FACTORs RELATED TO AMERICAN STUDENT INVOLVEMENT IN INTERCULTURAL PROGRAMS AT MONTANA STATE UNIVERSITY

by

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ABSTRACT

The purpose of this study was to determine what factors were related to American student participation in intercultural programs and to American student interaction with foreign students at Montana State University. Certain characteristics and attitudes of 25 randomly selected students were obtained by means of an interview questionnaire. The students interviewed were categorized into two groups, "active-involved" and "non-involved", and their responses to the questionnaire items were compared.

The data obtained from the interviews indicated that "active-involved" students were more inclined to participate in activities generally than the "non-involved" students. Interaction with foreign students was greatly affected by participation in intercultural activities. Students also were more likely to interact with foreign students whom they met through their living groups. Intercultural experiences prior to college influenced a number of students to become involved in intercultural activities. Political and ideological attitudes and interest in international programs abroad were not found to be factors in intercultural participation in this study. The evidence of negative racial attitudes being a factor in deterring students from intercultural participation was not conclusive.

Further study was recommended if information relevant to factors affecting participation in intercultural activities was to be used in guiding the international education program at Montana State University. Improvements in the interview instrument and a larger sample of students would provide more adequate data. American student interest in activities and foreign student living arrangements should be investigated as avenues to improving intercultural participation. Finally, this study recommended that foreign exchange programs in the high schools and at the community level be strengthened or encouraged by Montana State University.
CHAPTER I
INTRODUCTION

Many educators in the United States have professed that education of "world citizens" is one of the important tasks of a university. In recent decades, consequently, international, or intercultural, programs have been greatly expanded in the university setting. Yet one of the least studied aspects of this international education has been the measure of its actual impact upon American students within the confines of the campuses of this country.

International education in its full expression is manifested in academic and extracurricular programs on and off campus, and in a variety of exchange programs. Bringing foreign students to study in universities in the United States is one of the more familiar aspects of exchange programs.

At Montana State University there have been approximately 90 non-Canadian foreign students in the 1967-68 academic year. These students constituted only about 1.5 per cent of the total student body. The international, or intercultural, program at this University has been disproportionate to the size of this group of foreign students. Few American students, however, have taken advantage of the opportunities for intercultural experiences offered in this extensive program, although renewed efforts have been made each year to include them. The problem has not only been that foreign students need American student friends but also that American students need the learning experience of association with persons from foreign countries if the whole purpose of international education is to be fulfilled.

The central focus of the following study, therefore, has been on the factors related to American student participation in on-campus extra-
curricular intercultural programs and pertinent to interaction between American and foreign students.

**Statement of Problem**

The problem examined in this study was a comparison of the characteristics and attitudes of two groups of undergraduate American students differentially involved in intercultural programs at Montana State University. The two groups studied were comprised of (1) students who had participated actively in intercultural programs or had interacted significantly with foreign students and (2) students who had not attended intercultural activities and not had significant contact with foreign students.

**Purpose**

The purpose of this study was to try to determine what factors contribute to American students entering into interaction with foreign students or becoming involved in intercultural programs. Conversely, it was hoped that factors would be discovered which deter students from involvement in and benefit from intercultural programs.

**Limitations**

This study was limited to a survey of 25 randomly selected undergraduate American students at Montana State University and to a study of the literature related to the scope of this problem found through interlibrary loan and the library at Montana State University.
Procedure

Twenty five Montana State University undergraduate students were inter-
viewed individually. The students were selected at random from a variety of
living groups.

An interview questionnaire was designed to assure a standardized pro-
cedure. The questionnaire was pretested and revised. The first part of the
questionnaire was conducted as an interview. The last part of the question-
naire was completed by the subject with no assistance from the interviewer.

After the interviews were conducted the questionnaires were classified
and each put into one of two groups. One group of questionnaires belonged
to an "active-involved" classification; the other group was designated as
"non-active". The responses of the two groups were then compared.

Definition of Terms

**Attitude**: Student attitudes were one variable assumed to be important
in this study. A definition of "attitude", consonant with the understanding
of the term as used in this study, was one delineated by Daniel Katz. (11:168)

Attitude is the predisposition of the individual to
evaluate some symbol or object or aspect of his world
in a favorable or unfavorable manner. Opinion is the
verbal expression of an attitude, but attitudes can
also be expressed in nonverbal behavior. Attitudes
include both the affective, or feeling core of liking
and disliking, and the cognitive, or belief, elements
which describe the object of the attitude, its char-
acteristics, and its relations to other objects. All
attitudes thus include beliefs, but not all beliefs
are attitudes. When specific attitudes are organized
into a hierarchical structure, they comprise value
systems.

......The intensity of an attitude refers to the strength
of its affective component.
Foreign Student: In this study any student from outside the United States, with the exception of Canadians, was considered a foreign student. Due to the proximity of Montana State University to Canada and the similarity in cultures, there seemed to be justification for the exclusion of Canadians.

International: The term pertains to widely extended social relations of persons or groups between two or more nations.

Intercultural: Some authorities have objected to "international" as a term that connotes primarily political divisions and have preferred to use "intercultural" as a term that deals with a broader and more meaningful division, that of culture. "Intercultural" applies to relations between culturally different persons or groups. It could, of course, denote relations between groups having widely different values, beliefs, and way of life but who are from the same nation.

As both of the terms, "international" and "intercultural", are used at Montana State University and in the literature to refer to similar programs, both terms have been used in this study to mean much the same thing.

Summary

A study has been designed and conducted to discover the characteristics and attitudes of students which seem to be related to an involvement in intercultural programs. Participating in intercultural experiences is considered one vital way of enhancing international education.
CHAPTER II
REVIEW OF RELATED LITERATURE

Literature and research pertinent to the study of factors related to American student involvement in intercultural programs fall into four areas: (1) theories of international education, (2) social-psychological principles applicable to this kind of education, (3) relevant phases of research studies about attitudes and values held by college students, and (4) related aspects of literature and research studies about attitudes and attitude changes in foreign students in the United States. The Report of Education and World Affairs (8:539) claimed that there have not been any systematic studies of the effects of foreign students upon American college students. Only one study was found that explored factors related to intercultural contact from the American student's view in the American campus setting. (9)

The first two bodies of literature to be dealt with provide the framework from which this study evolved. These articles are cited because they indicate the importance of intercultural activity within the context of international education. The following sources also provide information related to social-psychological understandings which are important to intercultural contacts.

International education has been variously defined. Bailey (2) pointed out that some universities mean educational exchange programs when they refer to international education and others stress educational aid projects in foreign countries. Nearly all universities have included in their definition study, research and teaching about areas of the world outside the United States. The most general meaning, which Bailey designated, was that effort which, through a variety of programs, was designed to develop world citizens,
persons who could accept and understand people of other cultures and who could comprehend world problems and their responsibilities in relation to them. This last definition was, in part, the one which prompted this study. There has been little knowledge available about the accomplishments of education designed to develop "world citizens."

The American Council on Education (6) reported that "enabling people of the United States to learn about and benefit from their association with the peoples of other nations" was one of the three most often selected purposes of international education programs given in survey reports from 433 member colleges and universities. This widely held purpose also indicated the need to research the attitudes of American students as a test of whether this purpose was being fulfilled.

Bidwell (3) believed that extracurricular international programs might usefully supplement classroom work, but such programs were no substitute for academic work. He did concede that outside international activities supported the interest in study of foreign affairs. A strong, organized international education curriculum, he claimed, has stimulated more interest in the extracurricular international programs on campuses with such a curriculum than on those having less effective international education courses. These opinions need further testing to be substantiated. The author's thinking, however, supported the contention that there might be a relationship between international education courses taken and interest in and support of intercultural programs. This assumption, that knowledge about international affairs and foreign cultures might be related to participation in programs with foreign students, was evaluated in this study at Montana State University.
Wilson (17) also discussed where students might learn about international issues. He referred to a poll of 1000 college seniors which found that the majority of students felt they learned more about international relations from their out-of-class contacts with foreign students and other persons who had international experiences than they learned from their academic courses. Many educational programs, the author believed, fell short of effectiveness because they were limited to curriculum reforms. Wilson, although his evidence may have been inadequate, indirectly has made a case for an additional look at the benefits of intercultural activities.

Additional comments on the role of intercultural contacts in education have been made by Anderson (1). Cognitive understandings about other people learned in school, Anderson believed, are exposed as shallow upon initial cross-cultural contact. The student who widens his contacts and has prolonged interaction is likely to have greater learning experiences. A student's most productive learning may be derived from "truly joint ventures" where representatives from two different cultures have worked together. Anderson also theorized that this knowledge gained through intensive intercultural experiences is inconsequential if it is not interwoven with greater understanding of broader social questions.

Klineberg (12:154-167) has provided educators with a number of principles for attitude change in the area of international understanding which he has gleaned from his research for UNESCO. Several of these principles are applicable to a study of the attitudes toward intercultural activities. He believed that "information is effective when acquired actively." Education in international understanding, in other words, is supported when members of
two cultures work together or communicate actively with one another. Klineberg also asserted that "contact between aliens is beneficial when they meet as equals under friendly conditions," which is what does happen on the American campus. Another principle for which Klineberg has found support is: "When leaders and prestigious members of a group are reached, the remainder often follow." Motivation to take part in intercultural activities might be related to this last principle.

Newcomb (15) has also contributed to the body of social-psychological research related to attitude change and drawn a number of conclusions. He has found in his research on person to person attitudes that change was indicated within the first several weeks of acquaintanceship. Judgments about another person moved in the direction of increased accuracy as two persons had more contact. Individuals who had interacted changed in their attitudes toward one another simultaneously. Newcomb has substantiated in his research that persons were attracted to groups that share their important interests and values. These generalizations about attitude changes are pertinent to interaction between American and foreign students. The problem of attitude change, however, is complicated by the fact that students of vastly different cultural backgrounds are meeting. Changes are apt to take place slower than in Newcomb's experimental groups, but the same principles should apply.

In two studies Bjerstedt (4) distinguished the importance of "informational" and "non-informational" determinants of nationality stereotyping. One study which he did was of changes in nationality stereotyping in 200 eleven year olds of 16 different nationalities who were together in summer
camps in Sweden. He found, by means of psychological tests and interviews, that informational determinants, especially direct information gained from face to face interaction, modified nationality stereotyping in the children studied. His second study was done of 289 Swedish male university students to identify personality variables related to stereotyping. The author was interested in the relationship between an individual's tendencies toward negative stereotyping and his modes of handling insufficient or conflicting data about a "foreign person." Bjerstedt found that negative types tended to oversimplify and to hold negative stereotypes. Insufficient information was given about the methods used in determining negative types. Bjerstedt, in any event, concluded from these studies, which depended heavily on the evidence obtained in psychological tests, that both informational and non-informational determinants are important when considering attitude changes.

Psychological factors, as Bjerstedt believed, may be important in determining attitudes, but another study has found one personality factor not to be significant in attitude change. Bohlke (5) was interested in the effect of a course in Far Eastern Culture on attitudes toward India. He was also interested in the "authoritarian" personality type who sees issues in "black and white," adheres to middle class values, rejects those different from the in-group. The study the author designed pretested to find out who in the "Far East course" were authoritarian personalities. The Bogardus Social Distance Scale and the Indian Stereotypes Scale were used on 225 freshman students who were also tested by the same instruments following the course. Bohlke related the test results to both the effect on learning and to significant changes in attitudes. He found that those considered more author-
itarian did not learn significantly different from others in the course. There was not significant difference found in the attitude changes of the non-authoritarian and authoritarian personalities. This study either proved that the researchers did not have an adequate measure of "authoritarianism" or that personality variables are not as significant as information in producing change. This study, however, does not deal with person-to-person information but academic knowledge. Bohlke's results, nevertheless, are pertinent when considering the importance of knowledge to the attitudes held toward intercultural activities.

Many studies have been made of the attitudes and values of college students. Goldsen and her associates (10), in the Cornell Values Study conducted during the 1950's, did a study of international attitudes within the context of a much larger study. This study obtained, by questionnaires and interviews from a sample of students in 11 universities, a range of attitudes and values about such things as educational, political and religious issues. Some of the attitudes toward international problems found in the study were of interest as similar questions were to be used in this study to discover if such attitudes related to intercultural participation. Students in Goldsen's study were asked about war and peace. The research found, among the students studied, the two most popular methods for preventing war were "strong leadership" and "understanding on the part of every citizen of other peoples." Few students in the study would have relied on an "ethnocentric or imperialistic" view such as "increased influence of the United States over the affairs of other nations." "Long range social planning," also, was not considered very effective, by these students, in preventing war.
Answers given to the question, "Is cooperation or power more effective in maintaining peace?" reflected that students were at two extremes. The majority of students either selected power or cooperation. There were many flaws in the Cornell Study; nevertheless, this one aspect of the study presented attitudes which could be further studied in relation to international education.

In another study at Cornell University, Goldsen, Suchman and Williams compared American students differentially involved in social relations with foreign students. Of 588 American students polled, 37 percent scored high on a scale measuring social interaction with foreign students and 26 percent scored low. From these two extreme groups a subsample of 191 men and women were selected for follow up interviews. Three factors were found in the Cornell study to be related to American students having meaningful social relationships with foreign students. These factors were: 

1. participation in the main stream of the campus social milieu; 
2. a general pattern of friendliness, outgoingness, liking for people--in short what might be called 'association-mindedness'; 
3. spatial proximity providing contact opportunity.

The Cornell study discovered that there was little relation between the ideology and interests of American students and the degree of their interaction with foreign students. Students who interacted with foreign students were not those critical or dissatisfied with the political and social conditions of the United States. It must be emphasized that the Cornell study describes a situation on just one campus in the early 1950's. At that time five percent of the student population was foreign. The researchers described the social norm at Cornell as favoring cross-
cultural contact on that campus at that time.

College students decreased in stereotypic beliefs and became more receptive to new ideas as they progressed through college, Lehman and Dressel (13) learned in their study at Michigan State University. A sample of 1051 students in their freshman and senior years were studied. A battery of cognitive and affective measures were administered to these students to determine changes. The researchers found that students tended to be interested in political affairs only as issues affected them personally. The Michigan State students also revealed in the study that they credited "informal, non-academic experience" as playing a more pronounced role in student thinking than "academic experiences." "Association with people of different races and creeds and the exchange of opinions with them" were considered important in the changing of student attitudes although seniors placed importance on the influence of their courses. (13:72) The study substantiated the possibility that attitude changes will occur in students upon contact with persons from other backgrounds. Course work alone was not considered, by the students themselves, as the only impetus to learning and to change.

The effect of international education on attitudes has been widely studied in relation to foreign students on the campuses in the United States. These studies, although very interesting, tell us very little about American students. The literature, however, reiterates frequently that American students are important to the adjustment and attitudes of foreign students. This assumption has indicated the need to improve the interaction between American and foreign students and to understand the dynamics of American students in relation to intercultural programs.
Melby (14) pointed out that, although foreign students came to the United States primarily for an education, they came hoping to understand the United States. Their attitudes, he said, were formed through experiences and contacts outside the classroom and laboratory with American students and the community. The relationship the foreign student had with the American student, Melby claimed, was often lacking or disappointing. The friendly, approachable American student did not establish the close friendships that the foreign student sought. DuBois (7) also found friendship to be an important factor in the psychological well-being of the foreign student. One of the most important contributing factors, she said, was supportive interpersonal relations. The foreign student, however, was often puzzled by American friendship patterns. "The casual, superficial and extroverted types of friendship so often found in America" could be confusing to the foreign student. (7:99)

Selltiz and Cook (16) agreed with others who have studied foreign students that those with close American friends have more positive attitudes toward American life than those who have no American friends. Extensive interaction with Americans may not affect attitudes, these researchers have found, unless real friendships have been formed. Interviewing foreign students, as Selltiz and Cook have done to obtain their data, presents numerous communication problems and, consequently, interpretation of the evidence is subject to question. Those writing about foreign students, nevertheless, have agreed that the American student is important to the foreign student's experience and attitudes.

The background literature has provided the basis for the study of
Montana State University students in its delineation of the purpose, the goals, and the means of international education. The literature has further provided considerable social-psychological research results that apply to international education and to the kind of study conducted. The need of interaction with foreign students has been established from study of foreign student attitudes and adjustment. Attitude studies of American college students claim that a large percentage of students believe in international understanding and support extracurricular contacts as important to their understandings and attitudes. What has been needed is more research into the effects of international, or intercultural, contact upon American students and those factors which contribute to continued involvement in such experiences.
CHAPTER III

AMERICAN STUDENT INVOLVEMENT
IN INTERCULTURAL PROGRAMS

Research Procedures

To learn about what leads some American students at Montana State University and not others into involvement in intercultural activities, a questionnaire was designed to be used in interviews with selected students. The only data about the student recorded on the interview sheet was his sex, living group, year in school and major area of study.

Two sets of questions in the interview schedule were to determine which students could be classified as actively, or not actively, involved in some way with intercultural programs or experiences. One question enumerated a variety of international events and asked if the student had participated in any of them in the course of this school year. The students were also asked how much they had participated—rarely, occasionally, or often. The second set of questions asked about contact with foreign students during the school year. Following the approach of Goldsen's study at Cornell (9:27), the student was asked about how many foreign students he had "personally come into contact with," the extent of his social relations with these persons, and the quality of the relationship—"good friends" or "just persons to speak to." It was conceivable that some students would not have participated in international activities at Montana State University and yet have made friends with foreign students. Thus, American students could be selected, and in fact were selected, as involved interculturally even though they had only been related to foreign students in other realms.

The Cornell study found that a large number of students who rated high
on the scale of interaction with foreign students were situated either through activities or living arrangements in close proximity with students from other lands. The study also suggested that being in the same classes had less effect on their relationships. To check if a similar phenomenon existed at Montana State University, a set of questions was included to learn where students became acquainted and if foreign students were in their classes, in their places of residence or in the same organizations to which the American students belonged.

Knowledge about and interest in international programs, it was felt, might be related to intercultural involvement, thus several questions were included to determine possible stimuli to such participation. As Montana State University has had an International Cooperation Center (recently renamed the Center for Intercultural Programs) which has sought to involve students in a variety of intercultural programs, knowledge about such a center was questioned. Questions were also asked regarding interest in a variety of off-campus international experiences such as the Peace Corps and study abroad programs.

It has been suggested that academic courses with international content have stimulated persons to participate in extracurricular intercultural experiences. For this reason a question regarding course work contributing to international and intercultural understanding was included.

Intercultural experiences prior to coming to college or outside of the University were considered other possible factors in student involvement in such experiences at Montana State University. Two questions, therefore, were included to probe the possibility of such experiences. One dealt with foreign travel experience and the other with possible intercultural experiences
at home, at work, or in the community.

Another set of factors, which were considered as having possible relevance to participation or non-participation in intercultural experiences, centered around such qualities as tolerance or a tendency to stereotype or express prejudice. Questions to focus indirectly on these areas were designed. A question about characterizing foreign students was asked. Another inquiry related to whether the interviewee would invite a foreign student to his home and, if so, from which nationality grouping would he most likely, or least likely, ask a representative. A question was also asked regarding the interviewee's willingness to date a foreign student.

Finally, in the interview schedule an open-ended question was included to get at the student's expressed reasons for involvement or non-involvement in intercultural programs. It was felt that, allowed to expand on this question, the students might reveal factors omitted in other parts of the questionnaire.

A separate questionnaire was filled out after the interview by the interviewee with only the directions: "I would like you to express your most honest feelings in answering the following questions." The questions which were not explained to the students were a few selected attitudinal, or ideological, questions very similar to some of those used in the Cornell Values Study. (10:140-151) These few questions were largely of international consequence—the issues of war and peace, technical assistance, and race. Two questions particularly related to the student's view of the major internal national problems. This questionnaire was added to the study to test if Montana State University students involved in intercultural programs differed
from the "non-involved" in opinions, attitudes and convictions about some central moral and political issues of the day.

The interview questionnaire was tested with six subjects and revised. The minor revisions in the schedule included clarification of some of the questions and an addition of choices of responses to some of the questions.

When the interview questionnaire was in order, persons were randomly selected from a variety of places of residence to be interviewed. By selecting from living groups it was hoped that a variety of major fields of study and a cross-section of freshmen through seniors would be represented in the sample. This small sample of 25 men and women was to be representative of the variety in the American undergraduate population at Montana State University.

The interviews were conducted individually in all cases. The interviewer was especially concerned that none of her attitudes and values color the subject's answers; therefore, a neutral, non-judgmental position was attempted throughout the interview. In some cases discussions of the purpose of the study and some of the issues involved in it followed the completion of the entire questionnaire.

The Research Findings

The subjects in this study represented all four undergraduate classes and a wide range of academic majors in the four colleges of the University. Of the 25 students interviewed nine (36 percent) were included in the "active-involved" group and 16 (64 percent) were in the "non-involved" category.
TABLE I. DESCRIPTION OF 25 MONTANA STATE UNIVERSITY SUBJECTS INTERVIEWED.

<table>
<thead>
<tr>
<th></th>
<th>Active-Involved</th>
<th>Non-Involved</th>
<th>Totals</th>
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<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Greek</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Independent</td>
<td>5</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Seniors</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Juniors</td>
<td>2</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Sophomores</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Freshmen</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Agriculture</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Engineering</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Professional Schools</td>
<td>3</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

There were two bases for deciding if a student was actively related in some way to intercultural programs. Those students who had more than three acquaintances among the foreign students, had done something social with those students and considered them good friends were placed in the "active" group. All those students who had participated actively in one, or more, international program were also put in this category.

One-third of the "active" group, all of them independents, had not participated in international activities but had made friends with foreign students. The only student interviewed who had attended International Club and coffee hours at the International Cooperation Center was an independent. Only one of the independents interviewed was related to the other international committees or events listed on the questionnaire. None of the "non-
involved" group had participated in any international activities.

TABLE II. PARTICIPATION IN INTERNATIONAL EVENTS AT MONTANA STATE UNIVERSITY.

<table>
<thead>
<tr>
<th>Events or Activities</th>
<th>Number of Students Involved</th>
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<tbody>
<tr>
<td>International Club</td>
<td>1</td>
</tr>
<tr>
<td>World University Service</td>
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<td>International Committee</td>
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</tr>
<tr>
<td>International Big Brother-Big Sister Program</td>
<td>5</td>
</tr>
<tr>
<td>Programs of the International Cooperation Center</td>
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</tr>
<tr>
<td>International Workshop</td>
<td>5</td>
</tr>
<tr>
<td>Others (mentioned but not listed):</td>
<td></td>
</tr>
<tr>
<td>Educational Exchange Committee</td>
<td>2</td>
</tr>
<tr>
<td>Model United Nations</td>
<td>1</td>
</tr>
<tr>
<td>None</td>
<td>3</td>
</tr>
</tbody>
</table>

Eight of the nine students in the "active" group were personally acquainted with more than five foreign students. One of this group knew four foreign students and considered some of those good friends. Only one student out of the "active" group felt the foreign students he knew, and with whom he had rare social contacts, were not "good friends."

Three out of the "non-involved" group knew no foreign students. Most of the "non-involved" group had not done anything social with a foreign student. One interviewee in the "non-involved" category counted a foreign student among his good friends, but he had never done anything social with that student. The impression given by this group of students generally was that their contacts with foreign students were of a brief passing nature. The majority of these students became acquainted with the foreign students through their classes. Several of these students were uncertain about whether foreign students were in their classes and dormitories which suggested a more vague
awareness of the foreign student than was characteristic of the "active-involved" group.

**TABLE III. INTERACTION WITH FOREIGN STUDENTS.**

<table>
<thead>
<tr>
<th>Number of foreign students in contact with:</th>
<th>Number of Active-Involved</th>
<th>Number of Non-Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than five</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Four</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Less than four</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Zero</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Have you done anything social with these students?

<table>
<thead>
<tr>
<th>Have you done anything social with these students?</th>
<th>Number of Active-Involved</th>
<th>Number of Non-Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Rarely</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Occasionally or Often</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Do you consider these students:

<table>
<thead>
<tr>
<th>Do you consider these students?</th>
<th>Number of Active-Involved</th>
<th>Number of Non-Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good friends?</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Just persons to speak to?</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

In the study of Cornell students it was concluded that the factor of proximity, especially participating in organizations with foreign students and living in the same residence with them, was related to the extent of interaction between American and foreign student. The limited sample of Montana State University students studied suggested the possibility of the operation of the same factor. The "active" group was comprised of four sorority and fraternity members, all of whom met international students through organizations or activities. Four out of the five independent students mentioned
meeting foreign students in their dormitories, though only one of these mentioned residence as the only place of meeting. Judging by this sample, meeting foreign students through classes was not an important factor in promoting interest in intercultural contact.

**TABLE IV. PROXIMITY TO FOREIGN STUDENTS.**

<table>
<thead>
<tr>
<th>Where did contacts with foreign students occur?</th>
<th>Number of Active-Involved</th>
<th>Number of Non-Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a class.</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>In a residence hall.</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Through international programs.</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Other.</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Have foreign students:

| In classes.                                      | 7                         | 10                     |
| In residence hall.                               | 2                         | 5                      |
| In organizations to which belong.                | 8                         | 4                      |

Of the 25 students interviewed, 15 knew where the International Cooperation Center was located. Seven of the nine "active" students knew where the Center was located and had visited it. The two in the "active" group who did not know where it was located were independent students who did not take part in campus international activities. One half of the "non-involved" students knew where the Center was located, but only three of them had visited it. The knowledge and curiosity about the Center in all cases was greater among the students involved in programs or with foreign students.
Interest in programs abroad—Peace Corps, travel or study—was very high among "non-involved" students. All sixteen of these students were interested in "travel abroad" as a kind of tourist and only four had no interest in the Peace Corps and in "study abroad." The major difference in the two categories of students, regarding interest in these programs, was a greater definiteness indicated by the "active-involved" group, especially on the part of those considering Peace Corps or International Farm Youth Exchange.

<table>
<thead>
<tr>
<th></th>
<th>Active-Involved</th>
<th>Non-Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Maybe</td>
</tr>
<tr>
<td>Peace Corps</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>International Farm Youth Exchange</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Study Abroad (Fulbright and Others)</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Travel Abroad</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

A wide range of academic courses were mentioned as contributing to international understanding among the 25 students interviewed. Only six students claimed that no courses in their programs had furthered their understanding of international problems, foreign peoples and cultures. Two of the seven upperclassmen and the two freshmen in the "active-involved" group were among those who claimed no academic courses of this nature. Only two students mentioned more than two courses and these students were in the "non-involved" group. The courses mentioned most often were Introductory Sociology, Current World Problems (History), and language courses.

Another background factor studied in relation to intercultural participation was that of foreign travel experience. Travel into Canada was not
considered; however, Mexico was counted. One-third of the "active-involved" group of students had been to Mexico and one student from this category had been on a People to People tour of Europe. Eleven out of the 16 in the "non-involved" group had not traveled outside the United States. One student in the "non-involved" category had been to Europe and four students had been to Mexico. A slightly higher percentage of the "active" group than of the "non-involved" had traveled.

The intercultural experiences of these 25 Montana State University students prior to coming to college or outside of the University were also studied. Only one out of the nine students in the "active-involved" group had not experienced any intercultural involvement outside of that at Montana State University. Three students mentioned having foreign students or other foreign visitors in their homes at some time. Five of these students mentioned knowing foreign exchange students in their high schools. One student met foreign young people at a church camp and another had met foreign exchangees through 4-H Club activities. Finally, one member of the "active-involved" category had been a counselor in a program with inner city slum children which included economically-deprived Mexicans and Negroes.

Only slightly over half of the "non-involved" category had intercultural experiences outside Montana State University. Four of this group had known foreign students in high school and one had known foreign exchangees through 4-H. Only one person in this group had had foreign visitors in her home. Only three students mentioned having experienced direct contact with American Indians. One "non-involved" student had studied the French language in Switzerland before coming to college.
The differences in intercultural involvement prior to college were marked in quality as well as in quantity between the two categories of students. The "active" group had experienced more contacts and those that most of them had experienced were more in-depth as well. Such remarks as a foreign student being a "best friend" or foreign visitors being "welcome in our home" occurred only among the "active-involved" students who were interviewed.

A most difficult characteristic to measure was the degree of tolerance American students had for foreign students. A tendency to stereotype and certain prejudices were considered possible deterrents from participation in intercultural activity. Foreign students, however, were not viewed differently, in a general way, by those students who knew them less well. When asked to characterize foreign students, all of the American students thought that their counterparts from foreign countries were "interesting" and most thought of them as "friendly." All those students who knew foreign students well characterized them as "intelligent," as did ten out of the 16 who knew foreign students less well. More in the "non-involved" group (seven) than in the "active-involved" group (two) considered foreign students "different." Neither "difficulty with communication" nor "cliquishness" were held up as particularly significant in viewing foreign students. This probably was due to less information about and less interest in foreign students on the part of the "non-involved" group. Those two who mentioned "cliquishness" or communication difficulty in the "involved" group qualified their characterizations in both cases by stating where and why they thought these to be true.
All but two students out of the 25 interviewed said they would consider inviting a foreign student to their home for a weekend. The two who would not be interested in doing so were in the "non-involved" category. Some difference in the two groups began to show, however, in their responses to the question regarding whom they would consider inviting to their homes.

As can be seen in Table VI, two-thirds of the "active" group said they had no particular preference. The others in this group selected students from the "Far East" because the students whom they knew well were from that part of the world. When defining whom they would least likely invite, two mentioned Europeans because they are "not that different culturally." The students in this group were also more inclined not to invite a student they didn't know well, or a student with whom they had difficulty communicating.

**TABLE VI. FOREIGN STUDENTS MOST OR LEAST LIKELY TO BE INVITED FOR A WEEKEND VISIT.**

<table>
<thead>
<tr>
<th>Areas of the World</th>
<th>Number of Active</th>
<th>Number of Non-Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Most Likely</td>
<td>Least</td>
</tr>
<tr>
<td>Far East</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Middle East</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Africa</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Latin America</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Europe</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Any foreign student</td>
<td>6</td>
<td>-</td>
</tr>
</tbody>
</table>

In the "non-involved" group, on the other hand, inviting a European was most popular. Four of these students mentioned they would be least likely to invite Africans; three said they would not likely invite someone
from the Far East. As in the "active" group, there were some students who
had no preference in nationalities and who felt it would "depend on the
person." One interviewee was decidedly reluctant to answer these questions
because, he said, "I'd sound prejudiced."

Finally, the students were asked if they would consider dating a
foreign student. Again there were differences in the responses of the two
groups. Two persons in the "involved" group said "maybe" in answer to this
question; the remainder said "yes" without qualifications. In the "non-
involved" group eight said "yes," six said "maybe" and two said "no." The
unsolicited comments that accompanied some of the "yes" and "maybe" ans¬
swers, however, were revealing—"if he were a European," "it would depend
on how dark they were"—indicating some barriers to persons with different
skin color.

The last interview question was directed at what the student considered
to be his reason or reasons for participation or non-participation in inter¬
cultural activities. The reasons given for participation fell mainly into
two categories: (1) interest in activities and (2) a background of experi¬
ences with foreign students. Several of the very active students happened
into international activities through applying to be on student activity
committees. When they became involved in the committees and became acquaint¬
ed with foreign students, their interest grew and they became even more in¬
volved. Some students felt their experiences in the family, having foreign
visitors in their homes, knowing foreign exchangees in the high school or
in 4-H had stimulated their interest in pursuing intercultural experiences
in college. One student said she became involved because she was a language
major and interested in going into the Peace Corps and, consequently, thought working with foreign students was a learning experience.

On the other side, most of the "non-involved" students gave one or more of three kinds of excuses for non-participation: (1) they didn't have time, (2) they were not interested, and (3) they didn't participate in any activities. One student felt he would probably be more related to foreign students if he were brought into more contact with them through the dormitory or his classes. Several students commented that they just had not been made aware of all the opportunities for intercultural participation on campus. One girl's answer indicated that intercultural participation was not the social norm among her friends; therefore she didn't participate.

Few striking differences were found between the two groups of students in the results of the questionnaire completed by the students on moral and political issues. The nine "active-involved" students focused almost entirely upon "prejudice," "lack of understanding between peoples--between race, social class," "racial conflict" and "law and order" as the kind of serious problems facing our nation today. Two others in this group related the nation's internal problems to "failure to communicate with and understand foreign peoples" and to "overextension of resources outside the United States to the neglect of internal problems."

Over half of the "non-involved" students viewed the nation's most serious problem to be related to race, poverty, "lack of communication and open-mindedness," or to the lack of "unity" in the country. Three students mentioned the Vietnam War and one student indicated international relations as being the most serious problems.
Neither group used the word "injustice" in reference to the nation's ills; the "active" group seemed to be more concerned about "understanding." In the "agree-disagree" items in the questionnaire, only three of the "active" group and five of the "non-involved" group thought the "weakest point in American democracy is the unjust treatment of the Negro." Both groups of students were quite clear that they did not think "some races are by nature superior." The only variation in this answer occurred in the "non-involved" group where one person agreed with the statement and two hedged, choosing to express no opinion.

In Tables VII and VIII the groups' opinions on war and related issues have been enumerated. Differences indicated were very slight. It appeared that the "active-involved" group was more split on the morality of war than were the "non-involved" students. On the other hand, the "non-involved" group seemed more split on whether peace and war are both essential. Serving in the armed services was also looked upon more positively by the "non-involved" group.

Although the "non-involved" group seemed to indicate more positive attitudes on war and were less split than the "active" group on the subject, this same group seemed to question the Vietnam War slightly more while the "active" group remained somewhat split on the issue. There was no great difference in the two groups on the issue of fighting an all-out war to stop Communism. Both groups seemed to feel that "understanding" was the key to prevention of another World War. This choice may have been colored somewhat by the nature of the interview. Although "understanding" is a
worthy ideal, it was also one of the imprecise choices available to the students. Only five students chose world government and only one chose "long range social planning" as solutions to the prevention of World War.

**TABLE VII. STUDENT OPINION ON WAR AND RELATED ISSUES.**

<table>
<thead>
<tr>
<th>Items</th>
<th>Number of Active-Involved</th>
<th>Number of Non-Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>&quot;War is morally wrong.&quot;</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>&quot;Peace and war are both essential.&quot;</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>&quot;Anyone who serves in the armed services is doing something worthwhile . . .&quot;</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>&quot;Only a moral coward would refuse to protect country.&quot;</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>&quot;The U.S. should put more stress on ... technical assistance...&quot;</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**TABLE VIII. STUDENT OPINION ON WAR AND THE PREVENTION OF WAR.**

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Active-Involved</th>
<th>Number of Non-Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Do you ever get the feeling the war in Vietnam is not worth fighting?&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Only once in a great while</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Very often</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>
TABLE VIII. CONTINUED.

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Active-Involved</th>
<th>Number of Non-Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;An all out war to stop Communism would be:&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worth fighting.</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Not worthwhile.</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Undecided.</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>&quot;Most important to rely on . . . to prevent another World War.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Understanding of other peoples</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>World government</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Long range social planning</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Summary of Findings

Becoming acquainted with foreign students through dormitory living and by joining in mutual organizations contributed to deeper intercultural involvement. Academic course work and interest in international programs abroad were not related to involvement with international students and intercultural activities. Previous intercultural experience did seem to have some bearing on similar involvement at Montana State University. Some hesitation to interact with persons culturally different and of different skin color may have been a factor in keeping some students from relating to foreign students. A general interest in activities was a factor in leading some students to involvement with foreign students. Attitudes about race, technical assistance and war seemed to have little relationship to involvement in intercultural programs.
CHAPTER IV
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The extracurricular intercultural program and the foreign exchange students who have come to the campus have been important aspects of the international education program at Montana State University. The focus of this study was upon those students who had benefited from interaction with these foreign students or from involvement in these intercultural programs and those who had not been attracted to this kind of international education experience. Twenty-five Montana State University undergraduate American students were interviewed to determine factors that might be related to involvement and non-involvement in intercultural programs.

Summary

The data collected from 25 undergraduate American students, who were subsequently divided into an "active-involved" group and a "non-involved" category according to their participation in international activities or with foreign students, indicated the following:

1. A greater interaction with foreign students evolved from participation in activities with them and from meeting through the living group.

2. Interest in international programs abroad such as the Peace Corps was characteristic of students but not significantly different in amount between the two groups.

3. There was not a significant difference between the two groups in type or amount of academic course work contributing to international understanding.

4. Both the "active-involved" group of students and the "non-involved"
students had some foreign travel experience, but the "active-involved" group had more pre-college intercultural experiences. The latter was indicated as a reason for greater participation in intercultural activities at Montana State University.

5. The ways foreign students were viewed by the two groups varied little. There was more interest on the part of the "active-involved" students in the more culturally different students and less ambivalence about consideration of dating a foreign student.

6. An orientation towards participation in activities was associated with involvement in intercultural programs.

7. Attitudes toward war and peace and related issues did not seem to be significantly different between the two groups of students.

Conclusions

The author of this study would caution against over-generalization from a sample so small as 25 students. The sample may, for instance, give the impression of greater American student involvement than actually exists at Montana State University. Because there have only been 15 out of 90 non-Canadian foreign students living in three different dormitories during the 1967-1968 school year, it would seem fortuitous that any American students were found who had met foreign students through dormitory living. Cautious conclusions, nevertheless, can be drawn from the data collected which has given some clues about the effectiveness of international education and the factors contributing to some students becoming involved in the intercultural activities.
The most clearly related factors found among these students were (1) the extent of interest in activities generally and (2) significant past experiences with cross-cultural contact. Once students entered into international, or intercultural, activities their interest in foreign students and international experiences expanded and deepened.

Although, according to the results of this study, little relationship was indicated between interest in programs in foreign countries and participation interculturally on campus, the interview instrument did not adequately differentiate the degree of interest held by the students. Academic course work did not have any particular impact, among the 25 students interviewed, upon involvement in further education experiences such as the taking advantage of intercultural programs. The majority of students interviewed were juniors and seniors in their third quarter of the year. This kind of sample has probably indicated fairly the limited amount of course work contributing to international understanding experienced by most of the student body.

The extent of the relationship of attitudes toward persons of a different skin color to involvement in intercultural programs was not clear from this study. Almost all students interviewed rejected the notion that "some races are by nature superior." On the other hand, more students indicated a reluctance to entertain foreign students other than European. One might also conclude that answers in this area were inclined to be the "acceptable" ones. Like some who admitted it, there may have been those who were reluctant to state their real feelings about doing something social with any foreign student.
The Montana State University students did not think markedly different from those not involved in intercultural experiences. Political views and attitudes toward war do not inhibit persons from involvement in international programs. Such a study does not show what happens to persons' views once they enter into meaningful interaction with foreign students.

Recommendations

The problem under study needs to be investigated further if clear data is desired for use in improving the impact of an international education program at Montana State University. Both a larger sample would be needed and an improved investigating instrument would have to be designed to get at the significant variables influencing student participation in intercultural programs. One such improvement in the instrument would be to ask students to indicate their priority of interest in international programs abroad and the extent of their planning related to these programs. A more accurate picture of student interest and its implications for intercultural participation would then be forthcoming.

As a general activity orientation was related to bringing some Montana State University students into the intercultural programs of the campus, an improved means of channeling more students into the program's committees should be found. Greater recruiting for participation in committees among the independent dormitory students would be difficult but certainly of great value in spreading the opportunity for contacts with foreign students.

The limited number of foreign students at Montana State University and their prevalent desire to live off campus make it difficult for the University to provide more opportunities for students to meet through the living
group arrangement. More foreign students could be encouraged to live in the dormitory with American students if some creative planning were done to make the experience more attractive to the foreign student and more beneficial to the American student as well. Some thought should also be given to the encouraging of smaller living groups to house a foreign student for a year.

Finally, high schools and 4-H clubs are to be commended for their programs which have given Montana students the opportunity to meet foreign exchangees before coming to college. The School of Education and the Center for Intercultural Programs should be cognizant of where much international understanding begins to grow— in the schools and club experiences of the very young. Programs of education in international understanding for elementary and secondary schools and the community should be planned or expanded and certainly encouraged.
APPENDIX
INTERVIEW QUESTIONNAIRE

Male ___ Female ___
Sorority ___ Fraternity ___ Dormitory ___ Off-campus

Year in school ____________ Major __________________

1. Have you participated in any of the following international events at
Montana State University this year? (Check which ones)
   ___ International Club
   ___ World University Service Committee
   ___ International Committee
   ___ International Big Brother-Big Sister Program
   ___ Programs of the International Cooperation Center (now the Inter-
cultural Center) such as coffee hours
   ___ International Workshop
   ___ Other (name) ____________________________________________
   ___ None

How much have you participated in any or all of the above programs?
   ___ Rarely ___ Occasionally ___ Often

2. Do you know where the International Cooperation Center (now named the
Center for Intercultural Programs) is located on campus? ___ yes ___ no
   Have you ever visited it? ___ yes ___ no

3. About how many foreign students did you personally come into contact
with during the present school year? 0 1 2 3 4 5 More than 5
   Have you done anything social with this student (these students) such
as having lunch or coffee together? ___ Never ___ Rarely ___ Occasionally
___ Often
   Do you consider this student (these students) ___ a good friend(s)
___ just a person(s) to speak to?

4. If you have made personal acquaintance with a foreign student (foreign
students) where did this occur? ___ In a class ___ In a residence where
you are living ___ Through international programs (e.g., a coffee hour
___ Other (describe) ____________________________________________
   Do you have foreign students in any of your classes? ___ yes ___ no
   Are there any foreign students living in your residence? ___ yes ___ no
   Do you belong to any organization to which foreign students also
belong? ___ yes ___ no
5. Would you be interested in participating in any international programs such as the following?

Yes  No  Maybe

- Peace Corps
- International Farm Youth Exchange
- Study abroad programs (like Fulbright and others)
- Travel abroad to Europe, Latin America, etc.

6. Have you had any academic courses (in history, economics, sociology, etc.) that have furthered your understanding of international problems, of foreign peoples and cultures?  Yes  No  Maybe  If so, what were these courses?  (list)

7. Have you ever had any foreign travel experiences?  Yes  No  Maybe  If so, where?

8. Have you ever had any experiences outside of Montana State University with persons of a culture other than your own such as with a foreign student in your high school or on an Indian Reservation?  Yes  No  Maybe  If so, what was the experience?

9. How would you characterize foreign students?  (Give interviewee copy of question.)

- Intelligent
- Difficult to communicate with
- Interesting
- Friendly
- Different
- Cliqueish
- None of these

If none, how do you think of them?

10. Would you consider taking a foreign student home with you for a weekend?  Yes  No

Which would you be most likely to invite?  Far East (Indian, Chinese)  Middle East (Arab)  Latin American  African  European  Any of them  Which would you be least likely to invite?  

11. Would you consider dating a foreign student?  Yes  No  Maybe

12. What do you consider the most important influence upon your participation in (or not entering into any kind of) international or intercultural experiences on the campus at Montana State University?
(TO BE FILLED OUT BY INTERVIEWEE)

1. What do you consider the most serious problem facing our nation today?

2. Do you agree or disagree with the following statements?
   
<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>No Opinion</th>
</tr>
</thead>
</table>
   a. War is morally wrong. |   |   |   |
   b. Peace and war are both essential to progress. |   |   |   |
   c. Anyone who serves in the armed services is doing something worthwhile for his country. |   |   |   |
   d. Only a moral coward would refuse to protect his country. |   |   |   |
   e. The United States should put more stress on economic and technical assistance to the less developed nations of the world. |   |   |   |
   f. Some races are by nature superior. |   |   |   |
   g. The weakest point in American democracy is the unjust treatment of the Negro. |   |   |   |

3. Do you ever get the feeling that the war in Vietnam is not worth fighting? __Never __Only once in a great while __Sometimes __Very often __No answer

4. Do you think it would be worth fighting an all out war to stop Communism, or do you think an all out war to stop Communism would not be worthwhile? __Worth fighting __Not worthwhile __Undecided

5. What would you suggest would be most important for the people of the United States to rely on if we are to prevent another World War? Select one answer which you think is most important.
   __Leadership
   __Understanding on the part of every citizen, of other peoples
   __Military power
   __World government (United Nations)
   __Stopping Russia and Red China
   __Emphasis on individual spiritual values
   __Free enterprise system
   __Long range social planning (technical assistance)
   __Increased U.S. influence over international affairs of other nations
LITERATURE CITED


