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ENTITLED Patriotism and Collectivism: A Within Culture Analysis

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**Patriotism and collectivism: a within culture analysis**

**By**

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TABLE OF CONTENTS

Abstract.....	4
Introduction.....	5
Method.....	19
Results.....	21
Discussion.....	23
References.....	26
Tables.....	29
Appendix A.....	31
Appendix B.....	36

**ABSTRACT**

Although patriotism is a complex construct, it can be studied empirically. In this study, we linked patriotism with research on collectivism and individualism. First, a scale was developed to measure patriotism. Second, a survey containing existing scales of collectivism and the patriotism scale was administered. Participants were introductory psychology students at the University of Illinois Champaign/Urbana. The results of this study showed that patriotism was significantly correlated with collectivism. Also, the subscales that measured collectivism and patriotism were analyzed for their relationships to patriotism and to the overall individualism/collectivism scores. Some biographical links to patriotism were found and discussed.

These findings suggest that patriotism can be considered to be an aspect of collectivism. Because collectivism is such a broad construct with low internal consistency, it may be beneficial to study each collective, so the items measuring attitude toward each collective have high internal consistency. Potential research directions were presented.

**PATRIOTISM AND COLLECTIVISM: A WITHIN CULTURE ANALYSIS**

As the world shifts toward a global economy, people are being asked to put their patriotism aside and blend into a single international community.

However, this is not always an easy task. With some people, patriotic feelings run very deep. Because patriotism can exert such a powerful influence on people, it needs to be clearly understood. However, because patriotism is a complex concept, its understanding can be approached in many different ways.

One way is to study the relationship between patriotism and collectivism/individualism. If we know that patriotism is more closely related to one or the other pole of the construct, then we can make predictions about when patriotic predispositions exist, and when they are most likely to be acted upon. Understanding the relationship between patriotism and collectivism is a first step to understanding a very important question. Why is it that certain people show such loyalty to any one entity? This question may deal with other constructs besides patriotism. Nationalism, militarism, and cult followings are some such constructs. This knowledge will help people understand why certain leaders can exhibit such total control of their followers, and why certain people allow themselves to be controlled to such a great degree by these leaders.

This study is one way to help find an answer to this question. First, patriotism will be analyzed, including its definition and components. Next, collectivism will be described in detail on the proposed hypothesis that patriotism relates to collectivism.

### Analysis of Patriotism

Many researchers have grappled with the problem of defining the concept of patriotism. Doob (1964) states that patriotism is "the more or less conscious conviction of a person that his/her own welfare and that of the significant groups to which he/she belongs are dependent upon the preservation or expansion (or both) of the power and culture of his/her society." Another definition of patriotism resembles what Adorno (1951) describes in his study of the authoritarian personality. This definition of patriotism is "not criticizing the government and always supporting its policies" (Morse, 1977). Webster's dictionary states that patriotism is "love for or devotion to one's country". An informal survey given to a small sample of people agreed with Webster's interpretation. "Love of country" and "devotion to country" were the words which people used when asked to define patriotism. On the basis of this review, it is evident that there is no consensus with respect to the definition of patriotism. For the purpose of this study, Doob's (1964) definition will be adopted.

As is evident in Doob's (1964) definition, patriotism is best viewed as a complex attitude (conviction). An attitude, as defined by Triandis (1971), is "an idea charged with emotion that predisposes people to behave in certain ways in particular situations". There are three components of an attitude. The cognitive component, in a patriotic context, would be the beliefs that the country is distinctive and has desirable qualities. "My country is unique", and "the United States is the best country" are examples of items from the cognitive component. The second component is affective. This is when people feel

positive emotions about being a part of their country. The last component is behavioral. Examples of this include saluting the flag, singing the national anthem with reverence, and voicing patriotic opinions.

Before proceeding to a more detailed discussion of patriotism, it is important to note that patriotism can be viewed from an explicitly psychological perspective. This means that the following questions are important. Are people patriotic when it is useful for them to be in a particular situation (motivation)? Are they affected by the external world (perception)? Do people learn patriotism through reinforcement? Can people simply stop being patriotic (extinction) (Doob 1964)?

### Measurement

In order to answer those questions, it is necessary to have some way to measure an individual's feelings of love and devotion to one's country. However, because of the complexity of patriotism, measurement is difficult. For instance, there are degrees of patriotism. On one end of the continuum is the person who views allegiance to the country as the most compelling of loyalties, feels personal goals are intimately related to the nation's power, and subdues personal needs in favor of national demands. At the other end of the continuum consists of the individual who views allegiance to his/her country as a rather low priority, feels that personal goals and interests are much more important than national ones, and submits to the nation only when it is absolutely necessary (Doob, 1964).

Traits. Some research has been conducted to see if personality traits can predict level of patriotism. Ferguson (1976) devised a nationalistic self-concept



scale which included certain patriotic items. The results indicated a moderate relationship between being generous, good-natured, happy, honest, humane, imaginative, strong, wise, and being patriotic. Another study found that political affiliation was related to patriotism (Feshbach, 1987). However, in general, there is no consensus about the kinds of psychological traits that are consistently related to patriotism. The problem is that these traits could be related to many concepts other than patriotism.

**Automatic Responses.** Doob (1964) proposed another measure of the degree of patriotism. He believes that people will respond automatically to patriotic topics when their patriotic tendencies are quite strong and personally important. The speed and manner in which a person answers such a question as "What comes into your mind when you think of your country?" can provide at the very least an impression of the strength and content of a person's patriotism. However, this method is unreliable because it includes only one question.

**Scale Measures.** A few scales in the literature measure patriotism. For example, Sampson and Smith's (1957) world mindedness scale attempted to measure internationalism, with nationalism lying at the opposite end of the continuum. On the other hand, Delamater's National Involvement Scale (1969) recognizes involvement on three levels: symbolic, normative, and functional. Patriotism is most clearly associated with the symbolic scale. Feshbach and Kosterman's (1989) devised a Patriotism/Nationalism questionnaire which yielded six factors: patriotism, nationalism, internationalism, smugness, civil

liberties, and world government. However, what is needed is a test which can measure specifically patriotism. This is one goal of the present study.

To derive such a scale, one must thoroughly understand that there are three components to patriotism: land, people, and culture. These are the things that evoke patriotic responses. A measure should reflect patriotic responses concerning land, people, and culture.

### The Components of Patriotism

Land, people, and culture give rise to feelings of patriotism, and are thought of as the stimuli which cause certain reactions, conceptions, and evaluations of people and their environment (Doob, 1964). All three will be examined in depth.

**Land.** One basic component of patriotism is the land. An infant's early activity is based upon exploration of the surroundings. The boundaries of a child become larger and larger from mother to house, to neighborhood, and to the entire nation. Land represents the home and the relationships within it. As one grows older, boundaries are perceived and understood more clearly. Rivers, mountains, signs, and flags show where a country begins and ends. Outside these boundaries exist the foreign region (Doob, 1964).

Features of the land can signify a country. The plants and animals which live on the mountains, plains, and lakes are viewed as being notable for a particular area. Descriptions of a country can include "My country has very fertile land", or "My country supports one of the rarest types of birds".

People can easily identify the physical attributes of their nation. For example, people can recognize their own home. However, people need to see it

many times. If a person has been educated in the Rocky Mountains, or has been exposed to them directly, that person has a better chance of identifying the Rocky Mountains with America. Therefore, people can identify physical attributes of a nation when they have personally experienced the environment directly or indirectly (Doob, 1964).

Land also plays a role in "property rights". This includes privileges and obligations to the land and its products. When someone owns something, he/she tends to feel very attached to it. Therefore, when a person owns a piece of land in a particular country, he/she can become attached to the country (Doob, 1964).

People. When people think of their country, the chances are that certain individuals will come to mind. For example, people who have handed down and enforced societal norms. People also may become stimuli for a feeling of belonging. When people see a compatriot while visiting a foreign country, it is likely they will experience a sense of familiarity and security.

Similarly, leaders, because of their status, are also stimuli which can elicit patriotic feelings. As another example, national heroes may incite national pride. These people are thought to have rare virtues and good character. National heroes function to connect people to their common heritage in a somewhat personal way (Doob, 1964).

Culture. Unlike land and people, culture is an abstract concept. However, it evokes as much patriotism as the former two components. Culture can be defined as the shared ideas, beliefs, attitudes, norms, and values that have been

adaptive to people who speak a given language, and live in a specific time and place.

People can share the belief of their nation's unique way of cultivating the field which grows the food, or the ancestors who congregated in a building to make a constitution. An individual may focus upon characteristics and customs which are shared by most people in the country. Examples include language, appearance of the body, cosmetics, tattoos, and bodily movements. More importantly, a country's constitution and political system constitute culture because they reflect a nation's norms and values. The constitution gives the country its identity by specifying the laws and how decisions are to be made. Furthermore, there are elements present which reflect the attitudes and values of the people. These include art, literature, religion, and education (Doob, 1964). All of these elements symbolize the culture.

History is also an aspect of culture. The past molds how members of the present culture view and interact with the world. National history can incite patriotic feelings. A nation's heritage must be made available to its people to incite patriotic pride. Museums, shrines, certain animals and plants, and flags are such examples. More meaningful than animals, museums, etc., is the actual referent which people can apply to their personal welfare. In some countries, people see specific leaders as their referent (i.e. pope, emperor, king).

However, most countries simply have a political "idea" as their reference point (i.e. democracy, socialism). No matter if the referent is concrete (leader) or abstract (idea), national communication helps to vitalize the relationship of a

personal welfare to national referent. An example of this is a national oath. In some countries failure to say a national oath can result in punishment.

Therefore, culture includes all the shared ideas, beliefs, values, attitudes, and norms which are transmitted to future generations. Although culture is an abstract concept, its significance for evoking patriotism is important. For instance, when it is the norm to love your country and everyone holds the idea that the country is worth being devoted to, then culture plays an enormous role in determining citizens' levels of patriotism.

#### **Personal Connection to the Nation**

When people believe that their personal welfare is tied up with the welfare of the nation, they almost certainly support a national policy of preservation and sometimes expansion. In some cases, people have been forced to make the connection between personal and national welfare. For example, government assistance during the depression made the government very important to individuals who needed help in meeting their basic needs. This way of thinking is transferred to later generations. Therefore, although the circumstances may be different, the belief of the connection between personal and national welfare remains (Doob, 1964).

Morse (1977) examined what experiences reinforced the connection between personal and national welfare. Four factors were found to be involved. The first was exposure to traditional national symbols. This included hearing the national anthem, seeing the flag, celebrating national holidays, and victories of national sports teams. The second factor consists of contact with foreigners within the country. The third factor deals with media exposure (e.g. listening to

national music, watching national sporting events on television, and watching national programs on television). Finally, the fourth factor is a political one. This includes following political news and listening to speeches by national leaders. All of these experiences can trigger the link between personal and national welfare.

In summary, a sense of personal connection to the nation is very powerful in creating feelings of patriotism.

#### Distinctiveness

Communication of patriotic ideals may also reinforce the concept of distinction. The perceptions of land, people, and culture are all viewed by people as distinctive relative to other nations. More often than not, a nation's distinctiveness is seen as a positive factor. A certain attribute distinguishes a domestic stimulus from a foreign one. These distinctions need not be scientifically based. For example, "Swimming in Lake Michigan helps slow the aging process". People feel pride in their country when they view it as having special distinctive features.

People are influenced by their unique values. People treasure their self-identity and integrity. This feeling can extend to objects and people they consider important and usually reflects superiority (Doob, 1964), e.g., "Our method of cooking is better than anyone else's."

In summary, because patriotism is a complex attitude, many definitions for it have been proposed. In turn, this has led to a multiplicity of measurement strategies. Many ways of measuring patriotism have been proposed, yet all have problems associated with them. It is important to include land, people,

and culture in the measurement. Through these components, people make a connection between their personal welfare and their country's welfare. Lastly, distinctiveness is an important aspect of patriotism.

### Collectivism

Similarities between patriotism and collectivism should become clear in this section. Collectivism will be defined and some attributes of a collectivist society will be identified. Furthermore, the issue of measurement will be considered. Finally, collectivism as it relates to political ideas will be discussed.

#### Definition

When social scientists were asked to define collectivism, they responded in a remarkably similar way (Hui and Triandis, 1986). Collectivists care about the results of their actions on others, share both material and non material resources with ingroup members, are concerned about the way other's see them, and feel a part of ingroup member's lives and achievements.

Collectivism, then, is defined as a greater emphasis on the views, needs, and goals of the ingroup rather than oneself. Social norms and duty are defined by the ingroup instead of being defined by behavior that gives pleasure. Beliefs shared by the ingroup are considered more important than personal beliefs. Collectivists readily cooperate with ingroup members (Triandis, 1990).

Before analyzing collectivism, it is essential to define a few major concepts. Firstly, an ingroup is a group with whom a person feels common fate. On the other hand, an outgroup is a group with characteristics different from the

ingroup, whose goals are inconsistent or unrelated to the goals of with the ingroup (Triandis, 1990).

### Attributes

There are many attributes which have been found to exist in a collectivist society. Within the context of a collectivist family, the ideal child is one who is obedient, reliable, and a good worker, in contrast to an independent and self-reliant child (Triandis, 1990). There is a large emphasis placed upon the extended family, and people receive more social support from ingroup members than is found in individualistic cultures (Triandis et al, 1985). Socialization within the collectivist society is based on the idea of forming a social identity as a member of an ingroup more than learning a set of skills. Norms of the ingroup are seen to apply to everyone. Social restraint depends more on shame for not doing what is expected by the ingroup than on personal guilt. Part of the collectivist socialization process involves stressing the importance for children to learn about ancestors and history (Triandis, 1990).

Learning about ancestors is also an important part in defining one's identity. Collectivists define their self-identity in terms of the ingroup. What one does in the ingroup is what the ingroup expects. There exists an inconsistency between a person's private and public self. A person does not proclaim personal opinions in public, but rather reflects the ingroup's opinions (Triandis, 1990).

Similarly, the goals of a collectivist reflect the ingroup's goals, more than personal ones. The ingroup goals include retaining harmony within the group, keeping social values (i.e. duty, politeness, and conformity), and punishing slight deviations from prescribed behavior. Also, collectivists have a long-term



time perspective. For example, a collectivist does not expect immediate results. The time frame of collectivists includes a chain of generations of ancestors and descendants, not just the present generation and their offspring (Triandis, 1990).

When collectivists interact with members of the ingroup, they tend to subordinate themselves to authority and relate intimately to peers. There is unquestioned obedience to authorities within the ingroup. Also, there is a willingness to fight and die for the ingroup. However, when those same people interact with outgroups, they behave in an indifferent, even a hostile or superordinate manner (Triandis, 1990).

Although there are many different attributes of collectivists including family life, socialization, and self-identity, there is no one attribute which can be used to classify an individual as a collectivist.

#### Measurement of Collectivism

Different meanings can be obtained from analyzing data from within a culture and between cultures. For example, collectivists view achievement as the group's, not individual achievement (Triandis, 1990). Therefore, it is essential to keep the level of analysis in mind when measuring collectivism. The following are a few of the methods which have been utilized in the past to measure collectivist tendencies.

Self Reports. One can analyze sentence completions which begin with "I am..." (Kuhn and McPartland, 1954). The percentage of answers which were group references where a person can have a common fate with others (e.g. I am a student, I am on the swim team, I am a German, I am a woman) are calculated. Mean scores from samples of collectivists have ranged from 29% to

52%. Individualistic responses (I am reliable, I am hard-working) ranged from 0 to around 28% (Triandis, McCusker, and Hui, 1990).

Values. Research has found that certain values can be classified as collectivist. One such study, by Schwartz and Bilsky (1987), asked subjects to rate a list of values. Values found to correspond to collectivism were prosocial (helpful, forgiving), restricted conformity (obedience, polite, clean) and security (national security, world of peace, inner harmony).

#### Relation to Political Ideas

Ingroup relationships are also associated with homogeneity of affect, strong adherence to ingroup norms, and uniform norms, attitudes, and values. Also, joint action is expected. For example, those in power make a decision, and the ingroup is expected to follow obediently. Each member must answer for the actions of all other members (Foster, 1965). Collectivists view all members of the ingroup as a unit (Triandis, 1990).

This leads into the arena of political ideologies. Political parties in collectivist cultures behave like ingroups. There is little cooperation with other parties (outgroups). Each party sees itself as possessing "the truth" on how to run things (Triandis, 1990). Therefore, the amount of conflict among political parties depends upon the level of collectivism in a culture. Furthermore, in some cultures the ingroup is the entire nation while in others only the family is the ingroup.

When a person views the ingroup as the entire nation, it seems rational to conclude that patriotism and collectivism will be positively correlated.

Schwartz's (1988) study on values found that "national security" was positively

related to other collectivist values. Also, because patriotism and collectivism have certain elements in common (e.g. putting other's ahead of self, pursuing the group's goals instead of personal ones), we believe that the two are likely to be positively correlated. Morse (1977) proposed that those who feel close to their home community and parents identified more strongly with their country. Therefore, people who score high on collectivism should also score highly on the patriotism scale.

In summary, it is expected that collectivists will be more "patriotic" than individualists. Collectivists sacrifice their welfare for the good of the ingroup. If people consider their ingroup to be the country, they will sacrifice their personal welfare for the ingroup. Patriotism may be characterized by a willingness to sacrifice personal welfare for the country. Therefore, those collectivists who use the country as an ingroup will be most patriotic. However, simply because someone is an individualist does not mean the person is not patriotic. It may be in someone's best interest to be patriotic, for it may bring much personal gain. If the country is flourishing, then a citizen of that country may benefit. Also, it must be kept in mind that collectivism and individualism are not polar opposites. Thus, in a particular sample, a positive correlation between patriotism and collectivism would not result in a negative correlation with individualism, but most likely in a zero correlation. This study will test whether collectivism and patriotism are more related than individualism and patriotism.

## Method

### Scale Construction

#### Subjects

The initial patriotism measure was piloted on 60 students in an upper level psychology course.

#### Procedure

The survey began with a cover sheet explaining that the students were answering a survey on social issues. In our measure of patriotism, we asked subjects to respond to 39 questions on a nine-point scale from 1 = strongly disagree to 9 = strongly agree. These questions were largely based on Doob's (1964) analysis of patriotism. The entire survey can be seen in Appendix A. Also included within this survey was a recall task where the subject was asked to write as many positive and negative ideas about the country as he/she could. This procedure, adapted from Pavot, Diener, Colvin, and Sandvick (1990) utilizes the differences between positive and negative answers to measure patriotism (significantly larger amount of positive answers). Also, to determine if patriotism was related to satisfaction with life, we included the Happiness with Life Scale (Diener, Emmons, Larson, and Griffen 1985).

Internal consistency of the items showed an alpha of .93. Inter-item correlations ranged from -.52 to .76, with a mean of .28 and variance of .03. The patriotism scale correlated positively with the positive/negative measure .56 ( $p < .05$ ). Patriotism's relationship to the Satisfaction With Life Scale yielded a weak positive correlation (.13).

When devising the final survey, we needed to shorten the scale because of time constraints. Therefore, twelve items from the pilot scale were selected. These items had the highest inter-item correlations. Also, five patriotism items from the Kosterman and Feshbach's Patriotism/Nationalism Questionnaire (1989) scale were chosen in order to relate our findings with other patriotism research.

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Insert Table 1 about here

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### Testing the relationship

#### Subjects

The survey was administered to 98 introductory psychology students. They were taking this survey to help fulfill a requirement for class credit.

#### Procedure

The students were told the survey was part of an experiment on social issues. The students were given one hour to complete the survey. The survey consisted of 14 pages (18 questions for patriotism and the remaining questions measured collectivism and individualism, and demographic information. The five scales measuring collectivism/individualism: 25 attitude questions, 10 value items, 10 parental relations questions, and 10 personal behavior questions. Finally, there were 20 sentence completions for the "I am..." (Kuhn and McPartland 1954) test. In addition, there were 20 biographical questions at the end of the survey. (See Appendix A). Upon completion, subjects were given a debriefing sheet and any questions were answered by the experimenter at that time.

## Results

### Patriotism

The patriotism measures were analyzed for reliability, and then correlated with collectivism and individualism. Also, chi-square tests were conducted on the biographical patriotic questions.

**Reliability.** Reliability analysis conducted on the patriotism measure indicated that the scale was internally consistent. The alpha for patriotism was .91. After deleting four of the patriotism items that were related to individualism (freedom, achievement, self-determination, independence), the alphas were .90.

**Validity.** One way to assess the validity of the scale is to see if it correlates with biographical questions. The biographical questions that related to patriotism were analyzed by the chi square test. The following results were found.

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The patriotism scale was significantly correlated with the number of positive responses about the country (.26). There was a slight negative correlation with the negative responses toward the country (-.12). Also, the extent to which a person perceived him/herself to be liberal correlated significantly  $-.43$  ( $p < .01$ ) with patriotism. Specifically, this perception was measured by one question on the survey which asked the subject to rate the self on a five point scale according to how liberal he/she believed the self to be.

### Collectivism

The collectivism scores were standardized within each subject using Z-scores, to eliminate checking style such as response sets. When the correlation between individualism and collectivism was corrected for attenuation, the high negative correlation indicated that the constructs were not independent of one another. All individualism items were recoded to represent collectivism measures. Therefore, we now had one variable--collectivism. This measure was analyzed for reliability. The correlation between each subscale and the total were also analyzed.

Reliability. The collectivism measures yielded an alpha of .72.

Correlations. The "I am" measures had an interrater agreement of 95%. The measures correlated with patriotism -.08, and collectivism -.02. The mean was 14% S (social), and the standard deviation was 15.38. These results are similar to other studies in which the "I am" method was utilized within cultures. The other subscales that measured collectivism were analyzed separately and were found to relate almost equally to the overall collectivism score. The correlations between these scales and the overall collectivism measure ranged from .26 to .56. All were significant ( $p < .05$ ).

### Relation of patriotism and collectivism

Correlations. The patriotism-collectivism correlation was .33 ( $p < .01$ ).

Anova. A one-way analysis of variance was conducted. Those who scored in the lower one-third of the collectivism range, averaged 5.88, i.e. they were significantly lower in patriotism than those on the upper one-third, averaged 6.84 on that variable ( $p < .008$ ).

### Discussion

Consistent with the proposed hypothesis, the correlation between collectivism and patriotism was .33 and significant ( $p < .01$ ). The patriotism scale had extremely high internal consistency. However, the validity of the scale should be investigated further. For example, different samples should be tested such as middle aged and senior citizens. Also, the scale needs to be tested cross-culturally.

Most of the collectivism subscales correlated well with the overall collectivism measure. However, the "I am" measure showed no relation to the rest of the collectivism measures. It had a slight negative correlation with patriotism.

The biographical information provided some interesting results. For example, the top biographical predictor of patriotism was "attending fireworks celebrations on Independence Day". This behavior may be attributed to parental influences on patriotism, e.g., taking the children to such celebrations. This event may also impress children and be remembered and thus becomes the basis for patriotic predispositions. It is also interesting to note that a father's or a grandfather's military experience did not predict patriotism. Perhaps for college students, the opinions of friends are more important than those of their parents'. Possibly, participation in the military does not increase patriotism, and therefore additional patriotism levels are not communicated to the children of those in the military. Also, it is rather surprising to note that parent's level of education and income, and travel experience did not predict high scores on



patriotism. That patriotic people tended to have more conservative friends, and individualists tended to have more liberal friends was expected.

The results of this study showed that patriotism, as measured by our scale, is related to collectivism. This relationship may even be higher in other countries. Since the U.S. is very high in individualism (Hofstede, 1980) (e.g., freedom, independence), this may attenuate the relationship.

The present study provides empirical evidence that patriotism is related to collectivism. This further increases our understanding of both concepts. Also, we now have a scale that measures patriotism. Future research may focus on cross-cultural studies of patriotism and its relationship to collectivism and individualism. More work needs to be done in studying patriotism's influence on values, attitudes, and the self-concept. Such a study can test the extent of influence which patriotism exerts on these concepts.

Furthermore, after talking with some people from collectivist cultures, it seems that the effect of a rural versus urban environment may play a role in patriotic predispositions. In certain countries, it seems that inhabitants of the city are more patriotic than those who live in the countryside. If indeed this proves to be the case, numerous reasons may be identified. The city includes more "modern" people (Inkeles and Smith, 1974) who usually are more interested in national affairs. Further research may compare rural versus urban samples on the patriotism scale.

Although this study is an important first step in connecting patriotism with other variables, there is much that needs to be done before the concept of patriotism is thoroughly understood.

It seems that patriotism can be considered as one aspect of collectivism. Collectivism is a very broad construct, whereas patriotism is narrow, focusing on only one collective--the country. For that reason the internal consistency of the patriotism scale is high while the collectivism scale had relatively low internal consistency. This study suggests that an optimal technique to study collectivism is to measure attitudes toward each collective.

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TABLE 1

Items taken from Patriotism Nationalism Questionnaire(1989)

1. I love my country.
2. I am proud to be an American.
3. In a sense, I am emotionally attached to my country and emotionally affected by its actions.
4. Although at times, I may not agree with the government, my commitment to the U.S. always remains strong.
5. I feel a great pride in that land that is our America.

TABLE 2

Biographical questions and their relationship to patriotism

	df	N	$\chi^2$	sign. f.
1. Did your father ever serve in the military?	—	—	—	—
2. Did your father ever fight in a war?	—	—	—	—
3. Do you ever go see fireworks on the Fourth of July?	2	98	9.73	$p < .02$
4. Did your grandfather (or any close relatives) serve in the military?	—	—	—	—
5. Did you ever have a teacher who expected the class to say the pledge of allegiance?	—	—	—	—
6. What is your mother's level of education?	—	—	—	—
7. What is your father's level of education?	2	98	6.7	$p < .03$
8. How would you classify your friends on the majority of political issues?	—	—	—	—
9. Family Income?	—	—	—	—
10. Have you traveled to other countries?	—	—	—	—

APPENDIX A

PATRIOTISM SURVEY (LONG FORM)

Please circle the number which corresponds to your personal level of agreement for the statements below. 1 means strongly disagree and 9 means strongly agree, with 5 being neutral towards the statement.

1. America offers a higher standard of living than any other country.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

2. I would rather be an American with a low income than a member of another country with a high income.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

3. Being an American increases my chance of living a healthy life.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

4. I would rather live in America, even though other countries may have less crime.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

5. When people emigrate from countries such as Britain, France, and Germany, the first country they wish to go to is the United States.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

6. America may not be perfect, but the American way has brought us as close as human beings can get to a perfect society.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

7. Most Americans are competent and hard-working.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9



8. Other nations may be like the United States, but in some important ways we are happily and proudly different.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

9. Other nations have good folk heroes, but none are as courageous as American heroes.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

10. Other nations may say they are democracies, but there is not a better democracy than the United States.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

11. America will always be associated with liberty.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

12. America will always enable its citizens to be self-determined.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

13. No other country allows its citizens to be more independent than the United States.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

14. American citizens exhibit great integrity.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

15. When I hear the national anthem, I feel a sense of devotion towards my country.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

16. I feel proud of the work done by the founding fathers when they constructed the framework of the United States government.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

17. I feel it is treasonous to burn the American flag.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

18. I have faith that Americans will continue to contribute to the advancement of mankind.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

19. I feel it is important for children to be exposed to the pledge of allegiance.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

20. Other nations have great traditions, but no nation can beat the USA in its tradition.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

21. George Patton (an American general who in 1944 led the allies from the Atlantic through Czechoslovakia) was a great military leader, but other nation's military leaders have been greater.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

22. I can reach my personal goals better, by being an American than by being a citizen of any other country.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

23. The United States government hinders my pursuit of personal goals.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

24. Other countries may have had great folk heroes, but none are as great as Abraham Lincoln.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

25. American-made products may be very good, but other countries make finer quality merchandise.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

26. Other countries may celebrate their national holidays, but no other country celebrates like Americans on Independence Day.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

27. American citizens may be knowledgeable on political issues, but citizens from other countries are more knowledgeable on their political issues.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

28. Other countries may have beautiful landscapes, but none are as good as the United States.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

29. I am proud to be called an American.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

30. The architecture of America's buildings is very pleasing to the eye, but the architecture of other countries is more pleasing to the eye.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

31. The flag of the United States is beautiful, but flags of other countries are more beautiful.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

32. Although other countries consider themselves to be independent, the United States is the most independent nation.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

33. The International Court, in the Netherlands, has found the United States guilty of planting mines in the harbors of Nicaragua. I believe the United States was justified in planting those mines.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

34. Other nations are more unified (have a common purpose) than the United States.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

35. I believe the political influence is distributed fairly in the United States.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

36. I feel the founding fathers of the United States would be displeased about the overall condition of the country today.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

37. Allegiance to my country is the most important of my loyalties.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

38. I do not believe my personal goals are intimately connected with the goals of my nation.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

39. I feel I share a common bond with every American citizen.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

SELF CONCEPT

In the spaces below please complete the 20 sentences. Answer the question: Who am I? as if you are giving the answers to yourself, not to someone else. Write your answers in the order they occur to you. Do not worry about importance of logic. Go fairly fast.

1. I am
2. I am
3. I am
4. I am
5. I am
6. I am
7. I am
8. I am
9. I am
10. I am
11. I am
12. I am
13. I am
14. I am
15. I am
16. I am
17. I am
18. I am
19. I am
20. I am

Please circle the number which corresponds to your personal level of agreement for the statements below. 1 means strongly disagree and 9 means strongly agree, with 5 being neutral.

1-----5-----9  
 strongly disagree                      neutral                      strongly agree

1. Other nations have good folk heros, but none are as courageous as American heros.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

2. I would help within my means if a relative told me that s(he) is in financial difficulties.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

3. America will always enable its citizens to be self-determined.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

4. When faced with a difficult personal problem it is better to decide what to do yourself, rather than follow the advice of others.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

5. I like to live close to my good friends.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

6. When I hear the national anthem, I feel a sense of devotion towards my country.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

7. It does not matter to me how my country is viewed in the eyes of other nations.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

**strongly 1-----5-----9 strongly**  
**disagree** **agree**

8. One of the pleasures of life is to relate interdependently with others.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

9. Other nations have great traditions, but no nation can beat the USA in its tradition.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

10. What happens to me is my own doing.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

11. I love my country.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

12. What I look for in a job is a friendly group of coworkers.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

13. I would rather struggle through a personal problem by myself than discuss it with my friends.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

14. I would rather live in America, even though other countries may have less crime.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

15. To go on a trip with friends makes one less mobile; so there is less fun.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

**strongly 1-----5-----9 strongly**  
**disagree** **agree**

16. Teenagers should listen to their parent's advice concerning dating.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

17. America will always be associated with liberty.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

18. If I had a car I would not let my parents use it, even if they were good drivers.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

19. Young people should ask for advice from their parents when they make education/career decisions.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

20. American citizens exhibit great integrity.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

21. I would not let my needy mother use the money that I have saved by subjecting myself to financial sacrifices.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

22. I am proud to be an American.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

23. Each family has its own unique problems; therefore it does not help to tell relatives about one's problems.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

24. I am often influenced by the moods of my neighbors.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9



**strongly 1-----5-----9 strongly**  
**disagree** **agree**

25. I feel it is important for children to be exposed to the pledge of allegiance.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

26. Whether one is extravagant or stingy does not concern one's uncles and cousins.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

27. I have faith that Americans will continue to contribute to the advancement of mankind.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

28. In a sense, I am emotionally attached to my country and emotionally affected by its actions.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

29. My neighbors tell me interesting stories about events that happened to them.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

30. Being an American increases my chance of living a healthy life.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

31. Although other countries consider themselves to be independent, the United States is the most independent nation.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

32. I have never chatted with my neighbors about the political future of this state.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

**strongly 1-----5-----9 strongly**  
**disagree** **agree**

33. I feel a great pride in the land that is our America.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

34. I can reach my personal goals better by being an American than by being a citizen of any other country.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

35. I enjoy meeting and talking with my neighbors every day.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

36. Although at times I may not agree with the government, my commitment to the U.S. always remains strong.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

37. Aging parents should live at home with their children.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

38. The most important thing in my life is to make myself happy.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

39. When faced with a difficult personal problem, one should consult widely one's friends and relatives.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

40. One should live as independently of others as possible.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

41. One of the pleasures of life is belonging to a large group of people.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

strongly 1-----5-----strongly  
disagree agree

42. I tend to do my own things, and most people in my family do the same.

1 - 2 - 3 - 4 - 5 6 - 7 - 8 - 9

43. The motto "sharing is both blessing and calamity" still applies, even if one's friend is clumsy, dumb, and causes a lot of trouble.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

44. It is a personal matter whether I worship money or not. Therefore, it is not necessary for my friends to give me any counsel.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

45. I would help if a colleague at work told me she needed money to pay some bills.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

In the section below you are to ask yourself: "What values are important to ME, as guiding principles in MY life, and what values are less important to me?"

Use a zero to indicate that the value is not at all important to you. Use a 1 to indicate that the value is slightly important, and 2 to 6 to indicate the more and more important values. If you want to reject a value, use a -1. Finally, use a 7 to indicate the ONE value that is of supreme importance to you.

Please read all the values first, and decide (a) if you want to reject a value, by giving it a -1, and (b) which of the values is of supreme importance, and should get a 7. After giving a 7 to one value, rate the remaining values. Try to spread the numbers, so you do not give the same number to more than two values.

Place your ratings in the space just before the values.

37. \_\_\_\_\_ NATIONAL SECURITY (protection of my nation from enemies)

- 38. \_\_\_\_\_ AN EXCITING LIFE (stimulating experiences)
- 39. \_\_\_\_\_ FAMILY SECURITY (safety for loved ones)
- 40. \_\_\_\_\_ FREEDOM (my own freedom of action and thought)
- 41. \_\_\_\_\_ HONORING PARENTS AND ELDERS (showing respect)
- 42. \_\_\_\_\_ A VARIED LIFE (enjoyment of variety)
- 43. \_\_\_\_\_ BEING OBEDIENT (dutiful, meeting obligations)
- 44. \_\_\_\_\_ CHOOSING OWN GOALS (self-direction)
- 45. \_\_\_\_\_ SELF-DISCIPLINED (self-restraint, resistance to temptation)
- 46. \_\_\_\_\_ INDEPENDENT (doing my own thing)

**Now please answer the following statements to indicate if the statement describes well your relationship with your parents. If you think that the statement describes your relationship extremely well circle 9; if you think that the statement does not describe your relationship at all, i.e. is entirely false, give it a 1. Use the intermediate numbers to describe intermediate degrees of accuracy of description of your relationship. Please work fast and accurately.**

- 47. I do not sacrifice my self-interest for my parents.  
 FALSE 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 TRUE
- 48. I do not think it is necessary to act as my parents prefer me to act.  
 FALSE 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 TRUE
- 49. I stick to my parents, even when I strongly disagree with them.  
 FALSE 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 TRUE
- 50. I maintain harmony with my parents.  
 FALSE 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 TRUE

51. I do not change my opinions in conformity to the opinions of my parents.  
 FALSE 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 TRUE
52. I do not support my parents when they are wrong.  
 FALSE 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 TRUE
53. Even if I am dissatisfied with my parents, I do not break the relationship.  
 FALSE 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 TRUE
54. I respect the decisions taken by my parents, and do what they decided.  
 FALSE 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 TRUE
55. When I disagree with my parents, I tell them so.  
 FALSE 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 TRUE
56. I try to avoid disagreements with my parents.  
 FALSE 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 TRUE

Please circle one letter for each question corresponding to the answer you agree with most:

57. a. The trouble with democracy is that it too often represent the will of the people.  
 b. The trouble with democracy is that it too seldom represents the will of the people.
58. a. Children should be taught to obey what is right even though they may not always feel like it.  
 b. Children should be encouraged to express themselves even though parents may not always like it.
59. a. Human beings are basically good.  
 b. Human beings are basically evil.
60. a. Life sometimes smells bad.  
 b. Life sometimes leaves a bad taste in the mouth.

61. Circle the number that corresponds to your position on the following scale:

1. Extremely conservative
2. Moderately conservative
3. Slightly conservative
4. Neither liberal or conservative
5. Slightly liberal
6. Moderately liberal
7. Extremely liberal

Now, we want you to indicate if you are the kind of person who behaves in certain kinds of ways.

Are you the kind of person who is likely to

62. ask your old parents to live with you?

FALSE 1 2 3 4 5 6 7 8 9 TRUE

63. stay with friends, rather than in a hotel, when you go to another town?

FALSE 1 2 3 4 5 6 7 8 9 TRUE

64. place your parents in an old people's home or nursing home?

FALSE 1 2 3 4 5 6 7 8 9 TRUE

65. prefer to stay in a hotel rather than with distant friends when visiting another town?

FALSE 1 2 3 4 5 6 7 8 9 TRUE

66. call on a friend, socially, without giving prior warning?

FALSE 1 2 3 4 5 6 7 8 9 TRUE

67. call friends every time before visiting them?

FALSE 1 2 3 4 5 6 7 8 9 TRUE

68. take time off from work to visit an ailing friend?

FALSE 1 2 3 4 5 6 7 8 9 TRUE

69. consult with your friends before buying an expensive item?

FALSE 1 2 3 4 5 6 7 8 9 TRUE

70. prefer going to a cocktail party, rather than going to dinner with two of your close friends?

FALSE 1 2 3 4 5 6 7 8 9 TRUE

71. spend money (e.g. send flowers) rather than take the time to visit an ailing friend?

FALSE 1 2 3 4 5 6 7 8 9 TRUE

Please list all the positive things you can think of about the United States. Then, list all the negative things you can think of about the United States.

POSITIVE

NEGATIVE

1.

1.

2.

2.

3.

3.

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19.

19.

20.

20.

\_\_\_\_\_





PATRIOTISM AND COLLECTIVISM 49

17. If a genie came down and offered you a choice of being the most intelligent person in the world or the most beautiful person in the world, which would you choose?

BEAUTIFUL      INTELLIGENT

18. The average family income in the United States is \$16,000. Approximately, how does your family income compare to this figure?

VERY MUCH ABOVE

SLIGHTLY ABOVE

PRETTY MUCH EQUAL

SLIGHTLY BELOW

VERY MUCH BELOW

19. Have you traveled to other countries?      EXTENSIVELY

ONCE OR TWICE

NEVER

20. Are you more influenced by your friends or your parents?

FRIENDS      PARENTS