

1986

Historically black colleges and universities involvement with the training of international students

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HISTORICALLY BLACK COLLEGES AND UNIVERSITIES INVOLVEMENT WITH
THE TRAINING OF INTERNATIONAL STUDENTS

Iowa State University

PH.D. 1986

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**Historically black colleges and universities
involvement with the training of international students**

by

Kathleen Mathews-Sharp

**A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY**

Department: Professional Studies in Education

Major: Education (Higher Education)

Approved:

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~~In Charge of Major Work~~

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~~For the Graduate College~~

**Iowa State University
Ames, Iowa**

1986

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DEDICATION

To my parents, Mr. and Mrs. Leonard and Rosezina Mathews for their many sacrifices, immense faith, love and immeasurable support. It is in their honor that this dissertation is humbly dedicated.

CHAPTER I. INTRODUCTION

Background of Study

Historically black colleges and universities in the United States were founded to provide a training ground for black Americans. Not only have they trained black Americans, but Africans and Caribbean students as well. The origins of these institutions grew from the refusal of white institutions to admit or educate black people (Garibaldi, 1984; Jones, 1984; Mays, 1974; Taylor, 1978). Nonetheless, these institutions produced many of the black doctors, educators, scientists and other leaders in America equipping them with skills to work toward equal status in the American society as well as the global society. These institutions assumed a large burden for the many roles that they were expected to play. The first institution of higher education for blacks was Lincoln University in Pennsylvania, founded in 1865, was chartered in 1867; Howard, Paine, and Moorehouse were established in 1867, Fisk in 1866 and Hampton in 1868 (Mays, 1974). By the 1900s a number of other private, church and state institutions for blacks had been founded. If black America is to be considered a relatively literate people, an enormous amount of credit must be given to these institutions.

Recent concerns regarding the need and survival of these institutions have emerged (Marable, 1985; Jones, 1984; Taylor, 1978) due to the competition for minority students at predominantly white institutions (Williams, 1982; Fleming, 1984). This situation has led some observers to speculate whether or not these institutions will be able to continue

with their initial purpose: the education of black people. The fate of the majority of these institutions will depend largely upon their ability to attract more students and to develop linkages with other countries as well as other institutions involved in training international students. Since historically black institutions are established in vocational, professional, liberal arts, and agricultural education, these institutions could attract more international students, particularly, those from developing countries. Students from the Spanish, English and French Caribbean Islands, as well as from African countries, have historically attended black institutions (Stent, 1984). Historically black institutions should include within their mission the training of international students and the establishment of linkages with developing countries, particularly countries in Africa and the African diaspora. These students' needs are very much like the needs of the black American students who found these institutions as a safe, fertile environment for their growing awareness of race and intellectual pursuit (Stent, 1984; Fleming, 1984). The core curriculum of most of these schools is agricultural, technical and mechanic arts (Molnar, Dunkelberger and Salter, 1981), areas which many international students seek (Lee et al., 1981).

Since 1941, under the United States government foreign assistance programs, more than 180,000 students and scholars from developing countries have been trained in the areas of agriculture, science, technology and engineering (Lee et al., 1981). In 1981, there were some 3,000 students and scholars receiving academic or technical training in the United States sponsored by U.S. government agencies.

According to figures from the National Association for Foreign Student Affairs, 13,177 international students were trained at historically black institutions in the United States during 1985 (Institutions and Individuals, 1985). Many developing countries are inquiring about the suitability of the education of their students; and while there are these inquiries, historically black institutions may be able to respond to these inquiries through the training of these students.

During the current time when nationalism and demands for new relationships between the developed and developing countries is occurring, historically black institutions must not continue to neglect this area of international education. These institutions must attempt to become global with respect to our increasingly interdependent world. The contributions that these institutions can make on an international level and toward developmental efforts can be an important resource in assisting the United States and other institutions in the United States to relate in terms of freedom, equality and development to many nations in Africa, the Caribbean and Latin America.

As the majority of black students in America choose to attend predominantly white institutions, historically black colleges and universities should explore within their mission an alliance with international students and an involvement with these students' home countries through the establishment of linkages.

Statement of Problem

The number of international students attending institutions of higher education in America has grown since the end of World War II. The Institute of International Education indicates that in 1981-82 there were 326,000 international students enrolled in U.S. colleges and universities. Of that figure, approximately 75 percent, or 244,500 were from developing countries (Scheiffer and Hood, 1985). Historically black colleges and universities in America have often aided in the development of black leadership for developing countries and ties to these countries (Williams, 1982; Stent, 1984). Eric Williams, the recently deceased Prime Minister of Trinidad, was a graduate of Howard University; Nnamdi Azikiwe, the first president of Nigeria; the late Kwame Nkrumah, once President of Ghana; and C. Cecil Dennis, former Foreign Minister of Liberia, were all graduates of Lincoln University (Stent, 1984). Despite these early links by international students at historically black institutions, these institutions must extend themselves in attracting and training international students to assure their survival and existence on an international level (Stent, 1984). Therefore, this study investigated historically black colleges and universities with international linkages and those without international linkages and their participation in training international students. In addition, this study does discuss present opportunities for these institutions to facilitate relationships with developing countries, primarily Africa and countries that are a part of the Africa diaspora.

Importance of Study

Research of this nature is important for two reasons. First, a significant intention of this study is to act as a starting point toward providing more literature and research on the involvement of historically black colleges and universities and their participation in international linkages and with international students. Secondly, it can be used to spur these institutions to attract and establish an alliance between themselves and other countries, especially those countries that send students to black institutions.

Objective of Study

The objective of this research was to discern the extent to which historically black colleges and universities support the educational needs of international students. This was done by collecting, tabulating, and analyzing data from historically black institutions which presently have international students. The study also attempts to discover the extent to which these institutions are involved in international linkages. The institutions will be classified according to the following types of linkages:

- A. Institutions with linkages;
- B. Institutions without linkages.

Much has been written on the increasing number of international students attending U.S. colleges and universities. The literature purports a particular need for U.S. colleges and universities to assist in the education of international students. However, little has been

written on historically black colleges and universities and their involvement in training international students. There is also considerable information on the international linkages that institutions may become involved in. The following research questions formed the basis for the study:

1. Is there a significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding the availability of financial aid for international students?
2. Is there a significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding the provision of courses with identifiable international content?
3. Is there a significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding the percentage of international students at their institution?
4. Is there a significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding the percentage of international students from Africa?
5. Is there a significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding perceived quality of academic programs as a factor to attract

international students?

6. Is there a significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding perceived diversity of academic programs as a factor to attract international students?
7. Is there a significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages in perceived degree of preparation of international students to work in development fields upon return to their home country?

From these seven research questions, two hypotheses were formulated concerned with the availability of financial aid, providing courses, with identifiable international content, percentage of international students, quality of academic programs, and preparation of international students to work in development fields upon return to their home country.

Hypotheses

Historically black institutions will need to expand their perspectives to include internationalism (Hamilton, 1985). These institutions involvement with linkages and international students for purposes of conducting research and providing assistance in international development will be necessary for their survival and toward a new future in education.

The hypotheses tested were:

Hypothesis 1

There is no significant difference between historically black institutions with or without international linkages in relation to their involvement with international students on the following variables:

- a. providing of financial aid for international students
- b. providing courses with identifiable international content.

Hypothesis 2

There is no significant difference between historically black institutions with or without international linkages regarding:

- a. percentage of international students
- b. perceived quality of academic programs as a factor to attract international students
- c. perceived diversity of academic programs as a factor to attract international students
- d. perceived degree of preparation of international students to work in development fields upon return to home country.

The purpose of this study as enumerated earlier has been established and the hypotheses proposed. It was hoped that the findings of this study would indicate to historically black institutions the need for linkages and the development of international programs as a major educational goal.

Definition of Terms

For the purpose of clarity, terms and concepts utilized in this study are herewith defined:

Historically Black Institution -- These are colleges and universities founded for the education of black Americans. They are commonly called predominantly black institutions with enrollments of more than 50 percent of black students. There are 105 of these institutions. Eighty-three are located in the south eastern United States, ten in the south west and the remainder in states outside of the South (see Appendix A).

1890s Institutions -- These are predominantly black institutions that are commonly called black land-grant colleges and universities. They received land from the U.S. government for vocational training in higher education for blacks. There are sixteen of these institutions (see Appendix B). Tuskegee University is considered a land-grant institution though it is the only one of these institutions that is private.

Land-grant Institutions -- These are institutions that were given land by the U.S. government and among the first institutions of learning in the U.S. to welcome applied science and the mechanic arts and to give these subjects a recognized place in the college curriculum. These institutions stood eminently for the principle that every American citizen is entitled to receive some form of higher education. The black institutions fall into these institutions during the 1880s and 1890s.

International/foreign students -- Any student who is not a born citizen of the United States who is actively enrolled in institutions for higher learning in the United States.

Developing countries -- Also called Third World nations, these countries that are less developed with respect to their technological, infrastructural, agricultural, natural resources, industrial, economical and

educational systems to the point of self-sufficiency.

Development Project -- Social and economic problem situations which can be alleviated or even resolved by appropriate levels of external monetary technical and/or capital assistance to supplement the national and local developmental efforts of developing, countries.

Africa and the African Diaspora -- The African continent and areas within the world which have people of African descent. These areas are usually within the Third World.

Agency for International Development -- Known as U.S. AID, it is the principal federal agency for the United States government for carrying out the provisions of the Foreign Assistance Act of 1961, as amended, and receives its funds through Congressional appropriations.

Linkages -- A formal agreement of interinstitutional affiliation cosigned by institutional chief administrators to facilitate agreed upon activities.

Delimitation of the Study

1. This study was confined to the sample of 105 historically black colleges and universities in the United States.

2. Both two-year and four-year institutions were included in the study. It was assumed that international students and the possibility of linkages would be at both types of institutions.

3. All of the items on the survey instrument were not included in the data analysis due to a large number of the institutions not responding to the items.

General Procedures of the Study

1. A literature search was conducted through the use of the Eric Retrieval System and identifiable literature.
2. A preliminary proposal for the topic was identified and initial discussion was sought with the major professor and with the members of the graduate advisory committee.
3. A research proposal was submitted to the graduate advisory committee.
4. The design of a survey instrument was intended to gain the involvement of historically black institutions with international students and linkages.
5. The survey instrument was pilot tested for validity among faculty members at ISU involved with international linkages and international students.
6. Questionnaires were mailed to the presidents of the historically black colleges and universities.
7. The responses were coded and entered in the ISU computer using the SPSSX program for analysis.
8. A summary of findings was developed.
9. Implications were made for use of findings and for further studies.

CHAPTER II. REVIEW OF LITERATURE

Introduction

Current studies relating to international students attending institutions in America and black institutions in particular give the impression that the phenomenon is of recent origin, although this is not the case. Investigations into international students attendance at U.S. institutions have covered such issues as cross-cultural contact, needs of international students, advising and counseling, curricula, recruitment and admissions, attitudes, brain drain, academic achievement and other aspects. International students studying at U.S. institutions have a long historical tradition going back to the very beginnings of American universities (Altbach et al., 1985). Indeed, institutions in the U.S. throughout much of history have been truly international institutions, enrolling students from many countries as an integral part of their policies and practices.

This chapter reviews the literature and relevant research which is related to this study. The literature search was completed by reviewing journal articles, books, reports, dissertations, and an Eric literature search using the Iowa State University Library Computer Data Base. The following review presents a representative sample of research focusing on and limited to printed materials as follows:

- Overview of literature on international students in the United States;

- International students and the relevance of U.S. educational programs;
- Impact on United States institutions that enroll international students;
- Literature on black institutions and international students; and
- Summary.

Overview of Literature on International Students in the United States

Every year institutions of higher learning in the United States see international students come to pursue an education. In 1982, there were more than 300,000 international students enrolled in U.S. colleges and universities (Schieffer and Hood, 1983). Of that figure approximately 75 percent, or 244,500 were from developing countries (Schieffer and Hood, 1983). These figures represent potential leaders in business, education and government of the countries which these students represent. Many of these students represent their country's commitment or resources to education as a foundation to their country's growth, particularly in developing countries. Fienup and Riley (1980) indicated that between 1969 and 1978, 2,900 of the 9,000 students enrolled in departments of agriculture in fifty universities throughout the U.S. were students from developing countries. Cable (1974) stated that the international student movement in the United States is "long, confused and indelibly marked by poor educational philosophy and planning." In an article by Hagey and Hagey (1974), the authors found that international students on

American campuses are tremendous resources in facilitating international understanding. The authors go on to state that attitudes toward the U.S. and its people are carried home by potential leaders of their respective countries (Hagey and Hagey, 1974).

Some major studies, which reviewed the literature on international education and international students in particular in U.S. institutions, have appeared in this country since 1962. Up until this time, no major studies were done. Of these studies, two were conducted by the United States Education Department in 1962 with another study done in 1967. A third study was done by the United States Advisory Commission on International and Cultural Affairs in 1962. One extensive study on international students in the United States was conducted in 1976 entitled The World's Students in the United States (Spaulding and Flack, 1976). This study reviewed much of the literature on international students and the research conducted on these students since 1967. The latest extensive study on international students since Spaulding and Flack, published in 1985 entitled Research on Foreign Students (Altbach et al., 1985) reviews recent and past literature on international students. This section of the literature review reflect this study as a major reference along with "Research on Foreign Graduate Students" (Walton, 1971), and Needs of Foreign Students from Developing Nations at U.S. Colleges and Universities (Lee et al., 1981).

Spaulding and Flack (1976) reviewed most of the studies on international students that were conducted at many U.S. institutions. Moreover, the authors of these studies were concerned with either a particular

national group, a region of the world, students in sponsored training programs or students in a particular academic area. From all the studies they investigated, they concluded that the major reasons international students study at United States institutions were:

- 1) to get advanced education and/or training not available in their home country;
- 2) to acquire prestige by obtaining a degree;
- 3) to utilize scholarship funds that were available;
- 4) to escape unsettled political or economic conditions and;
- 5) to learn more about the United States (p. 23).

In the Fienup and Riley (1980) study, the authors used information from the American Agricultural Economics Association (AAEA) based on 653 respondents who were agricultural economists from 79 countries and who had previously studied in U.S. institutions over a fifteen year period. Eighty percent of these respondents were still working the region from which they had originated at the time they left their countries to attend school. Some important implications gained from these respondents were:

- 1) Core courses in economic theory are valuable, but the least valuable are those that have a tendency to be highly U.S. oriented, such as agricultural policy, trade and trade policy, land and resource economics, agribusiness and history of economic thought and economic systems;
- 2) The process of research and production of the thesis was considered by 90% of the respondents to be as important or more important than the coursework;

- 3) Lack of faculty perception into developing countries' needs and the application of skills required to build a link between theory and application;
- 4) The need for joint degree offerings between the United States and developing countries would improve degree programs; in addition shared research would be an enhancement to all countries and
- 5) International students studying agriculture were in strong favor of joint research between institutions in the U.S. and their respective developing country.

Finally, other implications pointed out by the respondents pertained more to professional development than to academic programs.

In the work done by Jenkins (1980) which pointed out that while many arguments reflect the position that education in the U.S. fails to meet the needs of students from developing countries, every year increased numbers of students continue to come to the U.S. to pursue an education. He goes on to say that research would likely reveal a strong correlation between the type of programs offered in a particular U.S. institution and the type of development approach in the country. An important point made by the author was that the one way to continue attracting students from developing countries is to project into the future the type of programs offered against the development policies predominant in the future, then modify programs to fit the future needs.

Knowing why international students come to study in the United States is essential in all institutions' ability to assist them. In a study

done by Lee et al. (1981), colleges and universities in this country do little to orient international students to life and study in the United States. On the other hand, Jenkins (1980) suggests that nonavailability of funds at U.S. institutions limits relevancy of education for international students. Limited resources restricts funds to programs and activities that benefit the primary constituency. Therefore, the programs are more suitable to U.S. students, causing international students to tailor their programs to fit what is available and not what is suitable for their needs or the needs of their country.

A further explanation by Jenkins (1980) of the declining enrollments of U.S. students and the projected increasing enrollments of the international students command the attention of the U.S. institutions to match its interests with the interest of the international student population. However, a great many educators have considered the international student population as temporary. Jenkins (1980) argues that it is time to consider the international student population as permanent. Therefore, institutions in the U.S. must take into account the long-range implications of the growth of the international student population. Even more, recognition of international education interchange is an essential and important part of the total educational process and a continuous responsibility of educational institutions.

According to Jenkins (1980), money has been provided to some private institutions for programs aimed at international students. This is through the Mutual Education and Cultural Act of 1961 (Fullbright-Hayes Act), but funds are not always available and there had been talk of

charging full fees for international students at many institutions (most schools charge out-of-state fees). There is also the question regarding the cost-effectiveness and appropriateness of enrolling foreign students at state supported institutions when taxpayers are paying the bill. One of the benefits deferred to states accepting international students is a foreign trade commitment by graduated students who return to their home country.

With the certainty of future international students enrollment there will be a continued emphasis on providing education for the international students who choose the United States as a place to continue their education. Additionally, Hood and Reardon-Anderson (1983) pointed out that the very presence of international students, particularly, students from developing countries demands the attention to educational training and the cooperation of faculties and professional educational organizations in meeting those needs. Heft (1963) also suggested that the training of international students could be made more effective through better cooperation between U.S. institutions and foreign institutions.

In the most recent extensive work done by Altbach et al. (1985), the authors state that current issues relating to international students is not recent. They go on to say that the United States emerged as a major center of foreign study for international students after World War II, when American higher education expanded rapidly and dramatically improving its quality of education. In other words, international students at all institutions be they predominantly black or white were the norm and not the exception. Perhaps the most important distinction;

however, between the present and the past is that today, the general pattern of international student flow is close to unilinear, that is, it is in the direction of a largely south to north movement from less industrialized to more industrialized nations (Altbach et al., 1985). Table 1 indicates this flow.

The major attendance and international flow of students is from developing countries to the developed countries (Brown, 1983). In understanding the overall flow of international students, the host country flow pattern must be taken into consideration. International students are not distributed randomly in an academic system. They tend to concentrate in particular institutions, fields of study and departments. For example, engineering is the choice of 25% and business and management studies of another 16% of the international students studying in the United States (Altbach et al., 1985). More than one-third of all international students (35.9%) are graduate students (Boyan, 1981). In engineering and management fields of studies, international students constitute about half of the total enrollment at the graduate level in many U.S. institutions. The five leading states in international student enrollment (California, New York, Texas, Florida, and Massachusetts) had 41% of all such students in the U.S. (Altbach et al., 1985). According to Altbach et al. (1985), foreign/international students tend to congregate in the larger colleges and universities and particular nationality groups choose particular U.S. institutions, due to informal contracts and for other reasons.

Table 1. Flow patterns of international students (Altbach et al., 1985)

Third World students	to	Industrialized Market-economy nations
Third World students	to	Socialist nations
Third World students	to	other Third World nations
Industrialized Market-economy students	to	other Industrialized Market-economy nations
Industrialized Market-economy students	to	Third World Nations
Socialist nation students	to	other Socialist nations
Socialist nation students	to	Industrialized Market-economy nations
Industrialized Market-economy students	to	Socialist nations

The flow pattern of international students are affected by policy changes in the host country as well as in the sending country. Several authors (Williams, 1982; Altbach et al., 1985) felt that economic problems in developed market-economy countries in the 1970s stimulated a reevaluation of policies regarding the education of international students. In addition, political factors in a host country had an impact on these students. In the postwar period, foreign policy consideration induced many developed countries to welcome larger numbers of international students and even to provide scholarship assistance in the post-war years. Host country policies concerning particular countries may also affect flow. The American government has been less sympathetic toward granting visas to students from Iran since the revolution in that country. The authors go on to say that educational and cultural factors can also affect flow. In the U.S., a commitment to "internationalizing" the curriculum in higher education has made universities and colleges more conscious of their role as international institutions. It is also important to know that policy changes in the home (sending) countries also affect international student flow. Economic factors are also a key element. The changes in oil prices have affected flows of students from such countries as Venezuela and Nigeria, which have had to curtail both their scholarship programs and limit the availability of foreign exchange for their students studying abroad (Altbach et al., 1985). Political changes in these countries also affect the flow of students who wish to study at U.S. institutions.

In the recent study of international students (Altbach et al., 1985), the authors cite the research on why international students study outside of their home country. They indicate that there are a myriad of push and pull factors involved (Altbach et al., 1985; Glaser and Habers, 1978; Rao, 1979). Individual students and their families have their own interests and concerns and governments in developed countries also have priorities. Therefore, in many instances, there is more than one reason why students study outside of their home country. According to Jenkins (1980), American authorities are interested in "internationalizing" American higher education, providing assistance to students from developing/-Third World countries, and expanding American influence abroad.

It seems likely that a majority of the international students provide their own financial support and are not sponsored by any agency or government (Moghrabi, 1972; Altbach et al., 1985). Some eventually are able to obtain support from a university or other agency, while many rely on personal or family resources (Altbach et al., 1985). Nonetheless, the decision to study at U.S. institutions is largely an individual one. According to Altbach et al. (1985), individual decisions are made for many reasons such as some international students see their studies as a preliminary to emigration, and statistics on the "brain drain" from countries such as Taiwan, South Korea and several others support this idea (Meyers, 1979; Glaser and Habers, 1978; Rao, 1979).

It is important to note that the largest number of international students, primarily those from developing countries wish to improve their professional opportunities at home by studying abroad. In many cases,

they obtain training in technological or other fields which are not available at home (Altbach et al., 1985). See Table 2.

International Students and the Relevance of U.S. Educational Programs

Inasmuch as the international students help to bring cultural understanding, resources and diversity to U.S. institutions, it only seems appropriate that the training that they receive from U.S. institutions be adequate for them to apply in their home country. Therefore, the relevancy of the educational programs in the U.S. become extremely important. Some studies and research have indicated various degrees of relevance. Ogunbi (1978), Fienup and Riley (1980), and Greisberger and Anderson (1981) all indicated that international students rated their U.S. education above average in relevance. Nonetheless, Lee et al., (1981) determined that one of the expressed needs of the international student was for more relevance in education by improving curriculum. In a study done by Moghrabi (1972) of 450 foreign students, both graduate and undergraduate, he stated that much more in the area of curriculum is needed before U.S. institutions can adequately serve and train foreign citizens of the world. Relevance was evaluated by Cieslak (1955) as:

There is a need for realistic appraisal of the effect of an education in America after foreign students return home. Research along these lines could serve not only to clarify our procedures but also to show the need to make college degree requirements more flexible wherever it is possible to fit these to the objectives of foreign students (p. 152).

Table 2. Variables affecting the magnitude and direction of major flow patterns of international students (Altbach et al., 1985)

Host Country Variables	Home Country Variables
Economic difficulties leading to restrictions on international students through measures such as higher tuition, fees, e.g., United Kingdom, Australia.	Economic difficulties leading to reduction in available state funds as well as available foreign exchange, e.g., Nigeria, Venezuela.
Population changes leading to increase in available student places, e.g., some states in the U.S.	Economic boom leading to expansion of demand for trained personnel and hence an increase in numbers of students going abroad, e.g., oil producing nations before the oil glut on the world market.
Changes in foreign policy leading to completion of bilateral agreements, e.g., between China and in U.S. or Ethiopia and the U.S.S.R.	Economic policy changes leading to emphasis in areas with a dearth in requisite person power and training facilities, and hence necessitating that students go abroad, e.g., Africa, China
Reemphasis of political commitments leading to increase on inflow of international students from a given politically volatile region, e.g., the inflow of students from Afghanistan.	Political changes (such as revolution) leading to changes in foreign policy and hence change in flow direction, e.g., Nicaragua.
Education policy changes leading to emphasis on international area and language studies and hence a greater commitment to study abroad program, e.g., the United States.	Educational changes such as completion of appropriate training facilities hence leading to reduction in numbers of students abroad, e.g., India.

In a study on international students studying engineering, Chiang and Klinzing (1976) argued that without specially designed programs for engineers there can be no relevancy unless it is quite by accident. They further emphasized that sometimes things work out well, but it is not a matter of planning. More frequently, the U.S. institutions fail to prepare the foreign engineers to cope with the future role in which they will participate in their home country.

Although Fienup and Riley (1980) found that international student graduates of U.S. agricultural schools expressed a high degree of relevancy in their U.S. training, there were areas of their education which were considered as irrelevant to their home country's problems.

It should be noted that there are variations in the findings and conclusions concerning the overall educational relevance ranging from little to very relevant. It should also be understood that follow-up studies which analyzed the degrees received by international students and how they are used in their home country are lacking. Meyers (1979) recorded the results of surveys conducted in 1978 among Cultural Affairs Officers and U.S. AID Posts, Developing Country Embassies in the U.S. and alumni from developing countries of four U.S. universities: Massachusetts Institute of Technology, Northeastern University, Ohio State University and the University of Illinois. These universities were selected because of their large international student populations. The respondents were from developing countries or lower income to middle-income groups.

The U.S. Posts Cultural Affairs Offices reported several opinions from country to country. Some, like Guyana, assigned a rating of high quality with low relevance, while other such as Zaire believed U.S. graduates to be more practically trained than those from other countries. Comments regarding unadaptability of training were quite frequent.

In developing countries embassies in the United States, the diplomatic representatives of sixty-six countries commented on the effectiveness of U.S. education toward preparation of graduates to meet home country needs. Some basic strengths and weaknesses were cited in a wide range of comments: the country of Bahrain reported that students had self-confidence but lacked specific knowledge in their field; Benin reported that education enhanced the student's capacity of serving within the framework of the needs of the people; Bolivia recognized training as positive while India saw the need for its students to conduct research projects relevant to Indian problems; the Philippines felt that exposure was broad, but there was a weakness in students' ability to adapt to operating in a nonspecialized way; high esteem for the U.S.-educated, a need to relate testing to cultural background of the student; a need for practical experience; a need to expand the U.S. schools' awareness of a larger world; specialization of practical techniques lacks vision for individual and global perspective required in development.

With respect to the university alumni from the four institutions previously mentioned, the most interesting data obtained from them may be the comparison made between the "index of use" of their education (most - some - least) and 1) level of degree, 2) field of study, 3) world

region, 4) place of employment, and 5) co-workers who studied in the U.S.

The respondents with the most education (Ph.D.) reported the highest level of use (65% in the "most" category) while there were 33% at the Master's level and 23% at the Bachelor's level.

The respondents in the field of agriculture reported the highest level in the index of use "most" (64%), followed by Pure Science (63%), Education (55%), Economics (50%), Social Science (41%), Business (39%), English (33%) and Applied Science (25%).

The respondents from the regions of Africa and the Midwest among the various world regions reported the highest percentage of use in the "most" category (63% each), followed by South Asia (50%), East Asia (48%), the Far East (45%), Latin America (34%), and developed regions (34%).

With respect to place of employment, it was apparent that educational institutions have the highest level of use (63%) in the "most" category, followed by the central government (40%), own firm (22%) and private firm and foreign firm (18%).

Locations where the majority of the co-workers were people who studied abroad a high percentage of use in the index of category "most" used (98%) as compared to (74%) where some of the employees had studied abroad. It is interesting to note that the "most" use category was rated at 0% where a few or none of the co-workers who had studied abroad.

From the results of this study it would appear that the above factors may affect relevance/utilization of a U.S. education for international students working in their home country; that is, the independent variables

of degree level, field of study, world region, place of employment and co-workers who studied abroad may have some effect upon the dependent variable, usefulness of a U.S. education when applied in another country, particularly a developing country.

A study done by Castro, in Jenkins (1980), warns that the choice of a school may affect the relevancy of a U.S. education. He also points out that the academic program, the availability of effective counseling and advising as well as the area of research are all important due to sponsoring agencies interested in not only the students acquiring the tools of the trade but also in their ability to apply the tools upon returning home.

In a NAFSA/AID report, Greisberger and Anderson (1981) who looked at international student alumni of the Home Economics Department at Iowa State University found these students do rate their education as highly relevant, though there was room for improvement, which resulted in the addition of a course entitled, "Home Economics Concepts: Theory of Practice in Various Cultures".

It should be noted that the difference in educational systems often affect the relevance of education as stated by Stevenson (1975). He states that foreign students must understand the difference in the educational system in the U.S., especially if they have come from a British or European system where rote learning is common. Watuma (1967) highlights these points as he drew attention to the Kenyan tutorial system of education as opposed to the U.S. text and assignments requiring much digging and how this may affect Kenyans' ability to adapt to the U.S.

education system and ultimately its relevance upon return to their home country.

Knowing that there are differences between university programs regarding curriculum and its design when it comes to meeting the needs of international students, Spaulding and Flack (1976) suggested that study in the U.S. did not prepare students from developing countries. They went on to say that due to the lack of technical equipment available in developing countries makes it nearly impossible for students to transfer their U.S. training.

Several researchers have written, regarding the context of education, that many international students receive when they study abroad (Weiber, 1984; Fuenzalida, 1981; Bochner et al., 1980 and Wallace, 1982). They see the education received by these students, particularly, students from developing countries in the context of global economics, technological and political inequality (Altbach et al., 1985). Third world countries look to the developed countries as models of how to modernize. The norms and values learned during overseas study as well as technological knowledge are usually brought home (Altbach et al., 1985). Nonetheless, most discussion of international study are couched terms of exchanges, mutual understanding, cooperation and related issues (Fuenzalida, 1981). It has been thought that many U.S. institutions and government agencies have not discussed international study from the perspective of global inequalities and continuation of domination of developed nations over developing nations (Altbach et al., 1985). Nonetheless, in more of a broader context on the international level, institutions in the

U.S. can offer some skills to students from developing countries.

In an extensive study done by Lee et al. (1981), nine major needs were identified by international students studying at U.S. institutions. These needs were: 1) better command of the English language, 2) acquisition of broader skills and training in applied areas, 3) skills to transfer knowledge from an academic level to local community level, 4) acquisition of management and administrative skills which would prepare students for leadership roles in their home country, 5) more emphasis upon master's diploma, certificates and short courses (There was a large percentage of the students surveyed who evaluated this type of education to be more valuable in a developing country than a Ph.D.), 6) interns of practical experience for credit, 7) dissertation research better when done in the home country, 8) interdisciplinary research experiences, and 9) more international courses. Of these expressed needs, all do not pertain to only graduate students. In fact, as noted by item (5) it specifically addresses the idea that short course training is more important than graduate education.

In another study by Ford (1969) which identified more need for academic relevance found that international students who did not have commitments to return home to a certain job viewed their academic program as more relevant than those who did have a job commitment. From this study, one can make a generalization that international students who have vague career motives are more satisfied with their college career than those with more sharply focused expectations of the kind of job to which they will return.

Glaser and Habers' (1978) associated academic motives with "brain drain". Their contention was that those international students who came to the U.S. highly motivated academically were more apt to return to their home country than those who come with low academic motivation. The students that were surveyed in their study had opportunities to study in their home country, but went abroad to search for academic programs and facilities. From this particular study, one might conclude that U.S. programs were more relevant to those students' needs than the programs in their own countries. In the most up-to-date study on international students, Altbach et al. (1985) viewed "brain drain", especially when it pertains to international students, as a highly undesirable phenomenon from the perspective of the home country and the host country. "Brain drain" in some cases saw international students remaining in the host country due to a deep commitment to pursue further research in his/her field because returning home may mean curtailing research efforts due to lack of appropriate logistical support (funds, equipment, peers, etc.). In fact, Glaser and Habers (1978) study concludes that a very large proportion of international students who have returned home end up being underemployed; that is, they are employed in jobs for which their U.S. training is not fully used. Altbach et al. (1985) gives measures that have been implemented or advocated to discourage international students from remaining after completion of their studies. The most important measure which lends itself to relevancy of international students academic program is developing joint training agreements between U.S. institutions and home country institutions that would allow the

training of international students (private and sponsored) according to the skills and knowledge requirements of the home country without necessarily involving major redefinitions of curricula of U.S. institutions (Altbach et al., 1985).

In a study by Ogunbi (1978) in an attempt to determine if course content, teaching methods, and advisory service provided in international student's programs and the execution of their programs, affected the respondents' perception of educational relevance. He expected a positive association; the higher effectiveness ratings would reflect a higher concept of relevance. In general terms, he found that there was a direct linear relationship. Ogunbi also noted that international students saw an important need for more "cross-cultural" experiences and an opportunity for development of "leadership skills."

In the study of Fienup and Riley (1980), they found that employers of students from developing countries felt that U.S. education had contributed substantially to the overall development of the students in terms of giving them a broader perspective of problems with a scientific approach. They considered this particular importance to those students with Ph.D. completers. However, the employers criticized the U.S. education in other ways. These ways which reflected students in an agricultural program were: 1) lacked focus and application on developing countries problems, 2) needed to be broadened to include more interdisciplinary work, 3) was less desirable for M.S. degree when M.S. degree capability existed in the home country and 4) tended to distort the students' view of their own home country problems, especially if they were

away studying for more than two years.

Some of the problems with U.S. education as listed by students from developing countries were: 1) problems on the part of professors, 2) it had too little application of quantitative methods of developing countries' problems, 3) it needed to focus more attention on political, social and economic problems in development, 4) it needed to bridge the gap between theory and application, 5) U.S. courses were predominantly oriented to developed country's institutions and problems, 6) many available courses are difficult to select in formulating academic programs and 7) there was a lack of application to home country problems, particularly to problems of farmers (expressed predominantly by Nigerians).

An important connection between academic programs in U.S. institutions and the needs of the international student, particularly the graduate student, can be summed as follows: "The connections between a relevant academic program and a successful and productive career at home is clear, and only an alert and involved faculty can speak to these words" (Hood and Reardon-Anderson, 1983).

Information in studies regarding relevancy has been on courses and course requirements. Ogunbi (1978) found that core courses were rated below average for content relevance by international students in his study. He concluded that the perception of irrelevance usually occurred when only a few courses had poor content, and when the instructor was rated as poor. He concluded even further that relevance came not so much from the content of core courses, as it did from the problem solving, practice-oriented activities associated with research, laboratory and

field experiences. In this study, he also found students in the College of Agriculture and Natural Sciences more positive toward the relevancy of their courses than were students in other colleges and departments. Somewhat of the same conclusions were found by Fienup and Riley (1980) with agricultural economist students who rated most core courses as profitable in one sense or another. They found that courses that received low ratings were general courses with more institutional content. Fienup and Riley went on to state that they believed that general courses could be made more relevant to developing countries and thus would receive higher ratings. When it came to course requirements, Lee et al. (1981) stated that course requirements needed to be more flexible due to the fact that courses such as American History and Political Science are not of much value to international students. The authors further stated that lack of practical experience before returning to the home country was a major incomplete need of the students surveyed. Though practical work experience is not a common part of degree programs at U.S. institutions, the international students surveyed emphasized that learning was "all right" but practical work experience would enhance the learning process.

Programs in some institutions were found to be lacking in the "vital" elements that rendered to the usefulness of international students upon their return to their home country. A program cited in Dunnett's (1982) study found that international students studying engineering did not receive management training as a part of their course requirements. The author additionally discovered that there was a strong need for such

training among the 59 engineering students that he surveyed. According to Dunnett's study, he found that management courses are open to engineering students, however, due to prerequisites and class quotas enrollment was hindered. The need for management training as an expressed need by international students was due to these students return to home into management positions.

Many international students come to the U.S. staying much longer than expected due to the lack of short course offers at many institutions. Nicol in IIE (1979) supports this statement in his report which expressed the belief that short technical courses in a predoctoral program would often serve a more significant purpose than a candidate's dissertation. This belief was thought to be true to most students from developing countries because such courses would increase the candidates' "specialist education."

Many institutions that support international emphasis in their educational programs frequently combine specially designed courses with the existing curriculum. This practice tends to enhance the curriculum, making it adaptable to world-wide situations. Some specially designed courses draw upon various nationalities and disciplines together in an environment conducive to learning from one another how their educational training can best apply in an interdependent world. Several approaches have been taken to improve international emphasis. One such approach is at Iowa State University in the Technology and Social Change department. In this department, there is an extensive one-week training program called Development Advisory Team Training (DAT). The program started

in 1981 by Warren whereby faculty members, academic departments and graduate students (international and American) work in teams in a cross-disciplinary and cross-cultural team approach to design, implement, and evaluate development projects. Course credit is given to the students and the participants (faculty, staff and students) are encouraged to evaluate development from the perspective of basic goals and purposes, as well as human aspects regarding a particular development problem (Warren, 1986).

In Howard University's course description of their African Studies and Research Programs (ASRP) students who are interested in the affairs of Africa and work of Africans are provided with competence in the analysis of systems and processes in Africa for the development of models and projections. Students also develop both interdisciplinary skills, rural/urban development, city planning or foreign analysis (African Studies and Research Programs, 1985).

Spaulding and Flack (1976) suggested that improvement of courses should include establishment of seminars, work-study and specially developed programs for international students. They further suggested that international programs be a vital part of any institution's basic curriculum and that international students be allowed to share in the program by putting to use the knowledge brought with them of their particular country. This improvement of courses would assist in making the curricula more relevant to the professional requirements of international students. Involving international students as teaching resources to enhance relevancy and global understanding are suggestions of

Mestenhauser and Barsig (1978) in a pamphlet that illustrates how institutions interested in the development of cross-cultural perspectives can establish university based classes involving international students.

In an article by Peterson (1968), the discussion of a special training course was designed at the University of Nebraska with the primary purpose of offering international students a better understanding of the multiple aspects of the American agricultural programs and the various roles of universities, vis-a-vis agricultural effort in the United States such as the role extension agents, land-grant universities and an understanding of the various interest groups in American agriculture. Students were said to have found the course relevant and saw how it could be adapted in their home country. The course's activities were divided into both classroom experiences and field trips of varying lengths.

A call for a new curriculum that would clarify for international students their re-orientation to their country of origin is outlined in an article by Fitterling (1981) in which he stresses the importance of encouraging international students to develop ultimately, the capacity to offer scientific educational opportunities with the host country's support, *in the students' home countries.*

Worley, in Jenkins (1980), indicated that the best way to maintain applicability and re-orientation is by finding faculty who have experience in foreign cultures and keep their experience updated by continual exposure to other cultures. In a report on the Rationale for international students, the conclusions stated that an educational institution which accepts international students assumes obligations such as:

- 1) providing adequate pre-admission information to prospective foreign students;
- 2) assuming careful procedures for selection, admission, academic placement, reception, orientation, housing and food service without discrimination on the basis of national, ethnic or cultural background;
- 3) providing a good standard of classroom education;
- 4) providing staff to instruct and advise foreign students (p. 544).

Of particular interest are points three and four, one can make a generalization that in providing a good standard of classroom education and providing staff to instruct and advise international students could possibly rest on staff who have had some cross-cultural exposure that would lend to making course offering relevant to all students.

Spaulding and Flack (1976) recommended that improvement of the academic program include establishment of seminars and specially designed programs for international students. They further recommended that international programs become a vital part of an institutions' basic curriculum and that students be allowed to share in courses.

In Ogunbi's (1978) study, he found international students who rated their education as relevant were those who had gained some type of practical experience either through laboratory exercises or field experience. On the other hand, Lee et al. (1981) found that students who had jobs waiting for them in their home country were more satisfied with their education than those without jobs. Lee et al. (1981) further emphasized the importance of these students to feel satisfied with having someone—preferably a foreign student advisor to discuss their concerns.

Another study on the academic experience of African students found

the advisor and the students playing key roles in the development of individualized academic programs. The pedagogical approaches at the institutions were rated as "effective" by a majority of the students, and while a majority indicated that they could write term papers on issues relative to Africa they found they were handicapped by lack of relevant data/literature not to mention goal conflicts between given courses (Tuso, 1981).

In another study on the academic needs of African students at the University of Illinois found some programs of study which African students pursued were found to be inapplicable to African situations, but students and faculty members were unaware of the available resources which could be utilized to make their studies more applicable (Wetzel, 1974). In light of this, conflicts of relevancy and satisfaction were found by Lee et al. (1981) of those international students who were on scholarships or had assistantships to be more satisfied with their education than those students who were self-supported. Hull's (1978) finding conflicts with this study on the need for a relevant curricula, particularly by agricultural students and students from particular countries.

Often items such as culture and relevance come up as international students express their satisfaction or dissatisfaction with their U.S. education. One of the most concrete evidence of the value of education is the performance of the individual in the job and setting (culture) of the home country. International students who discover that they are in a totally different environment from where they came (in case of the U.S., an industrialized society), responded naturally by attempting to

adjust to the new environment. This sometimes adversely influenced accurate judgments of educational relevance due to efforts made on the part of the students to adjustments which clouded their concept of relevance (Ogundi, 1978).

After pondering the question of cultural effects on relevance, Warrton (1959) stated that most U.S. courses emphasized solutions to U.S. problems which are quite the opposite of problems experienced by some international students. He further dealt with this problem through an example which perhaps is best shared by the following quotation:

How well would the average American student perform if he were required to study toward a Master's or Doctoral degree in an Asian institution where lectures are given in an Asian language, where textbooks are written in strange oriental characters, where the subject matter and examples are non-Western or alien, and where the whole method of instruction, relationship between teacher and student, and contact between student and teacher are entirely different? (p. 14)

The reference to "cultural distance" (absence of effort on the part of U.S. professors, students and community to understand the international student and their needs) is discussed by Spaulding and Flack (1976) and its adverse effect on the international student's concept of the effectiveness of the education being received. Additionally, Ogunbi (1978) found the theory of "cultural relevation" to play a major role in international students' perception of educational relevance. Through his research, Ogunbi determined that the longer the students prolonged their stay in the U.S. the better they mastered the English language and the more meaningful was their education experience. Therefore, their

perception of educational relevance was affected positively.

**Impact on United States Institutions
that Enroll International Students**

For more than 50 years, the educational resources of the United States have attracted international students in constantly growing numbers. This growth "industry" in higher education has been estimated that in the United States more than \$2.5 billion is devoted to the education of students from other countries each year (Altbach et al., 1985). The increase in international students over the years has placed new demands and cooperation on United States institutions to meet the unique needs of these students. Cooperation in higher education has resulted in important international ties (Stent, 1984). In an address before the American Council on Education in 1978, Dr. Jibril Aminu, the former executive secretary of the Universities Commission in Nigeria, stated the following:

An interesting recent development has been the renewed stress upon the importance of creating international linkages or establishing varying types of relationships in higher education. An international linkage in higher education is a formal cooperative agreement between two or more universities or colleges for the promotion of certain considered objectives in higher education. In other words, it is a general facilitative framework for carrying out a variety of activities aimed toward meeting specific objectives. One objective that should be achieved is the transfer of a distilled form of knowledge between two systems. A phrase used to describe the same thing is "transfer of technology" (Aminu, 1978).

Though international ties have been made in some cases, it is important for U.S. institutions to understand how those ties can continue

and in cases of institutions in the U.S. who have no ties, how they can be made. These ties have been made mainly through the international students themselves. According to a NAFSA publication entitled "An Inquiry into departmental Policies and Practices in Relation to the Graduate Education of Foreign Students" (1972), stresses the importance of knowing the fact that international students bring different sets of expectations with them, and that many departments appear not to have paid much attention to these differences. The report further indicates that faculty often are unaware of the complexities of cross-cultural education and the impressions left on the student. The impact becomes obvious through admission, transfer of knowledge and social accommodations of international students that vary from the comprehensive to the non-existent and programs for these students range from the carefully designed and well-administered to the ad hoc and expedient (Berendzer, 1982). Thus, many times U.S. institutions ignore any cooperation or linkage building in the student's home country.

Measures to promote economic and social growth, self-reliant national development and industrial/agricultural process in many developing countries have been targeted primarily from the large number of international students at U.S. institutions (Stent, 1984). Therefore, it is natural to assume that in the interest of international cooperation in economic and social development that all U.S. institutions can play a major role. Nonetheless, it is important to know that the education of international students will have to be maximized at U.S. institutions through a relevant curriculum, foreign advisors, openness of faculty and staff in that

international students needs are met.

International linkages with other countries and other institutions (U.S. institutions, and other countries institutions) have resulted in the transfer of knowledge through higher educational channels. Technology is one area of common interest among all countries. Its application, followed by transfer with appropriate adaptation to developing countries (Stent, 1984).

During the mid-1970s and early 1980s, many international schools and U.S. institutions were involved in projects to assess the potential for the control of technology and its direction toward the attainment of social goals. There were many institutions in the U.S. involved and working with one another, however, few black institutions were involved (Stent, 1984). Though many of the technology transfer projects with developing countries and U.S. institutions are relatively new, they have the potential to expand the direction of U.S. institutions and increase the number of international students attending U.S. institutions.

Development of formal links for the transfer of technology from U.S. institutions to developing countries through students and alumni from those countries can exist if coordination and planning is done at institutions where these students attend.

Literature on Black Institutions and International Students

In the earlier discussion, the number of international students at U.S. institutions is constantly increasing which would offer some

explanation to researchers in discussing as well as providing an academic program that is relevant to these students' needs. This is particularly important to those international students from developing countries who cannot receive sufficient educational opportunities at home. Additionally, there have been debates that have stressed the value of international students on campus in "internationalizing" the American higher education system. However, through a survey of the literature, little could be found on black institutions in the U.S. and their involvement with training international students, particularly from developing countries. A study done by Madelon Delany Stent (1984) on international students at black institutions and the extent to which these institutions are involved in international cross-cultural cooperation was found.

In this study, a questionnaire was sent to 93 of the historically black institutions. Forty-four institutions (48 percent) responded. Eight of the 44 responded that they had no international studies programs.

The questionnaire sought to seek: 1) the number of international students on campus; 2) the extent to which foreign visitors come to campus; 3) the extent to which faculty were invited abroad; 4) the number and kinds of courses in international studies; and 5) the degree to which faculty were involved in research of an international nature. Her findings included a few institutions reported more than 500 international students. Of that number, Nigeria was the country sending most students to black institutions followed by Iran, the West Indies, Ethiopia and Ghana. African countries were mentioned four times as often as any other geographic area. Seventeen institutions reported short- or long-term

programs which brought foreign visitors to campus for some educational purpose. Participants most often came from Africa. Nineteen institutions reported sending faculty or staff abroad for some period of time. Fifteen institutions provided information on courses offered in international studies. Eleven of the fifteen offered between one and five courses, however, two offered more than ten courses. She found six institutions to report research activities.

Stent's findings illustrate some involvement with developing countries and international students with respect to black institutions in the U.S. Many black institutions have a strong racial and ideological affinity with countries in Africa.

Blacks in the United States have always had an interest in Africa and a few have looked beyond to black and other nonwhite peoples in Asia, Europe, Latin America and elsewhere (Smythe and Skinner, 1976). It is, therefore, natural to assume that in the interest of involvement with developing nations that black institutions have the institutionalized capabilities to train international students. Moreover, in the interest of international cooperation in economic and social development through higher education that black institutions be more involved with linkage programs in attracting more international students. Hamilton (1985) addressed the point of linkages between black institutions in the U.S. and Nigerian institutions. He suggests means by which black institutions can assist in technical assistance in educational planning. Additionally, he suggested the formation of a consortium of U.S. black institutions through which linkages with Nigerian universities would be developed

and emphasis placed on a cooperative approach. He further suggests that ties between U.S. black institutions and Nigerian institutions represent important aspects of the international thrust that institutions must accept in addition to the cooperation which would bring about a promise of reinforcing the common heritage of the two people. This article addressed, to a large extent, the common heritage of black people in America and black people abroad, particularly in Africa in the involvement of black institutions capabilities to assist in the training of international students. According to Davis (1969), black Americans have not been so formidable a resource in dealing with the African nations as American whites, both native and foreign born, have been used to dealing with European nations. He further states that it is obvious that black Americans have a great psychological need to see African nations free and successful. If the United States is to develop a true community of interests with an important segment of black African nations in the same fashion that it has done with some European nations, then it must develop economic, cultural and political enterprises to bind mutual goals. In such an undertaking, the black institutions must play significant roles or become a source of embarrassment both to the United States and to those African nations sharing the common mission. Noteworthy is Davis' (1969) account of black Americans' involvement with Africa which began with World War I, however, identification and involvement with Africa began as early as 1788. He further states that shortly before the Civil War, black American leaders began to seek the joint regeneration of the black in Africa and in America through an identification with Africa

and through educational, religious and even business ventures in Africa. King (1970) validates this point in his discussion of African students in black institutions as early as the first World War. Students from countries in Africa were sent to black colleges and universities of the Southern states of the United States. According to King, students were sent by the colonial government to be inspired with the gospel or trade and agriculture. Nonetheless, many of these students became personified with racial pride and political consciousness.

Stent (1984) states that black Americans feel a kinship to Africa; the lives of young black Americans have been permeated with its music, arts and dress. A keen interest in all aspects of their African heritage has stimulated many students to travel and study in Africa. Arkhurst (1975) states, historically, independent black American missions like those of the African Methodist Church, have been closely aligned with black colleges as well as major opponents of white supremacy in Africa. The bonds between blacks in the U.S. and those in African countries have been growing stronger and this relationship provides a firm basis for strong programs of international and cultural cooperation at the black colleges (Stent, 1984).

In Sherman Jones' (1984) article he addresses the difficult times at black colleges due to decreasing student enrollment. He goes on to state that black colleges must begin to innovate based on the tradition and culture of our institutions. Taylor (1978) also in addressing the special problems of black institutions, states that black institutions must maximize their uniqueness and take full advantage of opportunities

to build alliances with other groups and institutions. He further states that the genius of American higher education lies in its diversity. Black institutions according to Thompson (1973) will need to make bold changes and seek new directions in order to continue their contribution to black progress. Such direction, one can assume, can be with black institutions becoming more actively involved in attracting and training international students. Though these institutions have often aided in the development of black leadership in the educational, cultural and political arenas of developing countries in Africa and the Caribbean. One example, soon after its founding in the late 1800s, Tuskegee (Institute) University, at the request of the German government, sent a team to Togo to teach cotton cultivation (Stent, 1984). Despite early attempts and involvement of black institutions with developing countries, mainly countries considered to be in the African diaspora, these institutions must expand within their institutional structure, international programs to attract more international students and support the ever growing awareness of international interdependence.

Stent (1984) states that in the past, black colleges and developing countries have maintained an even and undefined partnership. She further states that developing nations, particularly those in Africa, have reaped significant economic and social benefits from the thousands of graduates trained in historically black institutions and the latter have profited from the cross-cultural enrichment gained from contacts with foreign students. This position is also held by Ruth Stutts Njiiri of the Phelps-Stokes Fund who makes the following statement:

Because there exists a compatibility of aspiration and needs, black colleges and educational institutions in developing nations could unite in the pursuit of economic advancement through carefully designed institutional linkages. The sharing of human and material resources could assist in removing some of the deficiencies in educational programs caused by economic constraints. Not only does this concept of sharing of resources augur well for potential prospects for social development as well (Njiiri, 1974).

In the cross-cultural enrichment gained from contacts with international students, particularly students from Africa and the African diaspora it will increase the interaction, understanding, and communication between these students and black American students. A study done by Becker (1973) suggested that Africans' studying at UCLA had a more positive evaluation of white Americans than black Americans. This study was conducted during the academic year 1967-68 in a modified random sample of 187 foreign students representing seven African nationality groups that viewed their relations with black Americans as uneasy and problematic.

Noteworthy there has been numerous attempts to develop closer identification with African students at U.S. institutions, particularly at black institutions who have more of a positive orientation to Africa and African culture (African Studies and Research Programs, 1985). In understanding past or present feelings of international students of African descent and to understand the necessity for attracting more international students from the African diaspora, the following statement in the King (1970) article in which he gives the words of a visiting Kenyan missionary as told to a Tuskegee faculty member:

I asked one of the heads, a negro whether the young men and women were happier after passing thro' the Institute than they were before entering it. My question made him pause and after thinking a while he said, "I think it probably makes them less happy", and when I asked him why he said so, he replied that it was because they became more sensitive to injustices and slights and felt their lower position in the estimation of whites more keenly than before. Well than, I said, why not alter the course of training so as to avoid making them more unhappy and indeed are you doing them a kindness in making them more sensitive. He replied to this that the stage of unhappiness was inevitable, and that it lay full in the path of progress and could not be avoided (p. 30).

The U.S. government, as with other Western governments, has wished to maintain their influence overseas and see foreign study opportunities as a means of doing this (Coombs, 1964). The United States, which has no colonial heritage (with the exception of the Philippines and Puerto Rico) to draw on, has tried for 30 years to build links with Third World nations and with universities (Altbach et al., 1985). Therefore, several programs have been set up to provide international linkages. One such linkage is a program designed to provide focused support to other qualified Title XII universities in order to enhance their contribution to A.I.D. funded overseas projects. This particular program is for the 1890s schools and Tuskegee and predominantly white land-grant schools whereas linkages are formed between one predominantly black 1890 school and a predominantly white land-grant school. Additionally, this linkage provides opportunities along with the Agency for International Development (A.I.D.) to strengthen the A.I.D. and their partnership with universities for working in technical assistance activities in developing countries.

Linkages and expansion of international program and opportunities

at U.S. black institutions is timely, however, they can contribute to the necessary redefinition of their mission. Black institutions have always exhibited flexibility and resiliency in responding to adverse conditions. Nonetheless, they must be acutely aware of the critical world issues and changing forces within their institutions. Thus, they must coordinate and plan for international students and contact with developing countries.

Summary

The review of literature indicated that there are a myriad of push and pull factors involved in international students attending U.S. institutions. Individual students along with their families have interest and concern with their children, education and governments of both the host and sending countries have certain priorities. In the case of the host country, American authorities are interested in "internationalizing" American higher education, providing assistance to students from developing countries and expanding American influence abroad (Jenkins, 1980). Whereas, with the sending country, reduction of pressure or indigenous academic resources in providing opportunities for studying abroad becomes a priority.

The literature also purports that a majority of the international students provide their own financial support and some international students see their studies as a preliminary to emigration. Noteworthy, is that the largest number of international students, particularly those from developing countries, wish to improve their professional

opportunities at home by studying abroad. In many cases, they obtain training in technological or other fields which are not available in their home country. In others, the prestige value of a foreign degree is a major motivation.

Many studies have looked at the important issue of "international student needs" of particular relevance was the extensive research by Lee et al. (1981). Among the findings were: adequate finance; acquisition of credentials; acquisition of specialized skills and knowledge; obtaining a job at home commensurate with one's training; and obtaining relevant practical training. There were other needs that were ranked as lower needs such as need for information on English courses; sharing of housing, cultural foods and observing religious practices.

Fewer studies were found which looked at whether or not academic programs offered by U.S. institutions are relevant to the needs of international students. The studies that have looked at this issue indicate that, in general, U.S. curricula are not particularly suited to the needs of international students coming from developing countries, especially with respect to the technical areas.

These studies also indicate that international student returnees found knowledge gained from practical training experience as more useful than the theoretical knowledge learned. There was also evidence to suggest that those students with set or predetermined career goals tend to express dissatisfaction with their education more often than those with less determined career goals. Nonetheless, research in this area is far from being extensive.

Additionally, the literature suggests opportunities for black institutions to cooperate with foreign countries, particularly those in Africa in attracting more international students and linkages with other institutions (in developing countries and with other institutions in the U.S.). Links between the U.S. and developing countries are key determinants of the nature of international student flow and of continuing intellectual and academic relationships (Altbach et al., 1985). Further, the experiences of international students from the developing countries and their role on returning home reinforce links at U.S. institutions. Evidence according to the research does point to ways that international study does make for close ties and reinforces patterns of cooperation.

Now that the relevant literature have been reviewed and summarized, the next chapter will discuss the methods and procedures of this study.

CHAPTER III. METHODOLOGY

Introduction

This chapter includes the methods and procedures adopted for the study. The major subheadings in this chapter have been divided into the following four sections:

1. Description of Population and Sample
2. Research Procedures
3. Instrumentation
4. Procedure for Analysis of Data

Description of Population and Sample

The population for this study was limited to predominantly black institutions in the United States. It was decided to include only those institutions established primarily for the education of black people. Therefore, the sample of 105 includes those colleges and universities that are commonly referred to as historically black colleges and universities. Of these institutions, 83 are located in the Southeastern part of the United States, ten in the Southwest, and the remainder in states outside of the South (see Appendix C). The entire group of historically black colleges and universities are distributed across 19 states and the District of Columbia. Eight-nine are four-year colleges, three of these, namely, Florida A & M, Howard and Atlanta are universities and 16 are two-year colleges. Sixty-two are privately controlled and the remaining forty-three are publicly supported. Fourteen of the 62 private historically black institutions are independent and nonprofit, the other

48 are under religious control (Garibaldi, 1984).

Research Procedures

The research methodology utilized in the study is commonly referred to as descriptive. More specifically, it is termed as survey research which is a distinctive research methodology that owes much of its recent development to the field of sociology (Borg and Gall, 1979). Surveys provide a method of systematically collecting data, and it is well known that a substantial proportion of studies conducted in the field of education involve surveys.

As a means of obtaining information, a questionnaire was developed on international involvement at historically black colleges and universities and the proportion of international students on their campuses. The questionnaire was printed in a booklet form and sent to the presidents of historically black colleges and universities to complete or forward to the appropriate person or office at their institution. A carefully designed cover page was prepared to enhance the appearance of the questionnaire. The cover letter was included in the inside cover of the booklet. The entire design of the questionnaire was constructed based on the Dillman's (1978) "total design method" (TDM). This approach to surveying is a result of the premise on which it is based, namely to maximize both the quantity and quality of responses, attention given to every detail that might affect response behavior. The TDM relies on a theoretically based view of why people do and do not respond to questionnaire and a well-confirmed belief that an

attractive well-organized questionnaire would provide immediate and positive answers to concerns over its importance, difficulty and length (Dillman, 1978). The questionnaires were sent through United States mail to the 105 historically black institutions on May 6, 1986. A postcard follow-up was sent after ten days to those institutions which had not yet returned the survey instrument. Ten days later, another questionnaire was mailed to those institutions who had not responded. After seven days, telephone calls were made to those institutions which had not returned the survey instrument. A total of 49.5 percent responded. Copies of the questionnaire, and the follow-up postcard are provided in Appendices B and C.

Instrumentation

In designing the study, attempts were made to develop a questionnaire from which findings could be generalized. A four-part survey instrument was developed by the researcher. The purpose of the survey was to ascertain the extent to which historically black colleges and universities participate in the training of international students. Part I of the survey instrument consisted of 17 items and was designed to provide general as well as background information on international education at the institutions. For example, historically black colleges and universities were asked if their institution actively recruited international students.

Part II of the instrument consisted of 10 items. It was designed to assess the proportion of international students who were from other

countries, particularly in Africa and countries in the Africa diaspora attending historically black colleges and universities. Additional items sought to provide factors at these institutions that tended to attract the presence of international students at these institutions.

Part III consisted of a chart which was designed to identify international linkages with developing countries, other United States institutions and government agencies involved in development work. For example, historically black colleges and universities were asked to identify academic departments involved in international linkages (see Appendix F).

Part IV of the instrument contained two items. The first asked the respondents of historically black institutions to indicate any faculty/student exchanges. This item included collaborate research, and short-term visits. The second item asked the respondents of these institutions to indicate all consultant work that their institution is involved in at the international level. This information is provided in Appendix G.

Instrument development

Items for the instrument (Parts I-IV) were identified and compiled through interviews conducted by the researcher and the text, Mail and Telephone Surveys, by Don A. Dillman (1978). The interviews conducted were with the researcher's committee members. These interviews contributed to the face validity of the instrument which was determined by the active participation of the committee members. Revisions of the instrument were made on the basis of suggestions from the researcher's committee

members. No substantive changes were proposed, however, suggestions for improvement of working and readability were taken into consideration.

The next step in developing the survey instrument was a pretest. The instrument was administered to six faculty and staff members selected by the researcher at Iowa State University who represented a wide range of experiences in international education, international linkages and worked with international students. The objectives of the pretest were:

1. to insure the important items of international education were not overlooked, and
2. to detect language or technical problems respondents might face in completing the survey instrument.

The final version of the instrument incorporated comments and ideas generated through the pretest. As a result of the pretest, the wording of certain items were changed, section headings were added, and the definition of developing nations and linkages were redefined and placed at the beginning of the survey instrument above the direction section. The instrument is contained in Appendix B.

Procedure for Analysis of Data

Data gathered from the survey instrument were analyzed by utilizing subprograms from the Statistical Package for the Social Sciences (SPSSX).

The data were first submitted to a frequency count to control for coding errors and to determine how the subjects responded to certain questionnaire items for which the researcher formulated specific hypotheses (numbers one through 2).

Next the SPSSX subprograms T-test was used to determine if there was a significant difference between historically black institutions involvement with international students with linkages and those without linkages in terms of mean scores (hypotheses numbers one through 2).

In every hypothesis except Hypothesis 2a and 2d, the dependent variable was a dichotomous variable (yes, no). According to Nie et al. (1975, pp. 5-6), use of dichotomous variables as interval measures in t-test was judged to be appropriate.

The aforementioned SPSSX subprogram was selected as the best means to test the hypotheses in this research study. The hypotheses being:

There is no significant difference between historically black institutions with or without international linkages in relation to their involvement with international students on the following variables:

- a. providing of financial aid for international students
- b. providing courses with identifiable international content.

There is no significant difference between historically black institutions with or without international linkages regarding:

- a. percentage of international students
- b. perceived quality of academic programs as a factor to attract international students
- c. perceived diversity of academic programs as a factor to attract international students
- d. perceived degree of preparation of international students to work in development fields upon return to home country.

Summary

The response to the survey was 52 of the 105 surveys mailed. All surveys were usable in the data analysis, however, Part III on Institutional linkages and Part IV on Consultation and faculty/student exchanges were not used in the data analysis due to a small number of the institutions responding to these two parts.

Inferential and descriptive statistics were a part of the data analysis of the sample. Statements were made to describe the sample and about the properties of the population based upon the sample results. Two groups were looked at, institutions with international linkages and institutions without international linkages. These two groups served as the independent variables in this study. Frequencies and t-tests were utilized on all variables under investigation.

CHAPTER IV. FINDINGS

The primary purpose of this study was to determine the extent to which historically black colleges and universities involved themselves with the educational needs of international students with respect to the following:

- A. Institutions with international linkages, and
- B. Institutions without international linkages.

The study was also designed to gather and compile information for present opportunities for these institutions which would facilitate relationships with developing countries.

The research questions stated in Chapter I were considered as a primary concern during the analysis of the data, however, other information was consolidated in an effort to provide more insight on historically black colleges and universities involvement with international education.

A response rate of 49.5 percent was attained (52 questionnaires were returned). The respondents were asked a series of questions regarding international education at their institutions. This information was collected and summarized as background information for the purpose of understanding more about the nature of international education at the selected institutions.

Demographic Information

Data in Table 3 summarize the number of historically black colleges and universities with international linkage and those institutions without linkages. It can be observed that 17 historically black institutions

(32.7%) have international linkages. Thirty-five or 67.3% of the institutions reported that they have no international linkages.

Table 3. Historically black institutions and linkages

Linkages	Number of Institutions	Percent	Valid Percent
Institutions with international linkages	17	32.7	32.7
Institutions without international linkages	<u>35</u>	<u>67.3</u>	<u>67.3</u>
Total Responding	52	100.0	100.0

This variable was the fountainhead of this study since the researcher was concerned with institutions with international linkages and institutions without international linkages. In addition, the need for linkages at historically black colleges and universities is a direction in which these institutions can continue their contribution to Black progress, particularly in countries where there is a related cultural heritage (Hamilton, 1985).

Table 4 gives background information and characteristics of historically black colleges and universities involved with international students. It can be observed that 12 historically black institutions (23.1%) have a printed policy statement on attracting international students. Forty institutions or 76.9% reported having no printed policy statement on attracting international students.

Respondents were asked to indicate whether international students attended their institution. Four institutions (7.7%) reported that there were no international students attending their institution. On the other-hand, 48 institutions or 92.3% reported that international students attend their institutions.

Historically black colleges and universities that actively recruit international students are presented in Table 4. It can be noted that 17 of the institutions (32.7%) stated that they actively recruit international students. Nonetheless, 35 or 67.3% of the institutions reported that they did not actively recruit international students.

When institutions were asked whether or not their institution is involved with any training projects in developing countries, 15 institutions or 28.8% of the institutions said yes, while 37 or 71.2% said no.

Table 4 also illustrates the number of institutions that provide financial aid to international students. Eighteen institutions (34.6%) provide financial aid to international students. Thirty-four or 65.4% of the institutions indicated that financial aid is not available to international students.

When the institutions were asked if foreign/international student advisors for international students were at their institution, 48 or 92.3% of the institutions reported that they have foreign/international student advisors. Only four institutions (7.7%) reported that they have no foreign/international student advisors at their institution.

The selected institutions were asked whether or not they provided courses with identifiable international content. Thirty-eight or 73.1%

Table 4. Background characteristics of historically black colleges and universities involved with international students

	Responses				No Response	
	Yes	Percent	No	Percent		
Printed policy statement on attracting international students	12	23.1	40	76.9		
Institutions that have international students attending their institution	48	92.3	4	7.7		
Institutions that actively recruit international students	17	32.7	35	67.3		
Institutions involved with training projects in developing countries	15	28.8	37	71.2		
Institutions that provide financial aid for international students	18	34.6	34	65.4		
Institutions with foreign student advisors	48	92.3	4	7.7		
Institutions that provide courses with identifiable international content	38	73.1	13	25.0	1	(1.9)
Institutions involved in international educational exchanges	13	25.0	39	75.0		
Institutions involved with linkages with other U.S. institutions	33	63.5	19	36.5		
Institutions involved with U.S. AID or other government agencies	14	26.9	38	73.1		
Institutions in contact with educational agencies in other countries	22	42.3	29	55.8	1	(1.9)
Institutions with historical linkages with non-American institutions	16	30.8	33	63.5	3	(5.8)

of the institutions surveyed said they have courses with identifiable international control. Thirteen or 25% reported that they have no courses at their institution with international content, one institution gave no response to this particular item.

Table 4 also summarizes the institutions that are involved in international educational exchanges. Thirteen or 25% of the institutions reported that they were involved in international educational exchanges. Thirty-nine (75%) reported that they were not involved in international educational exchanges.

When the institutions were asked whether or not their institution is involved with linkages with other U.S. institutions, 33 institutions or 63.5% said that they are involved with linkages with other U.S. institutions. Nineteen institutions reported having no linkages with other U.S. institutions.

The respondents were asked if their institution is involved with the U.S.A.I.D. Agency or other government agencies, 14 or 26.9% of the institutions stated that they are involved with the U.S.A.I.D. Agency or another government agency. Thirty-eight of the institutions (73.1%) reported that their institution is not involved in the U.S.A.I.D. Agency or any other government agencies.

Institutions in contact with educational agencies in other countries were 22 or 42.3%. Twenty-nine institutions or 55.8% of the institutions reported having no contact with educational agencies in other countries.

When institutions responded to having historical linkages with non-American institutions, 16 or 30.8% of the institutions reported that

their institution have historical linkages with non-American institutions. Thirty-three (63.5%) of the institutions surveyed reported having no historical linkages with non-American institutions.

Data in Table 5 summarize the percentage of international students attending historically black colleges and universities. Twenty-one or 40.4% of the institutions surveyed reported having 0-5% of international students at their institution. Thirty institutions or 57.7% reported having 6-25% of international students at their institution. Only one of the institutions surveyed reported having 26-50% of international students.

Percentage of international students from Africa attending historically black colleges and universities are presented in Table 6. It can be noted that 21 of the institutions reported having 0-5% of their international students from Africa. Fifteen or 28.8% reported having 6-25% of African students at their institution. Seven institutions reported having 51-95% of the international students at their institution from Africa.

Table 7 summarizes the percentage of international students from the Africa diaspora that attend historically black colleges and universities. Twenty-five institutions (48.1%) reported having 0-5% of their international students from the Africa diaspora. Eleven institutions reported having 6-25% of their international students from the Africa diaspora. Four institutions reported having 76-95% of their international students from the Africa diaspora. Eight institutions gave no response to this item.

Table 5. Summary of percentage of international students

Percentage of International Students	Number of Institutions	Percent	Valid Percent
0-5%	21	40.4	40.4
6-25%	30	57.7	57.7
26-50%	<u>1</u>	<u>1.9</u>	<u>1.9</u>
Total responding	52	100.0	100.0

Table 6. Summary of percentage of international students from Africa

Percentage of International Students from Africa	Number of Institutions	Percent	Valid Percent
0-5%	21	40.4	42.0
6-25%	15	28.8	30.0
26-50%	7	13.5	14.0
51-75%	5	9.6	10.0
76-95%	2	3.8	4.0
96-100%	<u>2</u>	<u>3.8</u>	_____
Total Responding	52	100.0	100.0

Table 7. Summary of percentage of international students from Africa diaspora

Percentage of International Students from Africa Diaspora	Number of Institutions	Percent	Valid Percent
0-5%	25	48.1	56.8
6-25%	11	21.2	25.0
26-50%	1	1.9	2.3
51-75%	3	5.8	6.8
76-95%	4	7.6	9.1
No response	<u>8</u>	<u>15.4</u>	<u> </u>
Total Responding	52	100.0	100.0

Representatives from historically black colleges and universities were asked to indicate factors at their institution that tend to attract international students to their institution. Data in Table 8 summarize their responses. Forty-five (86.5%) of the institutions indicated that the quality of academic programs attracted international students to their institution. Thirty-four (65.4%) of the institutions stated that the diversity of academic programs attracted international students to their institutions. The availability of financial aid was indicated by four (7.7%) institutions as to why international students are attracted to their institution. Eight (15.4%) institutions stated that recruitment efforts attracted international students to their institution. Geographical location was indicated by 30 (57.7%) institutions as to why

Table 8. Summary of factors at historically black colleges and universities that tend to attract international students to their campuses

Factors that Attract	Number of Institutions	Percent
Quality of academic programs	45	86.5
Diversity of academic programs	34	65.4
Availability of financial aid	4	7.7
Recruitment effort	8	15.4
Geographical location	30	57.7
Faculty incentives	11	21.1
Other ^a	10	19.2

^aOther included such factors as: curriculum, low tuition, small institutions, historical linkages, etc.

international students are attracted to their institution. Eleven (21.1%) institutions stated that faculty interest is a factor that tends to attract international students to their institution.

Data in Table 9 summarize factors at historically black colleges and universities that reduce the number of international students at their institution. One institution reported the quality of academic program as a factor that reduces international students to its institution. When asked about the lack of diversity of academic program, four (7.7%) institutions checked this factor as reducing the number of international students to their institution. Forty (76.9%) institutions indicated that the lack of financial aid reduced the number of international students to their institution. The lack of recruitment efforts was a

Table 9. Summary of factors at historically black colleges and universities that reduce the number of international students to their campuses

Factors that Reduce	Number of Institutions	Percent
Quality of academic programs	1	1.9
Lack of diversity of academic programs	4	7.7
Lack of availability of financial aid	40	76.9
Lack of recruitment effort	29	55.8
Geographical location	2	3.8
Other ^a	4	7.7

^aOther included such factors as: housing, curriculum, intentional uneducation about black institutions, etc.

factor indicated by 29 (55.8%) of the institutions surveyed as reducing the number of international students at their institution. Geographical location was indicated by two (3.8%) institutions as a factor that reduced the number of international students to their institution.

The remainder of this chapter is organized into three sections. The first section is devoted to testing the hypotheses. In this section, the hypotheses are restated and tables have been used to summarize the data. This is also followed by a discussion of the results. The second section is for the descriptive section of the percentage of international students; students from Africa and students from the Africa diaspora at institutions with international linkages and institutions without international linkages. The third section include a summary of the findings.

Testing of Hypotheses

Hypothesis 1

There is no significant difference between historically black institutions with or without linkages in relation to their involvement with international students on the following variables:

- a. providing financial aid for international students
- b. providing courses with identifiable international content

Hypothesis 1a Table 10 illustrates the analysis of availability of financial aid at historically black institutions by linkages. No significant difference was found between institutions with linkages and those without linkages regarding the availability of financial aid.

Table 10. Analysis of availability of financial aid by linkages

Linkages	Number	Mean ^a	S.D.	T-Value	2-Tailed Probability
Institutions with linkages	17	1.65	0.49	-0.07	0.94
Institutions without linkages	35	1.66	0.48		

^a₁ = yes; 2 = no.

Many international students provide their own financial support and are rarely sponsored by government agencies (Altbach et al., 1985). Nonetheless, some international students are able to obtain support from

a university or other agencies, but many others rely on personal or family resources for their educational needs.

Hypothesis 1b Institutions were asked whether courses with identifiable content were provided at their respective institution. Their responses are summarized in Table 11.

Table 11. Analysis of institutions that provide courses with identifiable international content by linkages

Linkages	Number	Mean ^a	S.D.	T-Value	2-Tailed Probability
Institutions with linkages	17	1.11	0.33	-1.80	0.08
Institutions without linkages	34	1.32	0.48		

^a1 = yes, 2 = no.

The analysis of institutions providing courses with identifiable international content by linkages showed no significant difference between institutions with linkages and those without linkages. The mean for providing courses with identifiable international content for institutions with linkages was 1.11, whereas, the mean for institutions without linkages was 1.32.

Research in this area of academic programs for international students is still in its infancy, however, evidence (Spragg, 1984) is available that suggests that those international students with less determined

career goals tend to express satisfaction with their academic programs while those international students with set career goals expressed dissatisfaction with their academic program (Altbach et al., 1985). Of importance is realizing that many international students who study at U.S. institutions are coming from developing countries. These students have a need to study in the technical areas such as engineering and agriculture. According to the literature (Altbach et al., 1985), international student returnees find technical knowledge gained from practical training experience saw their academic programs as being more useful than the theoretical knowledge obtained from their training. This information should be taken into consideration by U.S. institutions when they admit international students to their institutions.

Hypothesis 2

There is no significant difference between historically black institutions with or without international linkages regarding:

- a. percentage of international students
- b. perceived quality of academic programs as a factor to attract international students
- c. perceived diversity of academic programs as a factor to attract international students
- d. perceived degree of preparation of international students to work in development fields upon return to their home country

Hypothesis 2a The following table (Table 12) reflects the 52 institutions surveyed with linkages and those without linkages in relation

to the percentage of international students at their institutions. The hypothesis that there is no significant difference between historically black institutions with or without linkages regarding the percentage of international students was rejected ($t=4.34$, $p<.01$). The results of this analysis are shown in Table 12.

Table 12. Analysis of percentage of international students at historically black institutions by linkages

Linkages	Number	Mean	S.D.	T-Value	2-Tailed Probability
Institutions with linkages	17	1.94	0.24	4.34	0.00**
Institutions without linkages	35	1.46	0.56		

**Significant at the .01 level.

Research as indicated in Chapter II noted that historically black colleges and universities have historically served the U.S. black population and the world by maximizing the opportunities for African and Caribbean people in higher education. Additionally, many of these institutions have been involved in the development of black leadership in the educational, cultural and political struggles of developing countries, thus, some linkages were established (Hamilton, 1985; Stent, 1984).

Hypothesis 2b A thesis done at Iowa State University on the relevance of graduate degrees from U.S. institutions for students from

developing countries: A case study of Nigerian students (Spragg, 1984) found that the students surveyed perceived their graduate education to be relevant in terms of adaptability, importance and applicability. This finding, however, does vary from researcher to researcher (Altbach et al., 1985; Lee et al., 1981). Respondents of historically black institutions were asked to indicate whether the quality of academic programs was a factor at their institution that tended to attract international students to their campus. Table 13 provides the analysis of perceived quality of academic programs by linkages. This table is significant in that it illustrates that institutions with linkages perceived the quality of academic programs as a factor that attract international students to their institutions.

Table 13. Analysis of perceived quality of academic programs as an attracting factor to international students

Linkages	Number	Mean ^a	S.D.	T-Value	2-Tailed Probability
Institutions with linkages	16	1.00	0.00	-2.39	0.02
Institutions without linkages	33	1.15	0.36		

^a1 = yes, it is a factor; 2 = no, it is not.

The analysis of perceived quality of academic programs at historically black institutions by linkages showed a significant difference.

As illustrated, there was a significant difference between the mean of institutions with linkages and institutions without linkages.

Hypothesis 2c The representatives of the surveyed institutions were asked to indicate whether diversity of academic programs was a factor that attracts international students to their institution. Table 14 provides the analysis. No significant difference was found between the mean of perceived diversity of academic programs of institutions with linkages and institutions without linkages.

Table 14. Analysis of perceived diversity of academic programs as an attracting factor to international students

Linkages	Number	Mean ^a	S.D.	T-Value	2-Tailed Probability
Institutions with linkages	16	1.81	0.40	1.34	0.19
Institutions without linkages	33	1.63	0.49		

^a1 = no, it is not a factor; 2 = yes it is.

Hypothesis 2d Many researchers (Altbach et al., 1985; Spaulding and Flack, 1976) found that the largest number of international students, particularly those from developing countries wish to improve their professional opportunities through training in technological or other development fields which are not available in their home country.

The institutions were asked on a scale of 1 to 3 to best describe their institution's preparation of international students to work in development fields upon return to their home country. The scale ranged from moderate (1), very moderate (2), to very strong (3). Table 15 summarizes the institutions' responses and Table 16 provides the analysis.

Table 15. Summary of institutions responses regarding their perceived degree of preparation of international students to work in development fields upon return to their home country

Scale Rating	Number of Institutions	Percent	Valid Percent
Moderate	1	1.9	2.3
Very Moderate	21	40.4	47.7
Very Strong	22	42.3	50.0
No response	<u>8</u>	<u>15.4</u>	<u> </u>
Total Responding	52	100.0	100.0

No significant difference was found between the mean of perceived degree of preparation of international students to work in development fields upon return to the students' home country. The mean for linkages was 2.60 whereas the mean for institutions without linkages was 2.41.

Table 16. Analysis of perceived degree of preparation of international students to work in development fields at historically black institutions by linkages

Linkages	Number	Mean ^a	S.D.	T-Value	2-Tailed Probability
Institutions with linkages	15	2.60	0.50	1.11	0.27
Institutions without linkages	29	2.41	0.56		

^a1 = yes; 2 = no.

Descriptive Section of the Percentage of
International Students, Students from Africa
and Students from the Africa Diaspora

From the outset of the research, this researcher was interested in the percentage of international students at historically black institutions with linkages and institutions without linkages. This interest stemmed from a strong racial and ideological affinity that most black students in the U.S. have with the independent countries of Africa and the oppressed blacks of South Africa. It was, therefore, assumed that an interest of international cooperation through higher education can be initiated. This initiation of such cooperation can be developed based on an effort to fill communications need, to promote understanding, mutually beneficial research and ultimately institutional linkages.

The percentages will be presented in Tables 17 through 19. No measure of contingency will be presented with the tables due to the number of cells and size of the data which did not meet statistical requirements. This section was included to illustrate to institutions and others, the cross-cultural enrichment that can be gained from contacts with international students and international linkages based on the percentage of international students, students from Africa and students from the Africa diaspora.

Table 17 summarizes the percentage of international students at institutions with linkages and institutions without linkages. It is interesting to note that 15 or 53.3% of the institutions with linkages have a percentage of international students in the 6-25% range. On the otherhand, 14 or 46.7% of the institutions without linkages have between 6-25% of international students. Of equal interest is that 20 or 95.2% of the institutions without linkages have international students in the 0-5% range. This large percentage may be due to these institutions having fewer international students. Nonetheless, this table illustrates the potential of international linkages and international education.

Data in Table 18 is also interesting in that institutions with linkages have international students from Africa in every percentage range. Institutions without linkages are also of interest in this table. This interest is focused on a high percentage of international students from Africa at these institutions. The initiation of cooperation with respect to linkages are available to these institutions.

Table 17. Distribution of percentage of international students

Linkages	Percentage of international Students				Total Number (Pct)
	0-5%	6-25%	26-50%		
Institutions with Linkages	1	15 (4.8)	0 (53.3)	16 (0.0)	(32.7)
Institutions without Linkages	20	14 (95.2)	1 (46.7)	35 (100.0)	(67.3)

Table 18. Distribution of percentage of international students from Africa

Linkages	Percentage of International Students from Africa					Total Number (Pct)
	0-5%	6-25%	26-50%	51-75%	76-95%	
Institutions with Linkages	4 (19.0)	5 (33.3)	5 (71.4)	1 (20.0)	2 (100.0)	17 (34.0)
Institutions without Linkages	17 (81.0)	10 (66.7)	2 (28.6)	4 (80.0)	0 (0.0)	33 (66.0)

The data represented in Tables 17 and 18 may have its basis from the First World War. According to King (1970), the War helped develop links between black people in Africa and black people in the United States on an unprecedented scale and this, understandably, led a body of Africans to feel that the most relevant overseas education might be acquired in the black colleges and universities of the Southern states of the United States. King (1970) further states that it was a time during the postwar

months, however, that widened the rise of two dynamic African programs sponsored by "New World Negroes"--Marcus Garvey's platform of Africa for the Africans," blazoned forth among black people by his vast conventions. In addition, W. E. D. DuBois's Pan African movement with a pressure group of Africans and black Americans intellectuals according to King (1970) is still prevalent to students from Africa who study at historically black institutions in the U.S.

Table 19 illustrates the percentage of international students from the Africa diaspora at institutions with linkages and institutions without linkages. Examination of this table reveals the percentage of international students from the Africa diaspora decreasing at the 26-50% range.

Table 19. Distribution of percentage of international students from the African diaspora

Linkages	Percentage of International Students from Africa diaspora					Total Number (Pct)
	0-5%	6-25%	26-50%	51-75%	76-95%	
Institutions with Linkages	6 (24.0)	5 (45.5)	1 (100.0)	1 (33.3)	2 (50.0)	15 (34.1)
Institutions without Linkages	19 (76.0)	6 (54.5)	0 (0.0)	2 (66.7)	2 (50.0)	29 (65.9)

Summary

This chapter's main purpose was to present the analysis of data obtained through utilization of the survey questionnaire and to test the research hypothesis. Inferential and descriptive statistics were

used. The inferential statistic allowed the researcher to make statements as to whether there were relationships between the independent variables: Institutions with linkages and nonlinkages. The descriptive statistic enabled the researcher to describe the sample. Hypothesis 1 (a and b) showed no significant relationship, however, hypothesis 2 (a and b) did show a significant relationship. Hypothesis 2 (c and d) revealed no significant relationship. Of equal importance was the descriptive section of this chapter. This section revealed important data regarding the percentage of international students at institutions with linkages and the percentage of international students from Africa at institutions with linkages and institutions without linkages.

The results of this research will be summarized in the next chapter. The implications which the findings hold for historically black colleges and universities and international education will be noted. Implications which these findings may hold for the future of higher education in general will be discussed in greater detail in the next chapter.

CHAPTER V. SUMMARY AND CONCLUSIONS

The first section of this chapter serves as a brief summary statement for the first four chapters of this study. The second section discusses the results of this investigation in relation to how it can assist historically black institutions as well as other institutions of higher education. The third section concludes with suggestions for further research which would aid in understanding the importance of the implementation of international programs as a major educational goal.

Summary

In Chapter I, the introduction indicated the research questions in this study:

1. Is there a significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding the availability of financial aid.
2. Is there a significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding the provision of courses with identifiable international content?
3. Is there a significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding the percentage of international students at their institution?

4. Is there a significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding the percentage of international students from Africa?
5. Is there a significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding perceived quality of academic programs as a factor to attract international students?
6. Is there a significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding perceived diversity of academic programs as a factor to attract international students?
7. Is there a significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages in perceived degree of preparation of international students to work in development fields upon return to their home country?

The major objective of this study was to discern the extent to which historically black institutions support the educational needs of international students. Additionally, this study also attempted to discover if these institutions are involved in international linkages. It was also anticipated that the hypotheses and data analysis in this study could yield purposeful information which can be utilized by educators

and higher learning institutions in the development of international education programs, particularly, at historically black institutions.

Chapter 2, a review of the literature, offered various theoretical perspectives on international students. These perspectives addressed international education, curriculum, financial aid, and linkages. In addition, these perspectives acted as a backdrop for the development of the hypotheses which indicated a limited amount of literature on historically black institutions and international education.

The research suggested several variables that were essential to international students attending institutions in the U.S. and linkages. One variable was to obtain skills or education not available in their home country as being crucial with international students receiving advanced education (Spaulding and Flack, 1976). Financial aid was another variable linked to international students attending institutions in the U.S. (Jenkins et al., 1980; Spaulding and Flack, 1976). Other variables relating to why international students attend institutions in the U.S. were also presented. They were linkages with developing countries and other friends or family members studying in the U.S. (Hamilton, 1985; Stent, 1984) among others.

The major theoretical support for the formulation of the hypotheses was due to a limited amount of attention given to historically black institutions' involvement with international students and linkages. Notation was made, however, that while a review of the literature offered methodological support for indicators of international students attending institutions in the U.S. none made mention of the involvement of

historically black institutions with international students.

The sampling design and the statistical techniques to test the hypotheses were discussed in Chapter III. The sample consisted of 52 historically black institutions in the United States.

A frequency distribution was used to study the characteristics of the variables as they stood alone. T-test was used in order to discover whether statistically significant differences existed between historically black institutions with linkages and those without linkages and their involvement with international students. A descriptive section was also included in order to present data illustrating the cross-cultural enrichment that can be gained from contracts with international students and the development of linkages.

Finally, a factor which has not been addressed up to this point concerns the validity of the measures employed in this study. Each of the measures used in the analysis were assumed to have only face validity. The assessment of validity is one of many problems associated with studies of this kind which utilize the descriptive approach. This study investigated historically black institutions in the United States. It is suggested that future researchers might wish to look at only four-year historically black institutions in the U.S. or only public historically black institutions. In addition, researchers might wish to systematically ascertain whether or not the measures in this study can meet criteria which may be more rigorous than those associated with mere face validity.

The results of the findings were discussed in Chapter 4. Hypotheses 1 (a and b) established no significant difference between historically

black institutions with or without linkages in relation to their involvement with international students on the following two variables: providing financial aid for international students and providing courses with identifiable international content. Data reported in Tables 10 and 11 did not reject the null hypothesis of 1 (a and b). Therefore, the null hypothesis was accepted. Hypothesis 2a did show a significant relationship between historically black institutions with (or without) linkages regarding the percentage of international students. Based on the data reported in Tables 12 and 13, the null hypothesis (2a and b) was rejected. However, the null hypothesis of 2 (c and d) were accepted. The data were reported in Tables 14 through 16. In addition, data in Tables 17 through 19 illustrated the potential for international linkages at historically black institutions.

The findings for the seven research questions follows:

1. There was no significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding the availability of financial aid. The mean score (1.65) reported in Table 10 for historically black institutions with linkages and the mean score (1.66) also reported in Table 10 for historically black institutions without linkages indicated no significant difference.

2. There was no significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding the provision of courses with identifiable international content. The mean score (1.11)

reported in Table 11 represents institutions with linkages, the mean score (1.32) represents institutions without linkages.

3. There was a significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding the percentage of international students. The mean score (1.94) of historically black institutions' involvement with international students with linkages regarding the percentage of international students. This mean score was significant over the 1.46 mean score of the historically black institutions' involvement with international students without linkage regarding the percentage of international students. The significance level was at the .01 level.

4. There was a significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding the percentage of international students from Africa. Data in Table 17 reported a larger percentage of international students at institutions with linkages.

5. There was a significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding the perceived quality of academic programs. The mean score (1.00) reported in Table 13 was representative of historically black institutions with linkages. The mean score (1.15) represented institutions without linkages regarding the quality of academic programs.

6. There was no significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages regarding the perceived diversity of academic programs. The mean score (1.81) reported in Table 14 for historically black institutions with linkages and the mean score (1.63) also reported in Table 14 for historically black institutions without linkages indicated no significant difference.

7. There was no significant difference in the proportion of historically black institutions' involvement with international students with linkages and those without linkages in the perceived preparation of international students to work in development fields upon return to their home country. The mean score (2.60) reported in Table 16 for historically black institutions with linkages and the mean score (2.41) reported for those institutions without linkages indicated no significant difference.

Implications for Historically Black Colleges and Universities

The theoretical formulation set forth in the preceding pages has certain definite implications to historically black colleges and universities. Some of the more important implications may be stated as follows:

1. Historically black institutions are viable institutions of higher learning.

2. Despite negative dimensions of racial isolation, the media and the impediments of social and economic issues these institutions have been the contributors to Black progress. This progress must be continued on the international level.
3. Historically black institutions have attracted international students and there is a continual need for attracting more international students.
4. The realization that advisory services and cooperative approaches with institutions outside of the U.S. can be made, particularly in countries where there is a related cultural heritage.
5. A reconstruction of curricular and a clearinghouse for international information designed to strengthen research efforts and enrollment.
6. Involving faculty and recruiting new faculty with an interest and awareness of international cross-cultural imperatives.
7. Involving alumni from other countries in the development of formal links and attracting other students.
8. Development of a consortium arrangement between several historically black institutions based on international priorities for the building of linkages which would facilitate the inter-institutional contracts for purposes of technical assistance, program development, collaborative research, staff development, etc.

9. The involvement of international students at historically black institutions in the development of an international education program with courses which would reinforce the enhancement and desegregation of historically black institutions.
10. To continue to attract international students from countries in Africa through a commitment to international education giving historically black institutions a realistic chance to compete equally with all institutions in providing equal educational opportunity to all students.

It is suggested that one way of realizing the positive attributes of historically black institutions is to view its survival in their midst of historically white institutions. Despite the large number of international students entering U.S. institutions as sponsored participants or those who come independently, historically black colleges and universities can become more actively involved in the training of international students from developing countries as well as establishing linkages with these students' countries. Though historically black institutions have been involved in the training of international students (Davis, 1969; Hamilton, 1985) much more attention needs to be given to the potential assistance that they can give not only to the students, but to these students' home countries. Through a redefinition of missions, historically black institutions will continue to exhibit their flexibility and resiliency in responding to the complex, everchanging relationship between education in the U.S. and their own students. To respond to this challenge and meet the needs of today's and tomorrow's students, a support

for international education must be conceived as an important intellectual tool in dealing with the realities of critical world issues and an increasingly interdependent world society that will affect the survival of all higher learning institutions and the lives of their students.

Implications for Further Research

In order to prepare students to live in an increasingly interrelated world, international education, international students and international linkages must be conceived as an educational goal. In recognizing the above, a major transformation of the entire educational system, specifically with higher education must take place. This would involve continuing to encourage students in other countries to study in the United States. Their presence at our institutions and in our classrooms contributes to world stability, peace, and mutual understanding. In addition, a curriculum transformation can serve as a vehicle for increased knowledge about other countries as well as educational linkages with other countries.

Higher learning institutions in the U.S. have a responsibility and opportunity to exert leadership in the cause of expanding the international dimension of learning. This is particularly true for institutions that admit international students at their institutions and those who have a large percentage of international students at their institution.

More importantly, international education must permeate U.S. institutions as they address the content of courses which the researcher feels cannot exclude the experience of other cultures. In other words, almost

no discipline or course is culture free. International education calls for presenting a course in an international framework so that students are aware of the interrelatedness of all countries and of the commonality of such problems as poverty, health or discrimination. The acquisition of new attitudes and knowledge develop as students learn to see that most issues are international.

This investigation was a descriptive study in that it entailed a survey in an effort to study historically black institutions' involvement in international education and whether or not the variables used in this study accounted for the involvement of these institutions with respect to international education. The major emphasis of a descriptive study is to derive valid generalization of the subject under study (Borg and Gall, 1979). Some of the variables used in this study could explain the involvement in international education of historically black institutions. Nonetheless, it becomes imperative for a study of this nature to offer additional explanations that researchers might follow in investigating the involvement of institutions with international students as well as international education. First, attention and interest should be given to institutions that may be involved in the facilitation of interinstitutional contracts through the assistance of students from other countries. Second, it may be necessary to discover if a clearing-house for communication between institutions in the U.S. and abroad exist. It should, however, be noted that it is inaccurate to use the same theoretical perspectives for investigating historically black institutions as are generally used as a framework to discuss predominately white

institutions in the U.S. Third, there is a certain amount of involvement with international students and international education at historically black institutions that derived from a function of their history in maximizing the opportunities for black Americans, Africans and Caribbean peoples in higher education (Stent, 1984). Further research should isolate the variables appropriate in studying the involvement of international education and students at historically black institutions.

This chapter focused upon a number of theoretical and methodological problems which are encountered in the research process. Thus, it argued that the results of this study might suggest a number of alternative avenues which researchers might follow in investigating the involvement of historically black institutions with international students as well as international education.

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APPENDIX A. HUMAN SUBJECT IN RESEARCH FORM

INFORMATION ON THE USE OF HUMAN SUBJECTS IN RESEARCH
IOWA STATE UNIVERSITY

(Please follow the accompanying instructions for completing this form.)

1. Title of project (please type): Impact of Involvement with Developing Countries
on Historically Black Institutions Perceptions and Institutionalized Capabilities To

2. Provide Training for International Students.
I agree to provide the proper surveillance of this project to insure that the rights and welfare of the human subjects are properly protected. Additions to or changes in procedures affecting the subjects after the project has been approved will be submitted to the committee for review.

Kathleen M. Sharp 4/14/86
Typed Name of Principal Investigator Date Signature of Principal Investigator

N239 Quad 294-7350
Campus Address Campus Telephone

3. Signatures of others (if any) Date Relationship to Principal Investigator
[Signature] 4/14/86 Major Professor

4. ATTACH an additional page(s) (A) describing your proposed research and (B) the subjects to be used, (C) indicating any risks or discomforts to the subjects, and (D) covering any topics checked below. CHECK all boxes applicable.

- Medical clearance necessary before subjects can participate
- Samples (blood, tissue, etc.) from subjects
- Administration of substances (foods, drugs, etc.) to subjects
- Physical exercise or conditioning for subjects
- Deception of subjects
- Subjects under 14 years of age and/or Subjects 14-17 years of age
- Subjects in institutions
- Research must be approved by another institution or agency

SEE ATTACHED



5. ATTACH an example of the material to be used to obtain informed consent and CHECK which type will be used.

- Signed informed consent will be obtained.
- Modified informed consent will be obtained.

SEE ATTACHED

6. Anticipated date on which subjects will be first contacted: 4 21 86
Anticipated date for last contact with subjects: 5 19 86

7. If Applicable: Anticipated date on which audio or visual tapes will be erased and/or identifiers will be removed from completed survey instruments: N/A
Month Day Year

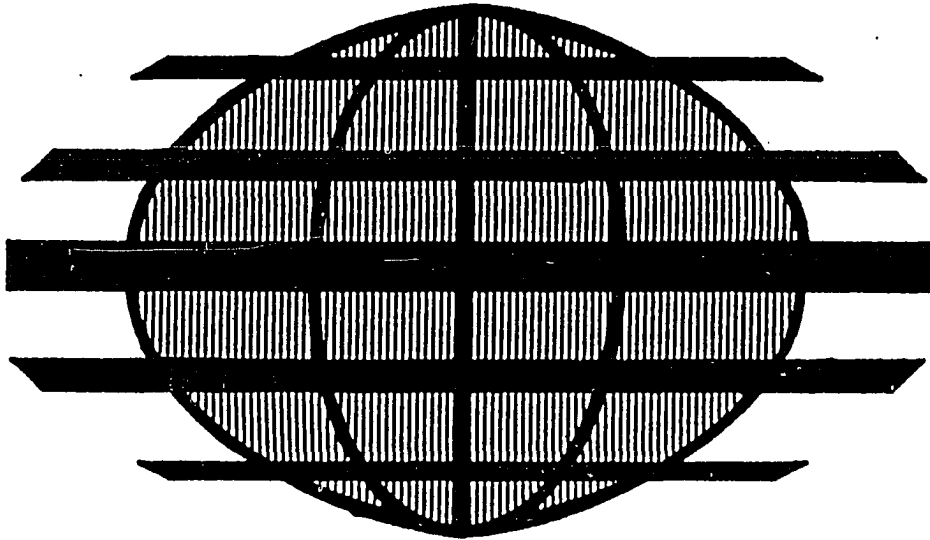
8. Signature of Head or Chairperson Date Department or Administrative Unit
[Signature] [Date] Professional Studies in Education

9. Decision of the University Committee on the Use of Human Subjects in Research:

- Project Approved
- Project not approved
- No action required

George G. Karas
Name of Committee Chairperson Date Signature of Committee Chairperson

APPENDIX B. QUESTIONNAIRE



**THE DYNAMICS OF
INTERNATIONAL EDUCATION
IS IT FOR YOU?**

PROFESSIONAL STUDIES
IN EDUCATION
AT IOWA STATE UNIVERSITY

Iowa State University *of Science and Technology* Ames, Iowa 50011



College of Education
International Education Programs
N239 Quadrangle
Telephone 515-294-7350
Telex 910-520-1157 ISU Intn'l. Ames

Dear Madam/Sir:

In view of the large number of international students attending U.S. institutions little information has been collected on the number of international students attending historically black institutions in the U.S. It is important that more definitive information become available regarding the role that historically black colleges and universities play in the training of these students. Consequently, the purpose of my doctoral study at Iowa State University is to gather such information and perform a series of analysis.

My strong interest in this investigation stems in part from being black with a strong international interest concerning linkages that can be made and those that have occurred between institutions in the U.S. and other countries, particularly developing countries.

The success of this study depends on your assistance and professional contribution. Though you are not under any obligation to participate, it is anticipated that professionally you would be interested in contributing to the data that will accurately give more definitive information of the role that historically black colleges and universities play in educating the international students.

You may be assured that complete confidentiality of all information. The questionnaire has an identification number only for the purpose of record keeping. It enables us to check your institution off the mailing list when your questionnaire is completed and returned.

Your cooperation on behalf of this study is deeply appreciated and the researcher wishes to thank you for your assistance.

Sincerely,

Kathleen M. Sharp
Doctoral Student
Professional Studies/International Higher Education

Dr. William D. Wolansky, Coordinator
International Education Programs
College of Education

If you are interested in the results, please check the box . Also, upon return of the questionnaire, your institution will be placed on the mailing list of the Iowa State University International Dimension Newsletter.

PART I: GENERAL INFORMATION ON INTERNATIONAL EDUCATION

Definitions: Developing Nations = for the purpose of this study developing nations include all countries in Africa, South America, Latin America and the Caribbean Islands.

Linkages = a formal agreement of interinstitutional affiliation co-signed by institutional chief administrations to facilitate agreed upon activities.

Directions: Please respond to each of the following items by placing your answer in the spaces provided.

1. Does your institution have a printed policy statement on attracting international students? 1. YES 2. NO
2. Are there international students on your campus? 1. YES 2. NO
3. Does your institution actively recruit international students? 1. YES 2. NO
4. Is your institution involved with any training projects in developing nations? 1. YES 2. NO
5. Is there financial aid available for the foreign student? 1. YES 2. NO
6. Is your institution involved with linkages with institutions in developing countries? 1. YES 2. NO
7. Are there foreign student advisors for the international students on your campus? 1. YES 2. NO
8. Is your institution a member of the National Association for Foreign Student Affairs (NAFSA)? 1. YES 2. NO
9. Is your institution listed in the National Association for Foreign Student Affairs (NAFSA)? 1. YES 2. NO
10. Is your institution involved in any international research projects? 1. YES 2. NO
11. Do you provide courses with identifiable international content? 1. YES 2. NO
12. Is your institution involved in international educational exchanges of students, faculty? 1. YES 2. NO
13. Is your institution involved with linkages with other U.S. institutions? 1. YES 2. NO
14. Is your institution involved with linkages with institutions in developing nations? 1. YES 2. NO
15. Is your institution involved with any U.S. AID or other government agencies that are involved in international work? 1. YES 2. NO

16. Is your institution in contact with educational agencies in other countries outside the United States? 1. YES 2. NO
17. Does your institution have any historical linkages with non-American institutions? 1. YES 2. NO

PART II: INTERNATIONAL STUDENTS AND INTERNATIONAL STUDY

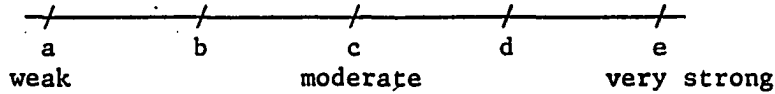
Directions: Please respond to each of the following items by placing your answer in the spaces provided.

1. How many full-time foreign student advisor(s) are there at your institution?
2. How many part-time foreign student advisor(S) are there at your institution?
3. Of the students on your campus, approximately what percentage are international students? 1) 0 - 5%
 2) 6 - 25%
 3) 26 - 50%
 4) 51 - 75%
 5) 76 - 95%
 6) 96 - 100%
4. Of the international students on your campus, approximately what percentage are females? 1) 0 - 5%
 2) 6 - 25%
 3) 26 - 50%
 4) 51 - 75%
 5) 76 - 95%
 6) 96 - 100%
5. Of the international students on your campus, approximately what percentage are from Africa? 1) 0 - 5%
 2) 6 - 25%
 3) 26 - 50%
 4) 51 - 75%
 5) 76 - 95%
 6) 96 - 100%
6. Of the international students on your campus, approximately what percentage are from the African diaspora? 1) 0 - 5%
 2) 6 - 25%
 3) 26 - 50%
 4) 51 - 75%
 5) 76 - 95%
 6) 96 - 100%
7. Check all factor(s) at your institution that tend to attract international students to your campus? 1) Quality of Academic Programs
 2) Diversity of Academic Programs
 3) Availability of financial aid
 4) Recruitment effort
 5) Geographical location
 6) Faculty incentives
 7) Other (specify)

8. Check all factor(s) at your institution that reduce the number of international students on your campus?

- 1) Quality of Academic Programs
- 2) Lack of diversity of Academic Programs
- 3) Lack of availability of financial aid
- 4) Lack of recruitment effort
- 5) Geographical location
- 6) Other (specify)

_____ 9. Place the letter in the blank space that best describes your preparation of international students to work in development fields upon return to their home country based on a scale ranging from weak to very strong.



10. List major academic areas that the international students at your institution are predominately enrolled in:

PART III: INSTITUTIONAL LINKAGES

Directions: Please provide the information of your institutional linkages related to international education.

	Linkage I	Linkage II	Linkage III
Name of Linkage			
Starting Date			
Ending Date			
Academic Departments Involved			
Initiators of Linkages	Name Title	Name Title	Name Title
U.S. Government Agencies Involved			
Other U.S. Institutions Involved			
Institutions Involved in Foreign Countries			
Government Agencies in Foreign Countries			

PART IV: CONSULTATION AND FACULTY/STUDENT EXCHANGE

Directions: Please give a short description of the nature of any consultation and faculty/student exchanges that your institution is involved in international education.

Examples: Study Abroad; Field Research; Collaborative Research; Visiting Scholars; Short-term Lectures; Faculty Exchange; Interinstitutional Faculty Exchange; Interinstitutional Student Exchange.

Consultation

112

Faculty/Student Exchange

Please complete the questionnaire and return it within 10 days. Postage for returning this booklet is prepaid. Just staple it and drop it in the mail.
Thank you.

APPENDIX C. POSTCARD FOLLOW-UP

May 28, 1986

Recently, a questionnaire regarding the role that historically black colleges and universities play in the training of international students was mailed to you.

Your response in the study is extremely important. If you have already completed and returned it, kindly accept my thanks and gratitude.

Sincerely,

A handwritten signature in cursive script that reads "Kathleen M. Sharp".

Kathleen M. Sharp
Doctoral Student
Iowa State University

APPENDIX D: HISTORICALLY BLACK COLLEGES AND
UNIVERSITIES IN THE UNITED STATES

Alabama

<u>Institution</u>	<u>Address</u>
Alabama A & M University*	Box 285 Normal, Alabama 35762
Alabama Lutheran Academy	1894 Green Street Selma, Alabama 36701
Alabama State University	1100 S. Jackson Street Montgomery, Alabama 36101
Bishop State Junior College	351 N. Broad Street Mobile, Alabama 36603
Daniel Payne College	6415 Washington Boulevard Birmingham, Alabama 35221
Lawson State Community College	3060 Wilson Road Birmingham, Alabama 35221
Lomax-Hannon College	South Conecuh Street Greenville, Alabama 35208
Miles College	5500 Avenue G Birmingham, Alabama 35208
Oakwood College	Oakwood Road Huntsville, Alabama 35896
Selma University	1501 Lapsley Street Selma, Alabama 36701
Stillman College	P.O. Box 1430 Tuscaloosa, Alabama 35402
Talladega College	627 W. Battle Street Talladega, Alabama 35160
Tuskegee University*	Tuskegee, Alabama 36088

Arkansas

Arkansas Baptist College	1000 High Street Little Rock, Arkansas 72202
Philader Smith College	812 West 13 Street Little Rock, Arkansas 72203
Shorter College	604 Locust Street Little Rock, Arkansas 72114
University of Arkansas*	North Cedar Street Pine Bluff, Arkansas 71601

Delaware

Delaware State College*	Dover, Delaware 19901
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District of Columbia

Howard University	2400 Sixth Street Washington, D.C. 20059
University of the District of Columbia	4200 Connecticut Avenue, N.W. Washington, D.C. 20008

Florida

Bethune-Cookman College	650 Second Avenue Daytona Beach, Florida 32015
Edward Waters College	1658 Kings Road Jackson, Florida 32209
Florida A & M University*	Tallahassee South Boulevard Tallahassee, Florida 32307
Florida Memorial College	15800 N. 42nd Avenue Miami, Florida 33054

Georgia

Albany State College	Albany, Georgia 31705
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Atlanta University	223 Chestnut Street Atlanta, Georgia 30314
Clark College	240 Chestnut Street Atlanta, Georgia 30314
Fort Valley State College*	805 State College Drive Fort Valley, Georgia 31030
Interdenominational Theological Center	671 Beckwith Street Atlanta, Georgia 30314
Morehouse College	830 Westview Drive, S.W. Atlanta, Georgia 30314
Paine College	1235 15th Street Augusta, Georgia 30901
Savannah State College	P.O. Box 20397 Ssc. Savannah, Georgia 31404
Spelman College	Box 22 Atlanta, Georgia 30314

Kentucky

Kentucky State University*	Main Street #349 Frankfort, Kentucky 40601
Simmons University	1811 Dumesnell Street Louisville, Kentucky 40210

Louisiana

Dillard University	2601 Gentilly Boulevard New Orleans, Louisiana 70122
Grambling State University	P.O. Drawer 566 Grambling, Louisiana 71245
Southern University A & M College	Baton Rouge, Louisiana 70813
Southern University	6400 Press Drive New Orleans, Louisiana 70126
Southern University*	Shreveport, Louisiana

Xavier University 7329 Palmetto Street
New Orleans, Louisiana 70125

Maryland

Bowie State College Bowie, Maryland 20715
Cooper State University 3106 St. Lukes Land
Baltimore, Maryland 21207
Morgan State University Baltimore, Maryland 21239
University of Maryland*
Eastern Shore Princess Ann, Maryland 21853

Michigan

Shaw College at Detroit 7351 Woodward Avenue
Detroit, Michigan 48202

Mississippi

Alcorn State University* Rural Station
Lorman, Mississippi 39096
Coahoma Junior College R.L. Box 616
Clarksdale, Mississippi 39096
Jackson State University P.O. Box 17099
Jackson, Mississippi 39217
Mississippi Industrial College Holy Springs, Mississippi 38635
Mississippi Valley State College Itta Bena, Mississippi 38941
Natchez Junior College 1010 Ext. N. Union
Natchez, Mississippi 39120
Prentiss Normal and Industrial
Institute Prentiss, Mississippi 39474
Rust College Ore Rust Avenue
Holy Springs, Mississippi 38635
Tougaloo College Tougaloo, Mississippi 39174

Utica Junior College

Utica, Mississippi

Missouri

Lincoln University

820 Chestnut
Jefferson City, Missouri 65101North Carolina

Barber-Scotia College

145 Cabarrus Avenue
Concord, North Carolina 28025

Elizabeth City State University

Box 148
Elizabeth City, N. Carolina 27909

Fayetteville State University

Murchinson Road
Fayetteville, North Carolina 28301

Johnson C. Smith University

100 Bettiesford Road
Charlotte, North Carolina 28208

Livingstone College

701 W. Monroe Street
Salisbury, North Carolina 27414North Carolina A & T State
University160 East Market Street
Greensboro, North Carolina 27414

Shaw University

118 E. South Street
Raleigh, North Carolina 27602

St. Augustine's College

1315 Oakwood Avenue
Raleigh, North Carolina 27611

Winston-Salem State University

Winston-Salem, N. Carolina 27102

North Carolina A & T University

North Carolina

North Carolina Central University

Durham, North Carolina 27707

Ohio

Central State University

Wilberforce, Ohio 45384

Wilberforce University

Wilberforce, Ohio 45384

Meharry Medical College	1005 18th Avenue, North Nashville, Tennessee 37208
Morristown College	Morristown, Tennessee 37814
Tennessee State University*	3500 Centennial Boulevard Nashville, Tennessee 37203

Texas

Bishop College	3837 Simpson-Stuart Road Dallas, Texas 75241
Huston-Tillotson College	1820 E. Eight Street Austin, Texas 78702
Jarvis Christian College	U.S. Highway 80 Hawkins, Texas 75765
Paul Quinn College	1020 Elm Street Waco, Texas 76704
Prairie View A & M University	Prairie View, Texas 77445
Southwestern Christian College	P.O. Box 10 Terrell, Texas 75160
Texas College	2404 N. Grand Avenue Tyler, Texas 75703
Texas Southern University	3100 Cleburne MLK Bldg. Houston, Texas 77004
Wiley College	711 Rosborough Springs Road Marshall, Texas 75670

Virginia

Hampton Institute	East Queen Street Hampton, Virginia 23368
Norfolk State College	2401 Corprew Avenue Norfolk, Virginia 23504
St. Paul's College	Lawrenceville, Virginia 23868

The Virginia State College

Garfield Avenue & Dewitt Street
Petersburg, Virginia

Virginia Union University

500 N. Lombardy Street
Richmond, Virginia 23220

West Virginia

Bluefield State College

219 Rock Street
Bluefield, West Virginia 24701

*1890 Schools and Tuskegee

APPENDIX E. BLACK LAND-GRANT INSTITUTIONS

<u>Institution</u>	<u>Date of Inception</u>	<u>Sponsor</u>
<u>Alabama</u>		
Alabama A & M University	1875	Group of Ex-Slaves
Tuskegee University*	1881	State Legislature
<u>Arkansas</u>		
University of Arkansas at Pine Bluff	1873	State Legislature
<u>Delaware</u>		
Delaware State College	1891	State Legislature
<u>Florida</u>		
Florida A & M University	1887	State Legislature
<u>Kentucky</u>		
Kentucky State University	1886	State Legislature
<u>Louisiana</u>		
Southern University	1880	State Legislature
<u>Maryland</u>		
University of Maryland Eastern Shore	1886	Methodist Episcopal Church
<u>Mississippi</u>		
Alcorn State University	1871	State Legislature

Missouri

Lincoln University	1866	Civil War Negro Infantry Men
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North Carolina

North Carolina A & T University	1891	State Legislature
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Oklahoma

Langston University	1897	Territorial Legisla- ture
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South Carolina

South Carolina State University	1872	State Legislature
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Tennessee

Tennessee State University	1909	State Legislature
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Texas

Prairie View A & M University	1876	State Legislature
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Virginia

Virginia State College	1882	State Legislature
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*Is not considered a Land-Grant College, but is considered an 1890 institution. The school was named as a private institution.

APPENDIX F. HISTORICALLY BLACK INSTITUTIONAL LINKAGES

<u>Linkages</u>	<u>Academic Departments Involved</u>
University of Dakar Dakar, Senegal	English and History
University of Ibadan Ibadan, Nigeria	Veterinary Medicine
Cuttington College Suakoko, Liberia	Nursing and Nutrition
All Nigerian universities	Faculty Development
University of Cameroon Yaounda, Cameroon	Mass Communications
Upper Volta Ouagadougou, Upper Volta	Agriculture

Note: This appendix includes the institutions included in this study.

APPENDIX G: HISTORICALLY BLACK INSTITUTIONS' CONSULTATIONS

Consultations

African churches (theological)

Field Research (Senegal)

Curriculum Development (Kenya)

Agricultural Education (Niger, Nigeria)

Development of Colleges (Tanzania)

Research (Zaire)

Agricultural College (Uganda)

Cropping Systems (Swaziland)

United Methodist Church Schools

Pennsylvania State University (College of Agriculture)

Tennessee State University (School of Agriculture and Home Economics)

Note: This appendix includes the institutions included in this study.

**APPENDIX H: HISTORICALLY BLACK INSTITUTIONS'
FACULTY/STUDENT EXCHANGES**

France

Kenya

West Indies

Addisabba

Canada

India

Senegal

Nigeria

Southeast Asia

Belgium

Note: This appendix includes the institutions included in this study.