development and maintenance of world order is important to both nations. International education that focuses on the development of understanding among peoples of the world is critical to world order. Reischauer argued:

We need a profound reshaping of education if mankind is to survive in the sort of world that is fast evolving. . . . Before long humanity will face great difficulties that can only be solved on the global scale. Education . . . is not moving rapidly enough to provide the knowledge about the outside world and the attitudes toward other people that may be essential for human survival within a generation or two.¹⁰

Studies are needed on the importance of the acquisition of knowledge cross-nationally to the development of positive attitudes.

This study of cross-national knowledge and attitude between Japan and the United States was planned to determine if any relationships exist between knowledge acquisition and the development of positive attitudes cross-nationally. The study should provide information for evaluating the nature of cross-national learning in the two countries and it should suggest general improvements for programs in international education.

¹⁰ Edwin Reischauer, Toward the 21st Century: Education for a Changing World (New York: Knopf, 1973), p. 4.

It is important that students know about other countries. It is also important that educators know about the knowledge students have of other countries. This knowledge component should be reflected in teaching-learning goals, in teaching materials, in teacher education programs, and in curriculum development.

Attitude is just as important for effective world-wide human relations as is knowledge acquisition. Teachers need to know what student attitudes are and to plan classroom learning that develops positive attitudes in addition to learning that focuses on information acquisition and processing. This attitude component also needs to be reflected in teaching-learning goals, teaching materials, teacher education programs, and in curriculum development.

The literature suggested that a relationship exists between knowledge and attitude. The nature of that relationship needs to be specified and as understanding of the relationship between the cognitive and affective domains is developed, changes should occur in learning programs planned for students. The relationship also has implications for materials development, for teacher education programs, and for curriculum planning.

Instruments are needed for assessing student knowledge and attitude cross-nationally and for gathering related demographic data. This study used a combination of instruments for measuring attitude and gathering data. The degree to which those instruments met the stated needs of the study should benefit future researchers. The knowledge tests used in this study were planned especially for measuring cross-national knowledge acquisition. The framework used in

the development of those tests should be especially useful for researchers planning other cross-national studies.

Questions raised by this study should suggest additional needed research. Specifically, the relationship of such factors as student interests and teacher attitudes to learning in both the cognitive and affective domains; further research on the differences in learning patterns across cultures, differences in learning patterns according to sex; and the interrelationship of categories of knowledge to dimensions of attitude.

Procedures

Two instruments were developed to test the knowledge of students from the United States about Japan and the knowledge of Japanese students about the United States. Both tests were developed from the same conceptual framework. That framework was especially developed so that the knowledge tests would be as comprehensive as possible and at the same time be parallel in both content and difficulty. The categories for classifying knowledge are (1) history, geography, government and politics, and economics; (2) social institutions; (3) language, literature, and the arts; (4) contemporary life-styles; and (5) values, customs, and traditions. Each of the five was broken into twelve conceptual divisions for both knowledge inventories. (See the section knowledge tests in Chapter III, p. 40.)

The first part of the attitude inventory is a modified form of the semantic differential test developed by Charles E. Osgood.¹¹ The

¹¹ Charles E. Osgood, George J. Suci, and Percy H. Tannenbaum, The Measurement of Meaning (Urbana, Ill.: University of Illinois Press, 1957).

second part of the attitude inventory is a modification of the Bogardus Social Distancing Scale developed by Emory S. Bogardus.¹² The modifications of these two tests used for this study are the work of Madeline A. Cooke.¹³ Students marked both attitude inventories for each of the following countries: Japan or the United States, France, Indonesia, and Mexico. In addition to these two tests, students responded to statements on the value of studying other cultures. These statements were marked according to a Likert scale. The statements were taken from the work of Robin McKeown.¹⁴ The final portion of the attitude inventory was contained in the student information sheet. It consisted of a pair of questions on student preferences for studying and visiting other countries.

The instruments for testing about Japan were field tested in Hiroshima University Attached High School in Hiroshima, Japan. The instruments for testing about the United States were field tested in Pisgah Senior High School in Canton, North Carolina, and in Cocke County High School in Newport, Tennessee. Japanese and American studies specialists in both Japan and the United States reviewed the instruments and made recommendations for changes. The instruments were revised according to the results of the field testing and the general recommendations of the specialists who reviewed them.

¹² Emory S. Bogardus, "Racial Distance Changes in the United States During the Past Thirty Years," Sociology and Social Research 43 (1958): 127.

¹³ Madeline A. Cooke, "A Pair of Instruments for Measuring Student Attitudes Toward Bearers of a Target Culture," Foreign Language Annals 11 (1978): 149-63.

¹⁴ Robin McKeown, "A Taxonomy of Rationales for International Education," International Education 4 (Spring 1975): 9-17.

The knowledge and attitude inventories about Japan were administered in English to a sampling of eleventh grade students from California, Indiana, North Carolina, Ohio, Oregon, Tennessee, and Texas. The knowledge and attitude inventories about the United States were administered in Japanese to eleventh grade students in twenty-three different high schools in different parts of Japan. (See the discussion of samples in Chapter III, p. 50.)

The data about United States students were compared with the data about Japanese students. The study compared the knowledge of students in five categories; the cross-national attitudes of students (behavioral, affective, and cognitive); relationships that exist between knowledge categories and dimensions of attitude nationally and cross-nationally; rationales for learning about other cultures; and the relationship of the above to selected demographic data.

The data were analyzed by computer and the hypotheses were accepted or rejected on the basis of that analysis. A detailed description of instruments, procedures, and methodologies can be found in Chapter III.

Organization by Chapters

Chapter I contains an introduction, a theoretical framework for the study, a statement of the problem, a statement of the importance of the study, hypotheses, and procedures. Chapter II contains a review of the literature in three areas: research on cross-national and international studies of knowledge and attitude, research on the relationship of the cognitive to the affective domain of learning, and research dealing with the instruments, methodologies, and procedures

employed in this study. Chapter III details the organization and procedures of the study. The findings of the study are reported in Chapter IV and the summary and conclusions are contained in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Because today's students will be responsible for making decisions affecting the quality of life for both themselves and their successors, social studies programs in general and international education programs specifically must face the responsibility of preparing tomorrow's citizens to cope successfully with the realities of survival and interdependence at home and in the global community. Consequently, effectively designed learning programs must be drawn from the existing research on students' knowledge and attitudes of themselves and other peoples in other nations of the world. Such learning programs must also utilize the furthest advances of research in learning theory.

This review of literature has three major divisions: research on (1) cross-national and international studies of knowledge and attitude; (2) the relationship of the cognitive to the affective domain of learning; and (3) the instruments, methodologies, and procedures employed in this study.

Research in Cross-National and International Studies of Knowledge and Attitudes

A major source of information concerning students' international knowledge and attitudes is political socialization research conducted over the past twenty years. That research has documented variations

in political information and attitudes; however, the emphasis has been primarily on domestic political socialization. Remy, Nathan, Becker, and Torney summarized research in the international socialization of children and drew the following conclusions:

1. International learning begins early in life.
2. International learning is cumulative. . . . What children learn at one age builds upon and is influenced by what they have previously learned.
3. The time of middle childhood (grades three through eight) is an important period in international learning.
4. The beliefs, attitudes, values, and knowledge individuals develop about the world differ. Each individual student brings his or her own particular configuration of orientations toward the world.
5. The mass media, especially television and newspapers, play an important role in children's international learning.¹

A study entitled Other Nations, Other Peoples is significant among the research completed subsequent to the summary by Remy, Nathan, Becker, and Torney.² Other Nations, Other Peoples was initiated by the Institute of International Studies of the United States Office of Education and implemented by Educational Testing Service. The report of the study included information on the interests, knowledge, attitudes, and perceptions of American fourth, eighth, and twelfth graders regarding other nations and other peoples.

¹ Richard C. Remy, James A. Nathan, James M. Becker, and Judith V. Torney, International Learning and International Education in a Global Age (Washington: The National Council for the Social Studies, 1975), pp. 39-49.

² Lewis W. Pike and Thomas S. Barrows, Other Nations, Other Peoples: A Survey of Student Interests, Knowledge, Attitudes, and Perceptions (Washington: U.S. Department of Health, Education, and Welfare, Office of Education, 1979).

The Development of a Sense of National Identity

Children begin to develop a sense of national identity at a very early age. For very young children that identity is represented by symbols such as national songs, the flag, or the Statue of Liberty. The sense of national identity becomes more complex and abstract as children mature.

Young children develop a sense of national identity by processing relevant information through their immediate frames of reference. Connell conducted an interview study of Australian children. He pointed out that the ideas Australian children have about potential external enemies that might pose a threat to their country are related to fears that their own lives will be disturbed.³ Among Australian children, nationalism tends to become very strong at an early age and is resistant to change because of these fears.

In a study of English and Japanese children, Cooper identified a "patriotic filter" used by students to screen out negative images of their own country, creating a "we"- "they" dichotomy.⁴ This screen was in existence by the time the children were nine or ten years of age.

JoAnn Cutler Sweeney conducted a survey study of children in Thailand and Japan. Sweeney suggested that political socialization could be molded either from the presentations of independent information about the community, regional, national, and global spheres

³ R. W. Connell, The Child's Construction of Politics (Melbourne: Melbourne University Press, 1971).

⁴ P. Cooper, "The Development of the Concept of War," Journal of Peace Research 2 (1965): 1-17.

at the same time or by filtering information through the child's national identity.⁵ Sweeney's composite approach is different from the expanding horizons approach used in most social studies classrooms. The expanding horizons approach begins with the child's immediate environment (family and community) and expands as the child's knowledge of the world increases. Sweeney contends that advances in communication and technology have expanded and integrated the world of young students at a rate that has made the composite approach functional.

Common Trends in the Development of National Identity. Common developmental trends in the cognitive aspects of national identification have been noted. Piaget found that very young children's attachments do not extend beyond the family. Feelings of attachment to their nation develop gradually based on the growing children's ability to understand the relationship between their place of birth and residence, and their country. Piaget also found that by the age of nine or ten children have "more or less adjusted to collective ideals of national community."⁶

Acquiring a national identity may, therefore, be dependent on the development of children's cognitive processes. Jahoda's studies with Scottish children confirmed this phenomenon by demonstrating a positive relationship between children's sense of national identity and their ability to make spatial and geographic

⁵ JoAnn Cutler Sweeney, "International Political Socialization of Sixth Grade Elementary Children: What and How Do Japanese and Thai Children Know about the World?" (Unpublished paper), 1980.

⁶ Jean Piaget, "The Development in Children of the Ideas of Homeland and of Relations with Other Countries," International Social Science Bulletin 3 (1961): 561-78.

distinctions.⁷ Similar patterns in the growth of national identity were noted by Jaspers in studies with Dutch children⁸ and by Lambert and Klineberg working with small samples of students in eleven countries.⁹

Hess and Torney reported that children pass through three stages in the development of a national identity.¹⁰ Students may have some misconceptions about geography or be politically naive, but strongly positive national attachments exist by the second grade. The first stage is characterized by a "we"- "they" dichotomy. In the second stage children's sense of nationalism acquires cognitive substance. Feelings about the United States are focused on American political processes such as freedom and the right to vote. These are characteristics which distinguish America from other countries. In the final stage, America is seen as a part of a larger system of countries.

A positive national attachment is stronger in some countries than in others. Torney conducted a study of international knowledge and attitudes of adolescents in nine countries for the International Association for the Evaluation of Educational Achievement.¹¹ In that

⁷ Gustav Johada, "Children's Conceptions of Nationality: A Critical Study of Piaget's Stages," Child Development 3 (1965): 1081-92.

⁸ J. M. Jaspers, J. P. Van de Geer, H. Tajfel, and N. B. Johnson, "On the Development of National Attitudes," European Journal of Social Psychology 1 (1966): 360-70.

⁹ Wallace E. Lambert and Otto Klineberg, Children's Views of Foreign Peoples (New York: Appleton-Century-Crofts, 1967).

¹⁰ Robert Hess and Judith Torney, The Development of Political Attitudes in Children (Chicago: Aldine Publishing Company, 1967).

¹¹ Judith Torne , "The International Knowledge and Attitudes of Adolescents in Nine Nations: The IEA Civic Education Survey," International Journal of Political Learning 1 (1977): 3-20.

study, students in the United States and Israel gave very positive evaluations of their governments. Students in the Federal Republic of Germany, Finland, and the Netherlands presented a contrasting position that was almost antinationalistic. The study also showed that students from the United States and Israel were more interested in discussing domestic than international issues. United States students were more knowledgeable about domestic political institutions and processes than were students in any other country except Ireland. Students from the Netherlands and the Federal Republic of Germany demonstrated a greater interest in discussing international topics and scored higher on tests of knowledge of international processes.

Beurgenthal and Torney pointed out that parallels may be found between the development of personal self-esteem and national esteem.¹² Individuals with a moderate level of self-esteem are likely to interact better with other people. Such individuals are not so convinced of their own point of view that they fail to consider the viewpoints of others. It follows that individuals with an exaggerated national identity will react less positively to other countries and that individuals with a moderate sense of national identity will be more positive about international contact.

Attitudes Toward and Knowledge of Other Countries

The development of a national identity may provide children with a perspective through which to view other countries. Remy et al. reported that:

¹²Thomas Beurgenthal and Judith Torney, International Human Rights and International Education (Washington, D.C.: U.S. Department of State, 1976), p. 104.

Developing a sense of self is predicated upon an awareness of others and their expectations. . . . Identification with one's own country (we) may be predicated upon an awareness of other countries (they).¹³

The negative connotation of a "we"-"they" dichotomy may have overshadowed the potential of such a dichotomy to help students to understand the concept of interdependence and to appreciate the views of others.

Several studies have documented students' perceptions of other countries. Torney and Morris reported that children tended to reject or see as dissimilar to themselves people from countries which were perceived as having strange or exotic customs, as being culturally backward, as having been recently involved in a war, or as speaking a strange language. When asked how other countries differ from their own, more than seventy percent of a group of American six-to-twelve-year-olds mentioned that other countries speak different languages.¹⁴ Jahoda in a study of six-to-nine-year-olds in Scotland found that Scottish children judged other countries favorably in proportion to their perceived similarity to Scotland. Jaspers reported similar findings in a study with Dutch children.¹⁶

Lambert and Klineberg found that American children would most like to be British, Canadian, or Italian if they were not American.

¹³ Remy et al., p. 12.

¹⁴ Judith Torney and Donald Morris, Global Dimensions of U.S. Education: The Elementary School (New York: The Center for War/Peace Studies, 1972).

¹⁵ Jahoda, pp. 1081-92.

¹⁶ Jaspers et al., pp. 360-370.

The least desirable nationalities (with equal percentages) were Chinese, Russian, German, and Japanese. Russian was clearly the first choice among fourteen-year-olds, with Africa a clear second as least liked.¹⁷ Lambert and Klineberg commented that

American children appear to be concerned with political domination when choosing the Russian nationality as undesirable and with cultural and environmental backwardness when choosing the African.¹⁸

Remy et al. reported that

The single most prominent conclusion to be drawn from the rather disparate set of available studies on the topic is that American children of the late 1950's and 1960's were socialized into hostile and suspicious attitudes toward America's cold war enemies.¹⁹

Remy et al. hypothesized that the negative nature of those attitudes would change with the relaxation of tensions among the United States and Russia and China.²⁰

Targ conducted a study of fourth, fifth, and sixth grade students in the midwestern part of the United States; and found that as children grew older, they increasingly saw the United States as "strong" and Russia and China as "important." Older children tended to rate the United States more positively and China and Russia more negatively than did younger children. No significant change occurred in their positive attitudes toward Canada. Children probably did not receive negative information about Canada. Therefore, their attitudes toward Canada remained positive. Targ argued that children's beliefs

¹⁷ Lambert and Klineberg, pp. 32-33.

¹⁸ Lambert and Klineberg, p. 33.

¹⁹ Remy et al., p. 13.

²⁰ Remy et al., p. 13.

and attitudes toward China and Russia were the result of socialization in a "cold war dialogue transmitted through home, school, and the media."²¹

Beyer and Hicks examined seventh and eighth graders' stereotypes and knowledge of major areas of the world. They found that students associated images of disease and poverty with Asia and Africa and that the image of Russia was clearly negative and political. Students' knowledge of Africa was limited and often inaccurate. Beyer and Hicks attributed students' misconceptions to images of Africa presented by curriculum materials and the mass media.²²

Sweeney concluded from her study of Thai and Japanese children that children had knowledge about the international community and that levels of international knowledge and information varied between the two countries. However, attitudes toward international ideals did not differ. The study did not confirm the family to be the major source of attitude formation for the international socialization of children, nor did it prove or disprove the schools to be the major source of information about the international community.²³

Beurgenthal and Torney stated that it may be appropriate to consider middle childhood as a critical period for the development of international attitudes because of (1) children's attitudinal

²¹ Harry Targ, "Children's Orientations to International Politics," Journal of Peace Research 2 (1970): 79-98.

²² Barry K. Beyer and E. P. Hicks, "Images of Africa: A Report on What American Secondary Students Know and Believe about Africa South of the Sahara" (Mimeograph, Pittsburgh: Carnegie-Mellon University, 1968).

²³ Sweeney, p. 15.

changes during this period, (2) the achievement of important cognitive abilities, and (3) attitudinal flexibility followed by a tendency toward rigidity.²⁴ Jennings and Niemi concluded from a study of secondary students in the late 1960's that a peak of international interest occurred in the late high school years and declined in the immediate postsecondary years.²⁵

The IEA Civic Education Survey. The findings of the IEA (International Association for the Evaluation of Educational Achievement) Civic Education Survey quoted in relationship to the development of national identity are important to the discussion of cross-national/international studies of knowledge and attitude. In that study, a higher knowledge of domestic political institutions among students in the United States, Ireland, and Israel paralleled greater interest in domestic issues and a lack of interest in international issues. An opposite pattern, a higher knowledge of international politics paralleled greater interest in international issues and a lack of interest in domestic issues, was demonstrated by students in the Federal Republic of Germany, Finland, Italy, the Netherlands, and New Zealand.²⁶

Passow reported on the National Case Study Questionnaire conducted by the IEA for the purpose of indexing the foreign contact

²⁴ Beurgenthal and Torney, International Human Rights and International Education, p. 107.

²⁵ M. K. Jennings and R. Niemi, The Political Character of Adolescence: The Influence of Families and Schools (Princeton: Princeton University Press, 1974).

²⁶ Judith Torney, "The International Knowledge and Attitudes of Adolescents in Nine Nations," pp. 3-20.

with each nation in the IEA Survey.²⁷ The data obtained may help to explain the correlation noted above. The Netherlands ranked highest on the percentage of the GNP which enters world trade (forty percent) and the United States ranked lowest (six percent). Similarly, the percentage of films and textbooks imported from other countries and of the volume of international mail and telephone service were highest for the Netherlands and lowest for the United States. Passow concluded that an important obstacle to the development of a global perspective for Americans may be the lack of available contact in the form of books, movies, and mass media.

Beurgenthal and Torney reported that an analysis of the IEA data showed considerable congruence between knowledge, attitudes, and active participation in discussion as far as the high and low points of student performance were concerned. They cautioned, however, that patterns are more complex when differences among students within any single nation are considered and that one cannot expect increasingly positive attitudes by filling students with facts about other countries.²⁸

The Other Nations, Other Peoples Study. The Other Nations, Other Peoples study conducted by the Educational Testing Service measured the interests, knowledge, attitudes, and perceptions of United States fourth, eighth, and twelfth graders toward other nations and other peoples of the world. Students were questioned about the United States

²⁷ A. H. Passow, H. Noah, and M. Eckstein, The National Case Study: An Empirical Comparative Study of Twenty-one Educational Systems (New York: Halstead Press of John Wiley, 1975).

²⁸ Beurgenthal and Torney, p. 109.

to provide data helpful in interpreting their knowledge of other countries. The study included a questionnaire administered to eighth and twelfth grade teachers.²⁹

The study measured student interests according to each student's wish to study selected countries and to visit or live in those countries.³⁰ Fourth grade responses to the question regarding nations they would like to study ranged from sixty-eight percent for Mexico to twenty-six percent for Russia and Israel. Responses for nations they would like to visit were similar for fourth grade students. Eighth grade responses to the question regarding nations they would like to study ranged from twenty-nine percent for Canada to twelve percent for India. Eighth graders favored visiting Mexico, England, and Israel. Twelfth graders' responses to the like to study question ranged from thirty-seven percent for Russia to eleven percent for Taiwan. Significantly, both Russia and China moved up considerably on the list of students' study preferences as students became older. Japan was the nonwestern country of most interest to study and visit for students at all grade levels. A regional difference was that southern students indicated a clearly stronger tendency to want to study Mexico and a clearly weaker wish to study Canada than did students in any of the other three regions. Pike and Barrows provided a detailed analysis of student preferences according to selected demographic data.³¹

²⁹ Pike and Barrows, pp. 34-35.

³⁰ Pike and Barrows, pp. 16-17.

³¹ Pike and Barrows, pp. 16-20.

Knowledge tests for each grade level were designed to measure the attainment of information necessary if students were to have a basic understanding of current events in each country tested. Students were tested on the United States, Mexico, France, Russia, China, and Egypt. The questions were taken from four categories: geographic, cultural, political, and economic. At the fourth grade were four levels of knowledge achievement: (1) the United States; (2) Mexico; (3) France, China, and Egypt; and (4) Russia. Among eighth graders were four levels of knowledge also: (1) the United States and Mexico; (2) Russia and China; (3) France; and (4) Egypt. Three levels of knowledge existed among twelfth graders: (1) the United States, Mexico, and Russia; (2) China and France; and (3) Egypt. The pattern of increasing interest in Russia noted earlier parallels the increasingly higher knowledge scores cited above. Knowledge scores were consistently lower for students in the South.³²

The authors noted common ways of viewing other countries at each grade level. At grade four, students viewed other nations from a "we"- "they" perspective. At grade eight, the United States joined the rest of the world through its similarity to England and France and to Spain and Mexico. At the twelfth grade level, the occidental-oriental distinction had less meaning and the attractiveness of the United States was less extreme, thus indicating a further strengthening of global perspective.³³

³² Pike and Barrows, pp. 20-26, 40-44.

³³ Pike and Barrows, p. 44.

The research cited above reveals that cross-national/international knowledge, interests, and attitudes develop in an ordered manner consistent with growth in the cognitive and affective domains, and that several factors including home, school, and the media are important in the socialization process.

Cross-National Studies of Attitudes and Perceptions and the Development of Learning Programs: Japan and the United States

A limited number of studies has concerned cross-national attitudes and perceptions, more specifically, the development of learning programs between Japan and the United States. Yasutada Takahashi wrote a dissertation study on the expressed interest in the study of Japan as related to world history and geography textbooks among senior high school students in fourteen high schools in Ohio. Takahashi found that few of the students tested (5.2 percent) chose Japan as a country to visit. Only twenty percent chose Japan from a list of eleven countries as a country to study. The areas of study about Japan that students expressed interest in showed little correlation to areas covered in the textbooks analyzed. The study showed that students expressed the greatest interest in studying the Japanese way of life and contemporary culture. However, students were interested in three areas that would be included under history and geography: the war between Japan and the United States, Japan's 250 years of isolation, and the physical features of Japan.³⁴

³⁴ Yasutada Takahashi, "Students' Expressed Interests in the Study of Japan as Related to World History and Geography Textbooks" (Ph.D. diss., Miami University of Ohio, 1979).

David Lu conducted a survey of images of Japan among high school students in Pennsylvania. The purpose of the study was to determine the general attitude of United States students toward the Japanese, the clarity of students' impressions about Japan and its people, and the methods by which students obtain information about Japan. The study indicated that students' images of the Japanese were positive though they were not always clear and were often stereotypical. Students were very positive toward social contact with Japanese. The survey showed that television was the major source of student information about Japan (seventy-six percent) followed by newspapers (fifty-seven percent), high school courses (fifty-two percent), and magazines and movies (fifty-one percent). It is significant that fifty-two percent of the students surveyed admitted that they had little knowledge of Japan and thirty percent were not interested in learning more. Of the students who were interested in learning more, fifty-nine percent expressed interest in the Japanese way of life, forty-three percent in arts and literature, thirty-one percent in religion, twenty-nine percent in Japanese language, twenty-eight percent in history, twenty-five percent in economics, eighteen percent in geography, fifteen percent in politics, and nine percent in other categories.³⁵

Cross-National Studies of Program Development in the Social Studies

Extensive studies of cross-national knowledge of students in Japan and the United States have not been done. However, many

³⁵ David Lu, W. B. Cunningham, K. B. McCormick, and Jack D. Tarkin, "Images of Japan in America" (Paper presented to the Conference on Japan for Educators, Bucknell University, 1977).

studies have investigated materials and programs available for learning about Japan and the United States cross-nationally. The Asia Society conducted a study of the treatment of Asia in United States textbooks.³⁶ In a more recent study, the Japan/United States Textbook Study Project, teams of social studies educators from Japan and the United States, reviewed social studies textbooks from both countries in an attempt to improve the quality of cross-national instruction in both countries.³⁷ The general findings of the project include:

1. The Pacific War is not dealt with accurately in either Japanese or United States textbooks.
2. In both Japan and the United States there is an over-emphasis on certain national characteristics. The Japanese are portrayed in United States textbooks as adaptive and energetic and Americans are characterized in Japanese textbooks as individualistic and materialistic.
3. Japan should be treated as a separate country distinctively different from other Asian countries.
4. Many topics should be treated with more of a world-view, deemphasizing a natio-centric perspective.
5. Japanese textbooks overemphasize economics and politics and underemphasize artistic and cultural developments.
6. Japanese textbooks should portray the full range of cultural diversity existing in the United States rather than the present dominant Anglo-Saxon image.³⁸

A cross-national study between Japan and the United States has been proposed by James Becker and Anna Ochoa of the Social Studies

³⁶ Asia in American Textbooks: An Evaluation (New York: The Asia Society, 1976).

³⁷ "In Search of Mutual Understanding" (Unpublished Joint Report of the Japan/United States Textbook Study Project, January 1981).

³⁸ James Becker, "The Japan/United States Textbook Project: In Search of Mutual Understanding," Social Education 45 (October 1981): 395-396.

Research Center at the University of Indiana. The study will examine the influence of teachers, textbooks, and television on the images Japanese and United States youth hold regarding each other's nation.³⁹

The United States-Japan CULCON Joint Project on Education and Mutual Understanding was a significant effort in the mutual development of materials for cross-national learning in the social studies.⁴⁰ The work of the project teams resulted in the development of an excellent resource manual for teaching about Japan in the United States⁴¹ and a supplementary resource book for United States studies in Japanese schools.⁴²

Charles von Loewenfeldt conducted a study to evaluate the status of teaching about Japan in the United States for the Embassy of Japan.⁴³ He solicited information from social studies specialists in state departments of education in all fifty states. After analyzing information from the forty-two responding states, von Loewenfeldt concluded that Japan is studied to some extent in the elementary and/or

³⁹ James Becker and Anna Ochoa, "The Influence of Teachers, Textbooks, and Television on the Images Japanese and U.S. Youth Hold Regarding Each Other's Nation" (Unpublished project proposal, Indiana University, 1981).

⁴⁰ Vernon C. Bickley, Betty M. Bullard, and Robert Leestam, "Education for International Understanding," International Cultural and Educational Exchange 36 (1975): 10-16.

⁴¹ Opening Doors: Contemporary Japan (New York: The Asia Society, 1979).

⁴² Education for International Understanding: The United States as a Case Study (Tokyo: Ministry of Education, Science, and Culture, Government of Japan, 1977).

⁴³ Charles von Loewenfeldt, "The Survey of Teaching about Japan" (Unpublished report prepared for the Embassy of Japan, 1979).

secondary schools in most parts of the United States. In grades one through three, Japan is usually studied in relationship to how people live together in communities and cities. Separate units of study about Japan first appear at the fourth grade level. Japan is often studied in the sixth and seventh grades as a part of studies of the Eastern Hemisphere. The most attention is given to Japan in senior high school history and geography courses. Von Loewenfeldt noted a lack of study of Japan separate from the rest of Asia, a relatively small amount of classroom time given to non-American studies, and a scarcity of materials available for supplementing study of Japan.⁴⁴

Very often what is actually taught in the social studies is determined by the classroom teacher. Von Loewenfeldt recommended that ways be found to increase the exposure of teachers to Japanese culture, that additional materials be made available for teaching about Japan, and that teacher workshops and in-service programs concentrate on helping teachers to teach about Japan.⁴⁵

Effects of Educational Programs on International Knowledge and Attitude

Some general trends have been identified in studies of the effects of educational programs on the development of international knowledge and attitude. The IEA study identified a classroom climate encouraging open discussion as a consistently positive contributor to identified positive outcomes of civic education.⁴⁶ Teachers' attitudes toward

⁴⁴ Charles von Loewenfeldt, pp. 3-4.

⁴⁵ Charles von Loewenfeldt, pp. 5-6.

⁴⁶ Beurgenthal and Torney, p. 115.

international, intercultural education is also an important factor. General agreement occurred between teachers and their students as to the importance of international problems in the IEA study.⁴⁷ Text-books and supplementary materials also affected learning outcomes. Of particular concern is the lack of information, the lack of accuracy of some of the information provided, a natio-centric perspective common to much of the available teaching materials, and an overemphasis on technology and industrialization.

Specific studies have focused on changes brought about by special programs of instruction. Williams conducted a study of two groups of British thirteen- and fourteen-year-old boys.⁴⁸ Both groups were taught units on West African geography. The control group was taught the traditional curriculum, which emphasized the physical, historical, and regional geography of West Africa. The program of study for the experimental group emphasized the details of everyday life, problems facing the people, and help provided by international agencies. The author determined the attitudes of the experimental group to be significantly more positive than those of the control group.

A similar study by Elley investigated the development of positive attitudes among fourteen-year-old boys in New Zealand. Elley found the experimental group taught through a program emphasizing international understanding increased their tolerance of all national groups. He concluded that "schools make little contribution to

⁴⁷ Beurgenthal and Torney, p. 117.

⁴⁸ H. M. Williams, "Changes in Pupils' Attitudes Toward West African Negroes Following the Use of Two Different Teaching Methods," British Journal of Educational Psychology 31 (1961): 292-96.

international understanding unless teachers deliberately plan to foster it."⁴⁹

These studies suggest that schools should make special efforts to foster international understanding. The studies also suggested that an increased knowledge of geography and political structures may not be enough to improve the attitudes of students involved.⁵⁰

Literature Dealing with the Relationship of the Cognitive
to the Affective Domain of Learning

The thesis of Bloom's Human Characteristics and School Learning is that the most important factors affecting learning outcomes are the characteristics of the student entering the learning situation and the nature of the learning task.⁵¹ The success with which a student accomplishes a learning task is directly related to the cognitive and affective entry characteristics of the student at the time of instruction. Both cognitive and affective characteristics are important, but the relationship between the two is not always clear.

Bloom pointed out that attempts to analyze the affective separately from the cognitive should not suggest the existence of a fundamental separation of the two.⁵² Sheerer pointed out that "behavior may be

⁴⁹ W. B. Elley, "Attitude Change and Education for Understanding," Sociology of Education 37 (1965): 395-96.

⁵⁰ Benjamin S. Bloom, Taxonomy of Educational Objectives: The Classification of Educational Goals (New York: David McKay Company, 1964), p. 45.

⁵¹ Benjamin S. Bloom, Human Characteristics and School Learning (New York: McGraw Hill Book Company, 1976), p. 16.

⁵² Benjamin S. Bloom, Taxonomy of Educational Objectives, p. 45.

conceptualized as being embedded in a cognitive-emotional-motivational matrix in which no true separation is possible."⁵³ Understanding that behavior must be considered from a composite perspective, analysis of learning as it affects changes in behavior must address the relationship of the cognitive to the affective domain.

Bloom acknowledged the abstract and arbitrary nature of his classifications and argued that some system of classification is necessary to effectively plan and measure student growth.⁵⁴ Growth in both domains is developmental. Therefore, learning in one domain often parallels learning in the other. Cognitive learning is usually accompanied by affective learning outcomes and vice-versa.

Rokeach saw affective systems to be based on cognitive processing and argued that peoples' emotional complexities could be studied through their cognitive processes.⁵⁵ Rosenberg also examined attitudes in terms of cognitive structures. He contended that the tendency to respond to an object positively or negatively is accompanied by a cognitive classification of beliefs about that object.⁵⁶

Similarly, learning in the affective domain can lead to cognitive learning. Motivation is a key factor in the learning process. Motivation can be affected by a variety of factors including the classroom

⁵³ Martin Scheerer, "Cognitive Theory," in Handbook of Social Psychology (Cambridge, Mass.: Addison Wesley, 1954), p. 123.

⁵⁴ Benjamin S. Bloom, Taxonomy of Educational Objectives, p. 47.

⁵⁵ Milton Rokeach, The Open and Closed Mind (New York: Basic Books, 1960), p. 8.

⁵⁶ Milton J. Rosenberg, "Cognitive Structure and Attitudinal Affect," Journal of Abnormal and Social Psychology 53 (1956): 367.

environment and the materials used in the learning process. Bruner pointed out that increases must occur in

the inherent interest of the materials taught, giving the students a sense of discovery, translating what we say into thought forms appropriate to the child and so on. What this amounts to is developing in the child an interest in what he is learning and with it an appropriate set of attitudes and values about intellectual activity in general.⁵⁷

Learning in one domain is sometimes simultaneously accompanied by learning in the other. Suchman found that students achieved the affective goal of interest in the material through discovery learning while building positive attitudes toward intellectual activity. At the same time, students were gaining skills in the inquiry process.⁵⁸

Torney observed that many obstacles within the individual are related to developmental processes and that a knowledge of these processes can facilitate the effective design of learning programs.⁵⁹ Among the identified obstacles to the development of an international perspective within the individual are cognitive, attitudinal, personal, and communicative barriers. Torney pointed out that cognitive limitations and attitudinal rigidity can restrict the development of an international perspective. Further research is needed to determine the relationship of cognitive to affective components of cross-cultural learning programs. This study investigated that relationship.

⁵⁷ Jerome Bruner, The Process of Education (Cambridge, Mass.: Harvard University Press, 1960), p. 73.

⁵⁸ J. Richard Suchman, The Elementary School Training Program in Scientific Inquiry, Title VII NDEA Grant No. 7-11-038 (Urbana, Ill.: University of Illinois, 1962).

⁵⁹ Judith V. Torney, "Psychological and Institutional Obstacles to the Global Perspective in Education," in Schooling for a Global Age, ed. James Becker (New York: McGraw Hill Book Company, 1979), pp. 59-93.

Literature Related to Instruments, Methodologies,
and Procedures Used in This Study

Madeline A. Cooke modified a pair of instruments for measuring the affective, cognitive, and behavioral dimensions of attitude.⁶⁰ Cooke modified Osgood's semantic differential to measure the affective and cognitive dimensions of attitude and the Bogardus Social Distancing Scale to measure the behavioral dimension. Cooke's modifications are intended to facilitate the testing of student attitudes toward bearers of a target culture. Those instruments, with additional minor modifications, were used in this study.

The semantic differential was developed by Charles E. Osgood and described in The Measurement of Meaning.⁶¹ The semantic differential measures student responses to adjectives that are polar opposites. Cooke applied those adjective scales to student evaluation of a nationality or a people. Osgood determined by factor analysis that these scales fell into certain groups each representing a different aspect of the subject's response. Factors I and II on the Cooke modification of the semantic differential make up the cognitive component of the attitude inventory. Factor III of the modified semantic differential is the affective component.

The behavioral dimension of attitude is measured by a modified form of the Bogardus Social Distancing Scale, which was first used in

⁶¹ Madeline A. Cooke, "A Pair of Instruments for Measuring Student Attitudes Toward Bearers of a Target Culture," Foreign Language Annals 11 (April 1978): 149-63.

⁶² Charles E. Osgood et al., The Measurement of Meaning (Urbana, Ill.: University of Illinois Press, 1957).

1926 by Emory S. Bogardus.⁶² The scale measures a subject's attitude toward a specific group of people by requiring the subject to indicate the level of social interaction preferred in a variety of situations. Cooke has modified the original scale considerably. Her modification lists randomly five levels of social interaction. Each level is marked on a five point scale with a one (1) assigned to the highest level of interaction and a five (5) to the lowest level. Two of the five levels of interaction are stated negatively, and three are stated positively. The score of the five levels of interaction is totaled. The validity and reliability of the modified forms of the semantic differential and Bogardus Social Distancing Scale are discussed in Chapter III.

The scoring for the semantic differential was also modified from a seven to a five point scale. Adjective pairs for factors I, II, and III are listed randomly. Half of the positive adjectives are listed on the left of the page; and, half on the right. As in the social distancing scale, a score of one is assigned to the most positive response on each scale, and a score of five to the most negative response.

Instrument for Measuring Attitudes Toward International Education

Robin McKeown developed a taxonomy of rationales for international education.⁶³ That taxonomy contains three categories: the national

⁶² Emory S. Bogardus, "Racial Distance Changes in the United States during the Past Thirty Years," Sociology and Social Research 43 (1958): 127.

⁶³ Robin McKeown, "Rationales for International Education: A Taxonomic View," International Education 4 (Spring 1975): 7-19.

orientation category, the personal orientation category, and the international-interhuman category. McKeown subdivides each of these three categories into three parts. An instrument was developed containing nine statements from McKeown's work, each representing one of these nine divisions of the taxonomy. They were listed randomly with half of them stated positively and half stated negatively. Students were asked to respond to each statement according to a Likert scale.⁶⁴ Responses were assigned numerical values. Again, the smallest number was assigned to the most positive response. Numerical values for all nine responses were totaled. The total was used as a measure of each student's general attitudes toward international education.

Cross-national tests of knowledge about Japan and the United States were not available. Therefore, a test was developed to meet the specific requirements of this study. Details of the development of that knowledge test and of a student questionnaire including a survey of student interests can be found in Chapter III.

Summary of Findings

Research in cross-national and international studies of knowledge and attitude indicated that international knowledge, interests, and attitudes develop in an ordered manner consistent with growth in the cognitive and affective domains, and that several factors including home, school, and the media are important in the socializing process. A limited number of studies was found that focused on cross-national

⁶⁴ Gardner Murphy and Rensis Likert, Public Opinion and the Individual (New York: Russell and Russell, 1938), pp. 14-67.

studies of knowledge and attitude between Japan and the United States. A number of materials development projects was cited.

The literature indicated that the cognitive and affective domains of learning are interrelated and that it is important to understand the role of both in analyzing student characteristics entering a learning situation, the learning task, and projected learning outcomes. Research is needed to document the relationship of the cognitive to the affective domain of learning.

Madeline Cooke modified Charles Osgood's semantic differential and the Bogardus Social Distancing Scale to test attitudes of students of a foreign language toward bearers of a target culture. An instrument was developed from Robin McKeown's taxonomy of rationales for international education to measure student attitudes toward international education.

CHAPTER III

ORGANIZATION AND PROCEDURES

Introduction

This study addressed the relationship of the cognitive to the affective components of cross-national learning programs, and examined the level of knowledge acquisition cross-nationally among senior high school students in Japan and the United States; the cognitive, affective, and behavioral dimensions of attitude among the same students; and the relationships between the two nationally and cross-nationally. Each student completed a questionnaire, supplying selected demographic data and a summary of the student's interest in the study of and travel in other countries. Chapter III contains discussions of the instrumentation of the study, the study sample, the administration of tests, and procedures used for the analysis of the data obtained.

Instrumentation

Demographic Data

A questionnaire was developed to gather demographic data about the students tested. (See Appendices III and IV.) The data collected in the questionnaire were used to analyze variables that might have affected test responses. The information collected included the age, sex, grade level, level of academic achievement, and the population of the community of the student's residence. Students were asked to list semesters of foreign language studied, social studies courses

taken in senior high school, sources of information about Japan or the United States, the number of courses or grade levels in which the students remembered studying about Japan or the United States, and countries in which students have lived or visited. A final portion of the questionnaire surveyed student interest in studying about or visiting in other countries. Separate questions called for students to place a one (1) by the country the student would choose first to study or visit and a twelve (12) by the country the student would choose last to study or visit. The countries listed were China, England, Brazil, Egypt, France, Israel, Japan or the United States, Mexico, Russia, Spain, South Korea, and Saudia Arabia. Teachers provided information about the schools and any special characteristics of the student samples. No survey of teacher interests or attitudes was conducted.

Knowledge Tests

Categories of Knowledge. Knowledge tests were developed to measure the levels of comprehensive knowledge acquisition cross-nationally. The tests were planned to be parallel in both content and difficulty about Japan and the United States. A framework was designed to serve as a basis for the construction of both tests. Cross-national tests of knowledge have generally focused on history, government, and geography with occasional emphasis on the categories of economics and culture. This knowledge test was planned to measure the comprehensive knowledge students have cross-nationally. Categories of knowledge were developed to provide an equal number of questions on general classifications within the framework. The five

categories of knowledge within the framework were (1) history, geography, government and politics, and economics; (2) social institutions; (3) language, literature, and the arts; (4) contemporary life-styles; and (5) values, customs, and traditions. These general categories were chosen based on a review of similar tests, student interests as demonstrated by studies reviewed in Chapter II, and the general categorical divisions used by social scientists in the study of other cultures.

Conceptual Divisions of Categories. The questions within each knowledge category were planned to demonstrate, in as representative a manner as possible, conceptual classifications of that category of knowledge. Twelve conceptual divisions were listed for each of the five categories. For example, category one was first broken into four natural divisions: history, geography, government and politics, and economics. Each of those divisions was divided into three major categories. The questions on government dealt with the legislative body, the political party in power, and the method of electing the chief executive.

A draft of the framework for the knowledge tests was reviewed by Japanese and United States studies specialists in both Japan and the United States. The framework was revised according to the recommendations of those specialists. (See Appendix I.)

Test Construction. No satisfactory tests of cross-national knowledge about Japan and the United States were found. Therefore, the tests of knowledge used in this study were constructed from the revised framework. Each test contained a total of sixty questions,

one for each of the twelve conceptual divisions of the five knowledge categories. The multiple-choice questions representing each conceptual division of the framework were written at the same time for both tests in order to insure parallel content and difficulty between the two. Some of the questions on the two tests were identical except for appropriate changes in alternatives listed. For example, question nine on both tests concerned the legislative bodies of the two countries. On the test for Japanese students about the United States, the question read:

1. The legislative body in the United States is called
 - a. Parliament.
 - b. the House of Representatives.
 - c. Congress.
 - d. the Diet.

On the test for United States students about Japan, the question read:

9. The legislative body in Japan is called
 - a. Parliament.
 - b. the House of Councillors.
 - b. Congress.
 - d. the Diet.

The completed knowledge tests were then reviewed by Japanese and United States studies specialists in both Japan and the United States. Revisions were made according to the recommendations of those specialists and the revised tests were used as the knowledge component of the field test.

Attitude Inventories

The primary measures of student attitude used in this study were modified forms of the semantic differential and the Bogardus Social Distancing Scale. The cognitive and affective dimensions of attitude were measured by the semantic differential and the behavioral dimension was measured by the Bogardus Social Distancing Scale. Together, the scores from these two tests constituted the attitude component

for examining the relationship between knowledge and attitude. Student interest in studying about and traveling in other countries was considered a part of the overall attitude inventory. Measures of student interest were collected with other demographic data in the student questionnaire and were analyzed along with those data as factors possibly affecting the relationship between knowledge and attitude. The test of student attitude toward international education is a general measure of the value students place on international learning. That score was treated independently of the primary measures of student attitude.

Semantic Differential. The version of the semantic differential administered to Japanese and United States students contained twenty pairs of adjectives that are polar opposites. Five spaces were placed between each pair of adjectives and students were asked to place an "X" between each pair in the space that best represented the student's opinion of the people of the country designated. Students marked the semantic differential for France, Indonesia, Mexico, and Japan or the United States. The three additional countries provided information for comparative analyses of student responses.

Madeline Cooke's modification of the semantic differential identified three factors around which adjective pairs clustered: factor I was labeled the sociability factor; factor II was labeled the achievement factor; and factor III was labeled the enthusiasm factor.¹

¹ Madeline A. Cooke, "A Pair of Instruments for Measuring Student Attitudes Toward Bearers of the Target Culture," Foreign Language Annals 11 (April 1978): 149-63.

Factor I measures the affective dimension of attitude. It includes eleven of the twenty scales:

- # 1 unsociable-sociable
- # 2 warm-cold
- # 3 cruel-kind
- # 5 considerate-thoughtless
- # 6 nice-nasty
- # 7 unfriendly-friendly
- # 9 generous-stingy
- # 11 bad-good
- # 12 rude-polite
- # 16 sympathetic-inconsiderate
- # 18 unaccommodating-obliging.

Factor I answers the question, what are these people like?

Factors II and III measure the cognitive dimension of attitude.

Factor II includes six scales:

- # 4 backward-progressive
- # 10 stupid-intelligent
- # 13 productive-unproductive
- # 15 refined-crude
- # 19 rich-poor
- # 20 uninventive-creative.

Factor II answers the question, what have these people done? Three scales are contained in factor III:

- # 8 effective-ineffective
- # 14 passive-active
- # 17 ambitious-unaspiring.

Factor III answers the question, how much enthusiasm do these people put into what they do?

The scales were arranged randomly and half were randomly reversed. The twenty scales were listed in the same order for each country. A score of one (1) was assigned to the positive end of each scale and a score of five (5) was assigned to the negative end. The range of possible scores for the affective dimension of attitude (factor I) was 11-55. The range of possible scores for the cognitive dimension of attitude (factors II and III combined) was 09-45.

Bogardus Social Distancing Scale. Cooke's modification of the Bogardus Social Distancing Scale contained five levels of social interaction: (1) as a neighbor on the student's street, (2) as a classmate in the student's school, (3) as a member of the student's church, (4) as the student's best friend, and (5) as a partner in marriage.² On the Japanese version of the social distancing scale, "as a member of my school club" was substituted for "as a member of my church." Church affiliation does not have the same meaning in Japan as it does in the United States, but the level of interaction generally approximates the level of interaction within school clubs in Japan.

Students were asked to mark each of the five levels of interaction according to a five point scale, indicating the level of interaction favored by the student. Each student marked a Bogardus Social Distancing Scale for France, Indonesia, Mexico, and Japan or the United States. The levels of interaction were listed in random order and two of the five were randomly reversed. The order of the listing was the same for each country. A score of one (1) was assigned to the level of greatest interaction, and a score of five (5) was assigned to the level of least interaction. Scores for the behavioral dimension of attitude ranged from 05-25. This score was combined with the scores on the semantic differential to produce a numerical value for student attitudes ranging from 25-125.

² Cooke, p. 150.

Student interest in studying about and visiting in other countries was measured by two separate items in the student questionnaire. Item number twelve read:

Of the twelve countries listed below, which would you like most to visit? Place a one (1) by the country you would choose to visit first and a twelve (12) by the country you would choose to visit last.

_____ China	_____ France	_____ Russia
_____ England	_____ Israel	_____ Spain
_____ Brazil	_____ Japan/U.S.	_____ South Korea
_____ Egypt	_____ Mexico	_____ Saudia Arabia

Item number thirteen read:

Of the twelve countries listed below, which would you like most to study? Place a one (1) by the country you would choose to study first and a twelve (12) by the country you would choose to study last.

_____ China	_____ France	_____ Russia
_____ England	_____ Israel	_____ Spain
_____ Brazil	_____ Japan/U.S.	_____ South Korea
_____ Egypt	_____ Mexico	_____ Saudia Arabia

The United States was substituted for Japan on the Japanese version of the questionnaire.

Students' attitudes toward international education in general were measured by an instrument developed from Robin McKeown's "Taxonomy of Rationales for International Education."³ (See Appendix II.) A statement was written to correspond to each of the nine levels of the rationale. Four of the nine were stated negatively and five positively. The nine statements were listed in random order. Students were asked to respond to each statement according to a Likert scale. The most positive reaction to each statement was assigned a value of one (1)

³ Robin McKeown, "Rationales for International Education: A Taxonomic View," International Education 4 (Spring 1975): 9-17.

and the most negative a value of five (5). The range of possible scores was 09-45.

Translation

The translation of all instruments for testing eleventh grade students in Japan was done in the Social Studies Division of the Department of Education of Hiroshima University. The initial translation was done by the author with the assistance of Norio Ikeno, a doctoral student in the division. The initial translation was reviewed by graduate students in the division and revisions were made according to the recommendations suggested. The revised translation was then submitted to Professor Jiro Nagai, Head of the Division of Social Studies Education. Professor Nagai directed the development of this project in Japan. The second revision of the translated instruments was submitted to the scrutiny of the entire teaching staff and all of the graduate students in the division. The final translation was done by the above people, working as a group toward concensus on the content and translation of each item.

Field Testing

Field tests of the instruments used in this study were conducted in April 1981. The tests about Japan were field tested by the author on one class of eleventh grade students at Pisgah Senior High School in Canton, North Carolina, and on one class of eleventh grade students at Cocke County High School in Newport, Tennessee. The tests about the United States were field tested on one class of eleventh grade students at Hiroshima University High School in

Hiroshima, Japan. The level of difficulty of each item on the knowledge tests was examined. Those items judged to be too difficult were eliminated, and new questions were written to replace them. Minor adjustments were made on the translation of the semantic differential into Japanese. The modified forms of both tests are included in Appendices III and IV.

Validity and Reliability

The reliability of the modified forms of the semantic differential and the Bogardus Social Distancing Scale used in this study was established by Madeline Cooke.⁴ She administered a pretest and post-test four months apart and reported that the Bogardus Social Distancing Scale and factor II of the semantic differential far exceeded the 0.60 coefficient acceptable for group correlations. Factors I and III of the semantic differential were "very close."

Cooke assessed the validity of these two attitude tests to be basically face validity⁵ even though attempts have been made by Osgood and others to establish the predictive validity of the tests. Lemon reviewed these studies and concluded that the ability of the semantic differential "to predict overt behavior . . . is a matter which must remain open to question, but in other respects, it satisfied the criteria of a valid and reliable instrument."⁶

⁴ Cooke, p. 160.

⁵ Cooke, p. 160.

⁶ Nigel Lemon, Attitudes and Their Measurement (New York: John Wiley and Sons, 1973), pp. 109-110.

The validity of the knowledge tests must also be mainly face validity. The process for developing the knowledge tests was designed to ensure a level of content validity for both tests that was as high as might reasonably be expected. An intellectual framework was designed to include areas of student interest as surveyed by David Lu,⁷ and by Takahashi,⁸ as well as areas traditionally covered in textbooks. The aim was to develop from that single framework two instruments that tested a comprehensive knowledge cross-nationally. The parallel nature of the finished product further contributed to the validity of the tests.

The knowledge tests were subjected to the scrutiny of area specialists cross-nationally. The specialists reviewing the tests agreed that each test is a comprehensive sampling of the knowledge of the designated country, thus adding to the validity of the instruments.

Effort was made to ensure that the method of administration did not affect the results of the testing. Students marked attitude tests for four countries before marking the knowledge tests about Japan and the United States so that knowing about the country for which they were being tested would not influence the marking of the attitude tests.

The size of the samples, the geographic distribution, and the range of student abilities represented in the samples contribute to

⁷ David Lu, "Images of Japan in America," Conference Paper, Bucknell University, 1977.

⁸ Yasutada Takahashi, "Students' Expressed Interest in the Study of Japan as Related to World History and Geography Textbooks" (Ph.D. diss., Miami University of Ohio, 1979).

the reliability of the knowledge tests. It is reasonable to expect that retesting similar samples of students in both countries would produce scores that are generally comparable.

Sample

A student sample that was geographically diverse was selected in both Japan and the United States. The schools tested in Japan were chosen by Professor Jiro Nagai. The schools tested in the United States were chosen by the persons coordinating testing in each geographic area. In both cases, the schools and classrooms tested were determined, at least in part, by availability. The samples in both cases were drawn from rural as well as urban communities. All of the students tested were senior high school students. The student samples tested are not parallel. However, they are assumed to be representative of the total senior high school populations in both countries. Teachers were asked to test students with a range of abilities representative of the total school population. In Japan, 919 students were tested in twenty-three schools in eleven prefectures. All were eleventh graders. Appendix VI contains a list of those schools, the school locations, and the number of students tested in each. The schools where tests were conducted in Japan represent the different types of high schools in the Japanese system (public, academic, vocational and trade schools, as well as all male and all female schools). The sample was considered large and diverse enough for the results of testing to be generalizable to the population of Japanese senior high school students.

In the United States, 751 students were tested in twelve different schools. Those schools were located in California, Indiana, North Carolina, Ohio, Oregon, Tennessee, and Texas. The students tested in the United States were primarily eleventh graders. Thirty of the students tested in the United States were tenth graders, and five were twelfth graders. No noticeable differences in the scores of these students occurred. Appendix VII contains a list of the schools tested, the school locations, and the number of students tested in each.

The study was planned to test students near the completion of the twelve year curriculum. However, eleventh grade was chosen in Japan because Japanese twelfth graders must spend time preparing for difficult college entrance examinations, and teachers and parents are unwilling to take any of that time away.

Administration

The tests were administered during the 1981-1982 school year in Japan and the United States. In Japan, the tests were mailed directly from Hiroshima University to classroom teachers with a letter of explanation from Professor Nagai. Instructions for administration and mailing of results were attached. The testing was conducted as a project of the Social Studies Division of the Department of Education at Hiroshima University. At no point were the author's name and nationality mentioned. The Japanese school year begins in April of one year and ends in March of the next. Tests were mailed to teachers in early May, and twenty-three of the twenty-four sets mailed were returned by the end of August.

Arrangements for testing in the United States were facilitated by Dr. Lawrence Fish at the Farwestern Regional Educational Laboratory in Oregon; Kay Sandberg of the Center for Teaching about Japan in the Schools at Stanford University; Dr. James Becker of the Social Studies Research Center at the University of Indiana; Dr. JoAnn Cutler Sweeney at the University of Texas; Lou Berry at Lakewood High School in Lakewood, Ohio; Sam Smith of Haywood County Schools in Waynesville, North Carolina; and Charles Seehorn of Cocke County Schools in Newport, Tennessee. Two unsuccessful attempts were made to locate testing centers in New York.

The printing and distribution of testing materials in the United States was managed by Ellen Hodges. In Japan printing and distribution was managed by the Social Studies Division of the Department of Education at Hiroshima University.

Testing in California, Indiana, Oregon, Texas, and North Carolina was completed between September of 1981 and January of 1982. The completed tests were forwarded to Japan to be processed. Testing in Ohio and Tennessee was completed and tests were processed in May of 1982. In every case except that of Cocke County High School in Newport, Tennessee, the tests were administered by the classroom teachers. The tests at Cocke County High School were administered by the author. All of the tests were hand scored, and tests that were incomplete or incorrectly marked were discarded. Of the tests completed by Japanese students, 919 were processed. Of those completed by United States students, 751 were processed.

Analysis of the Data

The data collected in Japan and the United States were analyzed at The University of Tennessee Computer Center. The computer program used was the Statistical Analysis System (SAS). The major statistical operations used were t-tests and Pearson product-moment coefficients of correlation.

Hypothesis one (1) stated that students scoring in the top quartile on the knowledge test about Japan would have more positive attitudes toward Japan and the Japanese people than would students from the United States scoring in the bottom quartile on the knowledge test about Japan. The mean of the attitude scores of students from the United States scoring in the top quartile on the knowledge test about Japan was compared to the mean of the attitude scores of students from the United States who scored in the bottom quartile on the knowledge test about Japan. This procedure was designed to determine differences in attitude related to differences in knowledge acquisition. A t-test was calculated to determine the significance of difference of the two means.

Hypothesis two (2) stated that students from Japan scoring in the top quartile on the knowledge test about the United States would have more positive attitudes toward the United States and its people than would Japanese students scoring in the bottom quartile on the knowledge test. The mean of the attitude scores for students from Japan scoring in the top quartile on the knowledge test about the United States was compared to the mean of the attitude scores of Japanese students scoring in the bottom quartile on the knowledge

test. This procedure was designed to determine differences in attitude related to differences in knowledge acquisition. A t-test was calculated to determine the significance of difference of the two means.

Hypothesis three (3) stated that the scores of Japanese students on the knowledge test about the United States would be higher than the scores of students from the United States on the knowledge test about Japan. The mean score of Japanese students on the knowledge test about the United States was compared to the mean score of students from the United States on the knowledge test about Japan. A t-test was calculated to determine the significance of differences of the two means.

Hypothesis four (4) stated that the attitudes of Japanese students toward the United States would be more positive than the attitudes of students from the United States toward Japan and the Japanese people. The mean score of Japanese students on the semantic differential and the Bogardus Social Distancing Scale for the United States was compared to the mean score of United States students on the same tests for Japan. A t-test was calculated to determine the significance of difference of the two means. The level of significance used for all of the above was the 0.05 level.

Hypothesis five (5) stated that knowledge category one (1) (history, geography, government and politics, and economics) would be more closely related to positive attitudes than would other categories on the knowledge test. A Pearson product-moment coefficient of correlation was calculated for each of the five categories of knowledge and the total attitude score. An acceptable level of significance

for this correlation coefficient was set at 0.60. Correlations of scores for Japanese and United States students were calculated separately.

Hypothesis six (6) stated that the cognitive dimension of attitude would be more closely related to higher scores on the knowledge test than would the other two dimensions of attitude. A Pearson product-moment coefficient of correlation was calculated on the behavioral, affective, and cognitive dimensions of attitude and the total knowledge scores. An acceptable level of significance for this correlation coefficient was set at 0.60. The correlations of scores for Japanese and United States students were calculated separately.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

Chapter IV is an analysis of data on cross-national knowledge and attitudes gathered in senior high schools in Japan and the United States between May 1981 and June 1982. A summary of selected demographic data is included. Following the summary of demographic data are analyses of United States students' knowledge of and attitudes toward Japan and Japanese students' knowledge of and attitudes toward the United States, a cross-national comparison of knowledge scores, a cross-national comparison of attitude scores, and correlations of categories knowledge with total attitude scores and of dimensions of attitude with total knowledge scores.

Demographic Data

The following is a summary of demographic data obtained from student questionnaires attached to testing materials. Detailed analyses of much of those data will be reported in later writing. Information summarized here includes school achievement, semesters of foreign language studied, social studies courses taken in senior high school, the number of courses or grade levels in which students remembered studying about Japan or the United States, the number of countries students have lived in or visited, student preferences for countries to visit or study, student sources of information about Japan or the United States, and student attitudes toward international education.

School Achievement. Three categories were used to classify the school achievement of students tested: category one included students with a 2.0 grade-point average or less on a 4.0 scale or students within the lowest third of the class being tested; category two included students with a grade-point average between 2.0 and 3.0 on a 4.0 scale or students in the middle third of the class being tested; category three included students with a grade-point average of 3.0 or above on a 4.0 scale or students in the top third of the class being tested. Of the 919 students tested in Japan (see the discussion of student sample in Chapter III), seventy-eight reported school achievement in category one, 553 in category two, 253 in category three, and fifteen students provided no information on school achievement. Of the 751 students tested in the United States, twenty-four reported school achievement in category one, 360 in category two, 341 in category three, and twenty-six students provided no information about school achievement.

Japanese students reported higher percentages in school achievement in categories one and two, while United States students reported a higher percentage in category three. Estimates of school achievement used in this study are student estimates. No attempt was made to compare the school achievement of the total school populations from which the study samples were drawn. The more conservative estimate of school achievement by Japanese students might reflect the modesty characteristics of the Japanese culture.

Semesters of Foreign Language Studied. Japanese students reported a mean of 8.24 semesters of foreign language studied. United

States students reported a mean of 2.68 semesters of foreign language studied. Japanese students are required to take English all six years of secondary school. The students tested in this study were beginning eleventh grade and had completed eight semesters of English language study. None of the students tested in the United States reported any study of Japanese language. The cross-national difference in language studies is certain to be reflected in total knowledge scores cross-nationally.

Social Studies Courses Taken. Japanese students reported a mean of 2.60 social studies courses taken at the senior high school level. United States students reported a mean of 1.92 social studies courses taken. Japanese students are required to take a minimum of four semesters of social studies at the senior high school level. The content of the courses taken is consistent throughout Japan. United States students are usually required to take a minimum of two semesters in United States history and/or government at the senior high school level. The content of social studies courses in the United States varies from one school to another. The difference in the number of social studies courses taken at the senior high school level is consistent with knowledge test scores cross-nationally.

Cross-national Study. Japanese students reported a mean of 2.11 courses or grade levels in which the United States was studied. United States students reported a mean of 1.82 courses or grade levels in which Japan was studied. These means are also consistent with knowledge test scores cross-nationally.

Countries Lived in or Visited. Japanese students reported a mean of 0.04 countries lived in or visited. United States students reported a mean of 1.02 countries lived in or visited. The country most often visited by Japanese students was the United States. The countries most often visited by United States students were Canada, Mexico, and western European countries. All of the above data are summarized in Appendix IX.

Preference for Countries to Live in or Visit. Students were asked on item twelve of the student questionnaire (see Appendices III and IV) to choose from a list of 12 countries the countries they would most and least like to live in or visit. Japanese students chose (in order of preference) the United States, France, England, China, and Egypt as the countries most liked to live in or visit, and South Korea, Israel, Russia, and Saudia Arabia as the countries least liked to live in or visit. The United States is the choice of the majority of Japanese students. It is interesting that China and Egypt are the only non-western nation among those favored.

United States students chose (in order of preference) France, England, Mexico, Egypt, Japan, and Spain as countries they would most like to live in or visit, and Russia, South Korea, and Saudia Arabia as countries they would least like to live in or visit. The number of United States students choosing Japan as the country they would most like to live in or visit is much smaller than the number of Japanese students choosing the United States as the country they would most like to live in or visit. However, Japan is the only non-western nation among those most often chosen by United States students.

Differences of attitude also exist between Japanese and United States students' preferences toward Russia and Israel. The data about student preferences for countries to live in or visit are contained in Appendix X.

Preference for Countries to Study. Question thirteen on the student questionnaire asked students to choose from among the twelve countries listed, the countries they most and least liked to study. Japanese students chose (in order of preference) the United States, China, France, England, and Egypt as countries most liked to study. The responses to question thirteen were consistent with choices for question twelve except that China was chosen more often as a country most liked to study than as a country most liked to live in or visit. Japanese students chose South Korea, Israel, Saudia Arabia, and Mexico as countries least liked to study.

United States students chose (in order of preference) France, Egypt, England, Russian and Japan as countries most liked to study, and Russia, South Korea, Saudia Arabia, Brazil, and Mexico as countries least liked to study. Japan was the only non-western nation often chosen by United States students. Students from both Japan and the United States expressed varied preferences for studying about Russia. Data about student preferences for countries to study are summarized in Appendix X.

Sources of Information. Students were asked on item fourteen of the student questionnaire (see Appendices III and IV) to list sources of information about Japanese/United States culture. Choices listed on the questionnaire were (1) classes, (2) television, (3) travel,

(4) movies, (5) newspapers, (6) Japanese/United States people, and (7) people who have traveled to Japan or the United States. The Japanese students most often listed as information sources (in order of frequency) classes, newspapers and periodicals, television, and movies. United States students most often listed as information sources (in order of frequency) television, movies, newspapers and periodicals, and classes. The order of frequency within each national group is probably more accurate than are the percentages of students' listings of individual information sources. A larger number of United States students listed television, movies, and newspapers and periodicals as information sources than did Japanese students. Systematic research is needed to determine the content and sources of information available to students cross-nationally. Appendices XI and XII list the frequency of Japanese and United States students' sources of information by school groups.

Attitudes Toward International Education. Student attitudes toward international education were measured by student responses to statements on the value of international learning. (See page seven of Appendices III and IV.) Students marked each statement according to a Likert scale. A value of one (1) was assigned to the most positive response for each statement and a value of five (5) to the most negative. In order to avoid set bias, four of the nine statements were negatively stated and five were stated positively. The range of possible scores was 09-45, with a score of 27 indicating no opinion, 09-26 indicating a positive opinion, and 28-45 indicating a negative opinion. The mean scores of both the Japanese and the

United States students were positive. The mean score for Japanese students was 22.62, and for the United States students 20.40. Further research is needed to determine the reason for the more positive attitudes of United States students toward international education.

United States Students' Knowledge of
and Attitudes toward Japan

The first hypothesis stated that students from the United States scoring in the top quartile on the knowledge test about Japan would have more positive attitudes toward Japan and the Japanese than would students scoring in the bottom quartile on the knowledge test. Bloom stated that the taxonomies represent abstract and arbitrary classifications of learning intended to facilitate the planning and measurement of student growth, and that growth in one domain often parallels growth in another.¹ Suchman found that learning in one domain simultaneously stimulates growth in another.² Hypothesis one (1) was based on the suggestion from the literature that increases in knowledge acquisition within the cognitive domain would have a positive effect on learning within the affective domain. This hypothesis was designed specifically to determine if an increase in the knowledge United States students have about Japan would parallel increasingly positive attitudes toward the Japanese.

¹ Benjamin S. Bloom, Taxonomy of Educational Objectives: The Classification of Educational Goals (New York: David McKay Company, 1964), p. 45.

² J. Richard Suchman, The Elementary School Training Program in Scientific Inquiry Title V NDEA Grant No. 7-11-028 (Urbana, Ill.: University of Illinois, 1962).

United States Knowledge Scores

The knowledge test about Japan consisted of sixty questions, twelve from each of the following five categories: (1) history, geography, government and politics, and economics; (2) social institutions; (3) language, literature, and the arts; (4) contemporary life-styles; and (5) values, customs, and traditions. Responses were analyzed from the 751 United States students who completed all the testing materials. Further information about the sample is presented in Chapter III, page 50. The scores of the United States students on the knowledge test about Japan ranged from 04 through 42 out of a possible 60, with a mean score of 23.40. This mean score indicated that United States students' knowledge of Japan is limited. The mean scores for each of the twelve school groups tested in the United States are listed in Table I. The mean score of United States students in category one of the knowledge test about Japan was 5.50; in category two, 4.19; in category three, 4.70; in category four, 4.53; and in category five, 4.48. (Total group mean scores were calculated before rounding and may, therefore, not be equal to the sum of the rounded means of subtotals for each group.) United States students obviously know more about Japanese history, geography, government and politics, and economics than any of the other categories. Mean scores for the other four categories vary only slightly. The mean scores of United States students in each category are listed by school group in Table I. The relationship of categories of knowledge to total attitude scores will be presented in the discussion of hypothesis five.

TABLE I

MEANS OF KNOWLEDGE TEST SCORES OF UNITED STATES STUDENTS

School Group Number	Category One	Category Two	Category Three	Category Four	Category Five	Totals
29	5.42	3.79	4.58	4.58	4.54	23.03
30	4.97	4.14	4.28	4.76	3.96	22.03
31	5.63	4.51	4.41	4.22	3.85	22.73
32	5.55	3.93	5.00	4.24	4.90	23.62
33	5.54	3.90	4.64	4.31	4.61	22.05
34	5.76	4.05	4.59	5.35	5.35	25.11
35	4.48	3.00	3.81	3.57	3.19	18.05
36	5.37	4.36	5.01	4.67	5.06	24.56
37	5.64	4.07	4.76	4.24	4.41	23.16
38	5.29	4.87	5.19	5.00	4.64	25.00
39	6.73	5.18	4.95	5.72	5.68	28.73
40	5.71	4.27	4.60	4.93	4.31	23.70
41	5.28	4.21	4.54	4.35	4.30	22.54
National Means	5.50	4.19	4.70	4.53	4.48	23.40

Total group means were calculated prior to rounding.

United States Attitude Scores: Quartile Differences

The mean of the attitude scores of students from the United States scoring in the top quartile on the knowledge test about Japan was compared to the mean of the attitude scores of students scoring in the bottom quartile on the knowledge test about Japan. (Mean attitude scores of United States students are listed by school group in Table IV, page 72.) A t -test on the two means produced a t -value of 5.5778, significant at the 0.0001 level, thus indicating that the difference in the two means was significant. Students with a higher score on the knowledge test about Japan had more positive attitudes toward the Japanese than did students with lower scores on the knowledge test about Japan. The hypothesis was accepted.

Japanese Students' Knowledge of and Attitudes Toward the United States

The second hypothesis stated that Japanese students scoring in the top quartile on the knowledge test about the United States would have more positive attitudes toward the United States and its people than would students scoring in the bottom quartile on the knowledge test about the United States. Hypothesis two (2) was based on the same theoretical foundation as hypothesis one. The second hypothesis is also based on the suggestion from the literature that increases in knowledge acquisition within the cognitive domain would have a positive effect on learning within the affective domain. This hypothesis was designed specifically to determine if an increase in the knowledge Japanese students have about the United States would parallel increasingly positive attitudes toward the United States and its people. Therefore,

implicit in this hypothesis is the suggestion that a similarity in cognitive learning patterns exists across the two cultures.

Japanese Knowledge Scores

The knowledge test about the United States was constructed from the same framework as the knowledge test about Japan. The knowledge test about the United States contained sixty questions, twelve from each of the following five categories: (1) history, geography, government and politics, and economics; (2) social institutions; (3) language, literature, and the arts; (4) contemporary life-styles; and (5) values, customs, and traditions. Responses were analyzed from the 919 Japanese students who completed all of the testing materials. Further information about the sample is presented in Chapter III, page 50. The scores of Japanese students on the knowledge test about the United States ranged from 10 through 52 out of a possible 60, with a mean score of 31.96. This mean score indicated that Japanese students' knowledge of the United States is also limited. However, Japanese students' knowledge of the United States is greater than United States students' knowledge of Japan. A comparison of the mean scores of the two national groups on the knowledge tests will be presented in the discussion of hypothesis three (3). The mean scores for each of the twenty-three school groups tested in Japan are listed in Table II. The mean score for Japanese students in category one was 7.23; in category two, 5.90; in category three, 5.13; in category four, 7.97; and in category five, 5.68. Japanese students knew more about contemporary life-styles in the United States, followed closely by history, geography, government and politics,

TABLE II

MEANS OF KNOWLEDGE TEST SCORES OF JAPANESE STUDENTS

School Group Number	Category One	Category Two	Category Three	Category Four	Category Five	Totals
1	6.58	5.24	4.46	7.78	5.51	29.61
2	7.72	6.35	5.44	8.55	6.07	34.00
3	7.03	5.53	5.03	8.24	5.47	31.24
4	6.45	5.36	4.39	7.47	4.84	28.63
5	7.83	6.41	5.80	8.41	6.22	34.68
6	6.88	6.32	5.50	8.20	6.42	33.35
7	7.17	5.73	4.33	8.25	5.73	31.04
8	8.04	6.62	5.53	8.57	5.96	34.76
9	6.84	5.63	4.95	7.95	4.98	30.45
10	6.53	5.03	4.53	6.34	4.40	26.69
11	7.10	6.10	5.12	9.07	5.66	33.10
12	7.73	6.00	5.83	8.15	5.80	33.61
13	7.20	6.31	5.46	8.73	6.95	34.89
14	6.57	5.57	4.09	7.51	4.77	28.77
15	8.49	6.31	6.36	8.60	6.93	36.93
16	6.09	5.06	4.50	6.70	4.82	27.06
17	6.85	5.35	5.15	6.32	4.73	28.68
18	7.44	6.51	5.06	8.20	5.60	32.93
19	5.49	5.20	4.42	7.26	4.84	27.23
20	7.78	5.92	4.38	8.54	5.92	32.54
21	8.63	6.80	6.22	8.48	6.90	36.98
22	5.50	4.43	5.67	5.97	3.83	24.30
23	9.41	6.92	6.17	8.38	6.95	37.90
National Means	7.23	5.90	5.13	7.97	5.68	31.96

Total group means were calculated prior to rounding.

and economics. The mean scores of Japanese students in the other three categories on the knowledge test were rather closely grouped. The mean scores of Japanese students in each category of the knowledge test about the United States are listed by school group in Table II. The relationship of categories of knowledge to total attitude scores is included in the discussion of hypothesis five (5).

Japanese Attitude Scores: Quartile Differences

The mean of the attitude scores of students from Japan scoring in the top quartile on the knowledge test about the United States was compared to the mean of the attitude scores of Japanese students scoring in the bottom quartile on the knowledge test about the United States. (Mean attitude scores of Japanese students are listed by school group in Table IV, p. 72.) A t-test calculated on the two means produced a t-value of 3.3832 significant at the 0.0008 level. Japanese students with higher scores on the knowledge test about the United States have more positive attitudes toward the United States and its people than do students with lower scores on the knowledge test about the United States. The pattern is consistent across the two cultures. The hypothesis was accepted.

A Cross-National Comparison of Knowledge Scores

Hypothesis three (3) stated that the scores of Japanese students on the knowledge inventory about the United States would be higher than the scores of students from the United States on the knowledge test about Japan. This hypothesis was based on the author's observations of the availability of information cross-nationally and the cross-national study programs in both countries.

Japanese students are presented more information about the United States than are United States students about Japan. Some study of the United States is required in social studies for all Japanese students. English is a required subject for all six grade levels of secondary school in Japan. United States social studies programs that include some study of Japan are increasing, but the number of such programs remains few. None of the United States students tested had studied Japanese language. During a two-year period of study in Japan, the author observed that Japanese students are exposed to greater media coverage of the United States than are United States students exposed to media coverage of Japan.

The mean score of the Japanese students on the knowledge test about the United States was 31.96. The mean score of United States students on the knowledge test about Japan was 23.39. (See Tables I and II.) A t-test on the two means produced a t-value of 29.2910, significant at the 0.0001 level. This test verified the significance of the difference between the two means. The knowledge Japanese students have about the United States is greater than the knowledge United States students have about Japan. The hypothesis was accepted.

A Cross-National Comparison of Attitude Scores

Hypothesis four (4) stated that the attitudes of Japanese students toward the United States and its people would be more positive than the attitudes of students from the United States toward Japan and the Japanese. This hypothesis is logically derived from the first three hypotheses. Learning in the cognitive domain parallels learning in the affective domain. Both Japanese and United States students

with high scores on the knowledge tests demonstrated significantly more positive attitudes cross-nationally than did students with lower scores on the knowledge tests. Japanese students scored significantly higher on the knowledge test than did United States students. Therefore, it was predicted that the cross-national attitudes of Japanese students would be significantly more positive than the cross-national attitudes of United States students.

The mean attitude score of Japanese students toward the United States was 60.05. The mean attitude score of United States students toward Japan was 53.55. Tables III and IV list the means of the total attitude scores of Japanese and United States students by school groups. Lower scores are more positive on the attitude tests. A t-test run on the two means produced a t-value of 9.0652, significant at the 0.0001 level. A significance of difference of means between the attitude scores for Japanese and United States students was found. However, the attitudes of students from the United States toward Japan were more positive than the attitudes of Japanese students toward the United States. Therefore, the hypothesis was rejected. The similarity of cognitive patterns cross-nationally demonstrated by hypotheses one through three does not hold for patterns of attitude formation. Further research is needed to determine the causes of the attitude difference cross-nationally.

Quartile Comparisons of Attitude and Knowledge

The mean attitude score for students from Japan scoring in the bottom quartile on the knowledge test about the United States was 63.1729. The mean attitude score for students from the United States

TABLE III

MEAN ATTITUDE SCORES OF JAPANESE STUDENTS

School Group Number	Behavioral Dimension	Affective Dimension	Cognitive Dimension	Total
1	10.98	38.93	21.27	61.12
2	10.58	27.72	18.60	57.35
3	10.39	28.71	19.21	57.84
4	11.87	28.66	20.18	61.08
5	10.34	30.12	19.88	60.54
6	10.42	28.85	21.18	60.62
7	10.25	27.31	17.60	54.75
8	11.89	31.91	20.13	64.04
9	12.32	28.59	19.09	59.45
10	12.16	28.59	20.40	61.12
11	10.27	26.46	17.49	54.76
12	10.07	29.07	20.39	59.32
13	8.96	26.18	16.13	51.09
14	11.97	29.57	22.17	63.63
15	10.42	28.31	19.33	57.53
16	12.29	30.62	22.70	66.06
17	11.15	29.65	20.00	60.76
18	11.49	28.42	18.58	58.11
19	12.23	31.63	25.16	69.07
20	10.38	26.76	18.08	55.00
21	10.70	31.08	20.65	62.12
22	13.00	30.37	23.80	67.10
23	10.38	31.26	22.26	63.88
National Means	11.01	29.03	20.07	60.04

Total group means were calculated prior to rounding.

TABLE IV

MEAN ATTITUDE SCORES OF UNITED STATES STUDENTS

School Group Number	Behavioral Dimension	Affective Dimension	Cognitive Dimension	Total
29	9.88	25.15	18.58	54.67
30	9.72	24.59	19.59	54.31
31	10.46	27.12	19.68	57.27
32	11.41	27.52	21.24	60.62
33	10.72	25.95	21.00	57.69
34	9.64	20.49	15.51	45.16
35	10.33	27.57	21.57	59.48
36	8.53	22.37	17.82	48.10
37	10.59	24.99	18.64	54.32
38	8.87	23.52	16.03	48.35
39	8.64	26.68	17.90	53.23
40	9.80	17.16	18.63	53.18
41	10.18	26.94	19.16	56.04
National Means	9.94	24.26	18.71	53.56

Total group means were calculated prior to rounding.

scoring in the bottom quartile on the knowledge test about Japan was 61.3802. The mean attitude score for Japanese students scoring in the top quartile on the knowledge test about the United States was 59.2749. The mean attitude score for students from the United States scoring in the top quartile on the knowledge test about Japan was 47.2312. The mean attitude score for Japanese students scoring in the top quartile on the knowledge test about the United States was 1.1927 more positive than was the mean attitude score of students scoring in the bottom quartile. The mean attitude score of students from the United States scoring in the top quartile on the knowledge test about Japan was 12.0437 more positive than the mean attitude score for students scoring in the bottom quartile on the knowledge test.

Dimensional Differences in Attitude Scores

The range of possible scores was 05-25 on the behavioral dimension of attitude, 11-55 on the affective dimension, and 09-45 on the cognitive dimension. Lower scores indicate more positive attitudes. Japanese students' mean score on the behavioral dimension of attitude was 11.0141; on the affective dimension, 29.0337; and on the cognitive dimension, 20.0279. United States students' mean score on the behavioral dimension of attitude was 9.9454; on the affective dimension, 24.2636; and on the cognitive dimension, 18.7110. The mean scores for the three dimensions of attitude are listed by school groups in Tables III and IV. The relationship of dimensions of attitude to total knowledge scores will be treated in the discussion of hypothesis six (6).

The Japanese students' attitudes toward the United States are not more positive than United States students' attitudes toward Japan.

Yet, a greater majority of Japanese students tested listed the United States as the place most liked to live in or visit and to study.

Further research is needed to determine the reason for the more positive attitudes of United States students. The conventional explanation of the Japanese for such differences is that the Japanese are geographically isolated and were culturally isolated for a period of two hundred and fifty years. Attitude differences might reflect different ethnocentric or natio-centric levels of the two groups of students tested. It is the author's opinion that moral education classes in Japanese schools have a significant impact on the development of Japanese students' attitudes.

A Comparison of Attitudes Toward Other Countries

The attitudes of Japanese and United States students were tested toward three other countries to provide a basis for comparison of cross-national attitudes. The means of the total attitude scores discussed above are listed by school groups in Tables V and VI. The attitudes of Japanese students toward the United States were more positive than the attitudes of the same students toward France, Indonesia, and Mexico. The attitudes of United States students toward Japan were more positive than the attitudes of the same students toward France, Indonesia, or Mexico. United States students are generally more positive toward people from other countries than are Japanese students.

The Correlation of Categories of Knowledge with Total Attitude Scores

Hypothesis five (5) stated that knowledge category one (1) (history, geography, government and politics, and economics) would

TABLE V

TOTAL MEAN ATTITUDE SCORES OF JAPANESE STUDENTS TOWARD
THE UNITED STATES, FRANCE, INDONESIA, AND MEXICO

School Group Number	United States	France	Indonesia	Mexico
1	61.12	63.07	73.97	70.46
2	57.35	64.35	75.67	67.74
3	57.84	66.00	74.32	67.95
4	61.08	66.87	76.95	71.61
5	60.54	62.32	73.22	66.17
6	60.62	65.50	72.48	67.20
7	54.75	61.75	77.48	69.38
8	64.04	66.20	76.67	70.24
9	59.45	66.68	78.57	72.25
10	61.12	64.41	72.94	61.41
11	54.76	62.71	71.46	66.83
12	59.32	65.34	71.00	67.29
13	51.09	63.44	75.13	70.27
14	63.63	68.83	75.53	72.51
15	57.53	65.73	74.38	69.11
16	66.06	68.41	77.56	74.94
17	60.76	68.91	77.41	70.41
18	58.11	64.76	75.40	69.04
19	69.07	69.58	73.14	73.30
20	55.00	63.59	74.94	68.46
21	62.12	65.08	72.45	68.20
22	67.10	70.33	73.53	72.37
23	63.88	70.36	71.36	67.33
National Means	60.04	65.69	74.62	69.67

TABLE VI

TOTAL MEAN ATTITUDE SCORES OF UNITED STATES STUDENTS
TOWARD JAPAN, FRANCE, INDONESIA, AND MEXICO

School Group Number	Japan	France	Indonesia	Mexico
29	54.06	56.48	69.54	72.73
30	54.31	52.38	71.69	62.86
31	57.27	56.32	73.66	72.56
32	60.62	57.28	71.03	70.38
33	57.69	63.31	75.20	85.46
34	45.16	55.27	69.84	76.76
35	59.48	61.62	74.90	70.10
36	48.10	54.22	66.73	69.71
37	54.32	56.32	70.15	67.01
38	48.35	56.71	71.39	67.32
39	53.23	62.18	69.77	73.14
40	53.19	52.96	70.94	68.35
41	56.04	54.44	68.63	68.31
National Totals	53.56	55.97	70.19	69.96

be more closely related to positive attitudes than would other categories of the knowledge test. Students should score higher on the category of knowledge for which information is most readily available to them. It was predicted that students' greatest source of information cross-nationally would be the classroom. Cross-national study programs in most schools focus on history, geography, government and politics, and economics. Therefore, students would be expected to score higher on category one. Because attitudes became more positive as total knowledge scores increased, it was predicted that the correlation of category one with total attitude scores would be more significant than the correlations of other knowledge categories with total attitude scores.

Pearson product-moment coefficients of correlation were calculated for each of the five categories of knowledge and the combined scores on the semantic differential and the Bogardus Social Distancing Scale. Correlations of scores for Japanese and United States students were calculated separately. An acceptable level of significance for this correlation coefficient was set at 0.60. None of the correlations of the five categories of knowledge with total attitude scores was significant. (See Table VII.) The correlation of category one with total attitude scores for Japanese students was 0.0680, significant at the 0.0393 level. The correlation of category one on the knowledge test with total attitude scores for United States students was 0.2263, significant at the 0.0001 level. The hypothesis was rejected.

The correlation of category four (contemporary life-styles) with total attitude scores was higher for Japanese students than were the correlations of the remaining four categories. The correlations of

TABLE VII

CORRELATIONS OF TOTAL KNOWLEDGE SCORES WITH DIMENSIONS
OF ATTITUDE FOR JAPANESE AND UNITED STATES STUDENTS

	Behavioral Dimension	Affective Dimension	Cognitive Dimension
<u>Japanese</u>			
Males	0.1641 [*]	-0.0034	0.0721
Females	0.3237 [*]	0.1087 [*]	0.2507 [*]
Total	0.2302 [*]	0.0384	0.1507 [*]
<u>United States</u>			
Males	0.2561 [*]	0.2541 [*]	0.3288 [*]
Females	0.1797 [*]	0.1356 [*]	0.3196 [*]
Total	0.1951 [*]	0.1805 [*]	0.3169 [*]

* $P > .05$

categories one, two, and three with total attitude scores were higher for United States students than were correlations with categories four and five. Correlations for the two national groups combined produced the highest correlation with category three and total attitude scores. Correlations were higher for Japanese females in all five categories and for United States males in all categories except category three (language, literature, and the arts). The above data are summarized in Table VII.

The Correlations of Dimensions of Attitude
with Total Knowledge Scores

Hypothesis six (6) stated that the cognitive dimension of attitude would be more closely related to higher scores on the knowledge test than would other dimensions of attitude. This hypothesis was based on the suggestion from the literature that growth in the cognitive dimension of attitude would reflect growth in the cognitive domain (acquisition of knowledge) more quickly than will changes in the affective and behavioral dimensions.

Lawrence Kohlberg has demonstrated that moral reasoning skills are usually functional at a level higher than the level at which those skills are applied to social interaction.³ It was predicted that increases in knowledge about a second culture would be demonstrated in the cognitive dimension of attitude before changes were demonstrated in the affective and behavioral dimensions.

³ Ronald E. Galbraith and Thomas M. Jones, Moral Reasoning: A Teaching Handbook for Adapting Kohlberg to the Classroom (Minneapolis: Greenhaven Press, Inc., 1976), p. 33.

Pearson product-moment coefficients of correlation were calculated for the cognitive, affective, and behavioral dimensions of attitude and the total score on the knowledge test. Coefficients of 0.60 or higher were considered significant. None of the correlations of the three dimensions of attitude with the total knowledge scores was significant. (See Table VII.) The correlation of the cognitive dimension of attitude with total knowledge scores for Japanese students was 0.1296, significant at the 0.0001 level. The correlation of the cognitive dimension of attitude with total knowledge scores for United States students was 0.3169, significant at the 0.0001 level. The hypothesis was rejected.

The correlation of the behavioral dimension of attitude with total knowledge score was higher for Japanese students than were correlations with the other two dimensions of attitude. The correlation of the cognitive dimension of attitude with total knowledge score was higher for United States students than were the other two dimensions of attitude. The correlations for all three dimensions of attitude with total knowledge scores were higher for Japanese females than for Japanese males. All three correlations were higher for United States males than for females. The above data are summarized in Table VIII.

The absence of significant correlations between categories of knowledge and dimensions of attitude might result from the relatively low knowledge scores of both groups of students. Further testing is needed on students demonstrating greater cross-national knowledge. Examination of a broader range of scores by quartiles might produce interesting developmental patterns of growth.

TABLE VIII

CORRELATIONS OF TOTAL ATTITUDE SCORES WITH CATEGORIES OF
KNOWLEDGE FOR JAPANESE AND UNITED STATES STUDENTS

	Category One	Category Two	Category Three	Category Four	Category Five
<u>Japanese</u>					
Males	0.0053	0.0418	-0.0076	0.1323*	0.0621
Females	0.1962*	0.1323*	0.1191*	0.2260*	0.1487*
Total	0.0680*	0.0772*	0.0538	0.1741*	0.1040*
<u>United States</u>					
Males	0.2984*	0.2383*	0.1642*	0.1437*	0.2630*
Females	0.2116*	0.2328*	0.2389*	0.0522	0.1611*
Total	0.2263*	0.2268*	0.1978*	0.0977*	0.2090*

* $P > .05$

CHAPTER V

SUMMARY AND CONCLUSIONS

The Problem

Benjamin Bloom suggested that learning in the cognitive and affective domains is developmental and presented taxonomies that classify that development in a sequential order.¹ Knowledge acquisition is the most basic level of the cognitive domain and is essential to development of higher level cognitive skills. The affective domain is also organized along a continuum with recognition that a value exists being the most basic skill. A growth of skills within one domain should facilitate growth in the other. However, no relationship between development in the cognitive and affective domains has been documented in the literature.

Bloom further suggested (in Human Characteristics and School Learning) that the most important factors affecting learning outcomes are the characteristics of the student entering the learning situation and the nature of the learning task.² Bloom's taxonomies facilitate both an analysis of students' previous learning experiences and the development of learning activities planned to foster student growth.

¹ Benjamin S. Bloom, Taxonomy of Educational Objectives: The Classification of Educational Goals (New York: David McKay Company, 1964).

² Benjamin S. Bloom, Human Characteristics and School Learning (New York: McGraw Hill Book Company, 1976), p. 16.

The purpose of this study was to determine the nature and relationship of cross-national knowledge and attitudes among senior high school students in Japan and the United States. The cross-national knowledge of the students tested was measured in five categories. Tests were also administered to measure the cognitive, affective, and behavioral dimensions of the attitudes of the same students.

Hypotheses

Six hypotheses were tested. Those hypotheses were:

1. Students from the United States scoring in the top quartile on the knowledge test about Japan will have more positive attitudes toward Japan and the Japanese people than will students scoring in the bottom quartile on the knowledge test. The hypothesis was accepted. (See pages 62-65.)
2. Japanese students scoring in the top quartile on the knowledge test about the United States will have more positive attitudes toward the United States and its people than will students scoring in the bottom quartile on the knowledge test. The hypothesis was accepted. (See pages 65-68.)
3. The scores of Japanese students on the knowledge test about the United States will be higher than the scores of students from the United States on the knowledge test about Japan. The hypothesis was accepted. (See pages 68-69.)
4. The attitudes of Japanese students toward the United States and its people will be more positive than the attitudes of students from the United States toward Japan and the Japanese people. The hypothesis was rejected. (See pages 69-74.)

5. Knowledge test category one (history, geography, government and politics, and economics) will be more closely related to positive attitudes than will other categories. The hypothesis was rejected. (See pages 74-78.)
6. The cognitive dimension of attitude will be more closely related to higher scores on the knowledge inventory than will other dimensions of attitude. The hypothesis was rejected. (See pages 78-79.)

Limitations

There were major limitations to this study. First, the knowledge tests were planned to test cross-national knowledge as comprehensively and as consistently as possible. However, no single test can provide an adequate representation of the student's total knowledge. The knowledge tests were designed by the researcher and modified according to the suggestions of United States and Japanese studies specialists and according to the results of field tests conducted in Japan and the United States.

A second limitation was the failure of the researcher to test the students' knowledge of and attitudes toward their own nation. Comprehensive knowledge and attitude tests of students' own cultures and possibly of a third culture would have provided a basis for comparison with the knowledge and attitude scores obtained cross-nationally. The additional testing would have also provided a basis for further analysis of learning patterns between the cognitive and affective domains.

The organizational structure of senior high schools in Japan does not precisely parallel that of senior high schools in the United States. Therefore, the student samples tested are not parallel. However, the samples tested are assumed to be representative of the total senior high school populations.

This study dealt with only the level of knowledge acquisition in the cognitive domain. Knowledge acquisition is the basic level of the cognitive domain and is essential to the development of higher level reasoning skills. At the senior high school level; higher level reasoning skills should play an important role in the development of relationships between the cognitive and affective domains. The level of knowledge acquired by the senior high school level is greater as is the development of higher level reasoning skills. This study did not deal with the possibility of a negative effect of knowledge acquisition on attitude development, nor did it address the impact of misinformation on attitude formation.

Each learning situation is unique, and every student brings to each learning situation a previous learning history that is also unique. Effort should be made to identify and test more of the variables that can significantly affect student learning. Among the variables that should have been explored more fully are teacher attitudes, student information sources, and student interests.

The nature of the scores obtained may have limited the results of the study. The mean scores of both the Japanese and the United States students indicated that each group had only limited knowledge cross-nationally. Correlations that were not significant across the

domains of learning might be different if the students demonstrated a greater knowledge cross-nationally.

Conclusions

Analyses of the data gathered for this study indicated that increases in cross-national knowledge acquisition within the cognitive domain paralleled increasingly positive attitudes cross-nationally. Japanese students scoring in the top quartile on the knowledge test about the United States had significantly more positive attitudes toward the United States than did Japanese students scoring in the bottom quartile on the knowledge test. United States students scoring in the top quartile on the knowledge test about Japan had significantly more positive attitudes toward Japan than did United States students scoring in the bottom quartile on the knowledge test. These results indicate that a positive relationship exists between increases in knowledge acquisition and positive attitudes cross-nationally and that the pattern of the relationship is similar for Japanese and United States students.

Japanese students' knowledge of the United States was significantly higher than United States students' knowledge of Japan. However, the cross-national knowledge of both groups was limited. Examination of the knowledge scores showed males scoring slightly higher than females in both Japan and the United States. Japanese students' scores in contemporary life-styles and history, geography, government and politics, and economics were higher than in the other categories. United States students scored higher in history, geography, government and politics, and economics than in other categories.

Students from both Japan and the United States demonstrated more positive attitudes toward each other's respective countries than toward France, Indonesia, or Mexico. Both groups of students have a generally positive attitude toward other peoples of the world. However, the attitudes of United States students toward Japan were significantly more positive than the attitudes of Japanese students toward the United States.

No significant relationship was demonstrated between categories of knowledge and total attitude scores or between dimensions of attitude and total knowledge scores. However, some trends were demonstrated. Japanese students' knowledge of contemporary life-styles in the United States produced a higher correlation with total attitude scores than did other categories of knowledge. Correlations run on the combined scores on both national groups indicated a higher correlation between scores on language, literature, and the arts and total attitude scores than did other knowledge dimensions. United States students demonstrated a higher correlation between the cognitive dimension of attitude and total knowledge scores. Japanese students demonstrated a higher correlation between the behavioral dimension of attitude and total knowledge scores. The correlations between categories of knowledge and total attitude scores were consistently higher for Japanese females and for United States males except for category three (language, literature, and the arts), which was higher for the United States females than males.

Implications

Developing international understanding is important to guaranteeing an acceptable quality of life for all peoples everywhere. The United States and Japan are major world powers, sister states allied economically and in their commitment to world peace. Education programs in both countries must continue to place increasing emphasis on learning that fosters students' understanding of other peoples of the world.

This study demonstrated characteristics of cross-national learning which have profound implications for planning and research in educational programming. A documented positive relationship between learning across the cognitive and affective domains should affect both the context and processes of program planning across subject areas. The fact that this positive relationship is consistent across the two cultures strengthens the case for the planned development of international understanding. The information provided here about the nature of cross-national knowledge and attitudes of senior high school students in Japan and the United States should function as a framework for analysis of current levels of cross-national understanding and a foundation for building toward levels of understanding that guarantee the realization of the fullest potential of all peoples.

The data reported here provided information about the general levels of knowledge acquired cross-nationally by senior high school students in Japan and the United States. Analysis by category provided information about the strengths and weaknesses of learning programs in both countries. That information about student knowledge

implies several areas of concern for classroom teachers, textbook writers, teacher educators, and curriculum developers.

This study showed that increased knowledge among senior high school students in Japan and the United States paralleled increasingly positive attitudes cross-nationally. Therefore, effort should be exerted to increase the quality and the quantity of information available to students cross-nationally.

The data also indicated that Japanese students have a greater knowledge of the United States than United States students have of Japan. This finding was predicted because of the generally greater availability of information about the United States in Japan. However, the cross-national knowledge of both national groups was limited. Systematic effort should be made to expand planned learning programs cross-nationally.

Information is needed about the sources and nature of student information cross-nationally. The data collected here indicated that much of that information is provided through the media. The kind of information, the amount of information available in subject or topical areas, and the impact of that information is a matter of concern to curriculum planners.

The study examined student knowledge in five categories. United States students scored higher in history, geography, government and politics, and economics, and Japanese students scored higher in contemporary life-styles followed closely by history, geography, government and politics, and economics. Producers of learning materials need to plan materials that develop a more comprehensive knowledge of the culture being studied.

The study suggested that information acquisition is related to the development of positive attitudes. This information is important for teachers in general and especially important for teachers of the social studies and foreign languages. Learning programs with affective as well as cognitive learning goals need to be planned so that learning in one domain facilitates growth in the other. Teacher education programs, especially methods courses, should provide prospective teachers with the opportunity to plan and execute learning programs that coordinate learning goals and activities across the learning domains. Information on student knowledge reported here should also be reflected in the development of teaching materials and curriculum planning.

The difference of language study cross-nationally was significant. This study did not explore the impact of English language education in Japan on cognitive learning or attitude development toward the United States. English language education in Japan is unique in that in the past it has been done primarily in Japanese. Recent changes in language education in Japan may have significant impact on the development of attitudes toward the United States. None of the students tested in the United States had studied Japanese. Research should explore increases in learning across domains among students who have had Japanese language instruction.

The attitudes of United States students toward Japan were more positive than the attitudes of Japanese students toward the United States. It was suggested that this difference might result from a number of different factors. However, research is needed to address

possible differences in patterns of affective learning across the two cultures.

Classroom learning needs to be planned to develop affective goals in addition to cognitive goals. This study showed learning in one domain to be paralleled by learning in the other. Planning for affective learning is especially important at the classroom level. However, planning must include changes in materials development, teacher training, and curriculum development in general.

The instruments used in this study should assist researchers as they plan further research in cross-national learning. The framework for knowledge testing should be especially beneficial for future studies.

The study also suggested specific research to answer questions that grew out of the study. Correlations among dimensions of attitude and categories of knowledge need to be explored more fully. The study showed a trend among United States students for there to be a correlation between the cognitive dimension of attitude and total knowledge scores. Among the Japanese, the correlation was greater for the behavioral dimension of attitude and total knowledge scores. There was a greater correlation among Japanese students between knowledge of contemporary life-styles and total attitudes scores than with other categories of knowledge. Among United States students, correlations of categories of knowledge scores were higher than the correlations among Japanese students, but coefficients for different categories were more nearly equal for United States students.

Correlations are needed on student samples with greater cross-national knowledge. Correlations should also be run on

quartile differences across domains. Correlations reported for this study were consistently higher for Japanese females than for Japanese males and generally higher for United States males than females. Further study is needed to explore these differences according to sex.

In summary, further research is needed on cross-national knowledge acquisition. Knowledge acquisition needs to be examined in relationship to significant factors that might have an impact on the amount learned and its effect on attitude development. Included among those factors should be teacher attitude, student information sources, and student interests. Higher level cognitive skills need to be tested cross-nationally in relationship to attitude development. Correlations between dimensions of attitude and categories of knowledge should be further examined with particular attention paid to correlations among students with greater knowledge cross-nationally and to differences in correlation according to sex.

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APPENDICES

APPENDIX I
FRAMEWORK FOR THE KNOWLEDGE TESTS

APPENDIX I

FRAMEWORK FOR THE KNOWLEDGE TESTS

- I. History, geography, government and politics, and economics
 - A. History
 - 1. Early history
 - 2. Nineteenth century history
 - 3. Twentieth century history
 - B. Geography
 - 1. Size/location
 - 2. Population
 - 3. Identification of major geographic features
 - C. Government and politics
 - 1. Political party in power
 - 2. Chief executive
 - 3. Legislative body
 - D. Economics
 - 1. Monetary unit
 - 2. Imports and exports
 - 3. Major agricultural products
- II. Social Institutions
 - A. Religion
 - B. Marriage and divorce
 - C. Social status
 - D. Labor unions
 - E. Business and industry
 - F. Family
 - G. Military
 - H. Education
 - 1. Achievement
 - 2. Standards
 - I. Minorities
 - J. Social welfare
 - K. Individual/group identity
- III. Language, literature, and the arts
 - A. Language symbols
 - B. Traditional clothing
 - C. Drama
 - D. Poetry
 - E. Contemporary novel/novelist
 - F. Early novel/novelist
 - G. Movies
 - H. Architecture
 - I. Traditional music
 - J. Visual arts
 - K. Folkcrafts
 - L. Legends, myths, and folklore

IV. Contemporary lifestyles

- A. Transportation
- B. Housing
- C. Recreation/leisure time
- D. Food
- E. Domestic problems
- F. Standard of living
- G. Crime rate/crime prevention
- H. Role of women
- I. Work week
- J. Sports
- K. Communications media
- L. Household management

V. Values, customs, and traditions

- A. Religious value
- B. Religious symbols
- C. Religions (sects) national in origin
- D. Individual values
- E. Social values
- F. National values
- G. National symbols
- H. Ceremonies
- I. Greetings
- J. Holidays
- K. Festivals
- L. Gestures

APPENDIX II

A TAXONOMY OF RATIONALES FOR INTERNATIONAL EDUCATION

APPENDIX II

A TAXONOMY OF RATIONALES FOR INTERNATIONAL EDUCATION¹

A. The National Orientation Category

- Stage 1. To Avoid National Injury
- Stage 2. To Increase National Worth
- Stage 3. To Promote National Image

B. The Personal Orientation Category

- Stage 4. To Develop Self Appreciation
- Stage 5. To Increase Personal Enjoyment
- Stage 6. To Gain Self Fulfillment

C. The International-Interhuman Orientation Category

- Stage 7. To prevent International Conflict
- Stage 8. To Secure International Order
- Stage 9. To Attain International Justice

¹ McKeown, Robin, "Rationales for International Education: A Taxonomic View," International Education, vol. 4, no. 2, pp. 9-17, 1974.

APPENDIX III

TESTS ABOUT JAPAN FOR UNITED STATES STUDENTS

KNOWLEDGE TEST

Please mark the space for the correct answer on your answer sheet.

1. In the Japanese feudal system, members of the warrior class were called
 - a. samurai.
 - b. kamikaze.
 - c. chonin.
 - d. daimyo.
2. The Japanese restricted contact with the outside world beginning in the seventeenth century. Trade with the West was resumed after
 - a. the Meiji Restoration in 1868.
 - b. the visit of Commadore Perry's fleet in 1853.
 - c. the death of the Emperor Meiji in 1912.
 - d. The end of World War I.
3. The American occupation of Japan following the end of World War II was directed by
 - a. General Alexander Haig.
 - b. General Dwight D. Eisenhower.
 - c. General William Westmoreland.
 - d. General Douglas MacArthur.
4. Japan is
 - a. one large island in the Pacific Ocean near Korea.
 - b. an island in the Indian Ocean near Sri Lanka.
 - c. an archipelago composed of four major islands and several hundred smaller islands located near Korea.
 - d. a peninsula off the Asian continent bounded by South Korea.
5. The population of Japan is approximately
 - a. 115 million.
 - b. 150 million.
 - c. 1.5 billion.
 - d. 250 million.
6. The land area of Japan is primarily
 - a. mountainous and wet.
 - b. desert and very dry.
 - c. grasslands with moderate rainfall.
 - d. mountainous and very dry.
7. The political party currently in power in Japan is
 - a. the Socialist Party.
 - b. the Communist Party.
 - c. the Liberal Democratic Party.
 - d. the Democratic Socialist Party.
8. The chief executive of Japan is elected
 - a. by the legislative body from among the membership of that body.
 - b. by direct popular vote.
 - c. by a special electoral college, based on the popular vote.
 - d. by the legislative body, based on the direct popular vote.
9. The legislative body in Japan is called
 - a. Parliament.
 - b. Congress.
 - c. the House of Councillors.
 - d. the Diet.
10. The basic unit of currency in Japan is the
 - a. won.
 - b. yen.
 - c. peso.
 - d. franc.

11. The recent imbalance of trade between Japan and the United States is largely the result of
 - a. the Japanese importation of large amounts of mineral resources and foodstuffs from the United States.
 - b. the United States importation of large numbers of Japanese made automobiles and electronic goods.
 - c. the United States importation of large amounts of mineral resources and foodstuffs from Japan.
 - d. the Japanese importation of large numbers of automobiles and electronic goods from the United States.
12. Which of the following is the major agricultural product of Japan?
 - a. wheat
 - b. corn
 - c. tobacco
 - d. rice
13. Which of the following is the major religion of Japan?
 - a. Hinduism
 - b. Buddhism
 - c. Christianity
 - d. Islam
14. The divorce rate in Japan is
 - a. less than 20%.
 - b. about 30%.
 - c. about 40%.
 - d. 50% or higher.
15. In Japan,
 - a. the distribution of the population by social class is about equally divided among the lower, middle, and upper classes.
 - b. a majority of the people feel that they belong to the lower class.
 - c. a majority of the people feel that they belong to the middle class.
 - d. a majority of the people feel that they belong to the upper class.
16. Which of the following statements is most correct about labor unions in Japan?
 - a. Large national labor unions maintain a strong, rather permanent relationship with a major political party.
 - b. Large national labor unions choose which political party to support based on the platform of that political party during each campaign.
 - c. Labor unions are prohibited by law from any support of political parties or candidates.
 - d. Labor unions often function as independent political parties.
17. Which of the following has been a significant factor in the development of company stability which has strengthened recent Japanese economic growth?
 - a. career employment
 - b. a lack of group spirit among company employees
 - c. a promotion system that encourages competitiveness among company employees
 - d. a frequent employee turn-over

18. Which of the following statements is most often true of the Japanese family?
- The husband usually makes major decisions and manages the family finances.
 - The husband usually makes major decisions and the wife manages family finances.
 - The wife usually makes major decisions and manages family finances.
 - Usually, both the husband and wife participate in managing the family finances and in making major decisions.
19. The Japanese military
- is relatively small and functions primarily as a self-defense force.
 - is very large compared to other world powers.
 - does not exist. Japan depends completely on the United States for military protection.
 - has steadily decreased in size since the middle 1950's.
20. In Japan, the percentage of students entering high school who graduate is
- higher than 95%.
 - about 80%.
 - about 60%.
 - less than 50%.
21. The subjects required to be taught in public schools in Japan
- are nationally established and are the same throughout the country.
 - are established by each prefecture (state) and remain uniform.
 - are established by each prefecture and the subjects that are required are sometimes different.
 - are established by local education agencies, but the subjects taught remain the same.
22. Which of the following nationalities represents the largest minority in Japan?
- Vietnamese
 - Koreans
 - Chinese
 - Cambodians
23. In Japan,
- retirement pensions are funded completely out of deductions from employees salaries.
 - retirement pensions are usually of two types, those for former company employees and those for unattached independent citizens.
 - retirement pensions are funded completely by the government.
 - retirement pensions do not exist and retired persons must live on their savings or depend on their families.
24. Which of the following best describes the nature of individual/group identity in Japan?
- Individuality is more important than group identity.
 - The individual establishes identity primarily through membership in a relatively small number of significant groups.
 - Identity is determined by family groupings and hereditary position.
 - The nature of the group usually defines the individuals in that group.

25. Written Japanese is based on
- the use of a Chinese system of hieroglyphic symbols in combination with Japanese syllabaries (alphabets).
 - the use of a Japanese system of hieroglyphic symbols.
 - a single syllabary that replaced the previously used system of hieroglyphic symbols.
 - a hieroglyphic system made up of symbols both Chinese and Korean in origin.
26. The traditional Japanese dress is called a(n)
- sari.
 - kimono.
 - obi.
 - chima.
27. Which of the following is not the name of a traditional form of drama in Japan?
- kabuki
 - tanka
 - noh
 - bunraku
28. Which of the following is the name given to a Japanese poem containing seventeen syllables in three lines?
- tanka
 - kyoka
 - sonnet
 - haiku
29. Which of the following is the only Japanese novelist to be awarded the Nobel Prize for Literature?
- Junichiro Tanizaki
 - Yasunari Kawabata
 - Yukio Mishima
 - Natsume Soseki
30. The author of the Tale of Genji was
- Genji
 - E. G. Seidensticker
 - Murasaki Shikibu
 - More Ogai
31. Which of the following movies is about a westerner in Japan who becomes a member of the warrior class?
- Shogun
 - Seven Samurai
 - Shadow of a Samurai
 - Rashomon
32. Which of the following is the most typical of the architecture of Japanese houses?
- single purpose rooms
 - extensive use of furniture
 - sliding doors
 - large lawns or gardens
33. Which of the following is a traditional Japanese musical instrument?
- koto
 - lute
 - lyre
 - dulcimer
34. Japanese woodblock prints of people and natural scenes are called
- sumie.
 - ukiyo.
 - suibokuga.
 - yamatoe.
35. The Japanese art of flower arranging is called
- shodo.
 - ikebana.
 - sumie.
 - origami.

36. The hero of a popular Japanese myth who befriends a large turtle and is rewarded by being given a ride on the turtle's back to paradise in the sea is
- a. Issunboshi.
 - b. Kintaro.
 - c. Momotaro.
 - d. Urashimataro.
37. Which of the following is the most often used mode of transportation in the major urban centers of Japan.
- a. private automobiles
 - b. busses
 - c. railways and subways
 - d. streetcars
38. Which of the following is currently least significant to housing problems in Japan?
- a. a shortage of space
 - b. a rapidly growing population
 - c. concentrations of population in major urban areas
 - d. a shortage of natural resources
39. A Japanese game which is similar to the western game of chess is
- a. pachinko.
 - b. go.
 - c. shogi.
 - d. mahjong.
40. The Japanese often eat sashimi. Sashimi is
- a. vinegared rice with vegetables.
 - b. raw fish.
 - c. a bean paste soup.
 - d. battered, deep-fried vegetables.
41. Which of the following is the least significant domestic problem in Japan?
- a. a lack of natural resources
 - b. housing
 - c. a sharp decrease in the rural population accompanied by a rising population in congested urban areas
 - d. unemployment
42. Which of the following statements best compares the gross national products of Japan and the United States?
- a. The Japanese gross national product per person is now greater than that of the United States, but the total gross national of Japan has not yet exceeded that of the United States.
 - b. Both the gross national product per person and the total gross national product are now greater in Japan than in the United States.
 - c. The gross national product per person is now greater in the United States, but the total gross national product is greater in Japan.
 - d. Both the gross national product per person and the total gross national product are higher in the United States than in Japan.

43. The crime rate in Japan
- a. is significantly lower than it was immediately following World War II.
 - b. is significantly higher than it was immediately following World War II.
 - c. is higher than the crime rate in the United States.
 - d. has been increasing rapidly for the past five years.
44. Which of the following statements most correctly describes the role of women in Japan?
- a. Women usually have the opportunity to choose from a wide variety of professional careers.
 - b. Most women are still restricted to the roles of housewife and mother.
 - c. Many professions are now open to women, but most professional women do not have families.
 - d. Recent legislation requires that a proportionate number of women be hired in all professions.
45. The work week in Japan is usually
- a. 48 hours (six days).
 - b. 40 hours (five days).
 - c. 44 hours (five and one-half days).
 - d. 36 hours (four and one-half days).
46. A Japanese form of wrestling whose participants are usually very large and wear a brief garment called a mawashi is
- a. kendo.
 - b. judo.
 - c. aikido.
 - d. sumo.
47. Which of the following is a major weekly news magazine in Japan?
- a. Asahi
 - b. Sekai
 - c. Yomiuri
 - d. Mainichi
48. Which of the following is most often true of the typical Japanese household?
- a. Food is often eaten with chopsticks.
 - b. Household finances are usually managed by the husband.
 - c. Children are often subjected to harsh and severe punishments.
 - d. Street shoes are usually worn in the house.
49. The Japanese attitude toward religion
- a. demands a total acceptance of only one religious doctrine.
 - b. is unique because it often allows for the acceptance of more than one religious doctrine or philosophy.
 - c. is significant because of major conflicts created by differing religious doctrines.
 - d. has been significantly altered by the introduction of Christianity.

50. The purpose of the traditional washing of the hands before approaching a Shinto altar
- a. is to make a symbolic offering to the Buddha.
 - b. is to purify the body.
 - c. is to make a symbolic offering to the spirits of dead ancestors.
 - d. has no real meaning.
51. Which of the following is native to Japan?
- a. Confucianism
 - b. Shintoism
 - c. Buddhism
 - d. Islam
52. Which of the following is often a demonstrated characteristic of the Japanese people?
- a. a lack of attention to detail
 - b. a strong sense of individualism
 - c. a public display of physical aggression
 - d. a love of family or filial piety
53. When a decision is made by a group of people in Japan, which of the following is the most often demonstrated characteristic of the decision-making process?
- a. an often forceful statement of individual opinion
 - b. consensus decisions (unanimous agreement)
 - c. a clear line of authority with the decision being made independently by the person in charge of the group
 - d. open competitiveness among group members
54. The current policies of the Japanese government demonstrate the least interest in which of the following?
- a. peace
 - b. economic stability
 - c. military supremacy
 - d. educational achievement
55. The Emperor of Japan
- a. is Japan's chief executive.
 - b. is only a symbol of national unity and has no real governing power.
 - c. is only a figurehead but exerts great influence over the affairs of state.
 - d. shares power with the Prime Minister and the legislative assembly.
56. During Obon, the Japanese offer ceremonial prayers
- a. so that they can be forgiven of their sins.
 - b. to receive the personal guidance and protection of the Buddha.
 - c. for the repose of dead ancestors.
 - d. for the blessing of the rice crop.
57. The people of Japan usually exchange greeting cards
- a. at Christmas.
 - b. at the beginning of the year only.
 - c. twice a year, at the beginning of the year and at Obon.
 - d. twice a year, at the beginning of the year and on the Emperor's birthday.

58. The Japanese new year's holiday is called
a. obon. c. kodomo no hi.
b. oshogatsu. d. bunka no hi.
59. The Gion Festival is held each year in
a. Kyoto c. Osaka
b. Tokyo d. Sapporo
60. When people in Japan meet each other, they usually
a. bow politely in greeting.
b. shake hands in greeting.
c. embrace and kiss each other on the cheek in greeting.
d. use no gesture of greeting.

Name _____

ANSWER SHEET

- | | A | B | C | D | | A | B | C | D | | A | B | C | D |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. | () | () | () | () | 25. | () | () | () | () | 49. | () | () | () | () |
| 2. | () | () | () | () | 26. | () | () | () | () | 50. | () | () | () | () |
| 3. | () | () | () | () | 27. | () | () | () | () | 51. | () | () | () | () |
| 4. | () | () | () | () | 28. | () | () | () | () | 52. | () | () | () | () |
| 5. | () | () | () | () | 29. | () | () | () | () | 53. | () | () | () | () |
| 6. | () | () | () | () | 30. | () | () | () | () | 54. | () | () | () | () |
| 7. | () | () | () | () | 31. | () | () | () | () | 55. | () | () | () | () |
| 8. | () | () | () | () | 32. | () | () | () | () | 56. | () | () | () | () |
| 9. | () | () | () | () | 33. | () | () | () | () | 57. | () | () | () | () |
| 10. | () | () | () | () | 34. | () | () | () | () | 58. | () | () | () | () |
| 11. | () | () | () | () | 35. | () | () | () | () | 59. | () | () | () | () |
| 12. | () | () | () | () | 36. | () | () | () | () | 60. | () | () | () | () |
| 13. | () | () | () | () | 37. | () | () | () | () | | | | | |
| 14. | () | () | () | () | 38. | () | () | () | () | | | | | |
| 15. | () | () | () | () | 39. | () | () | () | () | | | | | |
| 16. | () | () | () | () | 40. | () | () | () | () | | | | | |
| 17. | () | () | () | () | 41. | () | () | () | () | | | | | |
| 18. | () | () | () | () | 42. | () | () | () | () | | | | | |
| 19. | () | () | () | () | 43. | () | () | () | () | | | | | |
| 20. | () | () | () | () | 44. | () | () | () | () | | | | | |
| 21. | () | () | () | () | 45. | () | () | () | () | | | | | |
| 22. | () | () | () | () | 46. | () | () | () | () | | | | | |
| 23. | () | () | () | () | 47. | () | () | () | () | | | | | |
| 24. | () | () | () | () | 48. | () | () | () | () | | | | | |

STUDENT INFORMATION SHEET

1. Name _____ 2. Age _____ 3. Sex _____
4. Grade Level _____ 5. School _____
6. Address of school _____
- (City) _____ (State) _____

For questions 7 through 9 circle the letter beside the correct answer.

7. Is the community where you live basically rural or urban?
a. _____ b. urban
8. What is the population of the community (city) where you live?
a. less than 5,000 d. between 50,000 and 250,000
b. between 5,000 and 15,000 e. between 250,000 and 500,000
c. between 15,000 and 50,000 f. more than 500,000
9. What is your estimated grade point average (on a 4.0 scale)?
a. less than 2.0 b. between 2.0 and 3.0 c. 3.0 or above
10. Please list any foreign languages you have studied and the number of semesters you have studied each.
11. Please list any social studies courses you have taken in senior high school and the number of semesters in each course.
12. Of the twelve countries listed below, which would you like most to visit? Place a one (1) by the country you choose to visit first and a twelve (12) by the country you choose to visit last.
- | | | |
|---------------|--------------|---------------------|
| _____ China | _____ France | _____ Russia |
| _____ England | _____ Israel | _____ Spain |
| _____ Brazil | _____ Japan | _____ South Korea |
| _____ Egypt | _____ Mexico | _____ Saudia Arabia |
13. Of the twelve countries listed below, which would you like most to study? Place a one (1) by the country you would choose to study first and a twelve (12) by the country you would choose to study last.
- | | | |
|---------------|--------------|---------------------|
| _____ China | _____ France | _____ Russia |
| _____ England | _____ Israel | _____ Spain |
| _____ Brazil | _____ Japan | _____ South Korea |
| _____ Egypt | _____ Mexico | _____ Saudia Arabia |

14. What exposure have you had to Japanese culture? Please check each item that is appropriate and circle the two you consider the most important.

☐ classes	☐ newspapers and periodicals
☐ travel	☐ Japanese people
☐ television	☐ people who have traveled to Japan
☐ movies	☐ Other

15. Please list any courses or grade levels in which you remember studying about Japan.

16. Please list any countries you have lived in or have visited.

The following adjectives can be used to describe people(s) or to tell how you feel about them. These pairs are opposites. Place an X in the space between each pair that best represents your opinion of the people of France.

1. unsociable	:	A	:	B	:	C	:	D	:	E	:	sociable
2. warm	:		:		:		:		:		:	cold
3. cruel	:		:		:		:		:		:	kind
4. backward	:		:		:		:		:		:	progressive
5. considerate	:		:		:		:		:		:	thoughtless
6. nice	:		:		:		:		:		:	nasty
7. unfriendly	:		:		:		:		:		:	friendly
8. effective	:		:		:		:		:		:	ineffective
9. generous	:		:		:		:		:		:	stingy
10. stupid	:		:		:		:		:		:	intelligent
11. bad	:		:		:		:		:		:	good
12. rude	:		:		:		:		:		:	polite
13. productive	:		:		:		:		:		:	unproductive
14. passive	:		:		:		:		:		:	active
15. refined	:		:		:		:		:		:	crude
16. sympathetic	:		:		:		:		:		:	inconsiderate
17. ambitious	:		:		:		:		:		:	unambitious
18. unaccommodating	:		:		:		:		:		:	obliging
19. rich	:		:		:		:		:		:	poor
20. unimaginative	:		:		:		:		:		:	creative

Put an X in the appropriate space for each statement below.

A person from

- I would : A : B : C : D : E : I would not accept as a neighbor on my street.
- I would : A : B : C : D : E : I would not accept as a member of my church
- I would not : A : B : C : D : E : I would accept as a partner in marriage.
- I would : A : B : C : D : E : I would not accept as my best friend.
- I would not : A : B : C : D : E : I would accept as a classmate in my school.

The following adjectives can be used to describe people(s) or to tell how you feel about them. These pairs are opposites. Place an X in the space between each pair that best represents your opinion of the people of Japan.

1. unsociable	:	A	:	B	:	C	:	D	:	E	:	sociable
2. warm	:		:		:		:		:		:	cold
3. cruel	:		:		:		:		:		:	kind
4. backward	:		:		:		:		:		:	progressive
5. considerate	:		:		:		:		:		:	thoughtless
6. nice	:		:		:		:		:		:	nasty
7. unfriendly	:		:		:		:		:		:	friendly
8. effective	:		:		:		:		:		:	ineffective
9. generous	:		:		:		:		:		:	stingy
10. stupid	:		:		:		:		:		:	intelligent
11. bad	:		:		:		:		:		:	good
12. rude	:		:		:		:		:		:	polite
13. productive	:		:		:		:		:		:	unproductive
14. passive	:		:		:		:		:		:	active
15. refined	:		:		:		:		:		:	crude
16. sympathetic	:		:		:		:		:		:	inconsiderate
17. ambitious	:		:		:		:		:		:	unaspiring
18. unaccommodating	:		:		:		:		:		:	obliging
19. rich	:		:		:		:		:		:	poor
20. unimaginative	:		:		:		:		:		:	creative

Put an X in the appropriate space for each statement below.

A person from

- I would : A : B : C : D : E : I would not accept as a neighbor on my street.
- I would : A : B : C : D : E : I would not accept as a member of my church
- I would not : A : B : C : D : E : I would accept as a partner in marriage.
- I would : A : B : C : D : E : I would not accept as my best friend.
- I would not : A : B : C : D : E : I would accept as a classmate in my school.

The following adjectives can be used to describe people(s) or to tell how you feel about them. These pairs are opposites. Place an X in the space between each pair that best represents your opinion of the people of Indonesia.

1. unsociable	:	A	:	B	:	C	:	D	:	E	:	sociable
2. warm	:		:		:		:		:		:	cold
3. cruel	:		:		:		:		:		:	kind
4. backward	:		:		:		:		:		:	progressive
5. considerate	:		:		:		:		:		:	thoughtless
6. nice	:		:		:		:		:		:	nasty
7. unfriendly	:		:		:		:		:		:	friendly
8. effective	:		:		:		:		:		:	ineffective
9. generous	:		:		:		:		:		:	stingy
10. stupid	:		:		:		:		:		:	intelligent
11. bad	:		:		:		:		:		:	good
12. rude	:		:		:		:		:		:	polite
13. productive	:		:		:		:		:		:	unproductive
14. passive	:		:		:		:		:		:	active
15. refined	:		:		:		:		:		:	crude
16. sympathetic	:		:		:		:		:		:	inconsiderate
17. ambitious	:		:		:		:		:		:	unambitious
18. unaccommodating	:		:		:		:		:		:	obliging
19. rich	:		:		:		:		:		:	poor
20. unimaginative	:		:		:		:		:		:	creative

Put an X in the appropriate space for each statement below.

A person from

- I would : A : B : C : D : E : I would not accept as a neighbor on my street.
- I would : A : B : C : D : E : I would not accept as a member of my church
- I would not : A : B : C : D : E : I would accept as a partner in marriage.
- I would : A : B : C : D : E : I would not accept as my best friend.
- I would not : A : B : C : D : E : I would accept as a classmate in my school.

The following adjectives can be used to describe people(s) or to tell how you feel about them. These pairs are opposites. Place an X in the space between each pair that best represents your opinion of the people of Mexico.

1. unsociable	:	A	:	B	:	C	:	D	:	E	:	sociable
2. warm	:		:		:		:		:		:	cold
3. cruel	:		:		:		:		:		:	kind
4. backward	:		:		:		:		:		:	progressive
5. considerate	:		:		:		:		:		:	thoughtless
6. nice	:		:		:		:		:		:	nasty
7. unfriendly	:		:		:		:		:		:	friendly
8. effective	:		:		:		:		:		:	ineffective
9. generous	:		:		:		:		:		:	stingy
10. stupid	:		:		:		:		:		:	intelligent
11. bad	:		:		:		:		:		:	good
12. rude	:		:		:		:		:		:	polite
13. productive	:		:		:		:		:		:	unproductive
14. passive	:		:		:		:		:		:	active
15. refined	:		:		:		:		:		:	crude
16. sympathetic	:		:		:		:		:		:	inconsiderate
17. ambitious	:		:		:		:		:		:	unambitious
18. unaccommodating	:		:		:		:		:		:	obliging
19. rich	:		:		:		:		:		:	poor
20. unimaginative	:		:		:		:		:		:	creative

Put an X in the appropriate space for each statement below.

A person from

- I would : A : B : C : D : E : I would not accept as a neighbor on my street.
- I would : A : B : C : D : E : I would not accept as a member of my church
- I would not : A : B : C : D : E : I would accept as a partner in marriage.
- I would : A : B : C : D : E : I would not accept as my best friend.
- I would not : A : B : C : D : E : I would accept as a classmate in my school.

Please read each of the following statements carefully and then mark each according to whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD).

- | | | | | | |
|--|-----------|----------|----------|----------|-----------|
| 1. The purpose of studying other cultures is that in becoming familiar with the strengths and weaknesses of other countries, one's own country becomes either less vulnerable to the aggressive acts of other countries or more open to cooperation and/or acceptance. | SA
() | A
() | U
() | D
() | SD
() |
| 2. Learning about other cultures does nothing to add to the alternatives available for enjoying one's life. | SA
() | A
() | U
() | D
() | SD
() |
| 3. The study of other cultures expands one's perceptions so that he can become aware of previously unknown responses to life. | SA
() | A
() | U
() | D
() | SD
() |
| 4. People will never establish through the study of other cultures that we must learn how to combat international violence through some system of regulations. | SA
() | A
() | U
() | D
() | SD
() |
| 5. Nations promoting international understanding gain increased recognition, become better admired, and develop more effective leadership. | SA
() | A
() | U
() | D
() | SD
() |
| 6. Studying other cultures helps all people to conceptualize a system of justice and to develop the necessary commitments for the establishment of universal justice. | SA
() | A
() | U
() | D
() | SD
() |
| 7. International studies are not very important because nations can gain very few economic benefits from each other even though their citizens increase friendly interactions and communications. | SA
() | A
() | U
() | D
() | SD
() |
| 8. Even though people learn about other cultures, it does not often help them to understand their own nation, society, or themselves more. | SA
() | A
() | U
() | D
() | SD
() |
| 9. The study of other cultures will aid in the development of competencies necessary for the establishment of a world order based not on the fear of law but on the understanding that cooperative effort can be universally beneficial. | SA
() | A
() | U
() | D
() | SD
() |

APPENDIX IV

TESTS ABOUT THE UNITED STATES FOR JAPANESE STUDENTS

(English Version)

KNOWLEDGE TEST

Please mark the space for the correct answer on your answer sheet.

1. The Declaration of Independence was written by
 - a. George Washington
 - b. Thomas Jefferson
 - c. Alexander Hamilton
 - d. Benjamin Franklin
2. Which of the following documents was written by President Abraham Lincoln and concerned slavery in the United States?
 - a. the Missouri Compromise
 - b. the Kansas-Nebraska Act
 - c. the Emancipation Proclamation
 - d. the Declaration of Independence
3. America declared war on Japan
 - a. shortly before the bombing of Pearl Harbor.
 - b. when Japan seized North Vietnam in 1940.
 - c. because of the fall of France
 - d. after the bombing of Pearl Harbor.
4. The population of the United States is approximately
 - a. 220 million.
 - b. 110 million.
 - c. 2.2 billion.
 - d. 300 million.
5. Which of the following pairs of two states is separated geographically from the other forty-eight of the United States?
 - a. Louisiana and Hawaii
 - b. Louisiana and Rhode Island
 - c. Rhode Island and Alaska
 - d. Alaska and Hawaii
6. The largest river in the United States is
 - a. the Missouri River.
 - b. the Mississippi River.
 - c. the Ohio River.
 - d. the Colorado River.
7. The political party currently in control of the administrative branch of the national government in the United States is
 - a. the Democratic Party.
 - b. the Republican Party.
 - c. the Communist Party.
 - d. the American Independent Party.
8. The national chief executive of the United States is elected
 - a. by the legislative body from among the membership of that body.
 - b. by direct popular vote.
 - c. by a special electoral college, based on the direct popular vote.
 - d. by the legislative body, based on the direct popular vote.
9. The national legislative body in the United States is called
 - a. Parliament.
 - b. Congress.
 - c. the House of Representatives.
 - d. the Diet.
10. The basic unit of currency in the United States is the
 - a. peso.
 - b. marc.
 - c. dollar.
 - d. franc.

11. The recent imbalance of trade between Japan and the United States is largely the result of
 - a. the Japanese importation of large amounts of mineral resources and foodstuffs from the United States.
 - b. the United States importation of large numbers of Japanese made automobiles and electronic goods.
 - c. the United States importation of large amounts of mineral resources and foodstuffs from Japan.
 - d. the Japanese importation of large numbers of automobiles and electronic goods from the United States.
12. Which of the following is the most important agricultural product of the United States?
 - a. sweet potatoes
 - b. rice
 - c. wheat
 - d. sugar cane
13. The majority of the people in the United States belong to which of the following religions?
 - a. Hinduism
 - b. Buddhims
 - c. Christianity
 - d. Islam
14. The divorce rate in the United States is
 - a. less than 20%
 - b. about 25%.
 - c. about 40%.
 - d. 50% or more.
15. Social status in the United States is determined primarily by
 - a. hereditary class.
 - b. education and business or company affiliation.
 - c. achievement, income, education, and occupation.
 - d. hereditary position, education, and occupation.
16. Which of the following statements is most correct about labor unions in the United States?
 - a. Large national labor unions maintain a strong, rather permanent relationship with a major political party.
 - b. Large national labor unions choose which political party to support based on the platform of that political party during each election campaign.
 - c. Labor unions are prohibited by law from any support of political parties or candidates.
 - d. Labor unions often function as independent political parties.
17. Which of the following is most typical of business companies in the United States?
 - a. career employment
 - b. a strong sense of family among company employees
 - c. a promotion system based primarily on seniority
 - d. a frequent employee turn-over

18. Which of the following statements is most true of families in the United States?
 - a. The husband usually makes major decisions and the wife manages family finances.
 - b. The husband usually makes major decisions and manages family finances.
 - c. The wife usually makes major decisions and manages family finances.
 - d. Usually, both the husband and wife participate in managing the family finances and in decision-making.
19. Which of the following departments of the United States government currently has the largest budget?
 - a. the Department of Education
 - b. the State Department
 - c. the Department of Defense
 - d. the Energy Department
20. In the United States, the percentage of students entering high school who graduate is
 - a. higher than 95%.
 - b. about 80%.
 - c. about 60%.
 - d. less than 50%.
21. The subjects required to be taught in public schools in the United States
 - a. are nationally established and are the same subjects throughout the country.
 - b. are established by each state and the subjects that are required are sometimes different.
 - c. are established by each state but remain uniform.
 - d. are established by local education agencies but the subjects taught remain the same.
22. Which of the following is the most significant recent immigrant minority in the United States?
 - a. Italians
 - b. Japanese
 - c. Cambodians
 - d. Cubans
23. In the United States,
 - a. social security is usually the only income of retired persons.
 - b. the income of retired persons comes only from retirement pensions from the company for which he or she worked.
 - c. the income of retired persons is usually a combination of a retirement pension and social security.
 - d. retirement income usually does not exist and retired persons must live on their savings or depend on their families.
24. Which of the following best describes the nature of individual/group identity in the United States?
 - a. Individuality is more important than group identity.
 - b. The individual establishes identity through membership in one significant group.
 - c. Identity is determined by family grouping and hereditary position.
 - d. The nature of the group usually defines the individuals within that group.

25. Written English uses
- an alphabet of 26 letters each representing one distinct sound.
 - an alphabet of 24 letters each representing one distinct sound.
 - an alphabet of 26 letters each representing a variety of sounds individually and in combination.
 - an alphabet of 24 letters each representing a variety of sounds individually and in combination.
26. Native American Indians often wore footwear made of animal skins and called
- sandals.
 - moccasins.
 - togs.
 - sneakers.
27. The United States playwright who wrote A Streetcar Named Desire, Cat on a Hot Tin Roof, and The Glass Menagerie was
- Neil Simon
 - Arthur Miller.
 - Tennessee Williams.
 - Thornton Wilder.
28. Which of the following poets was not from the United States?
- Walt Whitman
 - Samuel Taylor Coleridge
 - Robert Frost
 - Carl Sanburg
29. Which of the following was a nineteenth century United States novelist?
- Herman Melville
 - William Faulkner
 - John Steinbeck
 - Ernest Hemingway
30. The author of Huckleberry Finn and The Adventures of Tom Sawyer was
- Hart Crane.
 - John Steinbeck.
 - Mark Twain.
 - Saul Bellow.
31. Which of the following movies is about the adjustment problems of a returning Vietnam War veteran?
- The Rose
 - The Deer Hunter
 - Star Wars
 - Fame
32. Which of the following is most typical of the architecture of houses in the United States?
- extensive use of furniture
 - multiple purpose rooms
 - miniature gardens or lawns
 - sliding doors
33. Which of the following types of music originated in the United States?
- opera
 - jazz
 - polka
 - chanson
34. Which of the following is a twentieth century United States painter?
- Pablo Picasso
 - Andrew Wyeth
 - Gilbert Stuart
 - John Singleton Copley
35. A craft tht often combined necessary work with a social gathering for frontier women in the United States, and remains a popular craft especially in the rural sections of the United States is
- quilting.
 - spinning yarn into wool.
 - whittling.
 - gardening.

36. The United States frontiersman who became something of a legend for his hunting and fighting campaigns, served in the United States House of Representatives, and died at the Alamo was
- a. Wild Bill Hickok.
 - b. Daniel Boone.
 - c. Davy Crockett.
 - d. Jesse James.
37. Which of the following is the most often used mode of transportation in the United States?
- a. private automobiles
 - b. public railways and subways
 - c. airplanes
 - d. busses
38. Most houses in the United States
- a. have more living space per individual than do houses in Japan.
 - b. have about the same living space per individual as do most houses in Japan.
 - c. have more living space per individual but are made of less durable materials than are most houses in Japan.
 - d. have less living space per individual than do most houses in Japan.
39. The western equivalent of the Japanese game of shogi is
- a. checkers.
 - b. chess.
 - c. bridge.
 - d. pinball.
40. The meat traditionally eaten by many people in the United States at Thanksgiving is
- a. fish.
 - b. beefsteak.
 - c. turkey.
 - d. pork.
41. Which of the following is the least significant domestic problem in the United States?
- a. the crime rate
 - b. inflation
 - c. unemployment
 - d. a lack of natural resources
42. Which of the following statements best compares the gross national products of Japan and the United States?
- a. The Japanese gross national product per person is now greater than that of the United States, but the total gross national product of Japan has not yet exceeded that of the United States.
 - b. Both the gross national product per person and the total gross national product are now greater in Japan than in the United States.
 - c. The gross national product per person is higher in the United States, but the total gross national product is greater in Japan.
 - d. Both the gross national product per person and the total gross national product are higher in the United States than in Japan.
43. The crime rate in the United States
- a. is significantly lower than it was immediately following World War II.
 - b. is significantly higher than it was immediately following World War II.
 - c. is lower than the crime rate in Japan.
 - d. has been decreasing rapidly for the past five years.

44. Which of the following statements most correctly describes the role of women in the United States?
- a. Most women are still restricted to the roles of housewife and mother.
 - b. Women usually have the opportunity to choose from a wide variety of professional careers.
 - c. Many professions are now open to women, but most professional women do not have families.
 - d. Women who work are restricted to clerical type jobs.
45. The work week in the United States is
- a. 48 hours (six days).
 - b. 44 hours (five and one-half days).
 - c. 40 hours (five days).
 - d. 36 hours (four and one-half days).
46. Which of the following is the most popular team sport in the United States?
- a. rugby
 - b. soccer
 - c. football
 - d. volleyball
47. Which of the following is a major daily newspaper in the United States?
- a. Time
 - b. The Wall Street Journal
 - c. US News and World Report
 - d. Newsweek
48. Which of the following is most true of households in the United States?
- a. Street shoes are often worn inside the house.
 - b. Baths are often taken in a public bathhouse.
 - c. Children are often away from home several hours each week attending special schools to supplement their regular school studies.
 - d. Thick heavy quilt-like material is often spread on the floor to serve as beds.
49. Which of the following concepts is most important to Christianity?
- a. right conduct
 - b. a sense of duty
 - c. faith and love
 - d. good deeds
50. The bread and wine used for Communion in the Christian church are symbols of
- a. the birth and death of Christ.
 - b. the expulsion of Adam and Eve from the Garden of Eden.
 - c. the body and blood of Christ.
 - d. the sins of men.
51. Which of the following religious groups originated in the United States?
- a. the Presbyterian Church
 - b. the Church of Jesus Christ of the Latter Day Saints (Mormon)
 - c. the Lutheran Church
 - d. the Society of Friends (Quaker)

52. Which of the following is often a demonstrated characteristic of people in the United States?
- a. an unquestioning acceptance of traditional values
 - b. a strong sense of individualism
 - c. a lack of competitiveness
 - d. a value structure that is rather uniform among all citizens
53. In the United States, when a decision is made by a group of people, which of the following is most often characteristic of the decision-making process?
- a. an often forceful statement of individual opinion
 - b. consensus decisions (unanimous agreement)
 - c. equal participation of all group members in the decision-making process
 - d. a lack of open competitiveness among persons with differing points of view
54. The policies of the Reagan administration demonstrate the least interest in which of the following?
- a. military strength
 - b. balancing the national budget
 - c. human rights
 - d. keeping inflation under control
55. The stars in the United States flag
- a. have no special meaning.
 - b. represent the thirteen original colonies.
 - c. represent each of the Presidents of the United States.
 - d. represent the existing fifty states.
56. In the United States, Easter ceremonies are held to
- a. pay honor to the Pope.
 - b. celebrate the birth of Christ.
 - c. honor ancestors who have died.
 - d. commemorate the death and resurrection of Christ.
57. The people of the United States usually exchange greeting cards
- a. at Easter.
 - b. at Christmas.
 - c. twice a year, at Christmas and again at Easter.
 - d. twice a year, at Christmas and again on Independence Day.
58. Which of the following holidays originated in the United States?
- a. Easter
 - b. Christmas
 - c. New Year's Day
 - d. Thanksgiving
59. Macey's Thanksgiving Day Parade is held each year in
- a. Boston.
 - b. Chicago.
 - c. New York.
 - d. Philadelphia
60. When people in the United States meet each other, they usually
- a. bow politely in greeting.
 - b. shake hands in greeting.
 - c. embrace and kiss each other on the cheek in greeting.
 - d. use no gesture of greeting.

Name _____

ANSWER SHEET

- | | A | B | C | D | | A | B | C | D | | A | B | C | D |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1. | () | () | () | () | 25. | () | () | () | () | 49. | () | () | () | () |
| 2. | () | () | () | () | 26. | () | () | () | () | 50. | () | () | () | () |
| 3. | () | () | () | () | 27. | () | () | () | () | 51. | () | () | () | () |
| 4. | () | () | () | () | 28. | () | () | () | () | 52. | () | () | () | () |
| 5. | () | () | () | () | 29. | () | () | () | () | 53. | () | () | () | () |
| 6. | () | () | () | () | 30. | () | () | () | () | 54. | () | () | () | () |
| 7. | () | () | () | () | 31. | () | () | () | () | 55. | () | () | () | () |
| 8. | () | () | () | () | 32. | () | () | () | () | 56. | () | () | () | () |
| 9. | () | () | () | () | 33. | () | () | () | () | 57. | () | () | () | () |
| 10. | () | () | () | () | 34. | () | () | () | () | 58. | () | () | () | () |
| 11. | () | () | () | () | 35. | () | () | () | () | 59. | () | () | () | () |
| 12. | () | () | () | () | 36. | () | () | () | () | 60. | () | () | () | () |
| 13. | () | () | () | () | 37. | () | () | () | () | | | | | |
| 14. | () | () | () | () | 38. | () | () | () | () | | | | | |
| 15. | () | () | () | () | 39. | () | () | () | () | | | | | |
| 16. | () | () | () | () | 40. | () | () | () | () | | | | | |
| 17. | () | () | () | () | 41. | () | () | () | () | | | | | |
| 18. | () | () | () | () | 42. | () | () | () | () | | | | | |
| 19. | () | () | () | () | 43. | () | () | () | () | | | | | |
| 20. | () | () | () | () | 44. | () | () | () | () | | | | | |
| 21. | () | () | () | () | 45. | () | () | () | () | | | | | |
| 22. | () | () | () | () | 46. | () | () | () | () | | | | | |
| 23. | () | () | () | () | 47. | () | () | () | () | | | | | |
| 24. | () | () | () | () | 48. | () | () | () | () | | | | | |

STUDENT INFORMATION SHEET

1. Name _____ 2. Age _____ 3. Sex _____
4. Grade Level _____ 5. School _____
6. Address of school _____
- (City) _____ (State) _____

For questions 7 through 9 circle the letter beside the correct answer.

7. Is the community where you live basically rural or urban?
a. _____ b. urban
8. What is the population of the community (city) where you live?
a. less than 5,000 d. between 50,000 and 250,000
b. between 5,000 and 15,000 e. between 250,000 and 500,000
c. between 15,000 and 50,000 f. more than 500,000
9. What is your estimated grade point average (on a 4.0 scale)?
a. less than 2.0 b. between 2.0 and 3.0 c. 3.0 or above
10. Please list any foreign languages you have studied and the number of semesters you have studied each.
11. Please list any social studies courses you have taken in senior high school and the number of semesters in each course.
12. Of the twelve countries listed below, which would you like most to visit? Place a one (1) by the country you choose to visit first and a twelve (12) by the country you choose to visit last.
- | | | |
|---------------|--------------|---------------------|
| _____ China | _____ France | _____ Russia |
| _____ England | _____ Israel | _____ Spain |
| _____ Brazil | _____ Japan | _____ South Korea |
| _____ Egypt | _____ Mexico | _____ Saudia Arabia |
13. Of the twelve countries listed below, which would you like most to study? Place a one (1) by the country you would choose to study first and a twelve (12) by the country you would choose to study last.
- | | | |
|---------------|--------------|---------------------|
| _____ China | _____ France | _____ Russia |
| _____ England | _____ Israel | _____ Spain |
| _____ Brazil | _____ Japan | _____ South Korea |
| _____ Egypt | _____ Mexico | _____ Saudia Arabia |

14. What exposure have you had to Japanese culture? Please check each item that is appropriate and circle the two you consider the most important.

☐ classes	☐ newspapers and periodicals
☐ travel	☐ Japanese people
☐ television	☐ people who have traveled to Japan
☐ movies	☐ Other

15. Please list any courses or grade levels in which you remember studying about Japan.

16. Please list any countries you have lived in or have visited.

The following adjectives can be used to describe people(s) or to tell how you feel about them. These pairs are opposites. Place an X in the space between each pair that best represents your opinion of the people of France.

1. unsociable	:	A	:	B	:	C	:	D	:	E	:	sociable
2. warm	:		:		:		:		:		:	cold
3. cruel	:		:		:		:		:		:	kind
4. backward	:		:		:		:		:		:	progressive
5. considerate	:		:		:		:		:		:	thoughtless
6. nice	:		:		:		:		:		:	nasty
7. unfriendly	:		:		:		:		:		:	friendly
8. effective	:		:		:		:		:		:	ineffective
9. generous	:		:		:		:		:		:	stingy
10. stupid	:		:		:		:		:		:	intelligent
11. bad	:		:		:		:		:		:	good
12. rude	:		:		:		:		:		:	polite
13. productive	:		:		:		:		:		:	unproductive
14. passive	:		:		:		:		:		:	active
15. refined	:		:		:		:		:		:	crude
16. sympathetic	:		:		:		:		:		:	inconsiderate
17. ambitious	:		:		:		:		:		:	unambitious
18. unaccommodating	:		:		:		:		:		:	obliging
19. rich	:		:		:		:		:		:	Poor
20. unimaginative	:		:		:		:		:		:	creative

Put an X in the appropriate space for each statement below.

A person from

- I would : A : B : C : D : E : I would not accept as a neighbor on my street.
- I would : A : B : C : D : E : I would not accept as a member of my school club.
- I would not : A : B : C : D : E : I would accept as a partner in marriage.
- I would : A : B : C : D : E : I would not accept as my best friend.
- I would not : A : B : C : D : E : I would accept as a classmate in my school.

The following adjectives can be used to describe people(s) or to tell how you feel about them. These pairs are opposites. Place an X in the space between each pair that best represents your opinion of the people of the United States.

1. unsociable	:	A	:	B	:	C	:	D	:	E	:	sociable
2. warm	:		:		:		:		:		:	cold
3. cruel	:		:		:		:		:		:	kind
4. backward	:		:		:		:		:		:	progressive
5. considerate	:		:		:		:		:		:	thoughtless
6. nice	:		:		:		:		:		:	nasty
7. unfriendly	:		:		:		:		:		:	friendly
8. effective	:		:		:		:		:		:	ineffective
9. generous	:		:		:		:		:		:	stingy
10. stupid	:		:		:		:		:		:	intelligent
11. bad	:		:		:		:		:		:	good
12. rude	:		:		:		:		:		:	polite
13. productive	:		:		:		:		:		:	unproductive
14. passive	:		:		:		:		:		:	active
15. refined	:		:		:		:		:		:	crude
16. sympathetic	:		:		:		:		:		:	inconsiderate
17. ambitious	:		:		:		:		:		:	unambitious
18. unaccommodating	:		:		:		:		:		:	obliging
19. rich	:		:		:		:		:		:	poor
20. unimaginative	:		:		:		:		:		:	creative

Put an X in the appropriate space for each statement below.

A person from

- I would : A : B : C : D : E : I would not accept as a neighbor on my street.
- I would : A : B : C : D : E : I would not accept as a member of my school club.
- I would not : A : B : C : D : E : I would accept as a partner in marriage.
- I would : A : B : C : D : E : I would not accept as my best friend.
- I would not : A : B : C : D : E : I would accept as a classmate in my school.

The following adjectives can be used to describe people(s) or to tell how you feel about them. These pairs are opposites. Place an X in the space between each pair that best represents your opinion of the people of Indonesia.

1. unsociable	:	A	:	B	:	C	:	D	:	E	:	sociable
2. warm	:		:		:		:		:		:	cold
3. cruel	:		:		:		:		:		:	kind
4. backward	:		:		:		:		:		:	progressive
5. considerate	:		:		:		:		:		:	thoughtless
6. nice	:		:		:		:		:		:	nasty
7. unfriendly	:		:		:		:		:		:	friendly
8. effective	:		:		:		:		:		:	ineffective
9. generous	:		:		:		:		:		:	stingy
10. stupid	:		:		:		:		:		:	intelligent
11. bad	:		:		:		:		:		:	good
12. rude	:		:		:		:		:		:	polite
13. productive	:		:		:		:		:		:	unproductive
14. passive	:		:		:		:		:		:	active
15. refined	:		:		:		:		:		:	crude
16. sympathetic	:		:		:		:		:		:	inconsiderate
17. ambitious	:		:		:		:		:		:	unambitious
18. unaccommodating	:		:		:		:		:		:	obliging
19. rich	:		:		:		:		:		:	poor
20. unimaginative	:		:		:		:		:		:	creative

Put an X in the appropriate space for each statement below.

A person from

- I would : A : B : C : D : E : I would not accept as a neighbor on my street.
- I would : A : B : C : D : E : I would not accept as a member of my school club.
- I would not : A : B : C : D : E : I would accept as a partner in marriage.
- I would : A : B : C : D : E : I would not accept as my best friend.
- I would not : A : B : C : D : E : I would accept as a classmate in my school.

The following adjectives can be used to describe people(s) or to tell how you feel about them. These pairs are opposites. Place an X in the space between each pair that best represents your opinion of the people of Mexico.

1. unsociable	:	A	:	B	:	C	:	D	:	E	:	sociable
2. warm	:		:		:		:		:		:	cold
3. cruel	:		:		:		:		:		:	kind
4. backward	:		:		:		:		:		:	progressive
5. considerate	:		:		:		:		:		:	thoughtless
6. nice	:		:		:		:		:		:	nasty
7. unfriendly	:		:		:		:		:		:	friendly
8. effective	:		:		:		:		:		:	ineffective
9. generous	:		:		:		:		:		:	stingy
10. stupid	:		:		:		:		:		:	intelligent
11. bad	:		:		:		:		:		:	good
12. rude	:		:		:		:		:		:	polite
13. productive	:		:		:		:		:		:	unproductive
14. passive	:		:		:		:		:		:	active
15. refined	:		:		:		:		:		:	crude
16. sympathetic	:		:		:		:		:		:	inconsiderate
17. ambitious	:		:		:		:		:		:	unambitious
18. unaccommodating	:		:		:		:		:		:	obliging
19. rich	:		:		:		:		:		:	Poor
20. unimaginative	:		:		:		:		:		:	creative

Put an X in the appropriate space for each statement below.

A person from

- I would : A : B : C : D : E : I would not accept as a neighbor on my street.
- I would : A : B : C : D : E : I would not accept as a member of my school club.
- I would not : A : B : C : D : E : I would accept as a partner in marriage.
- I would : A : B : C : D : E : I would not accept as my best friend.
- I would not : A : B : C : D : E : I would accept as a classmate in my school.

Please read each of the following statements carefully and then mark each according to whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD).

- | | | | | | |
|--|-----------|----------|----------|----------|-----------|
| 1. The purpose of studying other cultures is that in becoming familiar with the strengths and weaknesses of other countries, one's own country becomes either less vulnerable to the aggressive acts of other countries or more open to cooperation and/or acceptance. | SA
() | A
() | U
() | D
() | SD
() |
| 2. Learning about other cultures does nothing to add to the alternatives available for enjoying one's life. | SA
() | A
() | U
() | D
() | SD
() |
| 3. The study of other cultures expands one's perceptions so that he can become aware of previously unknown responses to life. | SA
() | A
() | U
() | D
() | SD
() |
| 4. People will never establish through the study of other cultures that we must learn how to combat international violence through some system of regulations. | SA
() | A
() | U
() | D
() | SD
() |
| 5. Nations promoting international understanding gain increased recognition, become better admired, and develop more effective leadership. | SA
() | A
() | U
() | D
() | SD
() |
| 6. Studying other cultures helps all people to conceptualize a system of justice and to develop the necessary commitments for the establishment of universal justice. | SA
() | A
() | U
() | D
() | SD
() |
| 7. International studies are not very important because nations can gain very few economic benefits from each other even though their citizens increase friendly interactions and communications. | SA
() | A
() | U
() | D
() | SD
() |
| 8. Even though people learn about other cultures, it does not often help them to understand their own nation, society, or themselves more. | SA
() | A
() | U
() | D
() | SD
() |
| 9. The study of other cultures will aid in the development of competencies necessary for the establishment of a world order based not on the fear of law but on the understanding that cooperative effort can be universally beneficial. | SA
() | A
() | U
() | D
() | SD
() |

APPENDIX V

TESTS ABOUT THE UNITED STATES FOR JAPANESE STUDENTS

(Japanese Version)

答えはすべて解答用紙に記入して下さい。

1. アメリカ合衆国の独立宣言を書いた人は誰ですか。
A. ジョージ・ワシントン B. トマス・ジェファークソン
C. アレクサンダー・ハミルトン D. ベンジャミン・フランクリン
2. アメリカ合衆国の奴隷制度についてアブラハム・リンカーンの書いたのは、次のどれですか。
A. ミズーリ協定 B. カンサス・ネブラスカ条例
C. 奴隷解放宣言 D. 独立宣言
3. アメリカ合衆国が日本に宣戦を布告したのは、
A. 真珠湾を爆撃する直前でした。
B. 1940年に日本が北ベトナムを占領したときでした。
C. フランスが敗北したからです。
D. 真珠湾を爆撃したあとでした。
4. アメリカ合衆国の人口はどれですか。
A. 約2億2000万人 B. 約1億1000万人
C. 約22億人 D. 約3億人
5. アメリカ合衆国の州のうちで、他の48州と地理的に離れた2つの州の組合せはどれですか。
A. ルイジアナとハワイ B. ルイジアナとロード・アイランド
C. ロードアイランドとアラスカ D. ハワイとアラスカ
6. アメリカ合衆国で一番長い川はどれですか。
A. ミズーリ川 B. ミシシッピ川
C. オハイオ川 D. コロラド川
7. 今のアメリカ合衆国の政権担当政党はどれですか。
A. 民主党 B. アメリカ独立党
C. 共産党 D. 共和党
8. アメリカ合衆国では大統領を
A. 立法府の構成員の中から、構成員の投票によって選ぶ。
B. 直接国民投票によって選ぶ。
C. 直接国民投票によって選ばれた特定の選挙人の集団が選ぶ。
D. 直接国民投票によって選ばれた立法府の構成員が選ぶ。
9. アメリカ合衆国の立法府は何と呼ばれていますか。
A. 議会 (Parliament) B. 連邦議会 (Congress)
C. 下院 (House of Representative) D. 国会 (Diet)
10. アメリカ合衆国の通貨の単位は何ですか。
A. ペソ B. マルク C. ドル D. フラン

11. 日本とアメリカ合衆国との間に、最近貿易の不均衡が生じている主要な原因はどれですか。
- A. 日本がアメリカ合衆国の鉱物資源と食糧を大量に輸入しているから。
 B. アメリカ合衆国が日本の自動車と電気製品を大量に輸入しているから。
 C. アメリカ合衆国が日本の鉱物資源と食糧を大量に輸入しているから。
 D. 日本がアメリカ合衆国の自動車と電気製品を大量に輸入しているから。
12. アメリカ合衆国の一番主要な農産物はどれですか。
- A. サツマイモ B. 米 C. 小麦 D. サトウキビ
13. アメリカ合衆国の主要な宗教はどれですか。
- A. ヒンズー教 B. 仏教
 C. キリスト教 D. イスラム教(回教)
14. アメリカ合衆国の離婚率は
- A. 20%以下です。 B. 約30%です。
 C. 約40%です。 D. 50%かそれ以上です。
15. アメリカ合衆国では社会的地位は主に何によって決定されていますか。
- A. 出身階層 B. 学歴や職業
 C. 業績・学歴・収入および職業 D. 出身階層・学歴および職業
16. アメリカ合衆国の労働組合について最も正しいものは次の文のうちどれですか。
- A. 全国的規模の大きな労働組合は主要な政党に強い影響力をもち、それと持続的な関係を持っています。
 B. 全国的規模の大きな労働組合が政党を支持する場合には、その政党の綱領に基づいて決めます。
 C. 法律は、労働組合が政党や候補者を支持することを禁じています。
 D. 労働組合はたいてい独立した政党として活動しています。
17. アメリカ合衆国の会社の特色を最もよく表わしているのは、次のうちどれですか。
- A. 終身雇用 B. 会社員の間での強い家族的一体感
 C. 年功序列制 D. ひんばんな転職
18. 次のうち、アメリカ合衆国の夫婦の役割について最も正確な記述はどれですか。
- A. 普通は夫が主要な決定をし、家計を切り回わしています。
 B. 普通は夫が主要な決定をし、妻は家計を切り回わしています。
 C. 普通は妻が主要な決定をし、家計を切り回わしています。
 D. 普通は夫も妻も両方で家計を切り回し、そのごとく決定するのに参加しています。
19. 次のアメリカ合衆国の部局の中で、今日一番大きな予算を持っているのはどれですか。
- A. 教育省 B. 国務省 C. 国防総省 D. エネルギー省
20. アメリカ合衆国では高等学校に入学した生徒のうち、何%が卒業しますか。
- A. 95%以上 B. 約80% C. 約60% D. 50%以下

21. アメリカ合衆国の公立小・中・高等学校の教科は、
- 国が制定し、全国一様です。
 - 各州が制定するけれども、全国一様です。
 - 各州が制定し、時には州によって異なる。ています。
 - 市町村の教育委員会が制定するけれども、ほぼ全国一様です。
22. 最近のアメリカ合衆国における最も大きな少数集団はどれですか。
- イタリア人
 - 日本人
 - カンボジア人
 - キューバ人
23. アメリカ合衆国では、
- 退職した人たちの収入は社会保障だけです。
 - 退職した人たちの収入は退職年金だけです。
 - ふつうは、退職した人たちの収入は社会保障と退職年金の二つです。
 - 退職した人たちの収入はありません。退職した人たちは貯蓄で生活するか、あるいは家族をたよりにしなければなりません。
24. 次のうち、アメリカ合衆国で個人・集団の所属性の特徴について最も正しいのはどれですか。
- 集団よりも個人のほうが重要です。
 - 個人は一つの重要な集団の構成員になることにおいて自己の所属性を確立します。
 - 自己の所属性は親族と遺伝によって決定されます。
 - 集団の性格がふつう、メンバー（成員）の個性を規定します。
25. 英語を書くときには、
- 各々の文字が一つの音を表わす26字のアルファベットを使います。
 - 各々の文字が一つの音を表わす24字のアルファベットを使います。
 - 別々にあるいは結び合、てさまざまな音を表わす26字のアルファベットを使います。
 - 別々にあるいは結び合、てさまざまな音を表わす24字のアルファベットを使います。
26. アメリカ・インディアンがはく動物の皮で作った靴は何と呼ばれていますか。
- サンダル
 - モカシン
 - トグ
 - スニーカー
27. アメリカ合衆国の劇作家で「欲望という名の電車」、「熱いタン屋根上の猫」および「ガラスの動物園」を書いた人は、
- ニール・サイモンです。
 - アーサー・ミラーです。
 - テネシー・ウィリアムズです。
 - ソーントン・ウィルタです。
28. 次の詩人の中でアメリカ合衆国人でないのはどの人ですか。
- ウォルト・ホイットマン
 - サムエル・テイラー・コラリッジ
 - ロバート・フロスト
 - カール・サンドバーグ
29. 次の作家のうち十九世紀アメリカ合衆国の小説家は誰ですか。
- ハーマン・メルビル
 - ジョン・スタインベック
 - ウィリアム・フォークナー
 - アーネスト・ヘミングウェイ

40. アメリカ合衆国では感謝祭のときに伝統的に次のどの肉を食べますか。
- A. 魚 B. 牛肉 C. 七面鳥 D. 豚肉
41. 現在のアメリカ合衆国で、さほど問題にならないのはどれですか。
- A. 犯罪 B. インフレ C. 失職 D. 資源不足
42. 日本とアメリカ合衆国の国民総生産（GNP）について、次のうち最も正しい記述はどれですか。
- A. 1人当たりの国民総生産は日本の方が多いが、国民総生産全体はアメリカ合衆国の方が多い。
 B. 1人当たりの国民総生産も、国民総生産全体も日本の方が多い。
 C. 1人当たりの国民総生産はアメリカ合衆国の方が多いが、国民総生産全体は日本の方が多い。
 D. 1人当たりの国民総生産も、国民総生産全体もアメリカ合衆国の方が多い。
43. アメリカ合衆国における犯罪率は、
- A. 第2次世界大戦の直後より著しく低いものになっています。
 B. 第2次世界大戦の直後より著しく高いものになっています。
 C. 日本における犯罪率より低いです。
 D. 5年前から急に減少しています。
44. アメリカ合衆国における女性の役割を最もよく記述しているのは次のうちどれですか。
- A. たいていの女性は主婦と母親の役割に限定されています。
 B. ふつう、女性は幅広い専門的職業の中から自分の好きな職業を選ぶ機会をもっています。
 C. 現在、女性はたいていの職業につけるが、職業婦人の多くの場合、結婚していません。
 D. 職業婦人の仕事は、店員の仕事に限定されています。
45. アメリカ合衆国の労働時間は、普通毎週どれくらいですか。
- A. 48時間（6日）です。 B. 44時間（5日と半日）です。
 C. 40時間（5日）です。 D. 36時間（4日と半日）です。
46. 次のうちでアメリカ合衆国で最も人気のあるチームスポーツはどれですか。
- A. ラグビー B. サッカー C. フットボール D. バレーボール
47. アメリカ合衆国の主要な日刊新聞は、次のうちどれですか。
- A. タイム B. ガウエル・ストリート・ジャーナル
 C. USニュースとワールド・レポート D. ニュースウィーク
48. 次のうちでアメリカ合衆国の家庭について最も正確な記述はどれですか。
- A. 家の中でも普通は靴をはきます。
 B. 入浴は普通、風呂屋でします。
 C. 子どもたちは、学校の勉強を補うために毎週数時間特別の学校へ行きます。
 D. 普通、寝るときはふとんを床に敷きます。
49. 次のうちキリスト教の信仰で最も大切な考え方はどれですか。
- A. 正しいふるまい B. 義務の観念 C. 信仰と愛 D. 善行

50. キリスト教会で聖体拝領のために使われるパンとブドウ酒は
- キリストの誕生と死の象徴です。
 - アダムとイブのエデンからの追放の象徴です。
 - キリストのからだと血の象徴です。
 - 人間の原罪の象徴です。
51. 次のうちで、アメリカ合衆国で創られたのはどの宗教ですか。
- 長老教会
 - モルモン教会
 - ルーテル教会
 - フエーカー教会
52. 次のうちでアメリカ合衆国の人の特徴を最もよく表わしているのはどれですか。
- 伝統的な価値を無批判的に受容すること。
 - 強い個人主義の観念をもっていること。
 - 競争心のないこと。
 - 市民全体に一律な価値感があること。
53. アメリカ合衆国ではグループが決定を行うとき、通常、次のどれをとりましますか。
- 個人が自分の意見を強く主張する。
 - 全員の意見の一致を得る。
 - 決定にはグループのメンバー全員が等しく関係する。
 - いろいろな意見を持つ人々の間でのオープンな討議は行われない。
54. レーガン政権が最も関心を示していない政策は次のうちのどれですか。
- 軍事力の強化
 - 国家の予算を釣り合いのしれたものにすること。
 - 人間の権利の保障
 - インフレを抑制すること
55. アメリカ合衆国の国旗に描かれている星は、
- 特別な意味はありません。
 - 最初の13植民地を表わしています。
 - アメリカ合衆国の歴代大統領を表わしています。
 - 現在ある50の州を表わしています。
56. アメリカ合衆国で復活祭の儀式は何のために行われますか。
- ローマ法王を尊敬するためです。
 - キリストの誕生を祝うためです。
 - 死んだ先祖を敬うためです。
 - キリストの死と復活を記念するためです。
57. アメリカ合衆国民があいさつ状を取り交わすのは普通、
- 年に1度、復活祭のときです。
 - 年に1度、クリスマスのときです。
 - 年に2度、クリスマスと復活祭のときです。
 - 年に2度、クリスマスと独立記念日のときです。
58. 次のうち、アメリカ合衆国ではじまったのはどの休暇ですか。
- 復活祭
 - クリスマス
 - 正月
 - 感謝祭

59. 毎年メイシー百貨店が主催する感謝祭のパレードは、

- A. ボストンで行われます。
- B. シカゴで行われます。
- C. ニューヨークで行われます。
- D. フィラデルフィアで行われます。

60. アメリカ合衆国民はお互い会ったときには普通、

- A. おじぎをしてあいさつをします。
- B. 握手をしてあいさつをします。
- C. 抱擁し、ほほにキスをして、あいさつをします。
- D. 身振りは使わずにあいさつをします。

解答用紙

- | | | |
|--|--|--|
| 1. A B C D
() () () () | 25. A B C D
() () () () | 49. A B C D
() () () () |
| 2. () () () () | 26. () () () () | 50. () () () () |
| 3. () () () () | 27. () () () () | 51. () () () () |
| 4. () () () () | 28. () () () () | 52. () () () () |
| 5. () () () () | 29. () () () () | 53. () () () () |
| 6. () () () () | 30. () () () () | 54. () () () () |
| 7. () () () () | 31. () () () () | 55. () () () () |
| 8. () () () () | 32. () () () () | 56. () () () () |
| 9. () () () () | 33. () () () () | 57. () () () () |
| 10. () () () () | 34. () () () () | 58. () () () () |
| 11. () () () () | 35. () () () () | 59. () () () () |
| 12. () () () () | 36. () () () () | 60. () () () () |
| 13. () () () () | 37. () () () () | |
| 14. () () () () | 38. () () () () | |
| 15. () () () () | 39. () () () () | |
| 16. () () () () | 40. () () () () | |
| 17. () () () () | 41. () () () () | |
| 18. () () () () | 42. () () () () | |
| 19. () () () () | 43. () () () () | |
| 20. () () () () | 44. () () () () | |
| 21. () () () () | 45. () () () () | |
| 22. () () () () | 46. () () () () | |
| 23. () () () () | 47. () () () () | |
| 24. () () () () | 48. () () () () | |

(注) この解答用紙は、別紙の問題の答えを書いて下さい。

1. 氏名 _____ 2. 年齢 _____ 3. 性別 _____ 4. 学年 _____
 5. 学校 _____ 6. 学校の所在地 _____ 市・県 _____ 市・郡 _____ 町 _____

※ 7. 8. 9. の問いには、A, B (C~F) の記号に○をつけることで答えて下さい。

7. あなたが住んでいる所は、 A. 地方です B. 都市です
8. あなたが住んでいる市(町村)の人口は、
 A. 5000 人未満 B. 5000 人以上 15000 人未満 C. 15000 人以上
 50000 人未満 D. 50000 人以上 250000 人未満 E. 250000 人以上
 500000 人未満 F. 500000 人以上
9. あなたの成績は 上・中・下 であらわすと、どれに入ると思いますか。
 A. 上 B. 中 C. 下
10. あなたはどのような外国語を勉強しましたか。また それらといつ(たとえば
 中学校の何年)からいつまで勉強しましたか。
11. あなたが高校でうけている社会科の科目は何ですか。また それぞれどのくら
 いの期間(1年間とか2年間など)学習しましたか。
12. 次の十二ヶ国のうちで、どの国に最も行ってみたいですか。最も行、てみたい国
 を1として順番に番号をつけて最後の国を12として下さい。
 _____ 中国 _____ フランス _____ ソ連 _____ イギリス _____ イスラエル
 _____ スペイン _____ ブラジル _____ アメリカ _____ 大韓民国 _____ エジプト
 _____ メキシコ _____ サウジアラビア
13. 次の十二ヶ国のうちで、どの国について最も勉強したいですか。最も勉強したい
 国を1として順番に番号をつけて最後の国を12として下さい。
 _____ 中国 _____ フランス _____ ソ連 _____ イギリス _____ イスラエル
 _____ スペイン _____ ブラジル _____ アメリカ _____ 大韓民国 _____ エジプト
 _____ メキシコ _____ サウジアラビア
14. あなたがアメリカの文化について知ったのは、どのような場合でしたか。次のう
 ちあてはまる場所にXを書き、そのうち最も重要だと思うものの二つに○をつけ
 て下さい。
 _____ 授業 _____ 新聞・雑誌 _____ 旅行 _____ アメリカの人々 _____ 映画
 _____ テレビ _____ アメリカに行った旅行者 _____ その他
15. アメリカに関して学習したのは、何学年のどの科目ですか。
16. あなたが旅行したり、住んだことのある外国があればその国名を書いて下さい。

次の形容詞（あるいは修飾語）は、外国の人たちについて記述したり、どのように感じているかを述べるによく用いられます。それぞれは対照的なことばの組み合わせになっています。それぞれの組み合わせのうちで、韓 国 の人々についてあなたの意見を一番よく表わしているところにX印をつけて下さい。

(例)

	A	B	C	D	E	
非社交的	(全く社交的)	(どちらかといえば社交的でない)	(どちらともいえない)	(どちらかといえば社交的である)	(非常に社交的である)	社交的

	A	B	C	D	E	
1. 非社交的	()	()	()	()	()	社交的
2. 暗かい	()	()	()	()	()	冷い
3. 残酷な	()	()	()	()	()	親切な
4. 遅れている	()	()	()	()	()	進歩している
5. 分別がある	()	()	()	()	()	分別がない
6. 快よい	()	()	()	()	()	不快な
7. 親しみがない	()	()	()	()	()	親しみがある
8. 有能な	()	()	()	()	()	無能な
9. 有気がよい	()	()	()	()	()	けちけちしている
10. ばかな	()	()	()	()	()	理知的な
11. 悪い	()	()	()	()	()	良い
12. 無礼な	()	()	()	()	()	丁寧な
13. 生産的な	()	()	()	()	()	非生産的な
14. 愛動的な	()	()	()	()	()	能動的な
15. 洗練された	()	()	()	()	()	粗野な
16. 思いやりがある	()	()	()	()	()	思いやりがない
17. 大望をもっている	()	()	()	()	()	大望がない
18. 無愛想な	()	()	()	()	()	世話好き
19. 豊かな	()	()	()	()	()	貧しい
20. 創造力のない	()	()	()	()	()	創造的な

次の考えのうち、あなたの考えに合っているものの記号(A～E)にX印をつけなさい。

A = 大賛成 B = 賛成 C = どちらでもない D = 反対 E = 大反対
わからない

- 私は 人を(街の)となりの人として受け入れたい。
A () B () C () D () E ()
- 私は 人を校外クラブ(たとえばスポーツクラブ)のメンバーとして受け入れたい。
A () B () C () D () E ()
- 私は 人を結婚の相手として受け入れたい。
A () B () C () D () E ()
- 私は 人を友達として受け入れたい。
A () B () C () D () E ()
- 私は 人を同級生として受け入れたい。
A () B () C () D () E ()

次の形容詞（あるいは修飾語）は、外国の人たちについて記述したり、どのように感じているかを述べるによく用いられます。それぞれは対照的なことばの組み合わせになっています。それぞれの組み合わせのうちで、メキシコの人々についてあなたの意見を一番よく表わしているところにX印をつけて下さい。

(51)

非社交的 (全く社交的でない) (どちらかといえば社交的でない) (どちらとも言えない) (どちらかといえば社交的である) (非常に社交的である) 社交的

	A	B	C	D	E	
1. 非社交的	()	()	()	()	()	社交的
2. 暗い	()	()	()	()	()	冷い
3. 残酷な	()	()	()	()	()	親切な
4. 遅れている	()	()	()	()	()	進歩している
5. 分別がある	()	()	()	()	()	分別がない
6. 快い	()	()	()	()	()	不快な
7. 親しみのない	()	()	()	()	()	親しみのある
8. 有能な	()	()	()	()	()	無能な
9. 気がよい	()	()	()	()	()	けちけちしている
10. ばか	()	()	()	()	()	理知的な
11. 悪い	()	()	()	()	()	良い
12. 無礼な	()	()	()	()	()	丁寧な
13. 生産的な	()	()	()	()	()	非生産的な
14. 勇動的な	()	()	()	()	()	能動的な
15. 洗練された	()	()	()	()	()	粗野な
16. 思いやりがある	()	()	()	()	()	思いやりがない
17. 大望をもっている	()	()	()	()	()	大望がない
18. 無愛想な	()	()	()	()	()	世話好きな
19. 豊かな	()	()	()	()	()	貧しい
20. 創造力のない	()	()	()	()	()	創造的な

次の考えのうち、あなたの考えに合っているものの記号(A~E)にX印をつけなさい。

A = 大賛成 B = 賛成 C = どちらでもない
 わからない D = 反対 E = 大反対

1. 私は 人を(荷の)とばかりの人として受け入れたい。
A () B () C () D () E ()
2. 私は 人を校外クラブ(たとえばスポーツクラブ)のメンバーとして受け入れたい。
A () B () C () D () E ()
3. 私は 人を結婚の相手として受け入れたい。
A () B () C () D () E ()
4. 私は 人を友だちとして受け入れたい。
A () B () C () D () E ()
5. 私は 人を同級生として受け入れたい。
A () B () C () D () E ()

次の形容詞（あるいは修飾語）は、外国の人たちについて記述したり、どのように感じているかを述べるによく用いられます。それぞれは対照的なことばの組み合わせになっています。それぞれの組み合わせのうちで、アメリカ合衆国の人々についてあなたの意見を一番よく表わしているところにX印をつけて下さい。

(例)

	A	B	C	D	E	
非社交的	(全く社交的でない)	(どちらかといえば社交的でない)	(どちらともいえない)	(どちらかといえば社交的である)	(非常に社交的である)	社交的

	A	B	C	D	E	
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4. 遅れている	()	()	()	()	()	進歩している
5. 分別がある	()	()	()	()	()	分別がない
6. 快よい	()	()	()	()	()	不快な
7. 親しみがない	()	()	()	()	()	親しみがある
8. 有能な	()	()	()	()	()	無能な
9. 気前がよい	()	()	()	()	()	けちけちしている
10. ばかな	()	()	()	()	()	理知的な
11. 悪い	()	()	()	()	()	良い
12. 無礼な	()	()	()	()	()	丁寧な
13. 生産的な	()	()	()	()	()	非生産的な
14. 受動的な	()	()	()	()	()	能動的な
15. 洗練された	()	()	()	()	()	粗野な
16. 思いやりがある	()	()	()	()	()	思いやりがない
17. 失望をもちている	()	()	()	()	()	大望がない
18. 無愛想な	()	()	()	()	()	世話好きな
19. 豊かな	()	()	()	()	()	貧しい
20. 創造力のない	()	()	()	()	()	創造的な

次の考えのうち、あなたの考えに合っているものの記号（A～E）にX印をつけて下さい。

A = 大賛成 B = 賛成 C = どちらでもない D = 反対 E = 大反対
わからない

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- 私は 人を校外クラブ（たとえばスポーツクラブ）のメンバーとして受け入れたい。
A () B () C () D () E ()
- 私は 人を結婚の相手として受け入れたい。
A () B () C () D () E ()
- 私は 人を友だちとして受け入れたい。
A () B () C () D () E ()
- 私は 人を同級生として受け入れたい。
A () B () C () D () E ()

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(例)

	A	B	C	D	E	
非社交的	(全く社交的ではない)	(どちらかといえば社交的ではない)	(どちらとも言えない)	(どちらかといえば社交的である)	(非常に社交的である)	社交的

	A	B	C	D	E	
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3. 残酷な	()	()	()	()	()	親切な
4. 遅れている	()	()	()	()	()	進歩している
5. 分別がある	()	()	()	()	()	分別がない
6. 快よい	()	()	()	()	()	不快な
7. 親しみがたい	()	()	()	()	()	親しみがあがる
8. 有能な	()	()	()	()	()	無能な
9. 気前がよい	()	()	()	()	()	けちけちしている
10. ばかだ	()	()	()	()	()	理知的な
11. 悪い	()	()	()	()	()	良い
12. 無礼な	()	()	()	()	()	丁寧な
13. 生産的な	()	()	()	()	()	非生産的な
14. 受動的な	()	()	()	()	()	能動的な
15. 洗練された	()	()	()	()	()	粗野な
16. 思いやりがある	()	()	()	()	()	思いやりがない
17. 大望をもっている	()	()	()	()	()	大望がない
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19. 豊かな	()	()	()	()	()	貧しい
20. 創造力のない	()	()	()	()	()	創造的な

次の考えのうち、あなたの考えに合っているものの記号（A～E）にX印をつけなさい。

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- 私は 人を結婚の相手として受け入れたい。
A () B () C () D () E ()
- 私は 人を友だちとして受け入れたい。
A () B () C () D () E ()
- 私は 人を同級生として受け入れたい。
A () B () C () D () E ()

次の文を読んで、それに対するあなたの意見を()にX印で答えて下さい。

(SA) 大賛成 (A) 賛成 (U) はっきりしない (D) 反対 (SD) 大反対
わからない

1. 他国の強さや弱さをよく知っていると、他国の侵略を受けにくいし、他国の協力や容認を受けやすくなる。これが他国の文化を学習する目的である。

SA	A	U	D	SD
()	()	()	()	()
2. 他国の文化を学習する目的は、自分の生活を楽しむためであって、その他のことには何の役にもたない。

SA	A	U	D	SD
()	()	()	()	()
3. 他国の文化を学習すると、自己の認識が拡大するので、今まで知らなかった生活への対応のし方に気づくようになる。

SA	A	U	D	SD
()	()	()	()	()
4. 他国の文化を学習しても、国家間の暴力を法的に規制する方法を学ばなければならない、ということを明らかにするものではない。

SA	A	U	D	SD
()	()	()	()	()
5. 国際理解を進めている国は、他国の容認をいっそう獲得し、賞賛を受け、また 指導力をいっそう発揮できるようになる。

SA	A	U	D	SD
()	()	()	()	()
6. 他国の文化の学習は、すべての人々が正義の体系を理解し、普遍的な正義の確立に必要な態度を育成するのに役立つ。

SA	A	U	D	SD
()	()	()	()	()
7. 他国についての学習は、たとえ諸国民による友好的な相互関係やコミュニケーションを増大させるとしても、経済的な利益をお互いにほとんど得ることができないので、それほど重要なことではない。

SA	A	U	D	SD
()	()	()	()	()
8. 他国の文化について学習しても、自分の国や社会や自分自身をよりよく理解することには必ずしも役立つとは言えない。

SA	A	U	D	SD
()	()	()	()	()
9. “法律に対する恐れ”という認識に基づいてつくられる「秩序ある世界」ではなく、“協調的な努力が普遍的に有益である”という認識に基づいてつくられる「秩序ある世界」。それを確立するのに必要な能力は、他国の文化の学習によって、育成されるであろう。

SA	A	U	D	SD
()	()	()	()	()

APPENDIX VI

JAPANESE SCHOOL GROUPS TESTED

APPENDIX VI

JAPANESE SCHOOL GROUPS TESTED

School Number	Name and Location	Number of Students Tested
1	Koyo High School Hiroshima-shi, Hiroshima-ken	41
2	Ishibishi High School Shimo-tsuga-gun, Tochigi-ken	43
3	Mine High School Mine-gun, Yamaguchi-ken	38
4	Sofue High School Nakajima gun, Aichi-ken	38
5	Ikeda High School Okeda-shi, Osaka-fu	41
6	Beppu Aoyama High School Beppu-shi, Oita-ken	40
7	Sakuma High School Iwata-shi, Shizuoka-ken	48
8	Matsuyama Hishi High School Matsuyama-shi, Ehime-ken	45
9	Sakaide Technical High School Sakaide-shi, Kagawa-ken	44
10	Miwa High School Sera-gun, Hiroshima-ken	32
11	Motomachi High School Hiroshima-shi, Hiroshima-ken	41
12	Hiroshima Karon High School Hiroshima-shi, Hiroshima-ken	41
13	Hiroshima Jogakuin Hiroshima-shi, Hiroshima-ken	45
14	Ishida High School Ogawa-gun, Kagawa-ken	35

APPENDIX VI (Continued)

School Number	Name and Location	Number of Students Tested
15	Hiroshima University High School Fukuyama-shi, Hiroshima-ken	45
16	Inatori High School Kam-gun, Shizuoka-ken	34
17	Nario High School Kawakami-gun-Okayama-ken	34
18	Taketoya High School Chita-gun, Aichi-ken	45
19	Hiroshima Commercial High School Hiroshima-shi, Hiroshima-ken	43
20	Koya High School Wakayama-shi, Wakayama-ken	37
21	Hiroshima University High School Hiroshima-shi, Hiroshima-ken	40
22	Fusekita High School Higashi Osaka-shi, Osaka-fu	30
23	Hiroshima University High School Hiroshima-shi, Hiroshima-ken	39
TOTAL		919

APPENDIX VII

UNITED STATES SCHOOL GROUPS TESTED

APPENDIX VII

UNITED STATES SCHOOL GROUPS TESTED

School Number	Name and Location	Number of Students Tested
29	Elhart Memorial High School Elhart, Indiana	33
30	Franklin Community High School Franklin, Indiana	29
31	Delta High School Delta, Indiana	41
32	Jeffersonville, High School Jeffersonville, Indiana	29
33	West Lake High School West Lake, Texas	39
34	Miramonte High School Orinda, California	37
35	Ygnacio High School Conford, California	21
36	Clackamas High School Milwaulkie, Oregon	108
37	Pisgah Senior High School Canton, North Carolina	181
38	Independence High School San Jose, California	31
39	Gunn High School Palo Alto, California	22
40	Cocke County High School Newport, Tennessee	70
41	Lakewood High School Lakewood, Ohio	110
TOTAL		751

APPENDIX VIII

SELECTED DEMOGRAPHIC MEANS OF JAPANESE SCHOOL GROUPS

APPENDIX VIII

SELECTED DEMOGRAPHIC MEANS OF JAPANESE SCHOOL GROUPS

School Number	Semesters Of Foreign Language Studied	Semesters Of Senior High Social Studies	Number Of Courses In Which the U.S. Was Studied	Number of Countries Lived In Or Visited	Attitude Toward Value Of International Education
1	8.44	2.49	1.78	0.00	23.58
2	8.19	2.77	2.07	0.00	22.32
3	8.16	2.45	2.24	0.00	22.29
4	8.05	2.42	1.76	0.00	25.36
5	8.58	2.73	2.07	0.12	22.24
6	8.15	2.88	2.75	0.02	22.82
7	8.21	2.29	2.35	0.00	21.73
8	8.13	3.02	1.98	0.04	22.09
9	8.04	1.98	2.27	0.00	23.57
10	8.00	2.31	1.91	0.00	24.12
11	8.44	2.83	2.29	0.10	20.07
12	8.05	2.73	2.10	0.05	22.15
13	8.09	2.00	2.11	0.18	19.71
14	8.00	2.43	1.97	0.08	24.54
15	8.40	1.96	2.17	0.04	20.71
16	8.06	2.38	1.91	0.00	24.24
17	8.00	3.50	1.94	0.00	23.76
18	8.36	3.80	2.07	0.00	22.44
19	8.05	1.42	1.91	0.00	24.60
20	8.81	3.46	1.92	0.05	21.70
21	8.55	2.50	2.35	0.05	21.75
22	8.46	2.53	1.96	0.03	24.37
23	8.36	3.00	2.54	0.26	22.18
National Means	8.24	2.60	2.11	0.04	22.62

APPENDIX IX

SELECTED DEMOGRAPHIC MEANS OF UNITED STATES SCHOOL GROUPS

APPENDIX IX

SELECTED DEMOGRAPHIC MEANS OF UNITED STATES SCHOOL GROUPS

School Number	Semesters Of Foreign Language Studied	Semesters Of Senior High Social Studies	Number Of Courses In Which Japan Was Studied	Number of Countries Lived In Or Visited	Attitude Toward Value Of International Education
29	1.24	1.76	1.91	0.58	22.91
30	1.79	1.03	1.86	1.41	21.83
31	1.61	1.46	2.36	0.60	20.66
32	4.66	1.38	2.10	0.41	21.41
33	3.10	1.85	2.07	1.69	21.59
34	5.78	1.32	1.84	1.78	19.30
35	3.95	2.09	1.47	1.48	21.33
36	1.70	1.66	1.81	1.70	19.24
37	1.26	2.21	2.27	0.66	20.70
38	4.03	1.68	2.10	1.45	20.87
39	6.54	3.81	1.86	3.40	18.32
40	2.26	2.17	0.97	0.42	21.11
41	4.21	2.05	1.22	0.77	19.86
National Means	2.68	1.93	1.83	1.03	20.40

APPENDIX X

STUDENT PREFERENCES FOR COUNTRIES TO LIVE IN OR VISIT AND TO STUDY

APPENDIX X

STUDENT PREFERENCES FOR COUNTRIES TO LIVE IN OR VISIT AND TO STUDY

	China	England	Brazil	Egypt	France	Israel	Japan/ U.S.		Mexico	Russia	Spain	South Korea	Saudia Arabia
Country Most Liked to Live in or Visit													
Japan	86	106	09	29	194	05	436	10	09	09	21	04	04
U.S.	23	196	18	51	284	25	37	48	19	19	37	07	03
Country Least Liked to Live in or Visit													
Japan	30	12	24	41	04	235	09	12	172	12	12	241	117
U.S.	10	04	16	14	03	31	11	26	314	04	04	189	116
Country Most Liked to Study													
Japan	176	81	15	73	128	08	358	13	38	11	05	09	09
U.S.	40	125	11	126	151	37	58	38	112	26	13	10	10
Country Least Liked to Study													
Japan	37	18	32	59	09	171	29	68	107	41	231	109	109
U.S.	18	24	63	24	05	36	14	61	177	20	157	138	138

APPENDIX XI

JAPANESE STUDENTS' SOURCES OF INFORMATION ABOUT THE UNITED STATES

APPENDIX XI

JAPANESE STUDENTS' SOURCES OF INFORMATION ABOUT THE UNITED STATES

School Group	Classes	TV	Travel	Movies	Newspapers and Periodicals	U.S. People	People Who Have Traveled to the U.S.
1	14	13	5	13	18	7	3
2	23	22	2	11	19	2	2
3	24	19	1	13	24	1	4
4	18	13	4	8	16	3	6
5	20	28	0	11	20	3	4
6	8	13	4	9	8	7	7
7	20	14	2	13	15	4	3
8	16	12	3	21	23	5	2
8	24	13	3	11	15	6	5
10	12	14	1	7	11	4	3
11	24	18	2	15	18	3	8
12	20	19	3	20	19	4	3
13	20	16	5	21	18	5	2
14	9	9	5	12	17	6	7
15	26	26	3	23	1	1	2
16	12	18	5	10	18	6	5
17	16	12	2	7	9	2	2
18	23	15	3	16	18	2	1
19	19	9	6	5	13	4	4
20	18	16	4	10	16	8	7
21	24	24	5	18	24	6	11
22	11	11	7	13	16	5	3
23	17	17	4	13	16	8	11
Totals	418	371	74	300	395	105	107

APPENDIX XII

UNITED STATES STUDENTS' SOURCES OF INFORMATION ABOUT JAPAN

APPENDIX XII

UNITED STATES STUDENTS' SOURCES OF INFORMATION ABOUT JAPAN

School Group	Classes	TV	Travel	Movies	Newspapers and Periodicals	Japanese People	People Who Have Traveled to Japan
29	0	22	1	13	19	9	10
30	9	19	1	14	15	14	5
31	19	32	3	25	21	16	11
32	16	21	1	17	12	9	7
33	24	28	4	21	16	13	13
34	16	27	2	25	16	22	14
35	5	16	0	7	3	12	8
36	38	84	8	57	56	58	39
37	93	144	12	120	98	35	30
38	7	19	4	18	16	21	11
39	9	15	0	12	10	14	11
40	11	62	6	61	43	22	17
41	49	83	12	67	52	41	25
Totals	305	572	54	457	376	286	201

VITA

Donald Lee Spence was born in Burlington, North Carolina, on August 29, 1946. He grew up in Cosby, Tennessee, and was graduated from Cocke County High School in 1964. Mr. Spence recieved a Bachelor of Science degree in Liberal Arts from The University of Tennessee, Knoxville, in 1968, and a Master of Arts in Secondary Education from East Tennessee State University in 1972. He also studied at Osaka University of Foreign Studies and Hiroshima University from 1980 to 1982. Mr. Spence received the Doctor of Education degree with a major in Curriculum and Instruction from The University of Tennessee, Knoxville, December 1982.

Mr. Spence taught seventh grade social studies at Waynesville Junior High School in Waynesville, North Carolina, from 1968 to 1970. From 1970 to 1974, he was an interdisciplinary team leader in the same school. He was Director of Emergency Preparedness Education for North Carolina Public Schools from 1974 to 1976, and taught seventh grade social studies at Northwest School in Newport, Tennessee, from 1976-1977.

While he was working in North Carolina public schools, Mr. Spence was an active member of the North Carolina Association for Educators. He was a charter member of Phi Delta Kappa at East Tennessee State University, and is a current member of the Japanese Association for Research in the Social Studies and the National Council for the Social Studies, serving as a member of the International Activities Committee (1973-1975) and (1982-1984).

Mr. Spence was awarded the McClure Fellowship for the Study of World Affairs at The University of Tennessee, Knoxville, in 1979 and again in 1981. He was also awarded a Mombusho Fellowship (1980-1982).