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## Foreign University Students' Image of the United States of America

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FOREIGN UNIVERSITY STUDENTS'  
IMAGE OF  
THE UNITED STATES OF AMERICA

by  
Austra P. Balks

A thesis submitted to the  
Faculty of the School of Graduate  
Studies in partial fulfillment  
of the  
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## BACKGROUND OF THE PROBLEM

The purpose of this chapter is to delineate the problem and describe some of the rationale of its elements.

### Observations

As a foreign-born student this writer has been exposed to differing views about the United States of America, particularly with respect to its ideological background and some facets of its culture. Many of these views have not corresponded with facts observed about life in the United States, as revealed to the writer after she had resided in this country for a time. Among fellow immigrants, this writer stated that the longer one lived in the United States one's attitude became more understanding and positive toward the United States.

The writer had observed earlier that in many respects the basic image of the United States at foreign universities did not correspond with facts about the United States. Since foreign universities are the training centers for future leaders in these countries this situation has many negative ramifications.

A possible relationship between knowledge about life in, and attitudes towards, the United States was revealed in a research

study<sup>1</sup> conducted by this writer for the graduate class in Introduction to Research at Western Michigan University during the Spring of 1965. Among the more significant findings were these:

a. Foreign students react more positively to the United States the longer they have been there.

b. Students coming from countries with cultures similar to those of the United States (e. g. Canada, Germany) are more able to accept the United States. Students coming from the Far East and Africa have more difficulties in this respect.

From this limited pilot study and previous observations the importance of an accurate image of the United States in foreign universities became apparent, the impact might result in governmental efforts to establish better relationships.

In an attempt to determine whether the writer's views were supported by others, an extensive search of the literature was undertaken. Some of the findings of this effort are reported in the following section.

### The United States in International Politics

#### The United States as a world leader

The United States has long been recognized as a leader among the

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<sup>1</sup>Balks, Austra, "Attitudes of Students from Other Countries toward the United States". Spring 1965. Pp. 10+iii.



free nations. As such it is expected to implement many international responsibilities. This view was expressed by Eden<sup>1</sup>, as follows:

"The West faces dangers and difficulties. In varying degrees we are all conscious of them and of the confusion that tangles so much Western policy. Admittedly we would do better if we could work out our plans and purposes together, but this seems constantly further from our reach."

The reason for the anomaly in Eden's statement was postulated as follows:

"The first phenomenon to be noted, . . . is the overwhelming and still growing preponderant power of the United States in relation to any one of its Western allies."

Eden followed with this paragraph of explanation:

"In the last 15 years the gross national product of the United States has more than doubled, until it is now running at an annual rate of \$658 billion, compared with \$285 billion in 1950. The world has never seen, and 50 years ago could not have dreamed of, so prodigious and speedy a multiplication of producing power, with the result that the United States towers over its allies and may be expected to do so at ever dizzying attitudes."

According to Eden the financial power of the United States had brought this nation into the foreground. But this leadership carried with it many responsibilities, as described in the following paragraph:

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<sup>1</sup>Eden, Anthony, "The Burden of Leadership." Foreign Affairs, XLIV (January 1966), 229-38.

"The broadest shoulders attract the heaviest burden... the main burden of responsibilities among the free nations must be borne by the United States. We are now in the American age of leadership."

Nevertheless, the United States should not be left to carry the burdens of responsibility alone. As Eden<sup>1</sup> stated further, co-operation of the allied nations is a dire necessity:

"This truth does not, however, absolve other free nations from playing the fullest part they can; an attitude of cynical detachment touched with patronage is unworthy of any great country's past... What is unacceptable is that the free nations should continue in their present disarray..."

Unfortunately, however, this leadership of the United States has not been accepted universally. This point is supported in this statement in the U.S. News and World Report<sup>2</sup>:

"All around the world, soundings reveal, there are confusion and wonder about American policy and purpose. A diligent search fails to turn up any important area where U.S. leadership is being fully accepted and followed... Even in tiny Cyprus, an island in the Mediterranean where fighting has flared, the American Image is blurred..."

On February 11, 1964, President Johnson indicated in a speech that the United States has not been interested in a world dominance,

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<sup>1</sup> ibid.

<sup>2</sup> \_\_\_\_\_, "Around World - Puzzle over U.S." U.S. News and World Report, LVI (February 24, 1964), 39-41.

but rather desires to continue "the pioneers' creed". He stated:<sup>1 5</sup>

"U.S. Leadership:... We are not the last word and we cannot expect to mash a button and have our wishes carried out all over this globe. All we can do is expect to do what is right, what is honorable, what is enlightened, and that we are doing."

As another statement<sup>2</sup> indicated, even the allies have been reluctant to cooperate with the United States, although such might be expected of them.

"In nations allied with the U.S. are 862 million people. That compares with 195 million in the United States. The armed forces of these allies total just fewer than 6 million men. Those of the United States are fewer than 3 million. Aid given by the U.S. to these allies to help with their economy and their armed forces adds up to 76 billion dollars. That impressive strength, on paper, is found by U.S. officials to fade away when partners are called upon for help in military operations."

Thus there is much support for the lack of acceptance of the United States world leadership. In addition there are strong anti-American feelings abroad stemming from misconceptions about America and Americans, as indicated in the following section.

#### Anti-American feelings and the wrong image

In addition to a reluctance among the other nations of the world to cooperate with the United States, there is much evidence of a

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<sup>1</sup> ibid.

<sup>2</sup> \_\_\_\_\_, "How Helpful are U.S. Allies? - What the Record Shows." U.S. News and World Report, LIX (September 13, 1965), 50-2.

strong anti-American feeling. This attitude is reflected in the views of a European university professor who has lectured at many universities in the United States. Kuehnelt-Leddihn<sup>1</sup> has described the kinds of anti-Americanism found in Europe in this way:

"There is the personal one represented by Charles de Gaulle and his wartime recollections; there is one assiduously cultivated by the extreme Left composed of Communists and socialists; There is a distinctly capitalistic one entertained by entrepreneurs fearing American competition and commercial 'invasion'; there is a nationalistic version which plays on a mixture of memories concerned with defeat, occupation and the negative aspects of wartime alliance. Then there are all sorts of petty-minded people who feel thwarted by individual Americans; and finally there is even a conservative edition of Anti-Americanism, which cultivates the silly myth of a highly cultural Europe being methodically poisoned by a materialistic America whose Wall Street is simply a Kremlin in reverse. Of course, naked envy is more often than not the real, though unacknowledged, root of all these sentiments... let us acknowledge that Europeans really know nothing about America."

Kuehnelt-Leddihn not only named European ignorance of America as a cause for some of the anti-American feelings but also indicated that the ways Americans approach other nations are misleading. He supported this point by describing some differences between Americans and citizens of other nations.

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<sup>1</sup>Kuehnelt-Leddihn, Erik V., "Mounting Tide of Anti-Americanism." National Review, XVII (June 15, 1965), 503.

"The unusual mistake most Americans make in dealing with people of other nations stems from the notion that 'human beings are more like than unlike', and the rather idealistic determination to treat others as one would like to be treated oneself. . . . The other mistake derives from pragmatism. Americans are by nature generous and quickly forget insults and injuries. Europeans, on the other hand, not only have long memories but, their comparative lack of generosity often makes them spiteful and even envious. Envy is Europe's most widespread disease. . . . In this respect the Latin American is very much like the European."

The above statements of Kuehnelt-Leddihn reinforced the investigator's beliefs that some reason might be found for the otherwise inexplicable anti-American attitudes abroad. They indicate that one main cause for anti-Americanism abroad might result from misconceptions of America and Americans. In other words, the image of America does not correspond with the American way of life. This point was supported by Smith<sup>1</sup> in his comment about the French image of Americans:

"Those who play down anti-Americanism are misguided. It is a real hostility, not mere passing jealousy. It is not political hostility. . . . And seldom it is personal hostility toward individual Americans. Today's anti-Americanism is cultural hostility which was suppressed for a time by World War II. . . ."

Smith<sup>2</sup> then described how this cultural hostility is expressed.

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<sup>1</sup>Smith, Elwyn A., "Anti-Americanism, French Style." Christian Century, LXXXII (March 10, 1965), 300-3.

<sup>2</sup>ibid.

"This is but one more verse of the already popular refrain among anti-Americans: 'Now you see what kind of people we are dealing with. Here is the truth about the American soul! How do we differ from them? It's simply a matter of culture against barbarism - and we're not going to let them take over!'"

He explained the viewpoint in this latter statement as follows:

"When President Kennedy died, the outpouring of personal sympathy by Frenchmen to almost any American within reach was truly moving. But what amazed French intellectuals, and is still a mystery to many, was the smoothness of Mr. Johnson's succession. For years Frenchmen have trembled at the thought of the chaos that would follow if General DeGaulle were to be assassinated. But look at the Americans! A strong and controversial President was killed by an assassin with political ties and there was not a ripple of civil disorder, not even a political witch hunt."

This statement seems to suggest some kind of cultural void in Americans. The event made the French suspicious that there was something deeply wrong with the United States that had until then been hidden. Here again Smith sought to explain the rationale for this French anti-Americanism.

"America and Americans give an impression of self-confidence... About the only ground left to the European is that of moral superiority... When these old myths stir restlessly in European politics, Americans should pay attention to them."

With respect to the problem, Markel<sup>1</sup> stated that the people of the United States could best help the situation by informing other

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<sup>1</sup>Markel, Lester, "What we don't know, will hurt us." New York Times Magazine, (April 9, 1961), 9. 116-8.

nations about America.

"There is little doubt that our image abroad is not an accurate one - no more accurate in fact than our own images of other countries. Yet world peace depends on world understanding and this understanding can be brought about only by the exchange of true information among nations... Moreover, we have an unreasoning yet unbounded fear of the word 'propaganda'. But we should not be stopped by the word. In its genuine sense it is only ~~what~~ ~~it was~~ in its origins: an effort to propagate the truth."

This same viewpoint was expressed by Tubby<sup>1</sup> in this way:

"...as we face many crises, crises which together challenge our survival, we do need in the United States to demonstrate what is freedom..."

Similarly, Herring<sup>2</sup> stated that the United States should provide the information needed about themselves, to eliminate angry accusations of heartless indifference about other nations. He stated:

"Almost everywhere, there is a fierce anger against the United States; Fairly or unfairly, Americans are accused of heartless indifference to the welfare of other nations... If... (they) can find the way to use the United States Information Service to state some simple and eloquent truths about the intentions of Washington, it will be a memorable contribution to decent relations with Central Americans."

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<sup>1</sup>Tubby, Roger W., "The Crisis of America's Image." Department of State Bulletin, XLIV 1961. 972-5.

<sup>2</sup>Herring, Hubert, "Unrest in Central America." Current History, XL (April 1961), 214-8.

Johnson believes that Americans are not always welcome even after building up a nation's economy. In other words, aid alone has not produced a lasting acceptance of the United States. People need to be made familiar with American principles, as well as being given American food. Johnson stated:

"American influence no longer appears all-important. On Okinawa, for example, where the U.S. rebuilt the island's economy, the islanders are openly agitating for the Americans and their big military installations to leave. In the Philippines, you sense a new lack of trust, if not outright antagonism."

He described a specific example:

"When you reach Southeast Asia at Saigon's closely guarded Airport and moving on, you soon find the decline in U.S. prestige both real and widespread."

From the above statement one could perceive the possible connection between the recent decline of the United States prestige a few years ago and the Vietnam War. In summary, these points lead to Johnson's<sup>1</sup> query:

In brief, almost everywhere you travel around the world, you see evidence that American prestige is in wane. This is true despite the fact that our overall military strength has never been greater, we are told... U.S. aid continues at a rate measured in billions yearly. What's wrong? ... An experienced field man in the Far East had this explanation: 'We are up against fanatics who are attempting to spread by force what amounts to almost a religious creed with them - Communism. We on the other hand, have no creed that we are attempting to sell.'

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<sup>1</sup> Johnson, M. C., "A New Look at How U.S. Rates in Today's World." U.S. News and World Report, LVII (November 9, 1964), 82-4.



### Efforts to improve the American image

There have been national efforts to improve the American image, outstanding among them the Peace Corps. The Peace Corps is much providing valuable assistance to other nations, but not at the university level. In addition there are exchange programs of many students and professors which have been enlightening to all involved.

Nevertheless, there continue to be anti-American riots in many trouble spots of the world, many of which are lead by university students.

The violence, reflected by anti-United-States riots, has been prevalent throughout the world, although much aid has been given to the nations where riots have occurred. The role of university students in these riots was described in U. S. News and World Report<sup>1</sup> in this way:

"In a dozen capitals on four continents, the U. S. became a target late in November for riots, rallies and demonstrations. . . . Japanese police posted extra guards at the U. S. Embassy in Tokio as students demonstrated against visits by U. S. nuclear submarines to Japanese ports. . . . in Cairo. . . 500 students burned the United States Information Agency Library and another U. S. Embassy building. The \$500,000 library with 27,000 books was the finest in Cairo, used by many Egyptian students."

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<sup>1</sup> \_\_\_\_\_, "Anti-U. S. Riots Around the World, Why?" U. S. News and World Report, LVII (December 7, 1964) 11. 41. 120.

According to the same article<sup>1</sup> it was significant that local authorities did little to intervene:

"Embassy officials expressed belief that Egyptian authorities - if they had wanted to - could have stopped the rioting."

In a similar report, Berle<sup>2</sup> described the Panama crisis and its possible cause in this way:

"The World-wide picture that emerged from the rioting in Panama earlier this month was one of rampaging anti-Americanism. And yet at the bottom Latin Americans are romantic, philosophical-minded seekers after an idealist doctrine, a mystique, religion or cause... So in fact are Americans, though we in the United States have the devil's own capacity to conceal, understate and denigrate our real motives. Pragmatically we do more than any other people in the world. Intellectually, we fail to say so, let alone say why. We do need economic engineering and first rate diplomacy. We also need a few first-rate-poets to distill from our apparent pragmatism its in-built, pulsating, idealist life force."

The statements by Berle reinforced this writer's beliefs. Indeed, more and more it seems that Americans have been "selling themselves short". The danger of this situation was dramatized by the incident involving Nixon<sup>3</sup>. The following excerpt from his book Six Crises, indicates what happened:

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<sup>1</sup> *ibid.*

<sup>2</sup> Berle, Adolf A., "When They Shout, 'Yanqui, No'" New York Times Magazine, (January 26, 1964), 78.

<sup>3</sup> Nixon, Richard M., Six Crises. New York: Doubleday and Company, 1962. Pp. 201.202.

"Our motorcade moved slowly through the virtually empty streets. Two blocks before we arrived at the University plaza, we began to hear ahead of us the frenzied howls of a mob... About fifty yards from the front gate of the University, I told the driver to stop... There were more than two thousand of them against the three of us... Walters whispered in my ear, 'Mr. Vice President, they are throwing stones.'"

The riots in Caracas were an aftermath to the students' demonstrations in Lima. It was one of the most shocking experiences an official of the United States has had to go through. After it was through Nixon<sup>1</sup> stated his feelings about it thus:

"On the way to the Embassy, I felt as though I had come as close as anyone could get, and still remain alive, to a firsthand demonstration of... ruthlessness, fanaticism..."

The Nixons had gone through mobs roaring: "Death to Nixon!". They had been spat at. Nixon's limousine was attacked by a rock-throwing mob. It was ambushed four times by rioters. Some of them attacked the shatterproof glass windows with big iron pipes, but were unable to break the windows. Nevertheless, some of the glass shattered inside the limousine, injuring those inside. The limousine was rocked by the mob and nearly turned over to be burned.

Certainly, the image of the United States was not very acceptable to the rioters, especially when the Vice President was on a goodwill tour the goal of which was to create a better understanding between these nations and the United States.

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<sup>1</sup>loc. cit., pp. 214-20.

Gazette<sup>1</sup>.

"Rioting Hindu students battled club-wielding police in cities throughout northwestern India Saturday in the second day of violent demonstrations against a government decision... Police used tear gas to disperse demonstrations in the cities..."

Such students demonstrations were recently turned against the United States, although they began as demonstrations of another nature<sup>2</sup>.

"Demonstrators in Jakarta attacked the U.S. Embassy and managed to burn several cars... The students have been demonstrating almost daily since Sukarno fired Gen. Abdul Haris Nasution, Indonesia's anti-Communist defence minister, last month... The U.S. Embassy in Jakarta reported the demonstrators, numbering between 200 and 300, replaced the U.S. Flag with the Indonesian flag and damaged the U.S. seal on the outside front of the embassy."

Indeed, these statements about student riots seem to point out that students all over the world have taken upon themselves to settle, if possible, all present affairs of their states. It seems, they did not want to wait for their future roles as leaders of their respective countries. Again it should be emphasized that the cause of these anti-American demonstrations may be an inaccurate image

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<sup>1</sup> \_\_\_\_\_, "Police Clash With Hindus." Kalamazoo Gazette, CXXXIII (March 13, 1966), 1.

<sup>2</sup> \_\_\_\_\_, "Anti-Red Riots Flare in Jakarta." Kalamazoo Gazette, CXXXIII March 8, 1966), 43.

A letter exchange between Patricio Fernandez, President of the Federation of the Students of Chile, and President Dwight D. Eisenhower give insight into what students of other countries expect from the United States. The main interest in the United States, nearly always, has been the aid this country has been providing underdeveloped countries. Their understanding of the United States could be traced to this frame of reference. This was seen in this statement of Fernandez about the "prevailing order", and America as a "satisfied nation". It should be kept in mind that Fernandez<sup>1</sup> speaks for 25,000 students.

"Has the United States become a 'satisfied nation', one which fights for the maintenance of the prevailing order in the world and in Latin America? This dangerous image is becoming more and more accepted every day. If this is true, we must respectfully say to you that the United States will have little or nothing to offer the younger generation and the immense multitude of the poor, who compose 90% of the Latin American population. And we will have little or nothing to expect from the guidance and genius of North America... Beware! These anguished nations are much closer to the limit of their resistance and to the rupture point than the 'satisfied' of this world think."

One might infer from the statement that the United States is interested primarily in maintaining the status quo in these other nations.

Yet, from Fernandez's letter one may infer that university students

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<sup>1</sup> \_\_\_\_\_, "United States Replies to Chilean Student's Letter to President Eisenhower." The Department of State Bulletin, XLII (April 25, 1960), 648-58.

abroad do not desire to support riots based on terrorism, nor use such riots as a way for expressing dissatisfaction.

"In today's world it is no longer fear, but inspiration and example, which are the arms in the battle for the minds of men and the confidence of people."

From the above statement one may conclude that students abroad are seeking to understand the United States better. Their images of the United States may be inaccurate as one may judge from President Eisenhower's<sup>1</sup> reply to Fernandez:

"I would like to touch briefly on a few philosophical concepts which I believe will help in an understanding of the United States of the present day. While the people of the United States have developed a basic political and economic system which they consider appropriate for themselves (although subject to continuing adjustment and improvement), they do not seek to impose their system on others, recognizing the right of each country to evolve and enjoy its destiny free of foreign invention. The United States does not consider itself a 'developed' or a 'satisfied' nation."

The problems related to support of programs both home and abroad were described in the letter thus:

"One of the effects of the progressive income tax, social security system, free schools, and other social programs in the United States has been a widespread distribution of the national income. The United States hopes that younger generations abroad will recognize that these advances were made through the determined effort of the people of the United States... Our government is faced with a tremendous challenge of financing the increasing needs of its citizens for education, communication and other services. At the same time the United States is devoting increasing amounts of its tax revenue and savings to cooperative

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<sup>1</sup> ibid.

efforts in the economic and social improvement of other countries in the world."

Fernandez had implied in his letter that the United States should have reserved for them the means spent in Europe after the war. The appropriateness of such a suggestion is questionable. However, the information in the President's reply must have had some influence on the Chilean students' image of the United States, since the writer could not find in the periodicals any mention of anti-Americanism in Chile.

From these points it may be considered desirable to attempt to identify the kind of image the United States has in foreign universities and to foster the correct image where an inaccurate exists.

Thus the following hypotheses are postulated:

The attitude at foreign universities toward the United States of America is directly related to the political, social, and economic image the students have of the United States of America.

Thus:

a. A favorable image of the United States in students abroad, based on knowledge of, and pleasant encounters with, the United States and its citizens, should yield a favorable attitude towards the United States;

b. An unfavorable image of the United States in students abroad, based on incorrect knowledge of, and unpleasant encounters with, the United States of America and its citizens, should yield an

unfavorable attitude toward the United States of America.

### THE PURPOSE

In light of the background just presented the purpose of this study is as follows:

1. To identify the political, social and economic images of the United States of America held by sample groups of students at some foreign universities.
2. To determine any relationship that may exist between students' attitude toward the United States of America and their knowledge about this country.
3. To identify any relationship between the students' image of the United States and the prevailing attitude in their country toward the United States.
4. To suggest ways for improving the United States image in foreign universities.



## METHODS EMPLOYED

The purpose of this chapter is to describe the methods used in collecting the data for this study.

Since no previous study concerning the "American Image" held by students at foreign universities was found by this writer, a method had to be devised for gathering the necessary information. Some assistance was obtained from a study in a related field of International Education. Higbee<sup>1</sup> at Michigan State University had directed a nationwide study concerning the advising of foreign students and his work had some implications for this study. For example, he made this statement concerning the growth of international education in recent years:

"United States institutions of higher education have, since World War II, been more deeply involved in international education activities than at any time previously. The involvement did not take place quickly, evenly, or always with complete planning. After the war, United States institutions were almost immediate recipients of greatly enlarged numbers of students from abroad. Foreign students have continued to come in larger numbers, not only to the better known universities but also to many of the others."

Higbee further stated that in the 1950's programs involving American students abroad, had expanded greatly, and courses in non-

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<sup>1</sup> Higbee, Homer, The Status of Foreign Student Advising in United States Universities and Colleges. East Lansing: Institute of Research on Overseas Programs, Michigan State University, 1961. p. 44.

Western cultures were introduced on the home campuses. The development from the viewpoint of the foreign university was described in this way:

"Gradually the emphasis on 'export' in higher education (i. e. , the contributions of American universities to foreigners and foreign countries) was balanced somewhat by 'import'."

From the foregoing statements, "import" in so far as the American university was concerned appeared to be overemphasized and the need for more study of "export" of higher education became apparent. Another implication for this study is that he stated that the interview technique had been used for gathering his information:

"In interviews with presidents and academic officials, an attempt was made to learn how each institution was relating itself to the broad field of international education and how foreign students fit into such relationships."

However, it soon became obvious that the typical interviewing procedure would not be practical for this study. First, it was not possible to locate individuals on foreign campuses who had the time or capability to conduct the interviews. Neither was it feasible for this writer to visit foreign schools and do the interviewing. Hence, another technique, a modified questionnaire form of inquiry was considered suitable for obtaining the desired information.

To avoid the impersonal character of a mailed questionnaire, it was decided to use personal contacts at each foreign university that would be involved. In this way, an individual could survey

students in each country's schools, using the questionnaire provided by the investigator.

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The usefulness of the questionnaire for gathering data concerning opinions, preferences, and facts known to respondents, has been described by Rummel<sup>1</sup>:

"The legitimate use of mailed questionnaires and personal correspondence to collect data is limited to opinions, preferences, and facts known to the individual answering them. As long as the respondents' opinions are with respect to their preferences, they may be quite valid, but opinions about facts are utterly worthless unless these opinions are, in themselves the focus of the research. However, facts may be elicited in many situations and for many purposes by the proper construction and use of questionnaires. Questionnaires are used primarily in making status studies of current practices and in conducting opinion polls and surveying attitudes."

A similar conclusion was made by McGrath<sup>2</sup>. He indicated that to conserve time and effort, the group questionnaire was useful.

He said:

"Some of the difficulties of obtaining good responses to questionnaires can be overcome by using the 'group technique'. This involves meeting with groups of respondents and having all members of each group fill in the questionnaire at the same time."

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<sup>1</sup>Rummel J. Frances, An Introduction to Research Procedures in Education. New York: Harper and Row, 1964. pp. 111-2.

<sup>2</sup>McGrath, G. D., Jelinek, James J., Wochner, Raymond E., Educational Research Methods. New York: The Ronald Press Company, 1963. p. 157.

In this study the technique was handled in slightly different manner. First, a group director had to be found in each country where data were collected from a university. These persons were selected through a students' organization on the basis of evidence of dependability and leadership. The investigator made contacts with universities in three countries: Australia, Germany, and Sweden. A contact was also made with Canada but an opportunity for participation did not materialize.

The group directors in Germany and Sweden were sent the questionnaires in Latvian, a language in which they and the investigator were fluent. Each group director translated the questionnaire into the language of the country in which she was located and disseminated them to some appropriate faculty members for review.

The foreign students in the institutions in the two above-mentioned countries were then brought together. Since the questionnaires were not in the language of the country in which the university was located, the language was not native to these foreign students. The group director read the questions, or wrote them on the blackboard in the appropriate translation, and explained the manner of response. Thus the members of the group were able to respond to the items in the questionnaire without much difficulty. The group director clasified any problems that arose.

Twenty questionnaires were sent to each country in which a group director was located. In Germany the inquiry was made at the Universities of Hamburg and Muenster; In Sweden at the Universities of Stockholm and Gothenburg; and in Australia at Monash University.

In addition to handling the questionnaires, the group directors were also asked to examine the libraries of the universities in which they were located for books about the United States, and to examine them for quantity and quality. They were also asked to determine if books, and literature in other form about the United States would be accepted by the libraries of their universities as gifts of this country.

### The questionnaire

Ideas for the questionnaire<sup>1</sup> were suggested by the DAR Citizenship Manual<sup>2</sup>, Higbee's<sup>3</sup> study, and the investigator's experience abroad.

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<sup>1</sup>A copy of the questionnaire is found in the Appendix of this report.

<sup>2</sup>Buel, Mrs. John Laidlow, Boyd, Mrs. E. Thomas, Greaf, Mrs. Charles J., DAR Citizenship Manual. Washington, D. C.: National Society Daughters of the Revolution, 1962. Pp. 108.

<sup>3</sup>loc. cit.

The questionnaire was devised to determine the following:

1. Students' knowledge of the basic political ideology of the United States.
2. Students' knowledge of the basic elements of the economic and social structures of the United States.
3. Students' attitudes toward the United States.
4. Relationships between the respondent's knowledge of the basic political, economic, and social aspects of life in, and the attitude toward, the United States.
5. Influence of personal contacts with Americans on student attitude toward the United States.

For brevity, most of the items required a "Yes" or "No" response. A few multiple-choice items were included where several types of responses might be appropriate.

In its trial form the questionnaire was read by some foreign students at Western Michigan University to review its clarity. As a result some changes were made in the final questionnaire.

## DATA ANALYSIS

The purpose of this chapter is to explain how the data gathered for this study were analyzed.

Table I that follows indicates the numbers and percentages of questionnaires returned.

Table I  
Responses to Questionnaires

Country	Numbers of questionnaires sent	Numbers of questionnaires returned	Percentages of returns
Australia	20	18	90%
Germany	20	17	85%
Sweden	20	15	75%
Total	60	50	83%

As indicated in Table I, twenty questionnaires were sent to each of three different countries. Responses to all items on the questionnaires were received only from Monash University in Australia. However, responses were obtained to most of the items on the questionnaires from the other two countries.

The satisfactory overall response to the questionnaire was probably due to the personal initiative of the local group directors. The highest percentage of returns, ninety percent, came from Australia plus information about the library at Monash University.

Germany provided eighty-five percent of return and without detailed information on the libraries; while a seventy-five percent return was obtained from Sweden also without detailed information about the libraries.

### The Time Element

When the questionnaires arrived at Monash University in Australia in October 1965 there was a recess. Thus only the graduate students, who usually remain over the recesses, could be contracted. The group director at Monash University was able to return the questionnaires together with other data in December 1965.

The group directors in Germany and Sweden required more time to handle the questionnaire, because of the language barrier. This problem has been discussed in Chapter II of this paper. Other local circumstances, like traveling and mailing, were involved, thus delaying the data collection. Nevertheless, all the questionnaires were returned to this writer in February, 1966 with additional data from Australia during April and May, 1966.

### Analysis of Data

The returns were tallied by hand. Obviously, because of the nature of this study, the results inescapably carry with them



some subjective reactions of the investigator although this was consciously avoided as much as possible.

Comparisons made among the data are generally expressed in percentages, although some are in narrative form.

### Comparison between knowledge responses and attitude responses

One comparison made was between responses to items dealing with knowledge about the United States and those dealing with attitudes. Another comparison was made between responses dealing with contact with Americans and attitude toward the United States. From these comparisons one could make inferences.

An example of an item designed to elicit knowledge about the United States is I A which follows:

"Is power in the United States concentrated in one person?"

An example of an item related to attitudes toward the United States is found in question V:

"Does America seem to you a country you would like to:

read about	_____
visit	_____
live in	_____
not think about	_____ "

Items beginning with the VI deal with the respondent's contact, or contact by some persons known by the respondent, with United States citizens.

With Australian students, knowledge about the United States appeared to be associated with the books concerning the United

States found in the university's library. With Sweden and Germany such comparisons could not be made because the data needed were not received.

With Sweden and Germany it was possible to compare the answers of the students with those of the faculty, whereas with Australia, such a distinction could not be made between the students' and faculty members' response sheets.

### Comparisons between Responses from Different Countries

No precise comparisons could be made between responses from different countries because of the differences among student groups. In Australia the respondents were graduate students plus some faculty members, whereas in Sweden and Germany the groups consisted mainly of undergraduate students. Obviously, the small sample groups of less than twenty could not give an overall picture of neither the country's nor university's basic image of the United States. But there was a possibility of finding implications for possible future studies.

### Relationship between Knowledge and Attitude

In order to identify any relationship that might exist between knowledge of, and attitude toward the United States responses had to be categorized.

Those items categorized as measuring knowledge were I A - I I;

II A - II E; and III A - III G. Those considered to yield information concerning attitudes are IV and V. Those items yielding information about contacts with Americans are VI, VII, VIII, and IX.

Knowledge was rated as: excellent, good, fair, and poor; with "excellent" meaning that 90% or more of items pertaining to knowledge were answered appropriately, "good" - between 60% and 89%, "fair" - between 30% and 59%, and "poor" below 30%.

Knowledge about the United States was classified as "background knowledge" and "practical understanding". "Background knowledge" refers to the respondent's knowledge of the basis or laws upon which life in the United States operates. "Practical understanding" refers to the respondent's knowledge of the cultural behaviors in the United States. Those two sometimes do not correspond with each other, in the same way as legal ideals are not always fulfilled.

Contact was evaluated as much, little or none, meaning that a respondent has had much, little, or no contact with United States citizens in his country, abroad, or in the United States, the latter type of contact being considered a strong contributor to "practical understanding" of the American way of life. In the "much", "little", or "none" evaluation of contact with United States citizens, the duration of a contact was used to weight the number of

contacts. Thus, a few contacts of long duration were considered equal to many contacts of short duration, giving a total evaluation of "much". Few contacts of short duration are evaluated here as "little". These contacts were further evaluated by the respondent's reaction of "pleasant", or "unpleasant". Those two latter values were abstracted from the responses to item VII B.

For example, if any of the first three adjectives appearing in that item, namely, very pleasant, pleasant, and interesting, had been checked as describing the respondent's contact with Americans, the adjective "pleasant" was entered in the appropriate places in the tables that follow.

If on the other hand, responses of "dull" and "displeasing" were checked, the adjective "unpleasant" was entered in the table. If any of the first three plus any of the last two were checked both adjectives, "pleasant" and "unpleasant" were entered in the table.

Attitude was evaluated as "interest about U.S." and "reaction toward U.S. ideals", the latter meaning one's attitude toward the American ideals of democracy. Interest about the United States was considered as interest to live (in), visit, or read (about), as well as no interest. These abstractions came from responses to item V. The attitude toward United States ideals was classified as promote, leave alone, or reject, and was based on responses

to item IV. In some cases short remarks were considered of importance and were noted.

Relationship between knowledge and attitude was classified as substantial, slight, and none. It was found by comparing "knowledge" and "contact" with "attitude", since "contact with U.S. citizens" contributes to "practical understanding" of life in the United States.

For example, in the first entry in Table II both "background" and "practical" knowledges are rated as excellent, and the contact with the United States citizens has been "much" and "pleasant". The attitude indicates an "interest to live (in), visit, and read (about) the United States" plus an attitude of "acceptance (they are known) toward the United States ideals". Therefore, the relationship between knowledge and attitude could be described as "substantial", since "excellent" knowledge yielded "good" attitude.

An interesting example is found in the eleventh entry in Table II where "excellent" background knowledge plus a "fair" practical knowledge and "no" contact with Americans yields an attitude of "interest to visit the United States" and "promotion of its ideals". This shows a "substantial" relationship between the "background" knowledge and an "actively positive" attitude.

Another example, that shows a "slight" relationship between

knowledge and attitude is found in the fourteenth entry of Table II. Here "fair" knowledge and "little" but "pleasant" contact yields an "interest to read (about) and visit the United States" and "promote its ideals". The "slight" relationship could be found between the "little, pleasant" contact with United States citizens and the "positively active" attitude toward this country.

Examples for "no relationship between knowledge and attitude" concerning the United States can be found in the eleventh and twelfth entries in Table III, where "good" knowledge yields "no" interest about the United States and inquiry about its ideals: "what are they?".

On the basis of reasonable assumptions, "good" knowledge of United States ideology and understanding of life in the United States should yield a "good" attitude toward the United States; and "insufficient" knowledge a "bad" attitude.

In presenting these analyses three tables, Tables II, III, and IV have been prepared, for Australia, Germany, and Sweden, Australia being shown in Table II, Germany in Table III, and Sweden in Table IV.

Table II that follows summarizes the relationships between knowledge and attitude on the part of the Australian respondents:

Table II  
Relationship between Knowledge and Attitude of Australian Respondents

Knowledge		Contact			Attitude		Relationship
Background	Practical	in U. S.	Quantity	Quality	Interest about U. S.	toward U. S. ideals	
excellent	excellent	yes	much	pleasant	live, visit, read	they are known	substantial
excellent	excellent	yes	much	pleasant & un-	live, visit, read	leave alone	substantial
excellent	excellent	no	little	pleasant	visit, read	promote	substantial
excellent	excellent	yes	much	unpleasant	visit	reject	slight
excellent	excellent	no	little	pleasant & un-	visit	promote	substantial
excellent	excellent	no	little	unpleasant	visit	none, reform	slight
excellent	good	yes	much	pleasant	visit	promote	substantial
good	good	no	much	pleasant	visit	promote	substantial
good	good	no	much	very pleasant	visit, read	promote	substantial
good	good	no	little	pleasant	visit	promote	substantial
excellent	fair	no	none		visit	promote	substantial
fair	good	no	little	pleasant	visit	promote	slight
poor	good	yes	much	pleasant	<u>live</u> , visit, read	promote	substantial
fair	fair	no	little	pleasant	visit, read	promote	slight
fair	fair	no	much	unpleasant	visit	what ideals?	slight
poor	fair	yes	much	pleasant	visit	leave alone	substantial
poor	fair	no	little	unpleasant	visit	reject	substantial
poor	poor	no	little	pleasant	visit, read	leave alone	slight

Table III that follows summarizes the relationships between knowledge and attitude on the part of the German respondents:



Table III  
Relationship between Knowledge and Attitude of German Respondents

Knowledge		Contact			Attitude		Relationship
Background	Practical	in U.S.	Quantity	Quality	Interest about U.S.	toward U.S. ideals	
good	poor	no	much	pleasant & un-	visit	leave alone	slight
fair *	fair	no	little	pleasant	visit	leave alone	slight
good **							
excellent	excellent	yes	much	pleasant & un-	visit	promote	substantial
excellent	excellent	yes	much	pleasant & un-	none	promote	slight
excellent	excellent	no	little	pleasant	visit	promote	substantial
excellent	excellent	no	much	pleasant	visit	leave alone	slight
good	good	no	little	pleasant	visit	promote	substantial
good	good	no	much	pleasant	visit	leave alone	slight
good	good	no	little	pleasant & un-	none	what ideals?	none
good	good	no	little	pleasant & un-	none	what ideals?	none
fair	fair	no	little	pleasant & un-	visit	leave alone	substantial
poor	poor	yes	little	pleasant	visit	leave alone	substantial
poor	poor	yes	little	pleasant	none	leave alone	substantial
poor	poor	no	little	pleasant	none	what ideals?	substantial
poor	poor	no	little	pleasant	none	leave alone	substantial

\* the rest was not filled in, probably forgotten, since on the other side of the questionnaire.

\*\* this was a mockery of the U.S. , stating in a ridicule that only white Jews are ruling the U.S.A.

Table IV that follows summarizes the relationships between knowledge and attitude on the part of the Swedish respondents:

Table IV  
Relationship between Knowledge and Attitude of Swedish Respondents

Knowledge		Contact			Attitude		Relationship
Background	Practical	in U.S.	Quantity	Quality	Interest about U.S.	toward U.S. ideals	
good	good	yes	much	pleasant	visit, read	what are they?	slight
fair	good	no	little	pleasant	live, visit, read	what are they?	slight
excellent	poor	no	much	pleasant & un-	visit	promote	substantial
excellent	poor	no	little	pleasant & un-	none	promote	substantial
good	good	no	much	pleasant & un-	visit	promote?	substantial
good	fair	no	much	pleasant & un-	visit	promote?	substantial
good	poor	yes	much	pleasant & un-	visit	promote?	substantial
good	poor	no	little	pleasant	visit	promote	slight
fair	fair	yes	much	pleasant & un-	visit	promote?	slight
fair	fair	no	little	pleasant	visit	what ideals?	substantial
fair	fair	no	much	pleasant	none	support	substantial
fair	fair	no	much	pleasant & un-	visit	leave alone	substantial
fair	fair	no	much	unpleasant	none	leave alone?	substantial
fair	poor	no	much	pleasant	visit, read	what ideals?	slight
poor	poor	yes	much	pleasant & un-	visit	what ideals?	substantial

It should be noted that the respective tables do not contain numerical values. The abstractions from the responses could be expressed only in words. To determine these abstractions, each questionnaire was reviewed carefully by the investigator. Thus, the element of subjectivity is present.

## FINDINGS

The purpose of this chapter is to describe the findings that emerged from the data that were collected.

In order to provide an appropriate basis for comparing the data that were collected, tables were prepared. For convenience many of these tables include data from several items presented to the respondents.

### Responses Concerning Knowledge about The United States

Table V that follows contains data concerning responses of students and faculty related to their knowledge about the United States. In some cases the numbers of responses are greater than the number of respondents since more than one response could be made to an item.

**Table V**  
**Responses Concerning Knowledge about the United States**

Item	Country	Number of Responses							
		Student*				Faculty			
		Correct		Incorrect		Correct		Incorrect	
		act.	poss.**	act.	poss.	act.	poss.	act.	poss.
I A "Is power in the United States concentrated in one person?"	Australia	14		4		0		0	
	Germany	9		3		1		2	
	Sweden	8		6		2		0	
I B "Are there three branches in the Government checking and balancing each other?"	Australia	13		3		0		0	
	Germany	8		3		1		2	
	Sweden	8		5		0		1	
I C "Who has supremacy in governing the country?"	Australia	5	18	18	54	0	0	0	0
	Germany	6	13	8	39	0	4	3	12
	Sweden	4	13	15	39	0	2	3	6
I D "Is there freedom of conscience and religion?"	Australia	15		3		0		0	
	Germany	12		1		3		0	
	Sweden	13		0		2		0	

\*In this table the student responses for Australia represent the combined student and faculty responses.

\*\*Under the possible responses are listed only those with more than one response for a respondent to the item.

Table V (continued)

Item	Country	Number of Responses							
		Student				Faculty			
		Correct		Incorrect		Correct		Incorrect	
		act.	poss.	act.	poss.	act.	poss.	act.	poss.
I E "What rights of expression are there?"	Australia	47	54	0	36	0	0	0	0
	Germany	22	39	2*	26	9	12	0	8
	Sweden	39	39	0	26	6	6	0	4
I F "Is there legal protection if somebody has committed a crime?"	Australia	15		0		0		0	
	Germany	12		1		3		0	
	Sweden	13		0		2		0	
I G "Can one's property be taken away by the government?"	Australia	11		5		0		0	
	Germany	10		1		1		3	
	Sweden	2		9		2		0	
I H "Who has the right to vote?"	Australia	27	54	2	36	0	0	0	0
	Germany	17	39	2	26	9	12	0	8
	Sweden	32	39	0	26	2	6	0	4

\*To the response "free rebellion" a remark was added: "in some States".

Table V (continued)

Item	Country	Number of Responses							
		Student				Faculty			
		Correct		Incorrect		Correct		Incorrect	
		act.	poss.	act.	poss.	act.	poss.	act.	poss.
I I "Is there slavery and involuntary servitude for the law-abiding?"	Australia	15		1		0		0	
	Germany	11		0		3		0	
	Sweden	12		0		2		0	
II A "Are people protected against discrimination of race and religion?"	Australia	6		11		0		0	
	Germany	5		7		3		1	
	Sweden	9		5		1		2	
II B "Is the social structure based upon willingness of the people to accept it by voting?"	Australia	12		3		0		0	
	Germany	12		0		3		0	
	Sweden	8		0		1		1	
II C "Is there a possibility of social change, as in the Negro question?"	Australia	15		1		0		0	
	Germany	11		1		3		0	
	Sweden	13		0		2		0	
II D "Is there a special State Church?"	Australia	17		1		0		0	
	Germany	11		1		3		0	
	Sweden	13		0		2		0	

Table V (continued)

Item	Country	Number of Responses							
		Student				Faculty			
		Correct		Incorrect		Correct		Incorrect	
		act.	poss.	act.	poss.	act.	poss.	act.	poss.
II E "Is the State separated from any Church?"	Australia	13		3		0		0	
	Germany	11		1		3		0	
	Sweden	11		3		2		0	
III A "Are all Americans wealthy?"	Australia	17		2		0		0	
	Germany	11		1		3		0	
	Sweden	12		1		2		0	
III B "What provisions are there for old and disabled people?"	Australia	38	72	1	18	0	0	0	0
	Germany	23	42	2	13	3	16	2	4
	Sweden	4	42	10	13	3	8	0	2
III C "Is there income tax to be paid in the United States?"	Australia	18		0		0		0	
	Germany	12		1		3		0	
	Sweden	8		5		2		0	
III D "Do most Americans use slang or a jargon of speech?"	Australia	4		10		0		0	
	Germany	3		8		0		3	
	Sweden	4		10		1		0	



Table V (continued)

Item	Country	Number of Responses							
		Student				Faculty			
		Correct		Incorrect		Correct		Incorrect	
		act.	poss.	act.	poss.	act.	poss.	act.	poss.
III E "Do movies about Indians and cowboys accurately represent life in America?"	Australia	14		0		0		0	
	Germany	7		5		3		0	
	Sweden	11		1		2		0	
III F "Do people have to register at the police to live in a certain place they want in the United States?"	Australia	17		0		0		0	
	Germany	10		0		3		0	
	Sweden	6		6		2		0	
III G1 "Do people in the United States live freely wherever they choose?"	Australia	13		5		0		0	
	Germany	11		2		3		0	
	Sweden	13		1		2		0	
III G2 "Do people in the United States move and travel through all the States without a police permission?"	Australia	16		1		0		0	
	Germany	11		1		3		0	
	Sweden	13		0		2		0	

Table VI that follows summarizes the data in Table V.

**Table VI**  
**Total Responses to Items Concerning Knowledge Expressed in Numbers**  
**and Percentages of Possible Responses**

Country	Responses											
	Students				Faculty				Combined			
	Correct		Incorrect		Correct		Incorrect		Correct		Incorrect	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Australia	0	0	0	0	0	0	0	0	362	69	74	16
Germany	245	65	51	15	67	58	15	14	312	63	66	15
Sweden	247	66	77	23	36	59	10	19	283	65	87	22

The data in Table VI indicate that the greatest percentage of correct responses came from Australia, and the lowest from Germany. Sweden provided the highest percentage of negative responses, and Germany the lowest. The greatest percentage of total responses came from Sweden; Australia was second, and Germany last.

#### Responses Concerning Attitudes toward the United States

Table VII that follows contains responses to items dealing with attitudes toward the United States.

Table VII  
Responses to Items Concerning Attitudes

Item	Country	Responses															
		promoted				rejected				left alone				What are they? <sup>1</sup>			
		stu.	facu	total	%	stu.	facu	total	%	stu.	facu	total	%	stu.	facu	total	%
IV "Should the American ideals be: promoted, re-Jected, left alone?"	Australia	0	0	10	56	0	0	4	22	0	0	3	17	0	0	1	6
	Germany	4	0	4	24	6	2	8	47	0	0	0	0	3	0	3	18
	Sweden	8	0	8	53	2	0	2	14	0	0	0	0	8	2	10	67
V "Does America seem to you a country you would like to: read about, visit, live in, not think about?"	Australia	read about				visit				live in				not think about			
		0	0	7	39	0	0	18	100	0	0	3	17	0	0	1	6
		0	0	0	0	7	2	9	53	0	0	0	0	6	0	6	35
	Sweden	1	2	3	20	10	2	12	80	0	1	1	7	3	0	3	20

<sup>1</sup> Many had responded with this question. Hence it is included here.

Table VII indicates that the greatest response came from Sweden with Australia second and Germany third.

The distribution of positive responses is analogous to that for the items concerning knowledge. Thus the relationship between knowledge about the United States and a positive attitude seems evident. One may note also that the interest in the United States is reflected in a desire to have direct experience, i. e. visit rather than read about.

#### Responses to Items Concerning Experiences with Americans

Table VIII that follows summarizes responses to items concerning experiences with Americans.

**Table VIII**  
**Responses to Items Concerning Experience with Americans**

Item	Country	Responses															
		in your country				on foreign ground				in America				none			
		stu.	facu	total	%	stu.	facu	total	%	stu.	facu	total	%	stu.	facu	total	%
VI "Have you had any personal contact with Americans?"	Australia	0	0	16	89	0	0	7	39	0	0	5	28	0	0	1	6
	Germany	6	2	8	47	9	0	9	53	4	0	4	24	0	0	0	0
	Sweden	12	2	14	93	12	2	14	93	3	1	4	27	0	0	0	0
		casual				longer											
VII A "What was the experience?" - duration.	Australia	0	0	8	44	0	0	9	55								
	Germany	10	2	12	70	7	1	8	47								
	Sweden	13	1	14	93	10	1	11	73								
		pleasant*				unpleasant*											
VII B "What was the experience?" - modification.	Australia	0	0	25	46	0	0	10	26								
	Germany	16	3	19	37	6	1	7	21								
	Sweden	26	3	29	64	12	0	12	40								

\* These headings have been abstracted from the responses like those entered under "Attitude" in Tables II, III, and IV (page 30).

Table VIII (continued)

Item	Country	Responses															
		private citizens				military pers.				government rep.				others			
		stu.	facu	total	%	stu.	facu	total	%	stu.	facu	total	%	stu.	facu	total	%
VII C "What was the experience?" - type of Americans met.	Australia	0	0	14	78	0	0	0	11	0	0	3	17	0	0	1	6
	Germany	10	3	13	76	6	2	8	47	0	1	1	6	3	0	3	18
	Sweden	12	2	14	93	10	1	11	73	0	0	0	0	1	0	1	7
VIII "Have you had any contact with people who have met Americans in person?"		in your country				on foreign ground				in America				none			
		0	0	13	72	0	0	7	39	0	0	10	56	0	0	1	6
		6	1	7	41	12	0	12	70	7	2	9	53	0	0	0	0
	Sweden	12	2	14	93	13	2	15	100	6	2	8	53	0	0	0	0
		good				bad				indifferent							
		0	0	13	72	0	0	8	44	0	0	6	33				
IX "If yes, what was their reference about those Americans?"	Australia	0	0	13	72	0	0	8	44	0	0	6	33				
	Germany	6	2	8	47	6	2	8	47	7	2	9	53				
	Sweden	10	1	11	73	9	1	10	67	10	0	10	67				

Table VIII indicates that the greatest percentage of persons having had contact with Americans "in their country" and "on foreign ground" comes from Sweden. The highest percentage of persons who have met Americans in America comes from Australia while the respondents from Germany had the least chance to have contact with Americans.

In summary the data from the preceding tables suggest the following:

1. The better the knowledge a group has about the United States the better the attitude of the group toward the United States.
2. The greater the personal involvement of a group with Americans the greater is the group's readiness for increasing its understanding of culture in the United States.

#### Reports on the University Libraries

The group representative at Monash University, Australia, attempted to list the volumes in the University's library, but the task was too overwhelming. From the several thousand volumes that were listed, one could conclude that there is ample printed information about this country at Monash University in Australia. To the inquiry if gift items would be readily accepted by the library, there was a positive answer. One reason given for larger book purchases from Britain than from the United States was price.

The group representatives in Germany and Sweden agreed that the libraries of the universities have much informational literature about the United States – too much to list.



## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### Purpose

The purpose of this study was:

1. To identify the image of the United States of America held by sample groups of students at some foreign universities.
2. To determine any relationship that might exist between the foreign university students' attitudes toward the United States of America and their knowledge about the United States.
3. To identify any relationship that might exist between the students' image of the United States and the prevailing attitude in their country toward the United States.
4. To recommend ways for improving the United States image at foreign universities.

### Methods

It was decided that the best method for gathering the data needed in this study, was to use the questionnaire form of inquiry because:

1. It was impossible for the investigator personally to make a survey at the universities abroad.
2. No other suitable interviewers were available.

The questionnaire technique was modified in that the group procedure was adopted because of the language barrier in two of the countries involved. Group directors were selected for the participating

universities to implement the group procedure.

To obtain information concerning material about the United States at the universities, the group directors were asked to check the libraries of these universities for books and other printed matter about the United States.

The returns, because of the small number of samples and the nature of them, were tallied by hand, and the results entered in separate tables.

### Conclusions

In so far as the techniques in this study are defensible, the following conclusions seem justified.

1. It became apparent in analyzing the results that some of the responses were not made with accuracy, some being patently inaccurate. Some respondents, however, exhibited understanding and insight. One may conclude also that some items seemed to be ambiguous.
2. An overwhelming majority of the respondents thought that most Americans use slang or a jargon. A remark by a German student probably expressed the main reason in that speech in the United States was compared with English spoken in Britain.
3. The incorrect image of the United States seems to have been in those factors in which there were great differences between the

students' country and the United States. For example, the provisions for the old and disabled persons in Sweden are quite different from those in the United States. Thus the students in Sweden thought that in the United States there are few provisions for the old and disabled.

4. Two factors, beside the greater similarity of culture could account for the better understanding of this country by the Australian students:

a. The group consisted of graduate students, while the other groups consisted mostly of undergraduate students.

b. No language barrier exists between the United States and Australia.

5. The Swedish students expressed their thoughts strikingly about the acceptance of the American ideals. They were willing to support the ideals, if they only could find out what they are.

6. No matter what the students' knowledge or opinions were about the American way of life, nearly all of them wanted to visit this country. However, fewer wanted to read about the United States.

7. Personal contact with Americans seemed to be important in conveying knowledge about this country to students abroad. Students and groups that were more knowledgeable about the United States seemed to exhibit the most interest.

8. The groups were too small for making any definite conclusion about a relationship between the foreign students' image of the

United States and the prevailing attitude toward the United States in their country. Besides, the three countries are generally friendly toward the United States, and no great distinction in their attitudes toward the United States could be made.

9. This writer, after having compared her own experiences abroad with the thoughts expressed by other writers and with the findings of this study concludes that basic knowledge about the United States is incomplete at the universities abroad.

10. The expressed interest about this country by the respondents warrants an investigation of ways to correct misunderstandings.

### Recommendations

In so far as the conclusions in this study are defensible, the following recommendations seem justified.

1. Because of the small sample groups and the indications of this study, a study of this nature of broader scope would seem to be necessary.

2. Student and faculty members exchange programs should be enlarged, since they give a first-hand experience of this country and its citizens to foreign university people.

3. American travelers abroad should be advised more strongly that, as soon as they leave this country, they become representatives of it.

4. Special programs for foreign students traveling in this country

should be developed with more travel information at the universities abroad, including films about the United States.

5. Because of the interest about the American ideals, discussion groups for that purpose should be organized at universities abroad. Some otherwise seemingly untouchable subjects could be dealt with in this way.

6. To foster such discussion groups, "sister" relationships could be built between universities of this country and universities abroad. Such a program might be similar to the Peace Corps, with the emphasis on reciprocal transfer of academic credit.

7. Information exchange between such "sister" universities could lead to better understanding and closer ties between the countries of those universities. A direct route from country to country could be thus established through their potential leaders.

8. Such friendship programs could be started by any university. One university could have several "sister" universities abroad. If such a program proved to be successful, a special coordinating service program could be established selecting universities and suggesting contacts for similar programs.

## APPENDIX

The questionnaire form:

YOUR IMAGE OF THE  
UNITED STATES OF AMERICA

(Please, answer the following questions by checking the right answers. There may be more than one right answer to a question.)

I. What is your opinion about the United States Government? --

A. Is power in the United States concentrated in one person?

Yes \_\_\_\_\_  
No \_\_\_\_\_

B. Are there three branches in the Government checking and balancing each other?

Yes \_\_\_\_\_  
No \_\_\_\_\_

C. Who has supremacy in governing the country?

The President \_\_\_\_\_  
Congress \_\_\_\_\_  
Supreme Court \_\_\_\_\_  
The Constitution \_\_\_\_\_

D. Is there freedom of conscience and religion?

Yes \_\_\_\_\_  
No \_\_\_\_\_

E. What rights of expression are there?

Free speech \_\_\_\_\_  
Free press \_\_\_\_\_  
Free peaceful assembly \_\_\_\_\_  
Free rebellion against the U.S. \_\_\_\_\_  
None \_\_\_\_\_

F. Is there legal protection if somebody has committed a crime? Yes \_\_\_\_\_  
No \_\_\_\_\_

G. Can one's property be taken away by the government?

Yes \_\_\_\_\_  
No \_\_\_\_\_

H. Who has the right to vote?

Whites only \_\_\_\_\_  
Men only \_\_\_\_\_  
People of all races and color \_\_\_\_\_  
Citizens of legal age \_\_\_\_\_  
Men and women \_\_\_\_\_

I. Is there slavery and involuntary servitude for the law-abiding? Yes \_\_\_\_\_  
No \_\_\_\_\_

II. What is your opinion about social problems in the United States?

A. Are people protected against discrimination of race and religion? Yes \_\_\_\_\_  
No \_\_\_\_\_

B. Is the social structure based upon willingness of the people to accept it by voting? Yes \_\_\_\_\_  
No \_\_\_\_\_

C. Is there a possibility of social change, as in the Negro question? Yes \_\_\_\_\_  
No \_\_\_\_\_

D. Is there a special State Church? Yes \_\_\_\_\_  
No \_\_\_\_\_

E. Is the State separated from any Church? Yes \_\_\_\_\_  
No \_\_\_\_\_

**III. What is your opinion about the standard of living in the United States?**

**A. Are all Americans wealthy?**

**Yes** \_\_\_\_\_

**No** \_\_\_\_\_

**B. What provisions there are for old and disabled people?**

**Pensions** \_\_\_\_\_

**Social Security** \_\_\_\_\_

**Medical Care** \_\_\_\_\_

**Welfare Support** \_\_\_\_\_

**None** \_\_\_\_\_

**C. Is there income tax to be paid in the United States?**

**Yes** \_\_\_\_\_

**No** \_\_\_\_\_

**D. Do most Americans use slang or a jargon of speech?**

**Yes** \_\_\_\_\_

**No** \_\_\_\_\_

**E. Do movies about Indians and cowboys accurately represent life in America?**

**Yes** \_\_\_\_\_

**No** \_\_\_\_\_

**F. Do people have to register at the police to live in a certain place they want in the United States?**

**Yes** \_\_\_\_\_

**No** \_\_\_\_\_

**G. Do people in the United States:**

**1. live freely wherever they choose?**

**Yes** \_\_\_\_\_

**No** \_\_\_\_\_

**2. move and travel through all the states without a police permission?**

**Yes** \_\_\_\_\_

**No** \_\_\_\_\_

**IV. Should the American ideals be:**

**promoted** \_\_\_\_\_

**rejected** \_\_\_\_\_

**left alone** \_\_\_\_\_



V. Does America seem to you a country you would like to:

read about	_____
visit	_____
live in	_____
not think about	_____

VI. Have you had any personal contact with Americans:

in your country	_____
on foreign ground	_____
in America	_____
none	_____

VII. If yes, what was the experience?

A.	Casual	_____
	Longer	_____

B.	Very pleasant	_____
	Pleasant	_____
	Interesting	_____
	Dull	_____
	Displeasing	_____

C. Were they:	private American citizens	_____
	military men	_____
	government representatives	_____
	other	_____

VIII. Have you had any contact with people who have met Americans in person:

in your country	_____
on foreign ground	_____
in America	_____
none	_____

IX. If yes, what was their reference about those Americans?

Good	_____
Bad	_____
Indifferent	_____

Remarks:

Thank you.

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