

AWARENESS, ATTITUDES AND INTEREST IN  
INTERNATIONAL DEVELOPMENT PROGRAMS  
OF SELECTED AGRICULTURAL STUDENTS  
AT OKLAHOMA STATE UNIVERSITY

By

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## CHAPTER I

### INTRODUCTION

The increasing interdependency of the world can be seen more prominent each day with fuel shortages, increased inflation, lack of local resources and the need to increase foreign markets for local commodities.

The increasing power and competitiveness of other countries such as Japan, Germany and the Middle East has made the United States realize its deficiencies and needs are of vital importance.

The emphasis can be supported by the positive support of congressional funding and reorganization of international development programs and agencies to increase effectiveness and efficiency in meeting the needs of the developing world. International Institute for Developmental and Scientific Cooperation, Title XII (Freedom from Hunger and Famine Prevention) are examples of this support.

From the present activity of not only government but private foundations and individual response to this need, it seems only natural that the trend will maintain momentum or increase in the future.

Oklahoma State University has had a long history of international involvement from the Ethiopian project in 1951. Presently at Oklahoma State University, Title XII is making strides in this increasing involvement in international development. Human resource development



programs are under way with language training involving faculty and staff in Spanish and Chinese.

Oklahoma State University was first in carrying out a baseline study in Ecuador under Title XII. Future potential for international activity with Ecuador and possibly Bolivia has stirred a great amount of excitement in interested faculty and staff.

With the vast amount of human resources, technical expertise and international experience at Oklahoma State University, it seems only natural that these resources be mobilized to accept the congressional support and move toward meeting the needs of the lesser developed countries while fulfilling an invaluable deficiency in our own educational system.

#### Statement of the Problem

Because of the increasing activity at Oklahoma State University in international development programs, spurred by Title XII, a study of the awareness, attitude, and interest of students approaching the professional level towards international development programs was considered as timely, especially in agriculture. The problem was seen as especially significant by the Office of International Programs in its activities of trying to increase the awareness and interest of a global understanding. Not only students but faculty also seemed to have a very low awareness, negative attitude and sporadic interest in international involvement.

Hopefully this information will give a basis to form a comprehensive program of human resource development to meet the demands of developing countries and improve the global education prospective campus

and community wide. The results from this study will give evidence as to the need for changes in the curriculum and bridge between those students interested, willing and capable to become participants in international development programs.

This study may not only be of significant importance to the agriculture personnel and International Programs Office, but may be of importance in all areas across the campus. The demands of lesser developed countries are in nearly all areas of specialization and must be included in the mutual development process to be effective. For practical purposes this study has been limited to junior, senior and graduate level students of agriculture at Oklahoma State University.

This study may also be of importance to other universities across the nation who are involved in international development programs to make full use of coordinating resources, both monetary and human, to fulfill the increasing demands of the interdependency of the world.

#### Purpose

The purpose of the study was to determine the nature and extent of awareness, attitudes and interest in international development programs of selected students in agriculture at Oklahoma State University.

#### Objectives:

To accomplish the purpose of this study the following objectives must be reached:

1. To determine if there is any interest of selected students in international development programs.

2. To determine the degree of awareness of international development programs by those selected students.
3. To get some feeling of what these students' ~~attitudes~~ are towards international interchange and international development programs.
4. To find out if there is any relationship between undergraduates and graduate students.
5. To acquire demographic information on these students to develop a basis for the population surveyed with respect to language capabilities, travel background and international student friendships.

#### Scope of the Study

The students included in the survey were from selected junior, senior and graduate classes in agriculture at Oklahoma State University in the spring of 1979. The survey dealt with the following aspects: awareness-interest in international development programs and International Agriculture Research Centers, attitudes towards international influence and interchange and their interests in becoming involved in international development programs. Also whether or not International Education should be increased in the curriculum.

#### Assumptions

The following assumptions were made:

1. The students surveyed were at or reaching the professional level of their respective fields.

2. The world events at the time the survey was given may have influenced the results of the survey. For example, the revolution in Iran spurring Iranian student uprising on Oklahoma State University and other university campuses, may cause an increase in negative attitudes.
3. The international education at Oklahoma State University needs much more emphasis, policy direction and management coordination.

### Definitions

The following definitions of terms are furnished to provide as nearly as possible, clear and concise meanings of terms used in this study:

1. International Development Programs (IDP) - These programs provide an avenue of technical assistance to developing countries. These may include such programs as the United States Agency for International Development, Ford, Rockefeller and Kellogg Foundations, Peace Corps, missionary groups and most recently an amendment to the original foreign assistance act of 1961, called Title XII (Title XII is not an IDP per se, but provides an avenue for coordinating university resources to help meet the needs of developing countries).
2. Lesser Developed Countries (LDC's) - "Developing Countries," "Developing Market Economies" and "Low Income Countries" are generally interchangeable. They refer to the market-oriented countries, excluding Canada, the United States, those in Western Europe, Israel, South Africa, Japan, Australia and

new Zealand. The countries in Eastern Europe, the USSR and communist countries of Asia (some of which have low per capita income) are termed "Centrally Planned Economies."

3. Young Professionals - Junior, senior and graduate students.
4. International Agriculture Research Centers (IARC) - These International Research Institutes are to help nations develop their capabilities to increase agricultural production. There are eleven major research centers around the world which have been used in this survey:
  - 1) International Maize and Wheat Improvement Center (CIMMYT) - Mexico
  - 2) International Rice Research Institute (IRRI) - Phillipines
  - 3) International Institute of Tropical Agriculture (IITA) - Nigeria
  - 4) International Potato Center (IPC) - Peru
  - 5) International Crops Research Institute for the Semi-Arid Tropics (ICRISAT) - India
  - 6) International Laboratory for Research on Animal Diseases (ILRAD) - Kenya
  - 7) International Livestock Centre of Africa (ILCA) - Ethiopia
  - 8) International Center for Agriculture Research in Dry Areas (ICARDA) - Egypt
  - 9) International Board of Plant Genetics Resources (IBPGR) - Italy
  - 10) West Africa Rice Development Association (WARDA) - Liberia
  - 11) Center for International Agriculture of the Tropical (CIAT) - Colombia

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

The history of education illustrates a vivid picture of events which have led to today's educational system in the United States. The investigator has put together a sequence of events and responses to these events up to the present time. Included in these are historical evolution of education, obstacles to change, progress made toward international education and challenges and needs for an international perspective in the future of education at all levels.

#### Historical Perspectives of International Education

##### The European Evolution

The American universities are a mere 100 years old in contrast to European universities who will soon be celebrating their 800 year anniversary as degree granting institutions. In the Nineteenth Century, an estimated 10,000 Americans travelled abroad to acquire what were then known as elements of the New Learning. The professional faculties at the beginning of the Twentieth century were namely Law, Medicine, Philosophy, and Theology.

There were admission examinations which were administered by the State and was based on the classical languages and literature and inductive philosophy. These are the subjects which the rational humanist of the Nineteenth century considered to be the only ones that afforded the intellectual discipline necessary to assure success in university studies. These tests were also known as "maturity examinations."

The University of Berlin, in 1810, pioneered a change in curriculum towards the sciences as a result of the military state that developed in Prussia. These science areas of study were geology, physics, botany, and the so called pure sciences.

The new school of scientific studies and technological application were placed in new types of institutions somewhat inferior to the universities. Such students of science and technology were looked upon as technical specialists, "persons who could make things run without necessarily knowing why or to what purpose" (17, p. 61).

There was great emphasis on "rational humanism" from a philosophical and social outlook up until the 1850's in European universities.

From the demands and changes caused by World Wars I and II, the philosophical uniformity once maintained in Europe is now overshadowed by the sciences. The Faculty of Mathematics and Natural Sciences is now the most prominent.

As a consequence of such expansion into new fields of inquiry, the universities are rapidly losing their air of detachment from the cares of the world about them.

## The American Evolution

University involvement in international activities got its thrust in the early 1940's when the Second World War needed a vast array of quickly trained manpower for the worst conflagration the world has ever seen. It was this experience of war that brought the U.S. to realize its ignorance of peoples, cultures, and languages outside of the western European tradition. It was this lesson taken to heart that leaders in some universities and the foundations collaborated on the first area study programs which focused on the Soviet Union and Asia.

Thus the seeds were sown for a prosperous 15 years of important developments in the American academic front.

The Fulbright-Hays Exchanges, institution building in developing countries from contracts with universities as a part of the Foreign Aid Agency (First the Foreign Operations Administration, then the International Cooperation Administration) were major achievements in international cooperation and education.

Language and area studies programs began to grow in number and size across the nation. It was a period of experimentation and innovation in many distinct parts of the world affairs realm of Higher Education (5).

Oklahoma State University was no exception to this trend sparked by the Second World War and a dynamic president, Henry G. Bennett who was the pioneer on President Truman's Point IV Program.

The Point IV Program was a milestone in bringing universities into the limelight of assistance to the developing countries.

As Bennett once expressed his belief bluntly:



Our friends of the underdeveloped areas do not want charity. They want to become independent, by their own efforts, of our help and of all outside help. They are eternally right in asking us to share our knowledge and skill - which cannot be given away - so that they may achieve self-reliance and the dignity that goes with it . . . There are as many paths to progress as there are nations. They want to choose their own (9, p. 7).

He viewed the program as a people-helping-people experience and new insight for those who are the "pioneers" to do such work.

The work in Ethiopia from 1951 until 1968 was the pioneer program followed by others in various parts of the world, which set the pace for the future of international activities for Oklahoma State University.

The year 1960 was considered as a watershed year in the United States which had revealed several new trends that set in as the decade opened. It seemed for the first time the whole university came into focus as the major actor in international education. Before this time the activities were tied to the universities, but not as a total integral institution. One of the major factors in bringing about this focus on the university was a committee report on the University and World Affairs, usually referred to as the Morrill Committee Report. This committee report took the university as its focal point, relating to it such constituent parts of the full picture as foreign students, language studies, education for technical assistance, and world affairs in liberal education.

Another reason for thinking of 1960 as a watershed year was the shift that occurred in the pattern of financial support for colleges and universities in world affairs. The government came prominently into the picture under Title VI of the National Defense Education Act. This enabled the private foundations to adopt a new approach while the federal government picked up a share of the load largely borne by the private

foundations during the 1940's and 1950's.

Then in 1961, the passage of the International Development and Security Act gave a new thrust towards International Development. This renamed the Foreign Aid Agency the Agency for International Development (AID), and also started the Peace Corps.

In 1966, the International Education Act which was represented by President Johnson and a growing interest in the United States to focus once again on the international realm of activities. This act focused primarily on the development capacity of our institutions of higher education to teach and conduct research about foreign lands and world problems (3).

In 1975, another critical point for the supportive programs of International Education was established with an amendment to the original Foreign Assistance Act of 1961, known as Title XII. This amendment is entitled "Famine Prevention and Freedom From Hunger." The purpose of Title XII is to coordinate under USAID, the university resources on a five fold mission (16):

- a. Strengthen the capabilities of United States universities in teaching, research and extension for LDC's.
- b. Build and strengthen human resources of developing countries to help themselves survive.
- c. Provide program support for long term collaborative university research on food production, distribution, storage, marketing and consumption.
- d. Involve the university more fully in international network of agriculture science, including International Research Stations, the activities of international organizations such as FAO,

United Nations and Institutions of Developing Nations.

- e. To provide program support for international agriculture research stations; provide support to research projects to help solve problems to develop and strengthen national research and extension systems in developing countries.

### Needs as Identified for Global Universities

The world was discovered in 1969 when three men ventured out into space and enabled us to take pictures of the Earth from the moon. The people here on Earth thought that they had a pretty good idea of what the portraits of the Earth would look like. Once we had the opportunity to view them from a different perspective the results were quite different. Earth looked alone and frail, floating helplessly in an immense sea of space.

The perspective that is contained within the minds of people on Earth is a natural and easy one to have. The perspective that earthlings had before this outside view was made possible is one that international or global education must try to change in the minds of people. The inhabitants of the Earth must look at themselves as "riders on this Earth together" rather than a world shaped to the narrow dimensions of the isolationist perspectives.

International education is a must in the rapidly changing and interrelatedness of the world. For education to be complete and universal it must go beyond the nation-state boundaries. In order for any society to get feedback on a system of education we need to compare. The students of today's world must be prepared to function in today's and tomorrow's world. In order to do this, a need to broaden and perpetuate

an attitude of oneness is essential in the world - the human family (13).

Following the UNESCO lead, a majority of international education programs focused on international understanding (friendliness and knowledge of other peoples and culture); other purposes which derive from an analysis of the realistic needs of world peace and a better understanding of various ideologies and political systems, knowledge of international economic processes, sensitivity of the gross inequities among peoples of the world, understanding of the dynamics of international decision processes and awareness of the nations and extent of technological growth and ensuing social change in the world (17).

In assessing the future of education for an interdependent world, the perceptions of needs however accurate they may have been in recent years must be re-evaluated.

The causes of this dramatic change are already apparent: major demographic shifts, increasing costs of educational enterprises, a disastrous academic job market; a shift in the interest of undergraduates towards applied and pre-professional subjects.

A strategy that will take cognizance of the fact that the needs for special knowledge and general familiarity with other cultures will not decline with resources, but will grow is imperative.

It is necessary to also bring a major share of this enriched undergraduate curriculum to the non-concentrator, as an adjunct to preparation for careers outside of international studies, and as a central aspect of training of the "educated citizen" (11).

## Obstacles to Change Toward International Education

### Traditional Attitudes

Ethnocentrism. Ethnocentrism may have three different definitions or be classified in three categories according to its influence in inter-group encounters. Lukens (14) explains in a paper presented at the annual meeting of International Communication Association.

Lukens explains that some have defined it as the tendency to view ones own culture as the paragon of value, while others have contended that it is synonymous with high patriotism and ingroup loyalty. Still other social scientists have maintained that it is an attitude of "cultural superiority" and often results in disparagement of outgroups.

The intensities which may be classified as low, medium, and high will be reflected in language as well as other facets of behavior.

The "low" intensity entails the distance of indifference (reflects insensitivity and obliviousness towards outgroups).

The "moderate" intensity entails the distance of avoidance (reflects feelings of hostility towards outgroups and a desire to disparage them).

These three categories of ethnocentrism may be termed "communicative distance" which essentially represents the psychological distance which may be felt between two or more speakers.

Lukens maintained that language may be manipulated by a speaker so as to shorten or lengthen the "communicative distance" between himself and another. This communicative distance may be determined by certain types of language or jargon being used.

Prejudice. "Prejudice is certainly one of the most striking forms of stupidity" (23, p. 10). A quote by West (23) in his Psychology and World Order explains:

Human prejudice is universal. It depends upon human needs - self respect. There are so many ways in which the human mind can evade facts; none in which it can discard the desire for self-approval. We men and women must try to think well of ourselves (p. 43).

He further contended that in order to achieve this end, we have to disguise the truth from ourselves in a thousand ways. We deny, we forget, we explain away our faults; we exaggerate the faults of others.

There is a big difference between prejudice and intolerance. Prejudice is almost always passive where as intolerance is active. Intolerance may cause you to kill and prejudice is merely refusing to listen to them or to deal with them at all.

In the words of Stratton (22),

Notwithstanding its universality, racial prejudice is seldom or never innate. It is not born with us. White children, for instance show no prejudice against colored children or colored nurses until such prejudices are instilled into them by their elders (p. 50).

He discusses the fact that prejudices are a biological group reaction to losses threatened or experienced, a response not inborn but continued by tradition and fresh expression of a new harm.

What is most needed is some overall frame of reference to bridge the gap between the individual's observable world and the more abstract planetary world.

Stereotype. The concept "stereotype" was first introduced by Lippman (1922) in a classic analysis where he referred to stereotypes as "pictures in the head," which are often, but not always based on inadequate knowledge and overgeneralized ideas. They provide a basis

for behavior toward other people who are members of a particular group.

Categorizing and labeling types of experiences and/or objects is essential to all human thought. Without stereotypes, it would be necessary to interpret each new situation as if anything of the kind had never been met before.

Stereotypes may be favorable or unfavorable. Any stereotyped concept is bound to be wrong, in detail or in total when applied to any given individual member of a group but not all stereotypes reveal misinformation.

The investigator must determine the extent to which the stereotype is based on hearsay and cultural tradition (15).

#### Previous Studies

The awareness factor is the sum of one's expectations, beliefs and perceptions regarding various ethnic groups.

According to the research that has been done in various countries, children who are about six years of age classify people of other nationalities as "those who don't resemble me," while those of their own nationality they think of as "those who are like me." The basis is from physical factors and share little or no emotional overtones (1).

Studies show that even though young children six to ten years of age have very little information about a country, they have very strong attitudes towards a country -- negative or positive.

These ties or attitudes towards a country or ethnic group are very strong and long lasting. Any information about which is given to them subsequently tend to polarize their opinions. In other words, instead of changing their attitudes it tends to force them toward greater

extremes of the same views.

An interesting example of this can be cited when a question was asked to some American children, "I wonder why Soviets plant trees along roadsides?" Their answers were, "In order to block the view," or "To give the prisoners work to do." However, when the trees were supposedly planted by Americans their opinions were "So that there would be some shade."

Research done in two schools in Turkey show that children at ten years of age still have a generally positive opinion of most national groups. It was shown that after the age of fourteen they begin to classify countries according to their political systems and relate positively to those that are similar to their own, and have negative feelings about those that are different.

The investigations that have been carried out regarding these processes of attitude formation are few and controversial.

Generally, it can be stated that children of a young age, the way they act toward people of a different ethnic group, is unrelated to their attitudes. However, as they advance in age, they tend to choose their friends from among their own group. In other words, ethnic attitudes and behavior tend to converge (1).

Studies have shown that the elementary years are a very significant and critical time in the development of many social values, attitudes, and cognitions (13). The elements that "socialize" the child are not only what happens in school, but apparently the reinforcement of certain attitudes and prejudices are formed during the early years of the student's education. Therefore, the elementary school plays the largest part in teaching of and about political education.



Studies have also shown, contrary to popular opinion, that children very early develop something of a world view. King (13, p. 54) states that "the cognitive structure of even the very young child now includes some national, international, global and extra-global elements if from no other source than television programming."

Studies have shown that the elements of world view that have been drafted into the high school curriculum have done very little to change the basic attitudes developed earlier.

A number of studies agree with the findings of King (13) who concluded:

The point of those testing successions failed to support the hypothesis that significant major development and change occurs during the high school years. On the contrary, the findings revealed that an unexpected degree of political learning experience had occurred at the pre-high school level (p. 24).

At the college level the inbedding of the individual's attitudes, values, and beliefs are going to be even more ethnocentric and narrow if the old colonial philosophy of education persists through these years of education and experience.

There is still a great deal to be learned about the international orientation of young people. There are many questions to be answered. Such as what sort of world views are developed in the pre-college years? For example, how do third graders typically view war? How do ninth graders view the nation-state system? What images of Africans prevail among primary grade children? How much awareness and knowledge do graduating seniors have of international organization?

These questions suggest some of the many areas where research is needed. It is necessary to find out what the students' world views are, how they are acquired, how and when they change, and how more universal

views can be developed through the curriculum.

The international education must not develop as a special compartment in and of itself. It must develop from the entire curriculum.

A study was done in two schools in Holland to determine the students' awareness and attitude toward countries and people of other countries around the world (1). The studies were done in elementary schools which were considerably different from one another socio-economically.

The first was a well-known private school with children from families that frequently go overseas, where members have gotten their education from abroad.

The second elementary school is located in one of the outlying areas of Ankara, and most of the students come from a shanty town area. These children generally came from families that recently migrated to the city from villages or where the parents are workers. In general, those students have not received any information regarding socio-economic class differences. In each class 229 children from second, third, and fourth grades took part.

A total of seventy-one different countries were given. The first school gave seventy, while the second school gave forty-eight. The countries known are primarily the superstates - European countries or Turkey's neighbors.

The research attempted to show what the factors were that the children used to become aware of certain countries and secondly what made them establish either a negative or positive attitude towards them.

The findings to the first part were by newspaper, T.V., radio, or more special interests such as stamp collections or collections of

flags. Others had friends or relatives abroad which gave them a special interest in that country.

The attitude developed to each country was primarily based on the children's perception of the countries being liked or liking Turkey where their relatives reside or have previously visited. As a matter of fact, one student had a positive attitude to a country where only one person he or she knew was living.

Generally speaking, the students' perceptions of countries were developed on a basis of whether the country like Turkey and Turkey liked the particular country. The ten countries used were Germany, Iran, France, England, United States, China, Bulgaria, Russia, and Greece as well as Turkey.

The three countries considered as hostile were Greece, Russia and the United States. While Germany, England, France, Iran, China and Bulgaria were considered as friendly. It was noted that in the interpretation of these attitudes results, certain political situations were present.

In 1975 when this experiment was conducted the controversy over Cyprus between Turkey and Greece had strained their relations, and this was also the period of the American embargo on arms to Turkey. The mass media had devoted considerable attention to the American Arms Embargo. This was reflected in the children's assumptions that America didn't like Turkey when they made their rankings.

Generally, there is an increase in the countries that receive strongly positive or negative judgements that is related to age. For instance negative judgements regarding Greece and Russia increase according to age. Positive judgements toward Iran and Germany increased with age.

In a recent study done by the Presidential Commission on World Hunger, the American people strongly support efforts to alleviate world hunger. The results show that the public was unclear to the extent of world hunger and exaggerates the levels of current U. S. Government programs to cope with world hunger. Eight out of ten agreed it was important to keep funding at present level or increase.

The study included 1,547 people. Of these, 62% thought one-quarter of the world's total population goes hungry each day. Twenty-six percent thought that one-quarter of the U. S. population goes hungry each day. The discrepancies here show that public's perception of the hungry issue is fuzzy and probably affects other views or questions related to hunger.

When asked how much Americans are affected by hunger abroad 52% said the problem had at least a fair impact, while 42% thought that there was not too much affect. Only 13% of college graduates earning at least \$25,000 a year thought that they were affected "a great deal." Fifty-two percent said "not very much."

The average U. S. citizen thinks that the U. S. spends more money on foreign aid than other countries, when in fact U. S. efforts are less. Only 7% were aware of this. Thirty-eight percent thought that foreign aid should be increased while 41% said that it should remain the same and 12% said the budget should be reduced.

The types of programs supported by the American people rated World Hunger 5th (31%); economic aid shared with military aid was last place (8%).

The American people have a willingness to support tax dollars for hunger alleviation, especially if it is through voluntary or non-

governmental agencies or institutions. Peace Corps, Red Cross, religious groups and UNICEF gathers the most support; the world bank the least.

The general conclusion of the study was firstly that there is a great deal of room for public information and education efforts to make Americans more aware of the realities of world hunger and what the U. S. is and is not doing.

Secondly, the general support from most Americans provides an unusual opportunity for the development of new ideas and approaches in shaping world hunger related programs (6).

#### Curriculum Today - Deficiencies

I do not know whether the battle of Waterloo was actually won on the playing field of Eton. But it is no exaggeration to that the struggle in which we are now engaged may well be won or lost in the classrooms of America (5, p. 101).

A quote by President Kennedy, when he was a senator, depicts the grave challenges to American education at all levels, from the elementary grades to the universities. College graduates of this generation who least expect it may eventually find themselves to work abroad.

There is a growing demand on staffing multivarious foreign operations with "amateurs," well educated, intelligent young men and women with integrity and good judgement and not an expert in foreign affairs. Yet the run-of-the-mill graduate is ill-prepared for this task in either public or private employment. In language skills, he or she is desperately deficient. Many are deficient in "cultural empathy." They are unable to rapidly acquire an understanding and appreciation of a foreign culture or feel at ease in a foreign environment.

Higher education in the United States, is more provincial than that of any other comparable country. Contrary to this, the seniors of colleges graduate with little more knowledge than they entered with as freshmen.

Well-informed observers have stated that the American colleges and universities do not "produce graduates who are adequately informed, interested, realistic, sensitive, and responsible so far as events and conditions outside of the U. S. go" (5, p. 101).

Proof of these statements were verified by a survey given to 2,000 seniors selected at random at 36 colleges and universities across the country.

The test was prepared by the educational testing service designed to test students' knowledge and understanding of significant facts in the history, geography, and political institutions of foreign countries and American policy and international relations.

Ignorance of foreign affairs, on the part of several hundred thousand young men and women who each year join the ranks of so called educated citizens. A dangerous deficiency in the present crisis in American foreign relations has received hardly any attention and practically no remedial action (4, p. 103).

The short-comings of the educational system are obvious with respect to overseas assignments from a report done by Weidwer. His report illustrates that professors that were in an overseas assignment in technical assistance programs were generally competent in the mastery of subject matter in the special fields, but the fields were so specialized or narrowly defined that the professor was often not prepared for the wide range of jobs expected of him. He needed to be a researcher, consultant, and administrator all rolled into one. Few had any training at home that prepared them for this versatility.

## Progress Made Toward International Education

### Fulbright-Hays Exchange Program

Fulbright (2) states that there is a great need for some new approaches to international relations when heading at such indiscriminate destruction of life and property by new and sophisticated methods of World War II.

This was the reason for the introduction of the basic legislation in 1945 for the educational exchange program. It was thought by Fulbright that if the large numbers of people from nations other than their own, they might develop a capacity for empathy, distaste for killing other men, and an inclination to peace.

It is therefore fair to say that the exchange program is an instrument of foreign policy not just for the United States but for all participating nations - as well as a memorable educational experience for the individual participants.

It is the purpose of this study to bring together the government and private groups as well as the institutions of higher education. As Fulbright has stated,

The success of the exchange depends heavily on the participation of private groups and individuals, since local patrons are in the best position to facilitate the acceptance of foreign students in the American academic community (5, p. 95).

Senator Fulbright has stated that at the end of World War II there was a need to create a constituency for the concept of the United Nations we needed a program in which people, "from all over the world could come to know one another and to understand and respect the traditions and cultures and values of other peoples (4, p. 18).

He told the guest at a luncheon,

I can't help but say that this necessity is much greater now than it has ever been in history. The ingenuity of man in inventing such power of destruction as the hydrogen bomb makes it absolutely essential that this movement proceed. The alternative seems to be utterly intolerable and disastrous (5, p. 96).

Senator Fulbright felt that the United States most needs the effects of international exchanges not just for cultural reasons but "because we are large, powerful and potentially dangerous we need to be civilized and humanized more than anyone else" (3, p. 96).

### Semester at Sea

The voyage of a ship called "The Floating Campus" in 1966 was discussed by Dr. Bittinger. The theme of the voyage was "Joining Humanities Quest." This theme assumed that man in all ages and in all cultures has sought or quested something or some things. This theme was to be tested as the students went from one port to another culture to culture, nation to nation. Dr. Bigginger testifies that the students did develop a sense of belonging to a world community and culture. More important, they realized they were a part of it.

Dr. Desmond W. Brittinger, in discussing this attitude said:

Their questioning emerged gradually as they learned to identify more and more fully with fellow students in a score of the nations of the world. In this student relationship all inhibiting lines such as color, nationality, language, religious belief, or even age group tended to disappear. The mutual awareness of being students overrode all such usual barriers. Moreover, the American position lower than the top. He discovered that he entered it somewhat crippled in comparison to others. He knew only one language, one money system, and, in comparison with the others, very little world history and geography; his greatest handicap, however, was that he started with the assumption that it was not important that he know these things. He awakened to the fact that really he had been



in the world but not of it. By and large, this is the sad condition of the American adult as well. Some widely traveled Americans, including politicians, insist on remaining within this crippled group (17, pp. 17-18).

This "Floating Campus" is now called "Semester at Sea" and is still making its phenomenal contribution to increasing the global perspectives of those who have the interest and ability to participate. In a recent Semester at Sea program on Oklahoma State campus, the participants from here expressed their feelings uniquely and unanimously, "It will change your life and your perceptions of the world."

Some institutions are responding to the ever increasing need to allow the undergraduate student to receive the tools necessary to function in our increasingly interdependent world. For example Harvard has gone through a stage of internationalizing the core curriculum for undergraduates which included language requirements and study of another culture. This core curriculum which will not be fully established until 1981 will only include one fourth of the typical students college program. At least it is a start in the right direction to help meet the needs of an interdependent world for the undergraduate.

Keenan (11) specifies the need of awareness is not only to the student but to raise the general awareness of the parents, legislators, administration officials and corporation executives that the next generation of leaders in most of the world like present leaderships do, will not possess the knowledge of English and the associated acculturation to Western ways. They must be made aware of the power of the dollar, the Air Force base and the PX must be replaced by professional understanding and experience in a wide array of cultural and political contexts. They must realize that the fellow who cuts the deal will be the one who will recognize the moment when it is crucial to talk

"Turkey" and be able to do it. "The key to our ability to reform ourselves to meet this challenge lies in our undergraduate curriculum we must make international studies one of their central strengths" (p. 9).

A commission has just recently been appointed by the President on Foreign Languages and International Studies. The commission sees a need to internationalize public thought. This commission is to study the erosion of support for area studies and foreign language at all levels of education in U. S. and make recommendation for upgrading public interest and academic curricula in September 1979.

An overview of these recommendations was published in a recent article in the Chronicle of Higher Education (21). The International Council for Educational Development chaired by Perkins will be issuing a series of recommendations to President Carter on foreign languages and international studies. These recommendations will be as follows (p. 13):

- Teaching of foreign languages at all levels
- International exchanges
- International studies in the elementary and secondary schools
- The governmental and academic structures needed to support foreign languages and international studies

The methodology recommended to achieve these goals is to develop a network of 125 to 155 national and regional centers for international studies - most of them will be based at colleges or universities. These centers will be of two types: from 45 to 50 centers that focus on geographical regions in relatively traditional area-studies programs. Many of these are already in place but should be opened up to a much broader group of students and faculty members from other institutions and to leaders from government, business and labor.

From 20 to 30 centers will be "topical" and would focus on world problems that transcend geographical boundaries such as energy, food, arms control or environmental pollutions. These may also be from existing university centers.

In addition to these national centers 60 to 70 regional centers or state based will serve a wide range of activities such as development of secondary school programs in international studies and the training of teachers in the field. The comment was made that each state should have at least one.

### Title XII

In addition to this progress and emphasis being made toward international studies and languages, Title XII is a major thrust in this same direction. Title XII is starting to make an impression on universities nation wide and Oklahoma State University is again a pioneer (as it was in the Point IV Program) in capitalizing on the opportunities it offers. Oklahoma State University was the first university to send a team to a developing country to do a baseline study under the auspices of Title XII. Baker, Dean of Agriculture, headed a team to Ecuador in September of 1978.

Presently Oklahoma State has an \$100,000 strengthening grant to develop human resources and coordinate developmental programs to help meet the demands of developing countries. Two Spanish classes and one Chinese language training class presently in progress, are good examples of Title XII's activities.

Rouk, International Education Director at Oklahoma State University, has been creating an awareness and interest in faculty and staff campus

wide on the benefits of coordinating the resources at Oklahoma State University to meet the needs of this exciting challenge.

1979 Administrative Changes From  
the White House

In the White House there has been recent reorganization of the Foreign Assistance Agencies into one overall agency known as the International Development Cooperation Agency (IDCA). The reason for this reorganizing is hopefully to iron out some inconsistencies which are preventing "a comprehensive and coherent strategy" of development. The new agency will include three important agencies: Agency for International Development (AID), The Overseas Private Investment Corporation (OPIC), and The New Institute for Scientific and Technological Cooperation (ISTC). The Institute for Scientific and Technological Cooperation is a new agency started in 1979 to coordinate scientific and technological resources nationwide to meet the needs of the lesser developed countries.

Curriculum

Challenges Identified From International  
Agriculture Development Service

A student who can weave his technology into the fabric of society can claim to have a liberal education; a student who cannot weave his technology into the fabric of society cannot claim even to be a good technologist (1, p. 57).

The professional challenge in agricultural development, especially for the young professional, is very complex and requires a harmonious blending of many personal characteristics. The young professional in

agricultural development operates in a special set of complex biological and social variables, and a vast array of constraints and obstacles.

If they are to be successful, professionals engaged in National Agriculture Development - at whatever point - must know what to do. Moreover they must know how to do it, when, where, within what time frame and with whom. They must learn to anticipate and identify constraints and develop the ability to avoid or surmount inhibiting obstacles. They must understand goals and strategies for reaching them as quickly and at as low cost as circumstances permit.

Agriculture development involves complex biological variables in complicated socio-economic situations. While the problems may be old, much of the technology is new, perhaps introduced from outside the country, and must be locally tested and adapted. National goals and food poverty problems dictate speed, but research and related operations are usually limited to low budgets for facilities, equipment, maintenance and personnel. The depth of professional support staff is shallow. Generally, field programs are hampered by inadequate infrastructure - communication, roads, bridges, transportation. Effective linkages between research, extension and farm production frequently are missing.

As the previous description illustrates to perform effectively in this unique context, a professional needs special qualifications. In addition to preparation as a scientist or other specialist, he must have knowledge and understanding of the social, economic, and political aspects of development, as well as the ability to adjust to living and working in what may be unfamiliar and stressful organizational or cultural settings. Advanced degrees normally equip professionals to

plan and conduct research in their speciality, but not necessarily to identify and work on significant productions limiting problems in complex environments, nor to function effectively in multidisciplinary teams.

### Needs Identified by International

#### Agriculture Development Service

The lack of well-trained personnel is perhaps the most serious limiting factor in increasing food production in the developing countries. Almost any kind of talent is in short supply; the problem is becoming more acute, because there is concern over food supplies in more nations, and because more funds are available for agricultural development (18, p. 32).

Many international education programs fall under the category of "necessary but insufficient." This is true of the early UNESCO thrust which was based on the assumption that ignorance contributes to international conflict and therefore knowledge of other nations, societies and cultures contributes to peace and harmony. In 1950 Griffin (10) reported that Niebuhr pointed up the limitation on this assumption in stating,

Some of the most terrible conflicts in history have occurred between neighbors who knew each other quite well . . . .  
Actually the most tragic conflicts are between disputants who know very well what the other party intends, but are forced by either principle or interest to oppose it (p. 13).

The needs for young professionals in agriculture on a worldwide basis is clearly stated in a recent workshop held in Italy by the International Agriculture Development Service. The problem was stated as a pervasive and serious one which was: Identifying, qualifying and maintaining the Corps of Agriculture Professionals necessary to staff the range of posts involved in national and international organizations

responsible for agricultural development (18).

This concern of identifying and qualifying professionals is not something that is new to the world of agriculture development. Concern for such issues has been expressed frequently within the technical assistance community. Ten years ago, the Pearson Commission addressed the problem of recruiting, preparing and retaining personnel for technical assistance assignments. It urged assistance agencies and donor governments to improve the training of their expatriate staffs, and governments, institutions, and private firms, through career guarantees, to encourage professionals to undertake technical assistance assignments.

Ten years have passed since these recommendations were made and this year at the workshop specific goals were set forth to try and alleviate this severe problem. The personnel needs were classified into 3 categories: (1) young professionals, (2) Mid-career Scientist, and (3) National Program Personnel.

One of the specified goals set forth was to initiate a 5 year program in which 100 young professionals would be enrolled for 2 years, spending the first at an international agriculture research center and the second year in a developing country in which a center of another development agency is participating. In addition to this there were recommendations to have a series of workshops for management and faculty. Consider a seminar for up to 3 months for outstanding young scientist in national and international programs.

It has been estimated that over 98% of the research (scientific and technical) and development is carried out in the wealthier countries and that almost all applied research is directed towards the solution of the problems of the wealthy. "Socially appropriate

technology" is the assistance that is required in 3rd world countries. Learning for its own sake cannot be justified in developed countries and much less justifiable in developing countries where mere survival is the objective.

The internationalization of the university cannot of course stop with the liberal arts college, and the graduate programs. It must be included in every professional school and every graduate program in social sciences, must in time reflect in its curriculum the recognition that some of its students will practice their profession abroad, by building into its technical field of study an awareness of world wide developments in that field. An interest in the experience that members of its own profession are having abroad, and an emphasis on the breadth and adaptability that constitute the "plus" of transplanted skills. With overseas assignments in mind, it may have to plan to turn out more general practitioners than ever before (5, p. 35).

The need is for a broadened range of subject matter, a deeper interest in technological developments in the underdeveloped world, a lively awareness that every overseas program seems to involve specialist in the "generalist" form of activity we have called the building of institutions. There is plenty of room for study and work experiences abroad, for internships in American overseas operations, for the development of opportunities to study and work inside the institutions (the hospitals, the schools, the factories, the agricultural experiment stations) of a foreign society.

Specialized courses which are concerned with foreign countries and international relations enroll only a small fraction of the total undergraduate body. Few of them are required for the bachelors degree and they are not popular as electives since in most cases they appear to have no vocational value.

Most or all students are required to take introductory courses in history, government, economics, sociology and anthropology. These



general education courses concentrate on the American scene, neglecting valuable opportunities to deepen the students understanding of American institutions by comparism and contrast with those of foreign countries.

In the general route of a student passing through a college or university at the freshman and sophomore level, prerequisite requirements and other college regulations, plus a lack of interest prevent them from receiving this sort of knowledge. At the junior and senior level the student is too busy concentrating on a career in engineering, education, business or some other field to choose electives in the field remote from his or her vocational interests.

This critical situation is of major importance to colleges and universities across the nation and poses many questions to be answered as to how is the best way to achieve our goal: "The fully functioning student." There is one thing for certain here and that is the time to solve the problem is way over due. "The conduct of our foreign policy will advance no faster than the curriculums of our class rooms" (5, p. xii).

#### Summary

Education goes in cycles just like almost every other thing on earth and in the universe. The European universities focused on a philosophical and theological basis of "Rational Humanism, then circumstances of necessity brought about the emphasis of science and technology. The threat of survival was starring them in the face, with war at the doorstep. This emphasis on the sciences and technology was viewed as a lower or inferior profession than the traditional perspectives and emphasis in education. The reason for this view was because it was seen to be incomplete and not concerned with the cares of the

world. These people were "persons who could make things run without necessarily knowing why or to what purpose."

This phrase exemplifies exactly what the universities in the United States should want to avoid. The four year college graduate with the worldly perspectives shaped to the confines of the narrow dimensions of Small Town, USA.

The threat of survival faced the United States in World War II when a major deficiency was discovered in the educational system in meeting the demands of overseas assignments. It was another crisis situation which brought a return from a basically scientific and technological situation in education to a broader spectrum of global perspectives.

Since the 1940's a number of trends of global emphasis have stressed the need of a global education at all levels. Today as can be seen at all corners of this society and others, the need for an education to include the world and universe is essential. The power of the rich and devastation of the poor are equally important.

To put everything into proper perspective in the educational system nationwide, another crisis need not arise to see the conditions of the world dictate the direction. After all, the word "university" in itself depicts a "universal" education. To do otherwise is disastrous. The international development programs are a demanding and challenging system of cooperation between nations and peoples. To rid those involved of prejudices, stereotypes, ethnocentrism and produce a truly educated person to contribute to this society and also the cooperative nations and societies. The government is supportive and the demands are there,

what's the hold-up?

Behold her ready and willing to follow any standard  
if only there can be someone to raise it.

by Machiavelli, 16th Century

## CHAPTER III

### PROCEDURES AND METHODOLOGY

#### Introduction

The purpose of this chapter is to describe the methods and procedures in conducting and analyzing this study. The following procedures were necessary to complete the study.

1. Selecting Study Population
2. Developing and Validating the Questionnaire
3. Administering the Questionnaire
4. Selecting Methods of Data Analysis

#### The Study Population

The population included the junior, senior and graduate students enrolled in selected courses in agriculture at Oklahoma State University. The original intent was to reach as many students in this population as possible.

The entire population identified includes 429 juniors, 481 seniors and 396 graduate students. Totaling 1306 students. The overlapping of students in classes surveyed, lack of time in classes, lack of returns from students who took them home and nearness to the end of semester decreased classes available to survey and returns. The number of students surveyed was 359 or 27.5 percent of the total. International

students were excluded from the survey. The course areas within agriculture in which students were surveyed were Animal Science, Agriculture Economics, Horticulture, Forestry, Agricultural Education, Entomology, Agronomy, Plant Pathology, and Mechanized Agriculture, which totaled the 359 students surveyed.

#### Developing and Validating the Questionnaire

In formulating the statements used on the student questionnaire, the investigator considered personal concerns and suggestions from the faculty members in the Office of International Programs and Agricultural Education Department at Oklahoma State University. The statements were grouped into specific areas on the questionnaire and a Likert type scale was used as a means of determining the extent to which the students agreed with or were interested with the statements on the questionnaire. There were also a number of demographic questions which required a yes or no response.

After the questionnaire was developed, it was submitted to the faculty members of Agricultural Education Department at Oklahoma State University for their evaluations and recommendations. The questionnaire was then submitted to faculty in the Office of International Programs for their critical analysis. The responses from these analyses were then used to determine whether a statement would be used on the questionnaire. The questions were both positive and negative in nature and included both awareness and interest in the appropriate sections. These statements were randomly selected and placed in random order under the appropriate areas of the questionnaire.

### Administering the Questionnaire

The investigator chose to administer the questionnaire personally to the students where possible. If time allowed the particular professor allowed the investigator to take a few minutes of a class to distribute the questionnaire. Where time was a limiting factor, questionnaires were left with the professors for distribution, to be returned during the next class period. The graduate students were more difficult to survey in any one class; therefore, a list was acquired from each department office and questionnaires were mailed to them through campus mail.

The method used to select classes was to go to each department head and discuss which classes would be the best to reach the maximum number of the desired population. Then going to those particular professors and discussing which time and method could be used to reach the students in their respective classes. The survey was done in the spring semester of 1979 during the last month of classes before final exams.

### Selecting Methods of Data Analysis

In this study the questions were separated into three basic categories: awareness, attitudes and interest.

The first section contained questions of demographic data on each student which required a yes or no response. The second section contained Likert scale type questions showing degrees of awareness and interest in each question. With each question giving opportunity for the student to indicate awareness and/or interest to the IDP or IARC.

The first category of questions involved awareness with a three degree rating scale as follows:

<u>Category</u>	<u>Numerical Value</u>
Very Aware . . . . .	3
Aware . . . . .	2
Unaware . . . . .	1

The second category of questions was for the student to indicate whether he or she was uninterested or would like to know more about the specified programs.

In order to facilitate the categorizing of fractions resulting from the calculations of mean responses, a range of numerical values was established for each degree of awareness or interest as follows:

Very Aware . . . . .	2.50 - 3.0
Aware . . . . .	1.75 - 2.49
Unaware . . . . .	1.0 - 1.74

In the last two categories of questions a Likert scale was used to determine the degree of interest of agreement with the statements. A numerical scale was used to facilitate comparison of the findings in each area of mean responses, and was assigned in the following pattern:

<u>Category</u>	<u>Value</u>	<u>Category</u>
Strongly Agree	5	Very Interested
Agree	4	Interested
Neutral	3	Neutral
Disagree	2	Uninterested
Strongly Disagree	1	Very Uninterested

Again for ease of categorizing the fractions resulting from computation of mean responses the following numerical values were given the

- following range of values:

Strongly Agree	4.5 - 5.0	Very Interested
Agree	3.5 - 4.49	Interested
Neutral	2.5 - 3.49	Neutral
Disagree	1.5 - 2.49	Uninterested
Strongly Disagree	0.0 - 1.49	Very Uninterested



## CHAPTER IV

### PRESENTATION OF DATA AND ANALYSIS OF RESULTS

#### Introduction

The primary purpose of this study was to determine the nature and extent of the awareness, attitudes and interest in international development programs of junior, senior and graduate students enrolled in agriculture at Oklahoma State University.

The survey also included some demographic data on the students surveyed which was felt to be of value in the overall analysis of results and recommendations.

Ten tables were constructed to summarize the findings of the survey. In each table, except for Table I, the data were broken into two categories - undergraduate and graduate student responses. Table I, which includes the demographic data, has in addition to undergraduate and graduate classifications, female and male classifications.

#### Analysis of Demographic Data of Students Surveyed

Table I contains the demographic data of the students surveyed. This chart also contains two questions which required a yes/no response, but may be classified as attitudinal questions, not demographic. These were "Would you like to meet more international students?" and "Do you

TABLE I  
DEMOGRAPHIC DATA OF STUDENTS SURVEYED

Statements	Distribution by Response Group																			
	Undergraduates (UG)				Graduates (G)				Females				Males				Totaled			
	Yes		No		Yes		No		Yes		No		Yes		No		Yes		No	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Language Capabilities	47	14.8	270	85.2	6	14.3	36	85.7	12	21.7	45	78.9	41	13.5	261	86.5	53	14.8	306	85.2
Traveled Abroad	143	46.1	167	53.9	37	86.0	6	14.0	32	56.1	25	43.9	147	49.8	148	50.2	179	50.8	173	49.2
Previous Interaction with int'l students	164	53.0	145	47.0	29	69.0	13	31.0	38	66.7	19	33.3	155	52.7	139	46.3	193	55.0	158	45.0
Have int'l friends at OSU	168	54.5	140	45.5	32	80.0	8	20.0	34	60.7	22	39.3	166	56.8	126	43.2	200	57.5	148	42.5
Would like to meet more int'l's	144	50.9	139	49.1	31	83.8	6	16.2	37	71.2	15	28.8	138	51.5	130	48.5	175	54.7	145	45.3
Think int'l students benefit OSU	155	53.0	137	47.0	37	90.2	4	9.8	39	73.6	14	26.4	153	54.6	127	45.4	192	57.8	141	42.5

think international students benefit the campus?" This data was divided up into male and female responses to give some ideas of the differences between males and females attitude and language capabilities. The results show that females do have a higher language capability than males with 21.7% and 13.5% respectively having language capabilities. Undergraduates show a slightly higher language capability than graduates with 14.8% and 14.3% respectively speaking a foreign language. Of the total population surveyed only 14.76% had language capabilities other than English.

Slightly more than half of the students surveyed have traveled abroad, 50.8%. Graduates have a higher percentage going abroad than undergraduates with 86.0% and 46.1% respectively. Females have a slightly higher percentage traveling abroad than males with 56.1 and 49.8% respectively.

Graduates have a higher interaction with international students than undergraduates with 80.0% and 54.5% respectively having international students as friends. Females also have a higher interaction with international students than males with 60.7% and 56.8% respectively.

The number of students having an interest in meeting more international friends at Oklahoma State University is much higher among graduates than undergraduates with 83.8 and 50.9% of the students respectively desiring to meet more internationals. Females also have more desire to meet internationals than males with 71.2% and 15.5% respectively desiring to meet more internationals. Of the total group 54.7% would like to meet more internationals.

The feeling of internationals adding an educational and beneficial aspect to the campus is positive with 57.75% of the total population

surveyed responding positively. Again graduates have a much higher positive feeling than undergraduates with 90.2 and 53.0% of the students respectively showing positive attitudes. Females have a more positive attitude than males with 63.6 and 54.6% respectively responding positively.

#### Respondents Awareness of International Development Programs (IDP)

Table II includes the results of efforts to determine the awareness of the International Development Program (IDP) by the students surveyed. The awareness shown by the students toward IDP's was "unaware" with a mean of 1.49. The IDP most well known by the students was the Peace Corps, mean 2.03 (aware) and missionary groups second, mean 1.87 (aware). The IDP least well known was Title XII, with a 1.20 mean (unaware), USAID was next with a 1.23 mean (unaware). The graduates were more aware of USAID, Title XII, Peace Corps and missionary groups than were undergraduates, but the undergraduates were more aware of the private foundations.

Table III includes the awareness of International Agriculture Research Centers (IARC). The overall mean awareness was 1.11, which is in the "unaware" category. The IARC which was most well known was CIMMYT in Mexico with a 1.24 mean (unaware), followed by IRRI in the Phillipines with a 1.21 mean (unaware).

The IARC with the lowest awareness rating was the IPC in Peru, mean 1.05 (unaware), followed by CIAT in Colombia, mean 1.07 (unaware). The other IARC's fell in between with ILRAD of Kenya and IICA of Ethiopia showing the higher awareness with means of 1.12 (unaware) and

TABLE II  
 AWARENESS OF STUDENTS IN INTERNATIONAL  
 DEVELOPMENT PROGRAMS

Statement	Distribution by Degree of Awareness and Level of Students								Combined Mean
	Very Aware UG	Aware G	Aware UG	Aware G	Unaware UG	Unaware G	Mean UG	Mean G	
Aware of increasing demand for young professionals by IDP's	15	2	105	20	136	15	1.52	1.65	1.54
USAID	7	2	41	9	219	24	1.21	1.37	1.23
Title XII	4	3	38	9	222	23	1.17	1.43	1.20
Rockefeller Foundation	8	0	90	13	167	24	1.40	1.37	1.39
Ford Foundation	9	0	95	9	157	23	1.43	1.28	1.42
Kellogg	8	0	60	5	197	27	1.29	1.16	1.27
Peace Corps	44	6	197	24	39	4	2.03	2.06	2.03
Missionary Group	37	6	162	19	73	9	1.87	1.90	1.87

TABLE III  
AWARENESS OF STUDENTS IN INTERNATIONAL AGRICULTURE RESEARCH CENTERS

Research Center	Distribution by Degree of Awareness and Level of Students								Combined Mean
	Very Aware		Aware		Unaware		Mean		
	UG	G	UG	G	UG	G	UG	G	
IRRI- Phillipines	10	0	18	15	194	16	1.17	1.48	1.21
CIMMYT- Mexico	4	2	50	13	224	19	1.21	1.50	1.24
IITA- Nigeria	5	1	19	5	249	27	1.11	1.21	1.13
CIAT- Colombia	2	0	12	5	253	28	1.06	1.15	1.07
IPC- Peru	1	0	11	3	257	28	1.05	1.10	1.05
ICRISAT- India	0	0	14	5	266	27	1.05	1.16	1.10
ILRAD- Kenya	4	0	23	1	266	27	1.05	1.16	1.12
ILCA- Ethiopia	3	0	24	1	243	27	1.10	1.04	1.10
WARDA- Egypt	2	0	11	2	271	30	1.05	1.06	1.05
IBPGR- Italy	1	0	10	1	259	41	1.04	1.02	1.04
IICARDA- Egypt	2	0	14	3	252	30	1.07	1.09	1.07

1.10 respectively (unaware). The graduate students illustrated a higher awareness of the IARC's with a cumulative average mean of 1.18 (unaware) as compared to 1.09 (unaware) for undergraduates. Two IARC's had a higher awareness by undergraduates than graduates. These were ILCA of Ethiopia and IBPGR of Italy with 1.10 (unaware) and 1.04 (unaware) means respectively as opposed to 1.04 and 1.07 means for graduates.

#### Attitudes Toward International Development Programs

Table IV includes a summary of responses relating to attitudes toward international interchange of students, moral obligations to help the hungry people of the world, whether IDP's are helpful or destructive, interdependency or isolationist attitudes and also whether or not international education should be increased in the curriculum at Oklahoma State University.

A strong "agree" attitude toward interdependency of the world was expressed by respondents with a 3.92 mean. The results show that the students "disagree" (with a mean response of 2.38) that the United States can exist with no outside influence. The attitude toward the international student interchange was "neutral" with a 3.39 mean. The feeling of the students toward the United States having a moral obligation to help others, "The Have Nots," was "neutral" also with a 3.26 mean. The opinion of the groups toward the United States emphasis on IDP's was "neutral" with a 3.44 mean, but the students "disagree" that there is no need to worry about the starving people around the world. There was an "agree" response towards the IDP's as being helpful to LDC's with a 3.63 mean.

TABLE IV  
 EXTENT OF AGREEMENT OF STUDENTS TOWARD SELECTED ASPECTS OF  
 INTERNATIONAL DEVELOPMENT PROGRAMS

	Distribution by Degree of Response and Level of Students												Combined Mean
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean		
	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	
Agree with inter- national student interchange	26	7	119	20	94	12	43	0	15	0	3.33	3.87	3.39
Agree with need for interdependency attitude by all	58	14	166	19	44	5	15	1	6	0	3.88	4.18	3.92
Believe we can exist with no outside influence	17	1	31	2	46	4	112	21	48	11	2.44	2.00	2.38
We have a moral obligation to help others	21	8	106	11	84	12	48	8	18	0	3.23	3.49	3.26
Agree with IDP emphasis in United States	21	6	139	24	87	4	40	4	45	0	3.37	3.84	3.94
We need not worry of starving people	12	0	29	0	53	6	164	24	40	9	2.36	1.92	2.31
Believe IDP's are helpful	31	4	164	28	67	5	29	4	7	0	3.61	3.78	3.63
Believe IDP's are destructive	7	0	14	0	81	7	182	25	31	6	2.31	2.03	2.42
Believe we should increase int'l education in curriculum at OSU	23	6	85	17	114	13	51	3	20	1	3.14	3.60	3.19



The feeling towards a need to increase the international education in the curriculum at Oklahoma State University was "neutral" with a 3.19 mean. The graduate students had a more positive attitude toward international programs and activities than undergraduates with cumulative average means of 3.83 and 3.42 respectively on positive questions and 1.98 and 2.37 respectively on negative questions.

Interest in International  
Development Programs  
(IDP)

Table V contains the results of efforts to determine student interest or lack of interest toward IDP's. The total number of students responding was low for this entire set of questions. The IDP's showing the most "uninterest" to the students surveyed were the Peace Corps and missionary groups with percentages of 14.29 and 11.90 respectively by graduates and 5.0 and 6.60 by undergraduates respectively. The IDP's showing the most amount of interest were the private foundations, Ford 16.71%, Kellogg 15.04% and Rockefeller Foundation with a 14.76% student interest.

The interest of the graduate students is higher than the undergraduate interest toward IDP's with 18.72% and 6.89% respectively showing interest in IDP's.

Table VI contains the "uninterest" or "interest" of students in International Agriculture Research Centers (IARC's) around the world. The overall lack of interest was shown to be 6.40% of the total student population surveyed. The graduate students had more interest in the IARC's than the undergraduates with a 10.80% and 5.95% of their

TABLE V  
INTEREST OF STUDENTS IN INTERNATIONAL DEVELOPMENT PROGRAMS

	Distribution by Response Group and Level of Students											
	Uninterested						Wld. like to know more					
	UG		G		Total		UG		G		Total	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
USAID	18	5.70	2	4.80	20	5.57	23	7.30	7	16.66	30	8.36
Title XII	20	6.30	1	2.38	21	5.84	21	6.60	8	19.04	29	8.08
Rockefeller Foundation	15	4.70	2	4.76	17	4.73	25	7.90	11	19.19	36	10.02
Ford Foundation	18	5.70	2	4.76	20	5.57	29	9.10	11	26.19	40	11.14
Kellogg Foundation	15	4.88	1	2.38	16	4.45	27	8.50	11	26.19	38	10.58
Peace Corps	16	5.00	6	14.29	22	6.13	12	4.10	5	11.90	17	4.74
Missionary Groups	21	6.60	5	11.90	26	7.24	15	4.70	5	11.90	20	5.57

TABLE VI  
INTEREST OF STUDENTS IN INTERNATIONAL AGRICULTURAL  
RESEARCH CENTERS

Research Centers	Distribution by Response Group and Level of Students											
	Uninterested						Wld. like to know more					
	UG		G		Total		UG		G		Total	
no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	
IRRI - Phillipines	20	6.3	1	2.4	21	5.84	10	3.2	4	9.5	14	3.90
CIMMYT - Mexico	19	6	1	2.4	20	5.57	20	6.3	5	11.9	25	6.96
IITA - Nigeria	21	6.6	1	2.4	22	6.13	23	7.3	7	16.7	30	8.36
CIAT - Columbia	20	6.3	1	2.4	21	5.84	20	6.3	5	11.9	25	6.96
IPC - Peru	23	7.3	3	7.1	26	7.24	18	5.7	4	9.5	22	6.13
ICRISAT - India	24	7.6	3	7.1	27	7.52	16	5.0	4	9.5	20	5.57
ILRAD - Kenya	21	6.6	2	4.8	23	6.40	23	7.3	5	11.9	28	7.80
ILCA - Ethiopia	19	6.	3	7.1	22	6.13	24	7.6	5	11.9	29	8.08
WARDA - Liberia	24	7.6	3	7.1	27	7.52	17	5.4	3	7.1	20	5.57
IBPGR - Italy	21	6.6	1	2.4	22	6.13	19	5.99	4	9.5	23	6.40
ICARDA - Egypt	21	6.6	1	2.4	22	6.13	17	5.4	4	9.5	21	5.84

respective groups responding in this way. The IARC's that were found to have the most interest were the IITA in Nigeria, ILRAD in Kenya and ILCA in Ethiopia, both the undergraduates and graduates expressed the most interest in these three IARC's. The IARC's receiving the least amount of interest expressed were the ICRISAT in Egypt and WARDA of Liberia.

Table VII contains the findings relative to the students desire to travel and what types of programs the student would be interested in becoming involved with the international activities. The desire to travel was found to be high with a 4.01 mean, the graduates expressed a slightly higher interest to travel than the undergraduates with 4.10 and 4.00 mean respectively. Both of these fell in the "interested" category.

The types of programs showing the greatest amount of interest were agricultural extension and then a research project at one of the IARC's with means of 3.35 and 3.37 respectively. The graduates agreed with this rating. The undergraduates had teaching abroad first (3.31 mean) with agriculture extension second and research project at IARC next with means of 3.30 and 3.24 respectively. Study abroad acquired the least interest for the graduates with 2.98 and 3.16 means respectively. (Note all the means are in the "neutral" response category.)

Table VIII contains a summary of the interest expressed in the various regions of the world. Both the undergraduates and graduates agreed that Australia was the country of most "interest" to them with 3.99 and 4.30 means respectively. Europe was second with both groups having means of "interest" with 3.90 and 3.89 respectively, undergraduates and graduates.

TABLE VII  
INTEREST IN SELECTED INTERNATIONAL PROGRAMS

	Distribution by Response Group and Level of Students												Combined Mean
	Very Interested		Interested		Neutral		Un- interested		Very Un- interested		Mean		
	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	
Desire to travel	110	16	120	18	24	5	36	2	5	1	4.00	4.10	4.01
Study abroad	28	3	73	14	64	9	107	5	14	0	2.98	3.48	3.03
Internship abroad	36	4	80	10	52	13	103	10	10	1	3.10	3.16	3.11
Research project at a IARC	37	13	98	17	59	5	83	6	8	0	3.24	3.90	3.32
Agriculture Extension	47	9	90	16	60	9	81	5	9	0	3.30	3.74	3.35
Teaching abroad	25	6	56	12	76	13	11	5	19	0	3.31	3.53	3.31

TABLE VIII  
INTEREST IN REGIONS OF THE WORLD

World Regions	Distribution by Response Group and Level of Students												Combined Mean
	Very Interested		Interested		Neutral		Un-interested		Very Un-interested		Mean		
	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	
Asia	15	2	63	9	59	15	116	13	26	1	2.73	2.95	2.78
Latin America	35	7	94	16	47	8	93	8	14	0	3.15	3.56	3.20
Africa	26	1	62	9	46	12	115	15	27	1	3.10	2.84	2.85
Middle East	14	0	42	7	60	10	127	17	37	3	2.53	2.57	2.54
Europe	93	15	138	9	14	9	40	5	9	0	3.90	3.89	3.90
Australia	104	19	112	15	13	5	39	1	5	0	3.99	4.30	4.03

The undergraduates rated Latin America third (mean 3.15), Africa fourth (mean 3.10), Asia fifth (mean 2.73) and Middle East sixth (mean 2.53). The graduates also had Latin America third (3.56 mean), but had Asia fourth (mean 2.95), Africa fifth (mean 2.84) and Middle East sixth (mean 2.57). All of these except for the Latin America rating by graduates were "neutral" responses on the average.

Table IX contains the interest expressed in participation in programs for preparation in an overseas assignment. The undergraduates show a neutral rating on all programs stated which were cross cultural workshop (3.09 mean), foreign language training (3.01 mean), and desire to obtain more information about IDP's (3.13 mean). They also showed a negative interest in participating as early as this summer (2.52 mean). The graduate students showed an interest in foreign language (mean 3.61), desire to acquire more information on IDP's (3.70 mean). They were also "uninterested" in summer assignments overseas. The graduates expressed neutral interest in cross-cultural workshops.

Table X illustrates the interest expressed in foreign language training. Both undergraduates and graduates placed Spanish first with 3.44 and 3.79 means indicating "neutral" and "interested" respectively. French was second with both groups 3.23 ("neutral") and 3.50 ("interest") means respectively. Both groups showed an uninterest in Chinese and Arabic. The language most popular to both groups which was expressed under "other" was German.

TABLE IX

INTEREST IN LEARNING MORE ABOUT PREPARATION  
AND INVOLVEMENT IN IDP'S

	Distribution by Response Group and Level of Students												Combined Mean
	Very Interested		Interested		Neutral		Un- interested		Very Un- interested		Mean		
	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	
Participate in cross-cultural workshop	32	3	64	16	104	14	75	6	13	0	3.09	3.41	3.10
Participate in foreign language	30	8	73	16	84	10	89	7	21	0	3.01	3.61	3.08
Desire more in- formation on IDP's	32	11	84	16	72	10	93	4	9	2	3.13	3.70	3.20
Interested this summer	20	3	38	7	48	12	149	16	34	5	2.52	2.70	2.54



TABLE X  
INTEREST IN LANGUAGES

Languages	Distribution by Response Group and Level of Students												Combined Mean
	Very Interested		Interested		Neutral		Un-interested		Very Un-interested		Mean		
	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	
Spanish	64	11	91	16	45	4	56	6	10	1	3.54	3.79	3.58
French	38	7	77	11	55	7	65	5	15	2	3.23	3.50	3.26
Chinese	9	5	24	4	81	12	84	7	32	4	2.54	2.97	2.59
Arabic	7	1	16	4	80	13	92	9	30	4	2.46	2.65	2.48

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary of Findings

##### Demographic Data (Table I)

The demographic data showed 14.8% of the students to have a foreign language capability; half of the respondents (50.8%) have traveled abroad; slightly more than half (55.0%) have had previous interaction with international students before coming to Oklahoma State University (OSU) and 57.5% have international's as friends presently; 54.7% of the students would like to meet more international students; 57.8% feel that international students benefit Oklahoma State campus; more females than males were bilingual (21.7% and 13.5% respectively); females also expressed a more positive response to international students than males with a 71.2% and 51.5% respectively, wishing to meet more international students.

Seventy-three point six percent and fifty-four point six percent, females and males, respectively feel international students benefit the campus educational environment. Females have more international friends presently and they have had more before coming to OSU campus. A greater number of females than males traveled abroad.

Awareness of International Development  
Programs (IDP's) (Table II)

The students were "unaware" of an increasing demand for young professionals in IDP's. The response expressed toward the IDP's listed (USAID, Ford, Rockefeller and Kellogg Foundations, Peace Corps, missionary groups and Title XII) was "unaware." Of the awareness expressed, Peace Corps and missionary groups were most well known, USAID and Title XII least well known.

Awareness of International Agriculture  
Research Centers (IARC's) (Table III)

The response expressed toward IARC's was in the "unaware" category. Of the awareness expressed, the International Center for Maize and Wheat Development (CIMMYT) in Mexico, and International Rice Research Institute (IRRI) in the Phillipines were most well known but still in the "unaware" category. The International Potato Center (IPC) in Peru and the International Board of Plant Genetics Resources (IBPGR) in Italy had the least awareness expressed toward them.

Attitudes Toward Selected International  
Activities (Table IV)

The feelings expressed toward international student interchange was "neutral;" positive or "agree" feelings were expressed toward a need for and interdependency attitude by all. The respondents expressed a "disagree" feeling toward an isolationist attitude; a "neutral" response was expressed toward a moral obligation to help others; an "agree"

feeling was expressed with respect to the emphasis in the United States toward IDP's; the respondents "disagree" that it is not necessary to worry of the starving people around the world; they "agree" with the feeling that IDP's are helpful to Developing Countries; the students "disagree" with the statement that IDP's are destructive to Developing Countries; responses expressed toward increasing international education in the curriculum at OSU fell in the "neutral" category.

Graduate students expressed stronger attitudes than undergraduates in all statements. The graduates also feel international education ought to be increased in the curriculum at OSU.

#### Interest in International Development Programs (IDP's) (Table V)

The interest expressed in IDP's was 6.89% and 18.72% undergraduates and graduates respectively, indicating they would like to know more about IDP's. The IDP that received the most interest were the private foundations (Ford, Kellogg and Rockefeller); the least amount of interest was expressed toward the Peace Corps and missionary groups. Both the undergraduates and graduates agreed with this rating.

#### Interest in International Agricultural Research Centers (IARC's) (Table VI)

The IARC's which received the most interest by both graduates and undergraduates were first, the International Institute for Tropical Agriculture (IITA) in Nigeria, second, the International Livestock Center of Africa (ILCA) in Ethiopia, third, the International Laboratory for Research on Animal Diseases (ILRAD) in Kenya. The IARC's with the

Least amount of interest expressed were toward the International Rice Research Institute (IRRI) in the Phillipines, the International Crops Research Institute for Semi-Arid Tropics (ICRISAT) in India and the West Africa Rice Development Association (WARDA) in Liberia.

#### Interest in Selected International Programs (Table VII)

The interest expressed in traveling to another country was in the top of the "interest" category (4.01 mean). Although the respondents expressed an "interest" in traveling abroad, the feelings expressed in the programs listed (study abroad, internship abroad, research project at an IARC, agricultural extension and teaching abroad) was "neutral" toward all programs. Of the interest expressed in the IDP's, agriculture extension was first and a research project at an IARC was second. The programs that gathered the least interest were study and an internship abroad. Teaching abroad was in the middle.

#### Interest in Regions of the World (Table VIII)

Six major regions of the world were listed as opportunities for the students to travel to. These were Asia, Latin America, Africa, Middle East, Europe and Australia. The regions which gathered the most interest were Australia and Europe; these were in the "interest" category. The rest of them fell in the "neutral" category with the exception of the Middle East, it was categorized in the "uninterest" category by the respondents. Latin America, Africa and Asia were third, fourth and fifth respectively in the ratings.

Interest in Learning More About Preparation  
and Involvement in IDP's (Table IX)

The respondents expressed a "neutral" response toward participating in a cross cultural workshop, foreign language training, and desire for more information on IDP's. The students expressed an "uninterest" to become involved as soon as this summer in a IDP.

Interest in Languages (Table X)

Four languages were listed for the respondents to express their interest in studying: Spanish, French, Chinese and Arabic. All these languages were classified in the "neutral" interest category except for Arabic, it was in the "uninterest" category. Of the interest expressed Spanish, French and Chinese placed first, second and third respectively. The language which was expressed as of most interest under "other" was German.

### Conclusions

The conclusions established from the survey are as follows:

1. The students are interested primarily in making money, therefore, not having an interest in volunteer type activities as the Peace Corps or missionary groups. This is also verified by the countries of interest to the students being Australia and Europe not the developing regions.
2. The students are not genuinely interested in using their expertise in developing countries around the world. Thus a major interest in the developed countries. The opportunity

- to work in a developing country is viewed as an expensive service to the country, not as a mutual development process.
3. There are some students who are ready, willing and capable to become involved in IDP's. A larger group who need more information and involvement to make a decision on how to classify and possibly become actively involved in IDP's. A third group who need a "real life experience" of involvement in a foreign culture to break the conservative narrow perspectives of other cultures.
  4. The general attitude allows for a great deal of work to be done on increasing the awareness, positive attitudes and interest in the world of international opportunities and excitement.

#### Recommendations

The recommendations the author would like to make with respect to this study are first to take the contents from within seriously.

Mobilization and coordination of the resources at Oklahoma State University and nationwide to help correct the situation is essential.

The picture is clearly painted that the lack of awareness, degree of negative attitude and low degree of interest is a catalyst to mobilizing the resources at Oklahoma State University. The author would like to make the following recommendations to achieve this goal.

A liason person should be selected or positioned in each department within the university to bridge between the students educational needs and wants and the international development programs and activities.

A comprehensive career orientation program should be developed to properly prepare those individuals who are interested in IDP's. This program should correspond very closely with Title XII, USAID, Peace Corps, private foundations and other program needs which will allow the students to gain entry into these programs not only after graduation, but before graduation in the junior and senior years.

The university faculty must take an evaluational, critical look at the classes being taught to see that the perspective given to the students is of as much as global outlook as possible. This should be done to insure an effective educational background for the students to prevent any handicaps which the rapidly changing, increasingly interdependent world of today and tomorrow demands of an individual. Of course, it's unrealistic to ask faculty who have never had exposure to another culture to use comparative dynamics in teaching his or her subject area. The fact is the opportunities are arising each day to travel and work abroad - it seems only professional to want to fill in the educational deficiencies which may perpetuate these results to a disastrous level.

The truth exists in the various departments that the domestic duties are too demanding to venture into the international scene of activities and involvement. A recommendation is to allow the senior and graduate students more responsibilities in the domestic and/or international activities to spread the work load to allow more involvement by faculty and students and give these students exposure and experience to the professional world.

A recommendation for a gradual change in the curriculum to allow for more involvement in languages and area studies by now concentrator



or the "mainstream" student to be able to get a broader background of a global perspective. This is something that takes a long period of time but an increased flexibility within each department can allow for a professional program to be developed for each individual under a non-traditional pattern, thus improving the capabilities of our graduates and fulfilling a mutual developmental need.

#### Concluding Statement

The fault of the past in international education has been the fragmented chaotic fashion in which international education has been managed with no real policy direction. The commitment presently at Oklahoma State University which has been a leader in international activities since 1951, the international dimension is still somewhat fragmented. The support from Congress under Title XII is a catalyst to coordinate the activities at Oklahoma State University to help meet the demands of developing countries. The experience now is much greater than in 1951 when the Ethiopian project started. The faculty and staff have more exposure, more resources and more important more needs than ever before to join the international realm of activities. Even though no one really knows what the definitions of international education is, one thing is for sure, it is not obtained at any one point in a persons life, international education is an ongoing process, just as all education. When we come right down to the bare facts, all we are really talking about is pure and simple "education."

The truth remains that "the conduct of our foreign policy will advance no faster than the curriculum of our classrooms."

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APPENDIX

INSTRUMENT USED IN THIS STUDY

SURVEY  
Awareness and Interest of  
Junior, Senior and Graduate Students  
in  
INTERNATIONAL DEVELOPMENT PROGRAMS

Bali Hai, Marrakesh, Mexico City, Haiti, Jamaica, Nairobi, Phillipines, Tim-buk-to -- Have you ever thought about going to any one of these places? Did you know that your chances of going to any one of these parts of the world are increasing every day and that it could become a career for your?

We need to find out just what your awareness and interest is in going to other parts of the world -- so, please take a few minutes out of your busy schedule and answer a few questions for us.

THANK YOU VERY MUCH FOR YOUR  
TIME AND COOPERATION

For any students returning the questionnaire by mail, return through campus mail to:

David Riley  
Office of International Programs  
USDA Building, Room 221  
CAMPUS



International Development Programs  
(✓ appropriate boxes)

16. To what extent are you aware of the following International-  
(Int) Agriculture-(Agri) Research Stations?

- a. Int Rice Research Institute (IRRI)-Phillipines
- b. Int Maize and Wheat Improvement Center (CIMMYT)-Mexico
- c. Int Institute of Tropical Agri (IITA)-Nigeria
- d. Center for Int Agri of the Tropics - Colombia
- e. Int Potato Center (IPC)-Lima, Peru
- f. Int Crops Research Institute for Semi-Arid Tropics-India
- g. Int Lab for Research on Animal Diseases (ILRAD)-Kenya
- h. Int Livestock Center for Africa (ILCA)-Ethiopia
- i. West Africa Rice Development Association (WARDA)-Liberia
- j. Int Board for Plant Genetics Resources (IBPGR)-Italy
- k. Int Center for Agri Research in Dry Areas (ICARDA)-Egypt

	Very aware	Aware	Unaware	Uninterested	Would like to know more
a.					
b.					
c.					
d.					
e.					
f.					
g.					
h.					
i.					
j.					
k.					

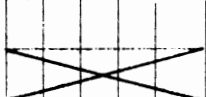
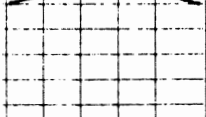
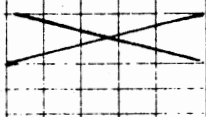

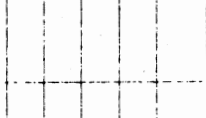
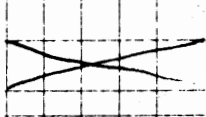

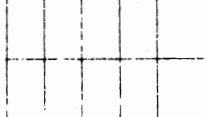
Attitudes on International Development Programs  
(✓ appropriate boxes)

- 17. Recently there has been an increased emphasis on international student interchange between the U.S. and other countries - Do you agree with this emphasis?
- 18. The world distribution of resources is quite varied and requires a total interdependency attitude of cooperation between all nations and people.
- 19. The U.S. is a powerful country with an overabundant supply of resources both monetary and human and can exist without outside international influence or exchange.
- 20. The U.S. has the potential to vastly oversupply its people with food using only 5% of its population involved in production agriculture vs 75-100% for many other countries who are still starving - we have a moral obligation to help them.
- 21. The U.S. is in a unique position in contributing to the development of lesser developed countries, do you agree the U.S. is correct in its emphasis on International Development Programs?
- 22. The U.S. has less than 12% of the world's population and we consume 50% of the world's food - we need not worry of the 20% of the world's population who are malnourished.
- 23. I see International Development Programs as being very helpful in assisting lesser developed countries in helping them feed their people.
- 24. I see International Development Programs as being destructive in assisting the developed countries.
- 25. Do you feel that OSU should have more emphasis on international awareness and education in the curriculum?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					

Interest in International Development Programs  
(✓ appropriate boxes)

Very Interested  
Interested  
Neutral  
Uninterested  
Very uninterested

26. Do you have any desire to travel to another country?  

27. To what degree would you consider the following opportunities?  
 a. Study abroad  
 b. Internship abroad  
 c. Research project at an Int Agri Research Station  
 d. Agriculture extension work abroad  
 e. Teaching  

28. Where in the world would you be interested in going?  
 a. Asia  
 b. Latin America  
 c. Africa  
 d. Middle East  
 e. Europe  
 f. Australia  

29. To what degree would you be interested in participating in a "cross cultural" workshop (to compare and study differences in various cultures).  

30. Would you be interested in participating in a foreign language program for a foreign assignment?  

31. Which language would be of most interest to you?  
 a. Spanish  
 b. French  
 c. Chinese  
 d. Arabic  
 e. Other  

32. What degree of interest would you have in finding out more information about International Development Programs?  

33. Would you be interested in taking a foreign assignment as soon as this summer if the opportunity were available to you?  

34. If you are interested in a study or work abroad assignment, how long would you wish to spend? (Circle One)  
 a. 1-6 months  
 b. 6-12 months  
 c. 1-2 years  
 d. 2-3 years  
 e. 3 or more years
35. When would you be available to work abroad? \_\_\_\_\_  
 \_\_\_\_\_

THANK YOU



2  
VITA

David Joseph Riley  
Candidate for the Degree of  
Master of Science

**Thesis:** AWARENESS, ATTITUDES AND INTEREST IN INTERNATIONAL  
DEVELOPMENT PROGRAMS OF SELECTED AGRICULTURAL STUDENTS  
AT OKLAHOMA STATE UNIVERSITY

**Major Field:** Agricultural Education

**Biographical:**

**Personal Data:** Born in Colebrook, New Hampshire, August 31,  
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**Education:** Graduated from Colebrook Academy High School,  
Colebrook, New Hampshire, in June 14, 1972; received  
Bachelor of Science degree in Occupational Education from  
University of New Hampshire, Durham, New Hampshire, in May  
16, 1976; completed requirements for Master of Science  
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**Professional Experience:** Assistant Vocational Agriculture  
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Vocational Education Development Committee; Students in Our  
State Committee; Pi Kappa Alpha Fraternity; Peace Corps  
Volunteer Teaching Agriculture in Jamaica 1976-1978;  
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Rose Organization; Peace Corps Campus Representative at  
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