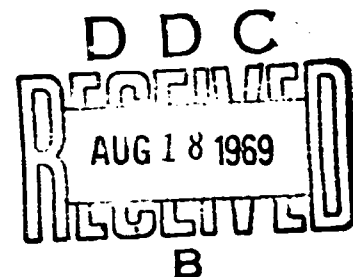AD691442

FINAL REPORT

SIMULATION FOR CROSS-CULTURAL RESEARCH AND TRAINING

AND MULTI-NATIONAL STUDENT SURVEY

by

John R. Raser, Principal Investigator
Western Behavioral Sciences Institute

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13. ABSTRACT

The purpose of this report is to indicate the status of an ongoing cross-cultural simulation and survey research effort as of July 31, 1969, the termination date of Office of Naval Research funding. It includes the following:

1. A brief description of the project development over the three years since the initiation of Navy funding.
2. Listing of completed technical reports and publications.
3. Listing of technical reports and publications now in progress.
4. Current status of data collection and processing.
5. Information on continued support.
6. Summary statement.
7. Appendices: Coding Instructions for survey data.

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	ROLE	WT	ROLE	WT	ROLE	WT
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FINAL REPORT

SIMULATION FOR CROSS-CULTURAL RESEARCH AND TRAINING

AND MULTI-NATIONAL STUDENT SURVEY

To: Scientific Officer, Group Psychology Programs

From: John R. Raser, Ph.D., Principal Investigator

The purpose of this report is to indicate the status of an ongoing research effort as of July 31, 1969, the date on which Office of Naval Research funding for the effort terminates. It includes the following material.

1. A brief description of the project development over the three years since the initiation of Navy funding.

2. A list of completed technical reports and publications.

3. A list of technical reports and publications now in progress.

4. A statement of the current status of the project with data on the countries, samples, respondents, coding of data, availability of data, etc.

5. Information as to the sources of funding for continued work.

6. A summary statement.

7. Appendices.

8. Technical Report No. 3.

It should be understood that funding for this study has come from a variety of sources in addition to the Office of Naval Research. Some of this other funding began before Navy funding and continues after July 31, 1969. Since the scope of the project is far greater in both size and time than enabled by Navy funding, this report should not be considered a final report

on the entire project, but rather a final status report on that phase of it in
which Navy funding was involved.

　　1. Description. A detailed description of the project is given in
"Values, Attitudes, and Multi-National Decision-Making," by John R. Raser,
dated September 30, 1968, and distributed to the ONR mailing list. This
report explains the rationale for the project and describes its development
to that time. The only major changes since September, 1968, have been
(a) the addition of several countries, (b) failure to succeed in data collection
in two or three others due to student upheavals, and (c) co-opting into the
project a group of graduate students at the University of Oregon who have
been developing detailed information files on the countries included in the
project and analyzing early data returns in the light of these "country files."
In addition, Mr. Iversen has extended his stay in the United States until
the end of September, 1969, in order to help complete the preliminary data
analysis; Dr. Finlay has obtained funds from the University of Oregon to
support his continued work on the study; and Dr. Raser has done the same
through the Claremont Graduate School and the Western Behavioral Sciences
Institute. Finally, a small grant was obtained from the Stanford Research
Institute ($3,000) to help pay the costs of coding some of the U.S. data
which are of particular interest to S.R.I.'s program of educational research.

　　In sum, at the end of July, 1969, most data have been collected,
coded, punched on cards or transferred to tape. Files on the political,
social, economic, educational and other conditions in each country in the

sample have been developed to aid interpretation. Support has been found

for the dissemi:ation of all data to all participants and to continue the

analysis and writing phase to publication. Several publishing companies

are attempting to secure the final volume(s) of the report.

2. <u>Completed Reports</u>. To date, the following publications and

technical reports have come directly or indirectly from this project.

Raser, John R. "Cross-Cultural Simulation Research." <u>Interna-tional Journal of Psychology</u>. 1967, Vol. 2, No. 1, 59-67.

Raser, John R. "Games, Decisions, and the Future." Written by request of Bert King for <u>Naval Research Reviews</u> during the summer of 1968, but not yet published.

Ruge, Mari Holmboe. "Perception and Interaction in Simulate International Systems." Technical Report No. 1, Sept. 30, 1968, La Jolla, California, Western Behavioral Sciences Institute. (mimeographed)

Raser, John R. "Values, Attitudes, and Multi-National Decision-Making." Introduction to Technical Report Series, September 30, 1968, La Jolla, California, Western Behavioral Sciences Institute. (mimeographed)

Raser, John R. <u>Simulation and Society: An Exploration of Scientific Gaming</u>. Boston: Allyn and Bacon, 1969.

Finlay, David J. "Youth and Politics: A Pretheoretic Model." Tech-nical Report No. 2, May 15, 1969, La Jolla, California, Western Behavioral Sciences Institute. (mimeographed)

Backman, Earl L. "The Application of a Process Model to University Conflict." Masters Thesis, Departme: of Political Science, Uni-versity of Oregon, May, 1969.

Simon, Douglas. "A Cross National Survey of University Students' Perceptions of Self and Nation." Masters Thesis, Department of Political Science, University of Oregon, May, 1969.

Goyette, Donald R. "Orthogonal Factor Analysis of 49 Opinion Items in the Multi-National Student Survey." Technical Report No. 3, July, 1969, La Jolla, California, Western Behavioral Sciences Institute. (mimeographed, included with this report)

Raser, John R. "Simulation and Gaming." Chapter in Donald Freeman (ed.), Approaches to the Scientific Study of Politics. New York: Free Press, forthcoming 1969 or 1970.

Raser, John R., Donald T. Campbell, and Richard W. Chadwick. "Simulation as a Laboratory for the Development of International Relations Theory," in Harold Guetzkow (ed.), On Validity, in preparation for 1970 publication.

3. Work in Progress. A number of further reports and publications are now in preparation. The ones included in the following list are only those in fairly advanced stages. In addition to these, researchers in other countries have planned specific types of analysis of the data and will be publishing reports during late 1969 and 1970.

Iversen, Claus. "Nationalism: A Symptom of the Emotional Plague." (Analysis of the simulation data from the U.S. and Norwegian runs.) Technical Report No. 4, September, 1969, La Jolla, California, Western Behavioral Sciences Institute. (mimeographed)

Iversen, Claus. "Report on Data Collection and Processing." Technical Report No. 5, September, 1969, La Jolla, California, Western Behavioral Sciences Institute. (mimeographed)

Schuler, C. R. The Logic of Comparison. Ph.D. Dissertation, Department of Political Science, University of Oregon, 1969.

Sather, Carol. "Student Activism Explored Cross-Culturally." Masters Thesis, Department of Political Science, University of Oregon, 1969.

Sather, Carol. An Ecological Profile of Nations. Ph.D. Dissertation, Department of Political Science, University of Oregon, 1969-1970.

Backman, Earl. Student   :e: 1964-1968. Ph.D. Dissertation, Department of Political Science, University of Oregon, 1969.

Finlay, David J., and Douglas W. Simon. <u>The Pattern of Student Concerns</u>. Submitted to Wadsworth Publishing Co., expected publication in 1970.

Gordon, Leonard. (As yet untitled chapter in a book on research methods being edited by Gordon and others. This chapter will analyze the proper methods of interpreting the Gordon Scale in this multi-national survey.)

Finlay, David J., and others. (As yet untitled book which will present in detail the rationale for the project, the research design and implementation, the methods of data analysis, and initial findings. Will probably be published by either Chandler or Wadsworth in 1970.)

A comprehensive report of the entire project is expected to be completed by Raser, Iversen and Finlay in late 1970. Several publishers have asked for a commitment on the manuscript(s) but none has yet been made.

5. <u>Current Status</u>. A total of 51 samples have been collected in 17 nations through cooperation with researchers in those nations. The following pages present in tabular form the details of this sampling and the current status of data processing.

MULTI-NATIONAL STUDENT SURVEY: DATA COLLECTED BY JULY 28, 1969

NATION AND SAMPLE	REGION	TIME OF COLLECTION	AREA OF STUDY	COLLEGE UNIVERSITY	SAMPLING	NO. OF RESPONDENTS	RETURN RATE (%)	LANGUAGE OF QUESTIONNAIRE	RESEARCHERS
AUSTRALIA 1	SYDNEY	APR-JUL68	SEVERAL	ONE	VOLUNTARY	65	44	ENGLISH	BOCHNER
AUSTRALIA 2	PERTH	JUL-OCT68	SEVERAL	ONE	LECTURE	76	50	ENGLISH	REID
BRAZIL 1	RIO DE JANEIRO	JUN-SEP68	SEVERAL	ONE		96		PORTUGUESE	RAMOS
BRAZIL 2	RIO DE JANEIRO	SEP68 AND MAY69	SEVERAL	SEVERAL		79		PORTUGUESE	RAMOS
CANADA 1	TORONTO	MAR68	SEVERAL	ONE	A-D OF ALL (MAIL)	152	50	ENGLISH	ECKHARDT
CANADA 2	EDMONTON	OCT68-JAN69	SEVERAL	ONE	RANDOM	73	50	ENGLISH	KOPLIN
CANADA 3	VANCOUVER	APR68	SEVERAL	SEVERAL	RANDOM (MAIL)	51	25	ENGLISH	HOLSTI
CEYLON 1	PERADENIYA	DEC68-JAN69	SEVERAL	ONE	RANDOM	109		ENGLISH	ROBERTS
CEYLON 2	PERADENIYA	DEC68-JAN69	SEVERAL	ONE	RANDOM	50		TAMIL	ROBERTS
CEYLON 3	PERADENIYA, VIDYODAYA	JAN-FEB69	SEVERAL	TWO	RANDOM	83		SINHALESE	JAYAWARDENA, ROBERTS
DENMARK 1	COPENHAGEN	MAY-JUN68	ENGINRG	ONE	RANDOM (MAIL)	104	55	DANISH	IVERSEN
DENMARK 2	COPENHAGEN	MAY68	LAW	ONE	RANDOM (MAIL)	89	45	DANISH	IVERSEN
DENMARK 3	COPENHAGEN	MAY68	PSYCH	ONE	RANDOM (MAIL)	112	60	DANISH	IVERSEN

NATION AND SAMPLE	REGION	TIME OF COLLECTION	AREA OF STUDY	COLLEGE UNIVERSITY	SAMPLING	NO. OF RESPONDENTS	RETURN RATE(%)	LANGUAGE OF QUESTIONNAIRE	RESEARCHERS
FINLAND 1	TAMPERE	APR68	SEVERAL	ONE	LECTURE	116	58	FINNISH	JOENNJEMI
FINLAND 2	HELSINKI	APR68	SOC SCI	ONE	LECTURE	70	70	FINNISH	BYCKLING
FINLAND 3	TAMPERE	FEB69	ENGINRG	ONE	DISTR BY STUDENT LEADER	83	83	FINNISH	KORHONEN
GHANA 1	CAPE COAST	APR68	SEVERAL	ONE	LECTURE	150	100	ENGLISH	MCKISSACK
INDIA 1	VARANASI	1968	SEVERAL	ONE		64		ENGLISH	SINGH
INDIA 2	DELHI, ALIGARH	APR68	SEVERAL	SEVERAL	SPECIAL SESSION	61	40	ENGLISH	OJHA
INDIA 3	LUCKNOW	MAY68	SEVERAL	SEVERAL	LECTURE, PERSONAL CONTACT	111	90	ENGLISH	GUPTE
INDIA 4	BOMBAY	1969		ONE		50		ENGLISH	RAMACHANDRAN
NETHERLANDS 1	AMSTERDAM	MAY68	SEVERAL	ONE	RANDOM	204		DUTCH	BOEKESTIJN
NETHERLANDS 2	UTRECHT	MAY68	SEVERAL	ONE	RANDOM	170		DUTCH	
NETHERLANDS 3	LEIDEN	MAY68	SEVERAL	ONE	RANDOM	103		DUTCH	
NETHERLANDS 4	NIJMEGEN	MAY68	SEVERAL	ONE	RANDOM	122		DUTCH	
NETHERLANDS 5	GRONINGEN	MAY68	SEVERAL	ONE	RANDOM	95		DUTCH	TROMP, BOSKMA
NETHERLANDS 6	AMSTERDAM	MAY68	SEVERAL	ONE	RANDOM	115		DUTCH	
NETHERLANDS 7	ENSCHEDE	MAY68	SEVERAL	ONE	RANDOM	75		DUTCH	
NETHERLANDS 8	AMSTERDAM	MAY68	SEVERAL	SEVERAL	RANDOM	33		DUTCH	
NIGERIA 1	LAGOS	JAN69	SEVERAL	ONE	RANDOM	100	95	ENGLISH	ADEGBOYE
NIGERIA 2	IBADAN	JAN-FEB69	SEVERAL	ONE	RANDOM	100	91	ENGLISH	ADEGBOYE
NIGERIA 3	ILE-IFE	FEB69	SEVERAL	ONE	RANDOM	100	100	ENGLISH	ADEGBOYE

NATION AND SAMPLE	REGION	TIME OF COLLECTION	AREA OF STUDY	COLLEGE UNIVERSITY	SAMPLING	NO. OF RESPONDENTS	RETURN RATE (%)	LANGUAGE OF QUESTIONNAIRE	RESEARCHERS
SOUTH AFRICA 1	PIETERSBURG	MAR68	SEVERAL	ONE	SPECIAL SESSION	150	100	ENGLISH	GOUWS
SOUTH AFRICA 2	STELLENBOSCH	APR68	SEVERAL	ONE	LECTURE	102	33	ENGLISH	CILLIERS
SOUTH KOREA 1	SEOUL	JUN-JUL68	SEVERAL	ONE	LECTURE	155	9?	KOREAN	KIM, YONG MO
SOUTH KOREA 2	SEOUL	JUN-JUL68	SEVERAL	ONE	LECTURE	57	67	KOREAN	CHOI, JE SECK
SOUTH KOREA 3	SEOUL	JUN-JUL68	SEVERAL	SEVERAL	LECTURE	88	48	KOREAN	YANG, SUNG KYU KIM, JIN KYUN KIM, KYUNG DONG
SWEDEN 1	GOTEBORG	MAR68	ENGINRG	ONE	SPECIAL SESSION	71	70	SWEDISH	PAULSON
SWEDEN 2	GOTEBORG	MAR68	SOC SCI	ONE	SPECIAL SESSION	72	70	SWEDISH	PAULSON
SWEDEN 3	GOTEBORG	MAR68	BUSINESS	ONE	SPECIAL SESSION	56	60	SWEDISH	PAULSON
UNITED KINGDOM 1	LEEDS	JUL-SEP68	SEVERAL	ONE	RANDOM	60	60	ENGLISH	TODD
UNITED STATES 1	PORTLAND ORE	APR68	SEVERAL	ONE	RANDOM (MAIL)	72	50	ENGLISH	LEWIS
UNITED STATES 2	SALEM ORE	APR68	SEVERAL	ONE	RANDOM	83	83	ENGLISH	SHAY
UNITED STATES 3	EUGENE ORE	MAY68	SEVERAL	ONE	RANDOM	175	57	ENGLISH	HERRING
UNITED STATES 4	LOS ANGELES	APR68	SEVERAL	ONE	LECTURE	89	27	ENGLISH	SIGLER
UNITED STATES 5	CAMBRIDGE MASS	MAY68	SEVERAL	ONE	RANDOM (MAIL)	83	55	ENGLISH	ZISK
UNITED STATES 6	CAMBRIDGE MASS	MAY68	SEVERAL	ONE	RANDOM (MAIL)	66	44	ENGLISH	ZISK
UNITED STATES 7	DENTON, TEXAS	MAY-JUN69	SEVERAL	ONE	SPECIAL SESSION	94	94	ENGLISH	SAENZ

NATION AND SAMPLE	REGION	TIME OF COLLECTION	AREA OF STUDY	COLLEGE UNIVERSITY	SAMPLING	NO. OF RESPONDENTS	RETURN RATE (%)	LANGUAGE OF QUESTIONNAIRE	RESEARCHERS
WEST GERMANY 1	FRANKFURT	JAN/JUL69	SEVERAL	SEVERAL		63	30	GERMAN	MINSSEN
YUGOSLAVIA 1	LJUBLJANA	1969	SEVERAL	ONE	RANDOM			YUGOSLAV	TOS
YUGOSLAVIA 2	SARAJEVO	1968	SEVERAL	ONE				YUGOSLAV	DIMETRIVIK

Multi-National Student Survey:

Status of Data Processing as of July 28, 1969
(Includes all data received)

Nation/Sample	Sample No.	Deck 1-3 * Punched	Deck 4a ** Coded	Deck 4a ** Punched	Deck 4b *** Coded	Deck 4b *** Punched
Australia						
Univ. NSW	1	yes	yes	yes	yes	no
Univ. West Austr.	2	yes	yes	yes	yes	no
Brazil						
Univ. Federal do						
Rio de Janeiro	1	yes	yes	yes	yes	no
Fundacao Tecnico						
Souza Marques	2	yes	no	no	yes	no
Canada						
Univ. Toronto	1	yes	yes	yes	no	no
Univ. Alberta	2	yes	yes	yes	no	no
Br. Columbia	3	yes	yes	yes	no	no
Ceylon						
English media	1	yes	yes	yes	yes	no
Tamil media	2	yes	yes	yes	yes	no
Sinhalese media	3	yes	yes	yes	yes	no
Denmark						
School of Psychology	1	yes	yes	yes	no	no
School of Law	2	yes	yes	yes	no	no
School of Enginrg.	3	yes	yes	yes	no	no
Finland						
Tampere Univ.	1	yes	yes	no	no	no
Helsinki Univ.	2	yes	yes	no	no	no
School of Enginrg.	3	yes	yes	no	no	no
Ghana						
Univ. College of						
Cape Coast	1	yes	yes	yes	no	no

*See Appendix A.
**See Appendix B.
***See Appendix C.

Multi-National Student Survey: Status of Data Processing as of July 28, 1969
(contd.)

Nation/Sample	Sample No.	Deck 1-3 Punched	Deck 4a		Deck 4b	
			Coded	Punched	Coded	Punched
India						
Varanasi	1	yes	yes	yes	no	no
Delhi, Aligarh	2	yes	yes	yes	no	no
Univ. Lucknow	3	yes	yes	yes	no	no
Tata Inst., Bombay	4	no	no	no	no	no
Netherlands						
Univ. Amsterdam	1	yes	yes	yes	yes	no
Univ. Utrecht	2	yes	yes	yes	yes	no
Univ. Leiden	3	yes	yes	yes	yes	no
Catholic Univ. Nijmegen	4	yes	yes	yes	yes	no
Univ. Groningen	5	yes	yes	yes	yes	no
Calvinist Univ. Amsterdam	6	yes	yes	yes	yes	no
T. H. Twente, Enschede	7	yes	yes	yes	yes	no
Art academies, Amsterdam	8	yes	yes	yes	yes	no
Nigeria						
Univ. Lagos	1	yes	yes	yes	yes	no
Univ. Ibadan	2	yes	yes	yes	yes	no
Univ. Ife	3	yes	yes	yes	yes	no
Rep. South Africa						
Univ. College of the North	1	yes	yes	yes	no	no
Univ. Stellenbosch	2	yes	yes	yes	no	no
Rep. South Korea						
Chungang Univ.	1	yes	yes	yes	no	no
Korea Univ.	2	yes	yes	yes	no	no
Seoul Natl. Univ.	3	yes	yes	yes	no	no
Sweden						
Univ. Goteborg	1	yes	yes	yes	no	no
Sociala Hogskolan	2	yes	yes	yes	no	no
Business/Economics	3	yes	yes	yes	no	no
United Kingdom						
Univ. Leeds	1	yes	yes	no	no	no

Multi-National Student Survey: Status of Data Processing as of July 28, 1969
  (contd.)

Nation/Sample	Sample No.	Deck 1-3 Punched	Deck 4a Coded	Deck 4a Punched	Deck 4b Coded	Deck 4b Punched
United States						
Lewis & Clark	1	yes	yes	yes	yes	no
Willamette Univ.	2	yes	yes	yes	yes	no
Univ. Oregon	3	yes	yes	yes	yes	no
Univ. S. Calif.	4	yes	yes	yes	yes	no
Mass. Inst. Tech.	5	yes	yes	yes	yes	no
Harvard Univ.	6	yes	yes	yes	yes	no
North Texas St. U.	7	yes	yes	no	yes	no
West Germany						
Frankfurt	1	no	no	no	no	no
Yugoslavia	(Two samples collected, coding in process in Yugoslavia)					

5. <u>Future Support</u>. Obviously, a good deal of work remains to be done after the end of Navy funding. Magister Iversen will be funded for salary, travel, and limited mailing and computer costs by the Institute for Peace and Conflict Research, Copenhagen, and by the University of Denmark. Dr. Finlay will be funded for salary, secretarial and research assistance, computer time, limited travel, and mailing costs, by the University of Oregon. Dr. Raser will be funded for salary, secretarial assistance, travel, and limited mailing expenses, by the Claremont Graduate School and the Western Behavioral Sciences Institute (private gift). In addition, we have been offered assistance for the preparation of manuscripts, etc., by a variety of publishers. Since most of the data will be on tape or cards and mailed to the various participants by July 31, no other major expenses are anticipated for the remainder of the study.

Funding for other American and foreign research teams will come from their own organizations, as it has for the previous phase of the study. We have no detailed information as to the nature of this funding.

6. <u>Summary Statement</u>. As of July 31, 1969, all simulation and survey data have been collected, coded, and nearly all transferred to IBM cards or tape. Three technical reports, two masters theses, and six publications have been completed. Two further technical reports, several theses and dissertations, and a number of further publications are in process. The data are, or shortly will be, in the hands of each participant in the

study, and much further analysis and many more publications are antici-
pated over several years to come. The three primary researchers are
planning two preliminary books and then a final volume.

It should be added, perhaps, that this has turned out to be the largest
cross-cultural study in the behavioral sciences which has ever been com-
pleted. As our findings are beginning to add together, exciting patterns
regarding the nature of student values, attitudes, and political orientations
are beginning to emerge which should shed much light on their probable
future decision-making behavior. We believe that over the next several
years, as analysis and publication continues, this study will make a
constant contribution to our understanding of this crucial age of upheaval.

APPENDIX A

CODE BOOK

Answers have been punched directly from the questionnaire following the code given there if nothing else is indicated. Punch 0 is used (1) when no unique answer can be identified, (2) when no answer has been given to the question, and (3) when the answer "Don't Know" is explicitly stated.

Columns 1-11 are used to identify the respondent and the deck. Columns 1-10 are identical on all cards for each respondent.

Column: Punch:

1, 2, 3 Blank, can be used for any purpose

4   Number of sample within nation (see "List of Samples, Colleges and Political Parties by Nation")

5, 6, 7 Number of nation (see "List of Samples, Colleges and Political Parties by Nation")

8, 9, 10 Number of respondent

11   Number of deck

Deck One

(Punch 1 in Column 11)

Deck 1
Column:

12 Did you grow up with older or younger siblings?

1 no   3 older siblings
2 younger siblings 4 both older and younger siblings

Deck 1 (contd)
Column:

Do you read

13	Arabic	1 yes	2 no
14	Chinese	1 yes	2 no
15	English	1 yes	2 no
16	French	1 yes	2 no
17	German	1 yes	2 no
18	Russian	1 yes	2 no
19	Spanish	1 yes	2 no
20	Swahili	1 yes	2 no

21   Blank   (Which other languages do you read?)

22   How would you compare yourself with other students in your
      class (year) with respect to academic performance. In which
      part of your class would you say you are?

      1 the upper quarter   3 the lower half
      2 the upper half   4 the lower quarter

23   Compared with other students at your university or college,
      what would you say your political position is?

      1 to the left   2 about average   3 to the right

24   Have you ever been a member of a board of an organization?

              1 yes   2 no

25   Have you ever spoken at a meeting to present a point of view?

              1 yes   2 no

26   Have you ever written to a newspaper to present a point of view?

              1 yes   2 no

27   Have you ever participated in a political demonstration?

              1 yes   2 no

28   Have you been, or are you now, in national service?

      1 have been   2 am now   3 never been

29   What kind of national service have you done/are you doing now/
      do you intend to do?

      1 military service   3 conscientious objector
      2 civil defense   4 other

Deck 1 (contd)
Column

30   Regarding politics: are you

        1 very interested   2 somewhat interested   3 not interested

            Please rank the following political areas accord-
            ing to your interest in them. Write 1 in front of
            that area in which you are most interested, and
            3 in front of that in which you are least interested,
            etc. Do not write the same number in front of any
            two or all of the areas.

            Code for Columns 31-33:   1 first   2 second   3 third

31   Foreign affairs

32   National affairs

33   International affairs

      How often on an average would you say that you

34   Discuss the international situation?

        1 almost never   3 about once a day
        2 less than once a day   4 more often

35   See or hear about the international situation in radio or TV?

        1 almost never   3 about once a day
        2 less than once a day   4 more often

36   Read about the international situation?

        1 almost never   3 about once a day
        2 less than once a day   4 more often

            Please answer the questions 37-43 without con-
            sulting written material and without asking
            anybody for help.

37   Which country is military the stronger?

        1 Rhodesia   2 Zambia

38   Which country has the fastest economic growth?

        1 Mexico   2 Bolivia

Deck 1 (contd)
Column

39	Which country is most closely aligned with the United States?
	1 Burma 2 Thailand
40	Which country is most closely aligned with the Soviet Union?
	1 Rumania 2 Bulgaria
41	Which country has the largest population?
	1 United Arab Republic (Egypt) 2 Syria
42	Which man is being condemned in the cultural revolution in the People's Republic of China?
	1 Liu Shao Chi 2 Lin Piao
43	Which country did not sign the 1954 Geneva Accords?
	1 United States 2 France
44	What is your level of information about foreign news compared with other students in your field? Are you
	1 better informed 2 about average 3 less than average than average

> Here is a picture of a ladder. Suppose that the top of the ladder (step 9) represents the best possible life for you, and the bottom (step 1) the worst possible life for you.

Code for Columns 45-50: The step number (ranging from 1-9) has been punched directly.

45	Where on the ladder do you feel you personally stand at <u>the present time</u>?
46	Where on the ladder would you say you stood <u>five years ago</u>?
47	And where do you think you will be on the ladder <u>five years from now</u>?

Deck 1 (contd)
Column

Looking at the ladder again, suppose your
greatest hopes for your country are at the
top and your worst fears at the bottom.

48   Where would you put your country at the ladder at the present
          time?

49   Where did your country stand five years ago?

50   And just as your best guess, where do you think your country
          will be on the ladder five years from now?

For each of the following sets of three state-
ments about your nation write the number 1 in
front of the statement within the set which rep-
resents what you consider to be most important,
2 in front of that which you think is second in
importance, and 3 in front of that which is least
important.   Do not write the same number in
front of any two or all of the statements in a set.

Code for Columns 51-62:   1 first   2 second   3 third

51   To have other nations think of mine as being important.
52   For my nation to have complete freedom of action internationally.
53   To know that other nations are on our side.

54   For my nation to be a leader in its relationships with other
          nations.
55   To have other nations admire what my nation does.
56   For my nation to be independent of others in its actions.

57   For my nation to act in a correct and proper manner.
58   For my nation to help make decisions for groups of other nations.
59   For my nation to share its wealth with other poorer nations.

60   For my nation to always do what is morally right.
61   For my nation to go out of its way to help other nations.
62   To have other nations willing to offer us a helping hand.

The following is a set of statements, each of
which establishes a position on a certain issue.
Below each statement is a set of answer

Deck 1 (contd)
Column

categories. Read the statement carefully.
and then circle that response which best
describes your own position including the
letter below the response.

Code for Columns 63-89:

Strongly agree	Moderately agree	Slightly agree	Undecided	Slightly disagree	Moderately disagree	Strongly disagree
a	b	c	d	e	f	g
1	2	3	4	5	6	7

63 Man should aspire to reach into the unknown rather than to seek satisfaction from what he already has.

64 Technological advances can solve most of the serious problems of the human race.

65 War is a result of the inherent nature of men.

66 Mind-altering chemicals such as LSD and mescaline can have great value for helping people better understand themselves.

67 My country should never give up any of its sovereignty to a supranational or world institution.

68 My country has much to learn from the cultures of many of the new nations.

69 The organization of the world into sovereign nation states now operates for the best interests of humanity.

70 A religious belief should only be evaluated according to whether it satisfies the individual who holds it, rather than on the basis of its absolute truth.

71 Slow progress is a more effective way of achieving social improvement than sudden revolution.

72 Drugs such as marijuana should not be used even if non-addictive and physically harmless.

73 My country should have its own nuclear weapons.

74 A life that is not ordered on the basis of long-term considerations is largely meaningless.

Deck 1 (contd)
Column:

75   The institution of private property is a sound basis on which
      to build a society which fulfills the needs of its members.

76   Strong social institutions increase individual freedom.

77   All things considered, non-violence is simply not as effective
      as meeting force with force.

78   The world's great religions provide a far better guide to living
      than individual reasoning.

79   My country should start to disarm.

80   Developing countries probably have more to learn from the
      People's Republic of China than from the United States.

Deck Two

(Punch 2 in Column 11)

Deck 2
Column:

      Code for Columns 12-42: See Deck One, Introduction to
      Column 63.

12   Force is the best way to deal with an aggressive nation.

13   The political integration of nations with strong common interests
      is desirable.

14   Competition is an effective way of promoting social progress.

15   A society will not function properly without extensive central
      planning.

16   The International Court of Justice is an important instrument
      for promoting peace.

17   The dangers arising from nuclear weapons are more serious
      than their advantages.

18   Genetic, biochemical, and other discoveries ought never to
      be used to change the human organism.

19   My country should not try to play a major role in world affairs.

Deck 2 (contd)
Column:

20   The technical progress we are now experiencing is at too high
      a cost in basic human values.

21   The acquisition of private property is based, in the final analysis,
      too much on force, fraud, and violence.

22   My country has less to learn from the West than from the East.

23   There should be a world government able to control the laws
      made by each country.

24   We should propagate our way of life to other nations.

25   Governments should not interfere with natural processes con-
      trolling population growth.

26   It is sometimes justifiable for my country to interfere in the
      politics of another country.

27   Giving aid is a technique used by rich nations to help them
      exploit poor ones.

28   One of my primary loyalties is to my race.

29   All nations should have an equal voice in international affairs.

30   Social or political conditions sometimes may be such that a
      person ought to disobey the law.

31   The family is necessary to preserve fundamental human values.

32   The different races should live in separate countries or regions.

33   All development assistance should be channeled through inter-
      national agencies.

34   The basic organization of our society should be fundamentally
      changed.

35   Life is most worthwhile if one responds to each moment for
      itself.

36   The present social system, rather than basic human nature is
      responsible for any aggressiveness and violence that may exist
      in this country.

37   One of my primary loyalties is to my country.

Deck 2 (contd)
Column:

38   One ought to refuse to use violence against others, even at the sacrifice of one's self.

39   The economic improvement of the poor nations is essential to world peace.

40   Most wars are not the result of real conflicts of interest among countries.

41   Military alliances do more harm than good.

42   The restraints imposed by strong religious institutions are essential to curb man's natural instincts.

> Below are statements representing things that people consider to be important to their way of life. For every set of three, mark one statement as representing what is most important to you, one statement as representing what is least important to you, and leave one statement un-marked.

Code for Columns 43-80: 0 second or no 1 third 2 first
                     answer

Example: M   L   Punch
          To have a hot meal at noon .. ( ) (X)   2
          To get a good night's sleep .. ( ) ( )   0
          To get plenty of fresh air.... (X) ( )   1

43   To be free to do as I choose.
44   To have others agree with me.
45   To make friends with the unfortunate.

46   To be in a position of not having to follow orders.
47   To follow rules and regulations closely.
48   To have people notice what I do.

49   To hold an important job or office.
50   To treat everyone with extreme kindness.
51   To do what is accepted and proper.

52   To have people think of me as being important.
53   To have complete personal freedom.
54   To know that people are on my side.

Deck 2 (contd)
Column:

55	To follow social standards of conduct.
56	To have people interested in my well being.
57	To take the lead in making group decisions.
58	To be able to do pretty much as I please.
59	To be in charge of some important project.
60	To work for the good of other people.
61	To associate with people who are well known.
62	To attend strictly to the business at hand.
63	To have a great deal of influence.
64	To be known by name to a great many people.
65	To do things for other people.
66	To work on my own without direction.
67	To follow a strict code of conduct.
68	To be in a position of authority.
69	To have people around who will encourage me.
70	To be friends with the friendless.
71	To have people do good turns for me.
72	To be known by people who are important.
73	To be the one who is in charge.
74	To conform strictly to the rules.
75	To have others show me that they like me.
76	To be able to live my life exactly as I wish.
77	To do my duty.
78	To have others treat me with understanding.
79	To be the leader of the group I'm in.
80	To have people admire what I do.

Deck Three

(Punch 3 in Column 11)

Deck 3
Column:

Code for Columns 12-63: See Deck Two, Introduction to
Column 43.   0 second or no answer   1 third   2 first

| 12 | To be independent in my work. |

Deck 3 (contd)
Column:

13	To have people act considerately toward me.
14	To have other people work under my direction.
15	To spend my time doing things for others.
16	To be able to lead my own life.
17	To contribute a great deal to charity.
18	To have people make favorable remarks about me.
19	To be a person of influence.
20	To be treated with kindness.
21	To always maintain the highest moral standards.
22	To be praised by other people.
23	To be relatively unbound by social conventions.
24	To work for the good of society.
25	To have the affection of other people.
26	To do things in the approved manner.
27	To go around doing favors for other people.
28	To be allowed to do whatever I want to do.
29	To be regarded as the leader.
30	To do what is socially correct.
31	To have others approve of what I do.
32	To make decisions for the group.
33	To share my belongings with other people.
34	To be free to come and go as I want to do.
35	To help the poor and needy.
36	To show respect to my superiors.
37	To be given compliments by other people.
38	To be in a very responsible position.
39	To do what is considered conventional.
40	To be in charge of a group of people.
41	To make all of my own decisions.
42	To receive encouragement from others.
43	To be looked up to by other people.
44	To be quick in accepting others as friends.
45	To direct others in their work.
46	To be generous toward other people.
47	To be my own boss.
48	To have understanding friends.

Deck 3 (contd)
Column:

49	To be selected for a leadership position.
50	To be treated as a person of some importance.
51	To have things pretty much my own way.
52	To have other people interested in me.
53	To have proper and correct social manners.
54	To be sympathetic with those who are in trouble.
55	To be very popular with other people.
56	To be free from having to obey rules.
57	To be in a position to tell others what to do.
58	To always do what is morally right.
59	To go out of my way to help others.
60	To have other people willing to offer me a helping hand.
61	To have people admire me.
62	To always do the approved thing.
63	To be able to leave things lying around if I wish.

Indices

Gordon's scales on interpersonal values:

64, 65	Total score on Independence scale
66, 67	Total score on Support scale
68, 69	Total score on Benevolence scale
70, 71	Total score on Conformity scale
72, 73	Total score on Leadership scale
74, 75	Total score on Recognition scale
76	Index of knowledge on International Affairs. The punch is the total number of correct answers in Columns 37-43, Deck One.

APPENDIX B

Multi-National Student Survey (MSS)

CODING INSTRUCTIONS, DECK 4

1. Leave blank columns 1-3.

2. Code INTERVIEW IDENTIFYING NUMBER in columns 4-10.

3. Column 11 is filled in with a 4.

BEGIN CODING INTERVIEW:

Columns:

12-13 A_1 Code DATE (DAY) of filling in questionnaire.

14-15 A_2. Code YEAR and MONTH:

00	No response/Don't Know	10	1968, October
01	1968, January	11	1968, November
02	1968, February	12	1968, December
03	1968, March	13	1969, January
04	1968, April	14	1969, February
05	1968, May	15	1969, March
06	1968, June	16	1969, April
07	1968, July	17	1969, May
08	1968, August	18	1969, June
09	1968, September	19	1969, July

16   B. Country of Citizenship:

    0   No response/Don't Know

    1   Country of citizenship is the nation in which the questionnaires are administered

    2   Country of citizenship is not the nation in which the questionnaires are administered

NOTE: If respondent states that he is an Immigrant, OR if he answers the questions N and O for the nation in which the questionnaires were administered, even though his citizenship is in a different country, CODE 1.

17-18   C. Name of College or University: See "List of Samples, Colleges by Nation."

Column:

19   D_1. Year of Birth:

0 No response	6 1946
1 1941 or earlier	7 1947
2 1942	8 1948
3 1943	9 1949 or later
4 1944	
5 1945	

20   D_2. Sex of respondent:

0 No response
1 Male
2 Female

21   D_3. Race of Respondent:

0 No response, Dont Know
1 African Geographical Race. People referring to themselves as black, Negro, African, or as a member of any of the original populations or any subgroup thereof in Africa south of the Sahara (Ghana, black people in South Africa and the United States)
2. Amerindian Geographical Race. People referring to themselves as a member of any of the pre-Columbian populations of America.

3 Asiatic Geographical Race. People referring to themselves as of the Mongolian race or as members of any of the original populations of Central Asia, Southeast Asia, Korea, Japan. Indonesia and the Philippines (South Korea)

4 European Geographical Race. People identifying themselves as whites, Jews, Caucasians, Europeans, or as a member of any of the original populations or any subgroup hereof in Europe, Africa north of the Sahara, the Middle East, Turkey, and Iran (Denmark, Sweden, Finland, Czechoslovakia, white people in Canada, United States, Australia, South Africa, and Brazil)

5 Indian Geographical Race. Members of the original populations of Afganistan, Pakistan, Kashmir, India, and Ceylon, referring to themselves as members of these populations or any subgroup hereof such as Aryans, Hindi, Indo-Aryan, Muslim, Islam, Brahmin, Mohammadan, Punjabi, Ratogi, or as red or brown (India)

9 Not ascertainable

Deck 4 (contd.)

Column:

22   E. Major area of Study (i.e., medicine, engineering, law, etc...)

0 No response/Don't know   5 Languages and Art

1 Natural sciences   languages
   chemistry   art
   physics   literature
   mathematics   music
   zoology   philosophy
   statistics   history
   computer science
   biology   6 Theology
   geography
   geology   7 Education

2 Medicine   8 Social sciences
   medicine   social science
   public health   political science
   dentistry   international affairs
   pharmacology   psychology

3 Engineering   9 Other

4 Law
   law
   commerce
   business
   administration
   economics

23   F₁. What occupation do you expect to enter?

0 No response/Don't know
1 Civil service
2 Foreign service
3 Military, police
4 Other government service
5 Politics
6 Business, Accounting, Retail trade
7 Farming, Fishing
8 Professions
9 Other or unclassifiable

If 8 (Profession),
code F₂ in
Column 24

Deck 4 (contd.)

<u>Column:</u>

24   F_2. If F_1 (Column 23) was coded 0-7 or 9, code a <u>0</u> in Column 24 and go on to G. If F_1 was coded as 8 (Professions), code as follows in Column 24:

0 Not applicable
1 <u>Law</u>
2 <u>Medicine</u>
  <u>Clinical psychology</u>
  <u>Psychiatry</u>
  <u>Dentistry</u>
3 <u>Engineering</u>
4 <u>Teaching</u>
5 <u>Research</u>
6 <u>Social work</u>
7 <u>Ministry, Priesthood</u>
8 <u>Journalism</u>
9 <u>Other</u>

Column:

25 G. Religious Affiliation:

0 No Response	5 Buddhist
1 Christian	6 Muslim
2 Protestant	7 Jewish
3 Catholic (Roman)	8 None (atheist, agnostic)
4 Hindu	9 Other

H. What is (was) your father's or guardian's occupation?

NOTE: Father's Occupation has three parts as follows:

26 H_1. Sector:

0 No response/Don't Know
1 Public (employed by government, i.e., military, civil service)
2 Private (self-employed, employed in private business)
3 Not ascertainable (it is expected that this category will be relatively large)

27 H_2 Social position (using Hollinghead's Index of Social Position, with category 1 divided into two categories, and the number of each succeeding category increased by one). If a general response appears, e.g., business or agriculture--leave the column BLANK. On a separate sheet of paper tally the response by interview number. Later, the general responses will be assigned randomly to relevant categories.

0 No response/don't know/Not Classifiable

1 Higher executives, proprietors of large concerns
2 Major professionals
3 Business managers, proprietors of medium sized businesses, and lesser professionals
4 Administrative personnel, small independent businesses, and minor professionals
5 Clerical and sales workers, technicians, and owners of little businesses (under $6,000)
6 Skilled manual employees
7 Machine operators and semi-skilled employees
8 Unskilled employees

Column:

28   H3.   International Standard Classification of Occupations, ISCO
            (See International Labour Office: International Standard Classi-
   fication of Occupations, Geneva, 1958):

      0 No response/Don't Know/Not classifiable
      1 Professional, technical and related workers
      2 Administrative, executive and managerial workers
      3 Clerical workers
      4 Sales workers
      5 Farmers, fishermen, hunters, loggers and related workers
      6 Miners, quarrymen and related workers
      7 Workers in Transport and communication occupations
      8 Craftsmen, production-process workers, and labourers not
        elsewhere classified
      9 Service, sport and recreation workers

      I. OMIT

29   J. Where does the income of the family in which you grew up fall
          in the range of income in your country?

          CODE includes income range from 1-5 (lo to high). If respondent's
          mark is on the line, observe the line the brackets include:

          0 No response/Don't Know

Lowest incomes ————————— Highest incomes
CODE   1   2   3   4   5
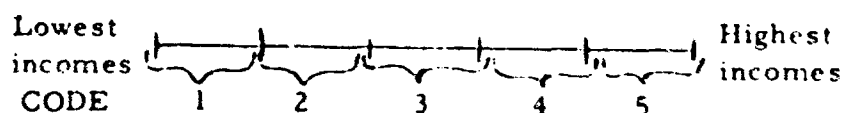
Column:

30   K. How many organizations are you active in (cultural, religious, political, professional, etc.)?

0 no response

1 none

2 one   NOTE: The coding of responses on K is

3 two   not literal. For example, a response of

4 three   "none" is coded 1, a response of "two" is

5 four or more coded 3.

31   L. Among all the prominent men or women who have ever lived, which three, all things considered, do you personally admire the most?

0 no persons mentioned

1 one person mentioned

2 two persons mentioned

3 three or more persons mentioned

9 question misunderstood, traits or characteristics mentioned

32   M. What do you think are the major issue (s) confronting the world as a whole?

0 no issue mentioned

1 one issue mentioned

2 two issues mentioned

3 three issues mentioned

4 four or more issues mentioned

33   N. What do you think are the major external issue(s) confronting your country?

0 no issue mentioned

1 one issue mentioned

2 two issues mentioned

3 three issues mentioned

4 four or more issues mentioned

Deck 4 (contd.)
Column:

34   O. What do you think are the major <u>internal</u> issue(s) confronting your country?

          0 no issues mentioned
          1 one issues mentioned
          2 two issues mentioned
          3 three issues mentioned
          4 four or more issues mentioned

35   P. Which of the issues you have mentioned in the preceding three questions concerns you most? NOTE: Refer tc M, N, and O above.

          0 no response
          1 world issue(s)
          2 external issue(s)
          3 internal issue(s)
          4 world and external issues
          5 world and internal issues
          6 external and internal issues
          7 world, external, and internal issues

MSS

CODING INSTRUCTIONS FOR CONTENT OF
QUESTIONS M, N, O, Q, R

General Instructions

You will be using a common code scheme for questions M, N, O, Q. It will be important in many cases to remember which question you are coding in determining where a response fits best.

The first three responses are to be coded for each question. If the wording of a single response calls for more than one category to convey its complete meaning, code it as two responses. If fewer than three responses are listed, code a 0 in the remaining columns for that question. Even if two (or all) of the responses on one question fall into the same category or subcategory, code them separately.

Some Comments on Coding Procedure--Coding Priorities

You will notice that in the category sets, some subcategories are much more specific than others. This is an attempt to make the code sensitive to particular concerns of the respondents, and these more specific subcategories take priority over the more general ones. For example, under National Issues (category 50) there is a subcategory of "Political, constitutional and administrative problems of the nation" (category 54). Although this subcategory includes responses regarding political structure and process, we wish to know how many comment specifically on Communism or Socialism, so "Communism/Socialism" (category 55) has priority whenever these more specific responses occur.

A second consideration that should be kept in mind is the priority of certain categories over others with regard to subject matter. For example, the category of "Race issues" is intended to include any response having to do with race, whether it is a positive or negative attitude, a characteristic, racial tension or conflict, and whether it is listed as a personal, national or world issue.

Third, if there is a choice between a concrete category and an abstract category, the concrete (or more specific) category has priority unless the respondent emphasizes one aspect of the statement more than the other.

In all cases, use the most specific category or subcategory which conveys the meaning of a response. The general categories are to be used only when a response does not fit into the subcategories.

Question M: What do you think are the major issue(s) confronting the world as a whole? Responses to this question are for the most part stated in world-wide, general terms, and should present the fewest problems with regard to the code categories.

Responses to Question M are coded in columns 12-17.

Question N: What do you think are the major external issue(s) confronting your country?

Special Instructions for Question N: Additional information is coded for Question N in the first of three columns for each response. The first column for each response (column 18, 21, 24 respectively) is used to record mention of another nation or group of nations with regard to an external issue. If other nations are mentioned code as follows; otherwise code a 0. (Note: If you are not sure where a particular nation should be coded, please check with your supervisor.)

0 Not applicable
1 African nation(s), including Ghana, South Africa, Rhodesia, Nigeria, etc. Exclude Egypt.
2 Asian nation(s), including India, Ceylon, Pakistan, China Korea, Japan, Vietnam, Thailand, Cambodia, and Australia and New Zealand. Excludes specific nations listed under Middle East.
3 Latin American nation(s), including Mexico, all of Central and South America.
4 Middle Eastern nation(s), including Israel, Lebanon, Jordan, Saudi Arabia, Syria, Iran, Iraq, Turkey.
5 Eastern nation(s), including all of Eastern Europe and the USSR (Yugoslavia, Czechoslovakia, Poland, Rumania, East Germany).
6 Western nation(s), including all of Western Europe and the U.S. and Canada (Norway, Denmark, Sweden, France, England, W. Germany).
7 Eastern and Western nation(s). To be used when both East and West are mentioned or when specific nations from both groups are listed.
8
9 Other. To be used when respondent lists two or more nations or groups of nations which do not fit into the above categories.

Responses to Question N are then to be coded according to the common category scheme in columns 19-20, 22-23, and 25-26

Question O: What do you think are the major internal issue(s) confronting your country?

Responses to Question O are coded in columns 27-32.

Question Q: What conditions of your life are the greatest concern for you? It is important here to remember that although many of these issues are worded in a very personal way, they are often the same issues talked about at the world and national levels (e.g., "housing" may appear in Question Q as "a good flat," "a decent place to live, etc.).

Responses to Question Q are coded in columns 33-38.

Question R: Preferred Political Party. This question will be coded separately for each nation, and you will receive a card listing each nation's political parties. The general code pattern is as follows:

       0 No response
   1-6 Specific political parties in order of decreasing size,
          largest first, by nation
     7 All minor parties not included in 1-6
     8 Responses in which no party preference is expressed;
          independent; "man not party"; yes; none of the existing
          none, etc. (exclude ambiguous responses)
     9 Other or ambiguous

BEGIN CODING INTERVIEW

Column:

1-3	Blank
4-10	Code INTERVIEW IDENTIFYING NUMBER (from first page of interview)
11	Fill in with a 6 (card number)
12-17	Code responses to Question M, World issues
18-26	Code responses to Question N, External issues
27-32	Code responses to Question O, Internal issues
33-38	Code responses to Question Q, Personal concerns
39	Code political party, Question R

GENERAL CODE FOR M, N, O, Q

00   No response--includes statements about refusal to answer the the question.

01   Don't know

02   Not Ascertainable--code here only answers which cannot be read (illegible handwriting), cannot be understood (jibberish), or answers which are not translated.

03   Other--includes only readable and understandable responses that do not fit any category.

04   Answers which make fun of the question.

05
06   Use of leisure time. Statements here are concerned with recreation, hobbies, travel, cultural activities such as theater, sports, etc.

07

08

09   None--Here respondent specifically states or implies that he has no concerns or feelings about the question asked.

10   <u>Physiological, environmental, and material concerns related to</u>
<u>survival of man</u>. Issues related to fundamental survival needs
and the maintenance of an environment conducive to the continua-
tion of life on both the individual and societal levels. This is
defined in a nonpolitical and noneconomic sense. If generally
stated code here. Specific categories follow.

      11   <u>Food--Hunger</u>

      12   <u>Poverty</u> (excludes rich vs. poor nations)

      13   <u>Housing--Shelter</u>.

      14   <u>Health--Disease</u> (includes all but fear of injury due to conflict
           issues)

      15   <u>Population</u>. Issues related to over-population and/or under-
           population, its growth and control.

      16   <u>Conservation/Exploitation of environment and natural resources</u>.
           Includes all issues related to water, air (pollution), mineral
           and other natural resources; concerns about the relation between
           technology and preservation of environment.

      17

      18

      19

20   <u>Personal, Individual and/or Psychological Characteristics, Attitudes,</u>
<u>and Relationships</u>. Statements here are concerned with general char-
acteristics and attitudes of man as an <u>individual</u>. These characteristics
could be moral, psychological, or those acquired by his particular
society. This category series includes ideas of direct interaction with
other individuals (interpersonal relations). General statements are
coded here; specific categories follow.

      21   <u>Man's (my) relations to God, the Divine</u>.

      22   <u>States of mind desired by the individual</u>.

      23   <u>Development of human potential</u>. Statements here concern means
           by which the individual or mankind may obtain betterment or per-
           fection in the esthetic and moral sense. Implied here are the
           ideas of looking for (finding) the "right" values, growth in the
           pursuit of a moral or esthetic goal, and the idea that through
           ..... I(mankind) will achieve a higher level of existence.

20   **Personal, Individual and/or Psychological Characteristics, Attitudes, and Relationships (contd.)**

     24   Freedom, Equality, Fraternity.

     25   Man's (my) propensity to help/serve/be of value to others/groups/nation

     26   Man's (my) propensity to impose upon others his own values, perceptions, and prejudices.

     27   Apathy, lack of motivation, generally stated.

     28   Interpersonal relations (excluding comments about marriage and the family). Note: If relations to opposite sex are mentioned, code here and list on Other card.

     29   Marriage and the family (excluding family planning and other population issues).

30   Ethnic issues. Ethnic is here defined as a group characterized by difference(s) in some fundamental, readily visible, lasting and socially reinforced way. Ethnic relations refer to interaction of "unlike" people on a "we-they" basis. The existence of two or more antagonistic groups is implied in the response. The specific categories below include all aspects of this kind of relationship--including personality characteristics of group members (racism, racist), actual conflict between the groups (race riots) and attitudes towards one group by the other (racial prejudice, racial discrimination). This excludes relations between nations.

     31   Race issues

     32   Religious Issues (excludes. individual's relations to God).

     33   Cultural and/or tribal issues. Issues coded here are concerned with divisions and /or conflicts, usually within a nation's borders, which are based primarily on cultural and/or caste differences.

     34

     35

     36

     37

     38

     39

40   Social issues. Responses coded here include those social and organiza-
      tional issues faced within any society or group, regardless of its ethnic
      composition or political/economic structure. These categories include
      both attitudes towards an issue and the issue itself. Note: Statements
      about class distinction/problems and student unrest should be coded
      here and listed on Other cards. Specific categories follow.

      41   Education. General comments related to education. If generally
            stated code here.

            42   Higher level of education. This concerns more educational
                  opportunities for people as well as comments related to
                  raising the rate of literacy.

            43   Criticism of contemporary educational systems. Concerns
                  any criticism of administration/process of education. Ex-
                  clude comments about illiteracy.

      44   Labor relations and employment. Includes all issues related to
            employment/unemployment, career, work situation/conditions.

      45   Social/individual welfare. Includes all issues related to social
            welfare and/or security of the individual in society.

      46   Issues related to law and order.

      47   Culture. Response must be specifically stated in terms of culture,
                  excluding ethnic (cultural/tribal) issues and theater/arts in
                  terms of leisure time use.
      48

      49

50   <u>National issues.</u> Code here general comments related to the nation as a whole. Specific categories follow.

    51   <u>National identity</u> (Issues relevant to nation's image, place in world, nationalism; also includes traits seen as national such as apathy toward nation, etc.)

    52   <u>National sovereignty.</u> This includes freedom from foreign control of national affairs, non-alignment and neutrality, and national independence, i.e., a nation's right to be a nation.

    53   <u>Economic issues of the nation</u> (including trade, balance of payments, foreign debt, inflation, economic growth/development). Excludes economic integration.

    54   <u>Political, constitutional and administrative problems of the nation</u> (including corruption in government, democratization, etc.) Issues related to the political, constitutional, and administrative structure and process of the nation. Excludes statements about Communism/socialism.

    55   <u>Communism/Socialism.</u>

    56   <u>Own nation's propensity to control/police the world, impose policy upon other nations.</u> (Exclude references to Vietnam policy which are coded under Vietnam war.)

    57   <u>Foreign aid and support.</u>

    58   <u>Science, technology, industrialization.</u> Concerns with development and direction of science, technology and industrialization are coded here. Specifically excluded are problems related to nuclear development and technological exploitation which may result in pollution of the environment.

    59   <u>Urbanism/Urbanization.</u> Concerns the process of urbanization and urbanism. Exclude issues or problems related to urbanism which can be more specifically coded elsewhere.

60   International issues. All issues related to international relations including own nation's relations to issues or organizations such as the United Nations or Common Market. Exclude military, peace/war issues. If generally stated code here; specific categories follow.

   61 World government. This deals with ideas about supranational organizations/bodies which have the goal of including all nations, (i.e., law which supersedes national boundaries). Includes United Nations.

   62 International economic issues. Includes all economic issues of international scope without reference to specific nations or groups of nations. Excludes economic integration.

   63 Economic integration (trade bloc formation) usually on a regional basis. Some of the most common are: European Common Market (EEC, EEG), Latin American Free Trade Assn (LAFTA), European Free Trade Area (EFTA), Comocon.

   64 East-West conflict/competition (including own nation's relations to East and/or West/socialist/capitalistic nations. Excludes references to military treaties and trade relations.

   65 Inequality in distribution of wealth among nations (gap between rich-poor/developed-underdeveloped nations; North-South conflict).

   66 Developing nations. Includes all comments related to developing nations/third world/new world, excluding comments about aid to foreign nations.

   67 Issues related to imperialism/colonialism

   68 Issues related to China.

   69 Nationalism as an international issue.

70 Peace, war, military issues. Code here military issues which cannot be coded below in specific categories.

    71   Peace, generally stated (no reference to specific nation(s)).

    72   War, including war and peace, peace and war, world war, nuclear war (no reference to specific nation(s))

    73   War in Vietnam. All issues related to the Vietnam war (exclude issues related to category 79).

    74   Middle East war/Arab-Israeli war.

    75   Issues concerning other specifically named wars/crises.

    76   Weapons/arms issues. Includes threat, proliferation, escalation, etc. Excluded are specific references to control of weapons and and disarmament which are coded in category 77.

    77   Disarmament and control of arms. Code here only statements which are explicitly concerned with the laying aside of arms or reduction of military capacity or the aspect of controlling these (e.g. test ban treaty).

    78   Defense treaties. Includes all statements about proposed or existing treaties based on military concerns. Excludes nuclear test ban treaty.

    79   Draft, defense, military establishment. Primarily includes statements about a nation's internal military structure or organization.