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LEADERSHIP TRAINING AND SUMMER ENRICHMENT PROGRAM

THE LISLE FELLOWSHIP, INC.

San Francisco, California Bay Area

1967

Department of State
AGENCY FOR INTERNATIONAL DEVELOPMENT
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Introduction

The Lisle Fellowship approach to international human relations by means of cross-cultural encounters and experiences began in 1932 when the first group of international students assembled for a summer program at the village of Lisle in the state of New York. This use of the original seminar gives the program its name. In 1946 the Lisle Fellowship was incorporated as an independent non-profit membership association for educational purposes.

The summer programs in the United States consist of the assemblage at different locations of relatively small groups of foreign students from various nations so that a considerable diversity of cultural background is always present. A few American students are usually added to this nationalistic mix and the members of the group live and work together for about six weeks. After a week of orientation on the goals of the program, getting acquainted and settling down into a pattern of intercultural group living, the students are split up into teams of about four members each. These teams go out from the group center to assigned community agencies and institutions in the geographic area and work with these "sponsoring" organizations. After a few days (usually four days), the teams reassemble at the group center to exchange information and experiences in free, uninhibited seminar sessions employing some of the basic techniques of group dynamics. Following this period of psychological interchange, the teams again disperse from the center to live and work with people in still other community organizations or activities for another four day period after which they return to the center for another group seminar where new ideas and experiences are again interchanged. The process continues throughout the time period of the program which ends with a final overall seminar and self-evaluation session.

The San Francisco Bay Area Program

In 1967 the Agency for International Development of the Department of State contracted with Lisle Fellowship, Incorporated to operate one of their programs for a group of unsponsored, i.e., non-government sponsored foreign students. This was in the nature of an experiment to see whether or not the kind of program Lisle offered would be suitable for regular A.I.D. foreign participants. The area chosen was that around San Francisco Bay and the group center was located at the Holy Redeemer College, 8555 Golf Links Road, Oakland, California. Dormitories, class rooms, and kitchen and dining room facilities were available at this small college which was centrally located with respect to the various community and civic agencies or organizations with which the students would work. The program began July 7 and ended August 16, 1967.

Although it was expected that 30 foreign students and perhaps 10 Americans would constitute the group, in fact only ten foreign students enrolled and one of these had to leave after only a few days.

We are concerned, here, therefore only with the 9 foreign students who stayed in the program from beginning to end.

Evaluation

Personal Characteristics

The group consisted of nationals from 8 foreign countries each represented by a single individual except for Ceylon which had 2, a male and a female. Altogether, there were 5 males and 4 females. Ages ranged from 22 to 31 years with 26 as the group average. Length of time in the United States varied from a minimum of 2 months to a maximum of 67, the group average being a fraction more than 26 months. Only two of the group had been in any foreign country other than the U.S. for a month or longer although two people did not answer this question. No two of the students had the same academic major subject and the types of job they expected to work at when they returned home were closely related to their academic training. Details are summarized in Table 1.

Table 1. Personal Characteristics

<u>Country</u>	<u>Sex</u>	<u>Age</u>	<u>Months in U.S.</u>	<u>Experience in Foreign Countries</u>	<u>Major Subject</u>	<u>Type of Job Expected At Home</u>
Ceylon	Male	31	36	None	Linguistics	Private work
	Female	30	24	None	History International Relations	Teaching
Ghana	Male	28	67	None	Biology	Foreign Service
Guyana	Male	24	33	None	Education	Technician
Korea	Female	25	10	None	Engineering	Teaching
Nigeria	Male	24	2	1	Social Science	Engineer
Philippines	Female	25	No answer	N.A.	Business	Social Work
Sierra Leone	Male	24	24	2	Administration	Don't know
Taiwan	Female	22	14	N.A.	Sculpture	Sculptures

Previous Experience

When asked whether they had ever gone through a program similar to that of Lisle, 4 members of the group said "yes," 4 said "no," and 1 did not answer. Of the four who said they had previously had experience they thought might be similar to the Lisle Fellowship, one mentioned a "YWCA leadership program for the country enlightenment movement" in Korea, one said he had attended a "Methodist seminar in Washington, D. C. in 1966," another referred to a University of Pittsburgh, Pa., 1966 summer "nation building" Eastern Regional Council for International Education and the Nigerian spoke of a Youth Fellowship group in his own country.

Only 2 of the students said they had never worked as volunteers in any civic, social service, community group or analogous organization. Each of the remaining 7 who had served as volunteers cited a different type of organization. There was no overlap, the diversity being 100 percent. These organizations were the Red Cross Society, the Ananda College Buddhist Association in Ceylon, the YWCA Country Enlightenment Program in Korea, the Independence Committee of the Daru Social Club, the Youth Group of the Social Welfare program in rural development areas, the University of Ceylon Social Service Society and the Youth Fellowship in Nigeria.

Six of the 9 foreign members of the Lisle group at the Holy Redeemer College center in Oakland, California, said they did not know how volunteer or local community action groups worked in the United States. Among the remaining three, there was one mention each of the University of Pittsburgh summer project, a "church group" and the "Youth Fellowship, the Literary and Debating Society, and American Hopeful Association.

What is surprising, however, is that one-third of this small parcel of foreign students did feel they knew something about how local community action groups worked in the United States. Moreover, most of them had served as volunteers in such organizations either in their home countries or the U.S. and about half had previously participated in programs they judged analogous to the Lisle system.

Impact of the Program

The chief method for evaluating this small program was to obtain a series of measures which might reflect changes in attitudes, opinions, self-appraisals and other effects which could be reasonably attributed to the six-week experience. To this end, a questionnaire was administered to the students on the first day when all had assembled at the center but before any formal orientation or indoctrination had taken place. This questionnaire contained a number of instruments or devices which were experimental in nature. This means that they had not been rigorously tested for validity, they had not been built upon any scaling methods except in a very loose way and they had not been tested for internal consistency or "reliability" in the statistical sense of that word. The principle of most of them, however, had been used before in various forms by different investigators and they were felt, subjectively and without rigorous proof, to be as good as could be devised in the short time period the evaluators were given for preparation.

After the Lisle program ended but while the students were still at the center, a second questionnaire was administered. This contained the same instruments but in a somewhat different order of presentation. The differences in the individual and group responses to the "before program" and "after program" questions are regarded in this report as indicators of the program effect or impact.

There are two aspects of this effect. One is substantive, referring to what the students actually learned in the way of objective facts and information which they did not know before they embarked on the program. The other is psychological. It has to do with changes in attitudes, opinions, beliefs, self-appraisals and the like. It is not possible with these data to make a clear separation between the two aspects. There is not only overlap between the two aspects but the main thrust of this evaluation was toward the detection of psychological change.

If the reader will keep this disclaimer in mind, it is possible to group the findings under these rather hazy distinctions.

Substantive

In the San Francisco Bay Area there were 23 local community organizations which had agreed to cooperate with the Lisle student teams to which reference has been made in the short description of the Lisle program at the beginning of this report. The small number of students who finally enrolled in the program, however, resulted in the use of only seven of these facilities which are listed later in the discussion. At the beginning of the program, the students were asked to indicate how familiar they were with the work of each of these organizations by using the following numerical scale:

1. Completely unfamiliar, never heard of before
3. Unfamiliar but have heard of
5. Familiar, know a little of its purpose and work
7. Completely familiar, know all about its purpose and work

Thus, the lower the numerical rating, the less familiar were the students with the organization. At the conclusion of the program, the students were asked to use the same rating scale on the same organizations. The difference between the "before" and "after" ratings is a measure of the students' own appraisal of the change which took place in their familiarity with the organizations from the beginning to the end of the Lisle program.

Table 2.

<u>Community Organization</u>	<u>Scale Numbers</u>							
	<u>Before</u>				<u>After</u>			
	<u>1</u>	<u>3</u>	<u>5</u>	<u>7</u>	<u>1</u>	<u>3</u>	<u>5</u>	<u>7</u>
East Oakland Community Center	9	-	-	-	1	2	5	1
Hidden Villa Camp	9	-	-	-	2	1	-	6
Napa State Mental Hospital	8	-	1	-	1	1	2	5
West Oakland Protestant Parish Association	9	-	-	-	4	-	3	2
Jones Methodist Church	8	1	-	-	1	-	3	5
Negro Community Center, San Francisco	7	2	-	-	3	2	2	2
Chinese Community Center (Cameron House, San Francisco)	7	1	1	-	-	3	2	4

As a glance at Table 2 will show, the program had a pronounced effect in familiarizing the students with the seven local organizations used. Previous to the program 3 of the organizations were completely unknown to all nine of the students, two were unknown to eight of the group and two were unfamiliar to seven of the nine students. None of them were rated 7 (complete familiarity) on the scale. In contrast, at the conclusion of the program, all organizations had some rating of 7, the Hidden Villa Camp showing the most change with six students giving it this high rating. Napa State Mental Hospital and the Jones Methodist Church each had five students assigning them the high 7 scale position.

The average group rating for the seven organizations taken as a whole was 1.25 before the program and 4.96 after its conclusion. Thus the degree of familiarity with the group of organizations which the students said they possessed rose from little or none at the outset of the program to just about one scale position less than complete when the program ended. This is a quite successful outcome.

Confidence in Certain Abilities

A list of 17 abilities or skills having to do with leadership capability was drawn up. The students were asked to judge their own capability for each item according to their best self-appraisal on a 5-point scale. On this scale the number 1 meant extreme confidence and complete sureness of ability while 5 expressed no confidence and no feeling of ability.

The students judged their ability by means of this scale on each of the 17 items before the Lisle program began and again after it was finished six weeks later.

Although average scale ratings are not of much value here because of the small number (9) cases, the three items on which the students, on the average, rated themselves as most able at the beginning of the program were:

- To be sympathetic to the problems of others
- To adapt to new situations
- To live with others of varied ethnic and cultural backgrounds

Those items whose average ratings showed the students felt least confident to perform were:

- To make others follow rules against their will
- To make people follow orders
- To resist the influence of others
- To tell people what to do

At the end of the program, the items with the highest average rating of self-confidence were:

- To live with others of varied ethnic and cultural backgrounds
- To work well with others
- To be sympathetic to the problems of others

Items with the lowest average rating of self-confidence were:

- To make others follow rules against their will
- To tell people what to do
- To make people follow orders

Thus, on the basis of average ratings there is hardly any difference between the before-program and after-program self-appraisals.

Another approach is to treat the 17 items as a test battery and accumulate the numerical scale values for each student on all 17 items. The best possible cumulative score for the battery would be 17 indicating very high confidence on all items while the worst score would be 85 showing no confidence on any of the seventeen items. These cumulative scores for each student are given on a before and after the program basis in Table 3.

The before scores ranged from 25 to 45 with the average for the group at 34.7, while the after program scores ran from 20 to 46 with 32.6 as the average. This small difference of approximately two points between the averages is not significant. Five of the nine students had better cumulative scores at the end than at the beginning of the program although the average shift was only 7.5 points. Four rated themselves as less confident with an average shift of 4.5 points. In only two cases was the difference significant. The Philippine student's cumulative after program score was 11 points farther toward the "less confident" end of the scale than was the before program. The student from Taiwan, however, had a cumulative after program score 19 points farther in the direction of "more confidence" than her before program self-appraisal.

Table 3

<u>Country of Student</u>	<u>Cumulative Rating Scores</u>	
	<u>Before Program</u>	<u>After Program</u>
Guyana	38	39
Ceylon - Male	36	35
- Female	44	46
Korea	41	35
Philippines	28	39
Taiwan	45	26
Sierra Leone	25	29
Ghana	31	25
Nigeria	25	20
Average	34.7	32.6

In the above table remember that the larger the numerical value of the cumulative score, the less is the degree of self-confidence.

The 17 items on which the students rated their degree of self-confidence and ability to perform are given in Table 4.

Table 4

"Most Important" Items

<u>Number voting for item BEFORE program</u>	<u>Ability to</u>	<u>Number voting for item AFTER program</u>
8	Communicate ideas	6
0	Tell people what to do	0
1	Understand new concepts	1
1	Adapt to new situations	1
1	Make people follow orders	0
1	Work well with others	1
4	Organize others	2
0	Lead others authoritatively	1
0	Live with others of varied ethnic and cultural backgrounds	0
0	Resist the influence of others	0
2	View problems in a broad sense	2
2	Subordinate self interest for group interest	5
3	Make decisions	5
0	Make others follow rules against their will	0
3	Understand others	0
0	Make friends	0
2	Be sympathetic to problems of others	2

After rating their ability on each of these 17 items, the students were asked to pick out three items from the list which they judged to be most important for effective leadership. The number of persons voting for an item before the program began and after it ended are given in Table 4. It will be seen that "ability to communicate ideas" was most often selected in both cases.

It seems evident from this analysis that the program produced little detectible effect on the group as a whole concerning their self-appraisal of their ability to perform the battery of listed functions. Cumulative scores corresponding to the scale positions are as follows:

<u>Cumulative score</u>	<u>Scale Position</u>	
17	1	Extremely confident
34	2	Highly confident
51	3	Confident, good general ability
68	4	Mildly confident
85	5	Not confident, no ability

Four of the students had cumulative scores less than 34 but more than 17 and thus fell between the "extremely confident" and "highly confident" positions while five rated themselves more than 34 but less than 51 or between "highly confident" and "confident" both before and after the program. As a group they started out with a relatively high self-appraisal of their abilities on the 17 items and this high appraisal remained relatively unchanged except for two individuals already noted.

Program Components

Twelve components of the Lisle program such as lectures, group discussions, etc., were listed in random order and presented to the students at the beginning and again at the end of the six weeks session. They were asked to indicate the degree of importance they attributed to each component in making such a program effective. For this purpose they used the rating scale reproduced on the next page to which has been added the corresponding cumulative scores for this nine-student group corresponding to the 1, 3, 5, 7 points on the scale. Note that the smaller the number the greater the importance attributed to any individual component.

<u>Cumulative Score</u>	<u>Rating Scale</u>	<u>Description of Scale Points</u>
9	1	Essential, indispensable
27	3	Very important
45	5	Important but not essential
63	7	Not important

Table 5 lists the twelve components in approximate order of their importance as judged before the students had any experiences with the program and according to the cumulative group scores for each component. The column on the right of the Table gives the corresponding cumulative group scores assigned to each component after the program ended.

Table 5

<u>Program Components</u>	<u>Cumulative Scores</u>	
	<u>Before</u>	<u>After</u>
Intercultural group living	13	15
Community service participation	17	21
Individual evaluations	17	21
Informal discussion and inter- change of ideas	19	15
Group discussions on world affairs and events	19	21
Group social activities	19	25
Committee meetings	21	27
Group evaluations	23	15
Individual free time	31	23
Sightseeing	33	37
Lectures	37	31
Group free time	41	27

In looking at Table 5 remember that the scores are inverse, that is, the higher the number the lower the judged importance of the component. Scores of 27 or less mean that a component was rated somewhere between "very important" and "essential, indispensable." Higher than 27 but less than 45 scores mean between "very important" and "important but not essential."

Before the program started, eight components were judged by the group to be in the "very important" to "essential" area. These same components retained this classification in the "after program ended" rating and two others were added; namely, individual free time and group free time.

"Intercultural group living" was given the highest rating both before and after the program experience. "Sightseeing" was rated relatively low in the "before program" ratings and the "after program" scores placed it as the least important of the twelve components. The largest changes involved "group evaluations," "individual free time" and "group free time" all of which were rated in the after-program judgments as more important than they had been in the before-program scores.

In summation, then, one could say that "intercultural group living," "informal discussion and interchange of ideas" and both individual and group "free time" lead the list in the group's judgment while "sightseeing" is at the tail end.

Attitudinal Measures

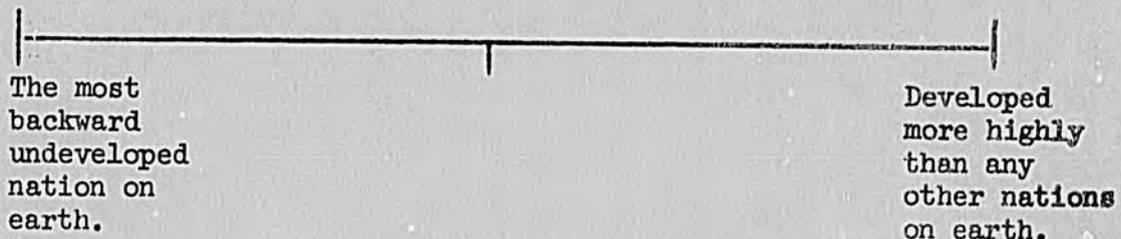
The main effort of this evaluation was directed toward the detection and possible measurement of attitudinal changes which might have taken place in this small group during the six week period and which might reasonably be ascribed to the impact of the program experience. The devices tried were experimental in the sense that although most of them have been used before on various types of foreign students in the U. S., none of them have been either validated or tested for internal reliability. They do, however, follow generally accepted procedure and may prove of interest.

Attitude toward home country

A series of seven scales were used. Each consisted of a horizontal line 128 millimeters in length. The mid-point of each line was indicated at 64 millimeters. At the left end of each such line an extremely negative unfavorable statement was made and at the right end an extremely positive, favorable statement appeared. No other clues or guides were given. Each student was asked to put a check mark somewhere along the line at the point which best expressed his feeling about his home country. His "score" was the distance in millimeters measured from the zero point of the extremely unfavorable, negative statement at the left end of the line. The lowest possible score, therefore, would be zero and the highest would be 128 although of course no one would be expected to take either of these extreme positions. The same scales were used before the program began and repeated six weeks later at its conclusion. The scales will not be repeated here but one for economic development will serve to illustrate the others.

2

Using the horizontal line below as a measuring rod or scale, place a mark on the line at that point which best indicates how you would rate your country's state of economic development as of now.



Although the differences in the "before" and "after" scores are small, most of them go in the same direction. The "before" program scores are slightly higher, reflecting more favorable attitudes than are the "after" program scores. Moreover, this group of students is not to be regarded as a sample but as a closed statistical universe where sampling errors of measurement do not apply. We are not generalizing from this group to any other group. All we are saying is that this is what happened in this particular assemblage of nine foreign students participating in a special program. In regard to economic development, civic development, civic development potential, and awareness of fellow citizens in regard to the needs of their local communities, the group attitudes toward their home countries were slightly less favorable and more pessimistic at the end of the program than at the beginning. There was no "before" and "after" change in attitudes toward the economic potential of the home country. Attitudes toward social development and understanding by home nationals of people in other countries were somewhat more optimistic after than before the program experience.

Table 6 summarizes the findings. The average is the arithmetical mean of the individual ratings. The median is that point on the scale which exactly divides the group in two equal parts, half the individual having scores below the point and half above it.

Table 6

	<u>Average Scores</u>		<u>Median Scores</u>	
	<u>Before</u>	<u>After</u>	<u>Before</u>	<u>After</u>
State of country's <u>economic</u> development	62	59	64	60
State of country's <u>civic</u> development	73	63	69	70
<u>Potential</u> for civic development	94	89	96	90
Awareness of needs of local communities	71	68	86	72
<u>Potential</u> for economic development	84	85	85	85
State of country's social development	54	66	69	70
Understanding of people in other countries	60	69	67	70

Stereotypes About the United States

"All of us have certain pre-conceived ideas about countries we have never visited. These ideas may come from books we have read, stories of people who have been there, magazines or moving pictures, news emphasized in the press and many other sources. The stereotyped ideas may or may not be true. The following questions refer to 'stereotypes,' as they are called, that you now may have or previously have had about the United States and Americans."

The above explanation was given to the Lisle students who were then presented with a list of 24 direct statements reflecting various stereotypical ideas about Americans. The students were asked to indicate for each statement whether they thought it was "true," "false," or whether they could not say because they had either never heard of the concept or did not have enough experience to make a true or false judgment. Examples of the statements were Americans are rich; American marriages are based on romantic love; and Americans are direct and blunt in their ways. The full list will not be given here because it is still experimental.

At the session just before the Lisle program began, the students were asked to indicate the viewpoint they had on each item before they came to the United States which in most cases was months before they enrolled in the Lisle program, and the viewpoint they had at the time the Lisle program began. Six weeks later, at the conclusion of the program, they were given the same list and asked to express their feeling about the truth or falsity of the stereotypes.

There were 9 students and 24 statements so there could be a total of 216 judgments of "true" or of "false" or of "not able to judge" or the 216 judgments can be distributed among all three of these categories.

In actual fact, for the situation "before coming to the U. S." there were 109 judgments of true, 28 false, and 77 not able to judge. On each of two items there was one "no answer."

This group of students had been in the United States an average of over two years. One had been here only two months but all the others had been in residence anywhere from 14 to 67 months before coming to the Lisle program. At this time, the "beginning of the Lisle program" for the same list of 24 stereotypes the nine students made 78 judgments of true, 73 false, and 63 not able to judge. On each of two items there was again one "no answer."

At the end of the Lisle program this exercise was repeated. There were 80 judgments of true, 74 false, and 59 not able to judge. On each of three items, there was one "no answer." In all three situations, "before U. S.," "before Lisle," and "after Lisle," one item was the same and the same student involved. The item was "Americans brag a lot" and this student for some reason refused to commit herself in any way in regard to this statement. Table 7 presents these data in tabular form in both raw numbers of judgments and percentages.

So far as this battery of 24 stereotypical items is concerned, it is evident the big change took place after leaving the home country and before arriving at the Lisle program. In the "before coming to the U. S." situation, 51 percent of the judgments were that the statements were true but this fell to 36 percent at the time of beginning the Lisle program and was 38 percent at the end. "Before coming to the U. S.," only 13 percent of the judgments were that the stereotypes were false but this rose to 34 percent just before Lisle and was 35 percent after the program ended. Again, in the "before coming to the U. S." situation, 36 percent of the reactions were in the "not able to judge" category, 30 percent of those "before Lisle" and 27 percent of those "after Lisle" were also in this category.

Number and percentage of the total judgments of TRUE, FALSE, and NOT ABLE TO JUDGE made by the 9 students on the 24-item battery of stereotypes.

Table 7

Situation in Relation to which the judgments were made	Number Judged			No Answer	Total
	True	False	Not Able to Judge		
Before coming to U. S.	109	28	77	2	216
At the Lisle beginning	78	73	63	2	216
At end of Lisle program	80	74	59	3	216

Before coming to U. S.	51%	13%	36%	These cases eliminated from percentage base	100%
At the Lisle beginning	36%	34%	30%		100%
At end of Lisle program	38%	35%	27%		100%

The shifts in attitudes toward the stereotypes were so small from the beginning to end of the Lisle program that they can be ignored. There are several possible conclusions:

- (1) The Lisle program in the San Francisco Bay Area had little or no effect in changing attitudes of the 9-student group toward the list of stereotypes represented by the 24-item battery.
- (2) If shifts of attitudes did take place, the instrument was not sensitive enough to detect the shifts.
- (3) The instrument was, in fact, capable of measuring attitudinal changes and did so. These changes took place after the students came to the United States and the new attitudes or beliefs about the stereotypes then hardened and there was nothing in this brief 6-week Lisle experience that had sufficient impact to produce significant amounts of further change.

The latter alternative (3) seems most in accord with the findings.

General Attitude Toward the World

A series of five agree-disagree general statements were submitted to the students before the program began and at its end. The exercise was preceded by the following instruction:

Here are five statements which you sometimes hear people make. Each statement tends to reflect a general feeling and attitude; it is not intended to be taken as completely or literally true. In your own feelings about the world in which you live and work, how much do you agree with the import of the statement? If the statement tends to reflect your feelings, place a check in front of agree. If the statement is one which does not reflect your feelings, place a check in front of disagree. This is not a "test" of anything so there are no right or wrong answers. Just check your best estimate of the way the statement agrees with your own feelings.

The statements and the number of students agreeing or disagreeing with each statement before and after the program are given below.

- (a) There's little use writing to public officials because often they aren't really interested in the problems of the average man.

	<u>Agree</u>	<u>Disagree</u>
Before program	2	7
After program	3	6

- (b) Nowadays a person has to live pretty much for today and let tomorrow take care of itself.

	<u>Agree</u>	<u>Disagree</u>
Before program	2	7
After program	2	7

- (c) In spite of what some people say, the lot of the average man is getting worse, not better.

	<u>Agree</u>	<u>Disagree</u>
Before program	4	5
After program	5	4

- (d) It's hardly fair to bring children into the world with the way things look for the future.

	<u>Agree</u>	<u>Disagree</u>
Before program	1	8
After program	1	8

- (e) These days a person doesn't really know whom he can count on.

	<u>Agree</u>	<u>Disagree</u>
Before program	3	6
After program	4	5

As is evident from the nature of the statements, agreement tends to indicate a generally pessimistic, passive, fatalistic attitude whereas disagreement argues the reverse. Since there are 9 students and 5 items, the highest score for any one item would be either 9 agreements or disagreements and for the whole list 45 agreements or 45 disagreements.

On all items taken together, there were 12 agreements and 33 disagreements in the "before program" situation while in the "after program" exercise the group changed to 15 agreements and 30 disagreements. Thus, the group as a whole was generally optimistic and activist in their outlook. "The before" to "after" program change was slight and although it was in the direction of more pessimism it is too small to be significant for the group.

There were, however, individual changes on certain items. These changes were confined to statements a, c, and e, there being no difference in the "before" and "after" responses to b and d.

Of the total of 5 changes in the "before" and "after" responses, 4 were from disagree to agree and one from agree to disagree. Thus, 4 of the 5 changes were in the direction of greater pessimism, a more gloomy outlook. Three students were involved. One from Africa changed from disagree to agree on both items a and c; one from South Asia changed from disagree to agree on item c; and one from the Far East changed from disagree to agree on item e but from agree to disagree on item c.

Although the number of students was too small to give a real trial of this measuring device, it does look promising as an indicator of general attitudinal outlook and deserves further testing.

Contrasting Statements

In a further attempt to obtain information about the attitudes of the students toward the world and their relation to it, a second measuring device was tried. This consisted of a series of nine paired but contrasting statements. The students were asked to indicate which statement of each pair in which they most strongly believed. The nine pairs of statements are listed in Table 8 together with the number of students who elected each choice before and after the Lisle program.

It will be noted in each pair that one of the statements is positive and activist while the other is negative and passive. The former are indicated by a plus (+) mark and the later by a minus (-) sign in each pair.

Since there are 9 students and 9 choices there are a total of 81 possible responses by the group. When the student checked the list just before the program began there were 65 choices of positive statements and 16 among the negative items. At the end of the program, one student did not answer on item "h" so that score was 64 positive, 16 negative and 1 "no answer."

It will be noted that the group was strongly on the positive side with an activist rather than a passive outlook. Taking the 9 items as a battery, however, and the group of students as a unit, there seems to have been no "before" and "after" change that the instrument measured.

Individual students did shift their choices from positive to negative or vice-versa although in the group as a whole the totality of their shifts cancelled each other out. Thus, there were a total of 18 shifts from the "before" to the "after program" situation but 9 of these were shifts from positive to negative choices, 8 were from negative to positive and 1 from negative to "no answer."

On a student by student basis, those from Taiwan, Nigeria and the male Ceylonese made the most shifts. The one from Taiwan had 5 changes, 3 from positive to negative and 2 from negative to positive; the Nigerian had 4 shifts, 3 from positive to negative and 1 from negative to positive. These two, then, emerged from the program slightly more negative and passive in outlook than when they started. The male Ceylonese made 3 shifts, all from negative to positive and thus was more activist at the end than at the beginning of the program. The student by student details are given in Table 9.

Table 8

Here are a series of statements presented in pairs. Each pair contains commonly heard statements. This time we ask you to make a choice between the two statements. Place a check in the blank in front of that statement in each pair with which you are most in agreement in your own experience. Again, there are no right or wrong answers. All that is wanted is an estimate from your own experience of which of the two statements best represents your feelings.

	After		Before		I more strongly believe that:
	Lisle		Lisle		
	+	-	+	-	
a.	7		9		1. Even if the odds are against you, it's possible to come out on top by keeping at it.
		2		0	2. A person's future is largely a matter of what fate has in store for him.
b.		2		2	1. Nowadays people just don't realize what an important role luck plays in their lives.
	7		7		2. There is really no such thing as luck.
c.	6		6		1. The average citizen can have an influence on the way the government is run.
		3		3	2. This world is run by the few people in power, and there is not much the little guy can do about it.
d.		1		1	1. I have usually found that what is going to happen, will happen, no matter what I do.
	8		8		2. Trusting to fate has never turned out as well for me as making a definite decision.
e.	8		7		1. Becoming a success is a matter of hard work; luck has little or nothing to do with it.
		1		2	2. Getting a job depends mainly on being in the right place at the right time.
f.	8		7		1. I find that giving up personal pleasures so that I can get an education pays off in more achievements and higher status later.
		1		2	2. One should find happiness where he can because you never can tell what will happen tomorrow.

Table 8 (Continued)

	After Lisle		Before Lisle		I more strongly believe that:
	+	-	+	-	
g.	2		2		1. Many times I feel that I have little influence over the things that happen to me. 2. I do not believe that chance and luck are very important in my life.
	7		7		
h.	3		4		1. Local governments are just like other governments: power and influence go to those persons with the most property. 2. A few people who care about an issue, even if they are poor people, can determine how a government will act on that issue.
	5		5		
i.	8		9		1. I believe that every person has unique abilities and can be a person of influence and strength if he has an opportunity. 2. The world belongs to the strong and determined few who win power because they are truly superior beings.
	1		0		
	64	16	65	16	

Table 9

<u>Student Identification</u>	<u>No. of Shifts</u>	<u>"Before" to "After" Shifts</u>	
		<u>+ to -</u>	<u>- to +</u>
Taiwan	5	3	2
Nigeria	4	3	1
Ceylon (male)	3		3
Korea	2	1	1 to N.A.
Ceylon (female)	1	1	
Ghana	1	1	
Philippines	1		1
Sierra Leone	1	1	
Buyana	0		

In a further attempt to obtain information on the students' outlook, they were given a list of different elements in a society and asked to judge the importance of each in the development of a nation. For this purpose they were furnished with a four-point scale with intervals of very large role, moderate role, small role and no role.

Table 10 gives the numbers of students making these responses on each item both "before" and "after" the Lisle program.

Table 10

<u>Element in a Society</u>	<u>Very large role</u>		<u>Moderate role</u>		<u>Small role</u>		<u>No role</u>	
	<u>Before</u>	<u>After</u>	<u>Before</u>	<u>After</u>	<u>Before</u>	<u>After</u>	<u>Before</u>	<u>After</u>
National government	9	9	0	0	0	0	0	0
Individuals	6	7	3	2	0	0	0	0
Private industry	4	3	5	5	0	1	0	0
Independent citizens groups	3	2	4	6	2	1	0	0
Religious groups	3	2	3	4	3	2	0	1
International organizations	2	4	4	4	3	1	0	0
Other nations	1	3	3	2	5	4	0	0

All students assigned a "very large" role to national government both before and after the program. Other elements were judged as shown in Table 10 which indicates that the changes taking place in the group during the six-weeks program were small and rather random.

In another approach, the students were given a list of six elements or factors which might be involved in shaping a country's foreign policy and asked to use the same rating scale in judging the importance of each factor. Table 11 gives the number of students making each judgment for each factor "before" and "after" the program.

Table 11

Importance of Role	National Economy		Geographic Position		Self Determination		Nationalism		Military Strength		Religion	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
Very large	8	9	6	4	6	5	5	5	3	2	3	1
Moderate			1	3	3	2	4	3	1	2	1	1
Small	1		1	1		2		1	2	4	2	5
None			1	1					3	1	3	2

Except in the case of religion which ranked low along with military strength, the "before" to "after" program judgments showed very little difference.

In a final effort to see if the program had produced any marked change in general attitudinal outlook relating to group efforts such as the Lisle project, the students were given a list of 36 items in the form of statements. This was prefaced by the following instruction:

"The statements which are listed below represent a variety of opinions about different topics. Some people agree with the statements and others disagree. Almost everyone has some opinion about them. There is no right or wrong answer; the best answer is the one which most nearly represents the way you personally feel about the statements.

"For every statement, please indicate by the letter which most nearly represents your opinion according to the following code:

"Code

- A Strongly or always agree with the statement
- B Moderately or usually agree with the statement
- C It doesn't make any difference
- D Moderately or usually disagree with the statement
- E Strongly or always disagree with the statement"

The students performed this exercise both at the beginning and at the end of the Lisle program. In analyzing the results, this scale was collapsed into a three-point system where A and B together formed agreement with the statement, D and E together formed disagreement and C was termed indifferent.

Table 12 gives the number of students making judgments in any of these three categories for each item both before and after the program.

Table 12

<u>Item Statements</u>	Strongly or Moderately AGREE		INDIFFERENT		Strongly or Moderately DISAGREE	
	Before	After	Before	After	Before	After
	There is little point in having group discussions if there is no authority available to give his opinion.	3	3	1	0	5
A basic requirements of good international relations is the understanding that all nations and peoples, in the long run, are dependent upon each other.	7	9	0	0	2	0
Some one in a camp should assign members to the various jobs rather than expecting them to sign up voluntarily.	2	2	2	1	5	6
Persons who are highly trained and hold good academic positions should know what the group members should do.	5	2	2	0	2	7
Many times discussions are stimulating, but greater progress is usually made if there is a specialist who knows the answers present in the group.	5	2	2	1	2	6
No one should be asked to do tasks which are ordinarily done only by maids or servants.	2	1	0	0	7	8
With all the world upset as it is, it is very difficult for me to see how I can contribute to it.	2	2	0	0	7	7

Continued

Table 12 (Continued)

<u>Item Statements</u>	Strongly or Moderately AGREE		INDIFFERENT		Strongly or Moderately DISAGREE	
	Before	After	Before	After	Before	After
The best kind of welfare work occurs under the pattern where each group takes care of its own members.	8	6	0	0	1	3
Once a person has gotten a question settled for himself there is little point in reopening the issue in the future.	2	2	2	2	5	5
No matter how many authorities one consulted, no question should be considered finally closed. (2 N.A. "before")	4	7	1	1	2	1
Most group discussions are a sharing of ignorance. (1 N.A. "before")	2	0	0	0	6	9
One can hardly expect the members of the low-income, unemployed or minority groups in a community to make much contribution to its improvement.	3	1	0	1	6	7
No individual can be genuinely secure independently of others.	6	7	1	0	2	2
One learns most efficiently by listening to good authorities. (1 N.A. "after")	6	2	0	0	3	6
One danger of listening to authorities is that it is difficult to tell when they are speaking from knowledge and when from opinion.	4	8	1	0	4	1

Continued

Table 12 (Continued)

<u>Item Statements</u>	Strongly or Moderately AGREE		INDIFFERENT		Strongly or Moderately DISAGREE	
	Before	After	Before	After	Before	After
If at all possible financially, persons should be hired to take care of the cooking, washing dishes, laundry, etc., for a group.	2	2	1	2	6	5
What I do has no effect on other people in my community. (1 N.A. "before")	2	0	0	1	6	8
It is often relaxing to work with a small group on some task, like laundry, etc., after several hours in discussion meetings.	6	5	2	3	1	1
Sharing work is often an excellent opportunity to share ideas.	8	8	0	1	1	0
I feel pretty hopeless about anything I might do to contribute to world betterment.	2	1	0	0	7	8
One can hardly expect to learn much from uneducated persons.	1	1	0	0	8	8
When it comes right down to it, each of us has to look out for himself. (1 N.A. "before" 1 N.A. "after")	2	3	1	1	5	4
When disciplinary problems arise in a group it is usually necessary to abandon democratic procedures. (1 N.A. "before")	2	2	0	1	6	6

Table 12 (Continued)

Item Statements	Strongly or Moderately AGREE		INDIFFERENT		Strongly or Moderately DISAGREE	
	Before	After	Before	After	Before	After
When it is possible to use either an individual or a committee, the assignment should be made to an individual to insure efficiency. (1 N.A. "before" 1 N.A. "after")	1	3	1	0	6	5
In cases of disagreement among group members, the group leader should be the final judge or arbitrator.	5	5	0	0	4	4
Dissenting opinions should be regarded as a valuable contribution to the group's solution of a problem.	9	8	0	1	0	0
Practically, it is necessary to ignore the feelings of some members in a group in order to reach a group decision.	3	3	0	1	6	5
The real criterion for judging any technique of dealing with other people is how efficiently it will get the job done.	7	7	0	0	2	2
Everybody in the group should be considered before the group makes decisions, even though much time seems to be wasted in this procedure. (1 N.A. "after")	7	7	0	0	2	1
When the leader's best efforts do not satisfy members of his group they should openly criticize and communicate it to him.	6	7	0	0	3	2

Table 12 (Continued)

Item Statements	Strongly or Moderately AGREE		INDIFFERENT		Strongly or Moderately DISAGREE	
	Before	After	Before	After	Before	After
A group member should have the privilege of doing what he believes is right, regardless of what the rest of the group has decided to do.	2	2	0	0	7	7
After a group decision has been reached, group members should consider it a responsibility to go along with it, regardless of their dissenting opinions.	9	9	0	0	0	0
There are always some people in a large group who should not be accepted on the same level of equality as others.	1	2	0	0	8	7
Democratic group methods might have to be abandoned in order to solve urgent practical problems.	5	5	0	2	4	2
One should know from past experience that there are some people with whom he cannot expect to get along very well.	4	4	0	0	5	5
Helping an associate increase his skill should be as satisfying an increasing one's own skill.	9	9	0	0	0	0
	154	147	17	19	146	154

There were a total of 7 "no answers" in the "before program" situation and 4 "no answers" in the "after Program."

The totals for the columns of the table may be grouped as follows:

	<u>Before Program</u>	<u>After Program</u>
Agree	154	147
Indifferent	17	19
Disagree	146	154
No answer	<u>7</u>	<u>4</u>
	324	324

The 36 statements are to be regarded as a battery or single instrument. The shifts from before to after program for the group are so small that they may be regarded as trivial.

It is possible, of course, that individual changes did take place but some in one direction and a nearly equal number in the opposite direction so that they counterbalanced each other for the group as a whole. Disregarding those cases where a student failed to answer, there were a total of 97 shifts of judgment in the before and after situation. Of these 54 were shifts from agreement to disagreement while 43 were from disagreement to agreement.

Seven students stand out as showing a pronounced shift from the start of the program to its end. The Nigerian had 16 shifts of opinion and all were from disagreement to agreement. The Philippine student had 11 shifts, all from agreement to disagreement. The Ceylonese male had 6 shifts of which 5 were from agreement to disagreement and one the reverse. The student from Ghana had 9 changes, 7 from agree to disagree and 2 in the other direction; while the student from Taiwan had 13 shifts, 10 of which were from agree to disagree. The student from Guyana had 10 shifts of which 8 were from agree to disagree and the Korean had 12 shifts, 8 of which were from disagree to agree. The other two students had 11 and 9 shifts respectively but these were almost equally divided between "from agree to disagree" and "from disagree to agree."

Thus, when the group is viewed as a whole there seems to be little difference between its "before program" and "after program" attitudes because some students changed in one direction and others in the opposite direction, the two effects more or less cancelling each other. Viewed individually, however, seven of the nine students had significant changes in their responses to the battery.

Contacts with Americans

In order to get an idea of the kinds of people the students met in the U.S. both before and after the Lisle program, they were asked the question given in Table 13. There was a rise in the number who met "very poor people," "professional people" and "business men" and a decrease in the number who met "factory workers." As shown in Table 13 the differences are not of much moment.

Table 13

Which of the kinds of people on this list have you ever talked with in the United States? Check the ones you have talked with.

<u>After Lisle</u>	<u>Before Lisle</u>	
9	8	Teachers
9	5	Professional people (doctors, lawyers, engineers, etc.)
4	3	Very wealthy people
8	5	Businessmen
2	5	Factory workers
9	8	Negroes
3	2	Farmers
8	3	Very poor people

Another approach presented five American familial relationships and asked the students whether they had had an opportunity to observe how the members acted toward each other. All nine students said they had observed husbands and wives and parents and children reacting together. Almost all had observed brothers and sisters but only two of the group had noted relations between grandparents with grandchildren and between uncles or aunts with their nieces or nephews. There was no difference in the "before" and "after" program responses.

When asked if they had met any Americans since coming to the U.S. whom they regarded as "close friends" in the way that friends were defined in their own countries, 6 of the students said "yes" and 3 said "no." "Before" and "after" program responses were the same.

So far as contact with Americans is concerned, then, the program had little effect since the students already had established contact and had observed a fairly wide range of different types of Americans before arriving at the Lisle project.

Overall Satisfaction with Program

At the end of the program all 9 of the students said they would like to have a program similar to that of Lisle in their own country.

No one was actually dissatisfied with the program although one student said his satisfactions and dissatisfactions were about equally balanced. Three were fully satisfied and five were almost so, having only minor reservations or dissatisfactions.

<u>Number of Students</u>	<u>Scale of Satisfaction with Program</u>
3	Completely satisfied; could not be better; no regrets.
5	Almost completely satisfied; minor reservations or dissatisfactions.
1	Partially satisfied; about half and half.
0	Some satisfaction but more dissatisfied than satisfied.
0	Almost no satisfaction -- mostly dissatisfied.

As the last part of the evaluation exercise at the end of this six weeks program, the students were asked to write a short summary of their personal reactions to the experience. Most of these comments were a general endorsement of the program of the type that might be expected but there were also specific likes and dislikes.

Some said that they had modified pre-conceived notions by obtaining personal views of people in contrast to government propoganda to which they had previously been exposed. One student commented that he had reached a better understanding of others of the same social level (middle class) in other countries represented in the group and this confirmed his belief that the middle class of "under-developed" countries were "enemies of the people" in trying to impose their ideas and values on the large mass of the population. Another said that the program had given him ideas which he could use in avoiding failures and weaknesses in social service institutions at home. Better understanding of other cultures, increased self-confidence in meeting people, better knowledge of Americans and the American scene were other concepts mentioned as favorable results of the program.

A non-Christian objected to group engagement in singing Christian devotional songs, praying, etc., feeling that this should be a private matter. Some feeling was expressed that the students did not air their views openly and were critical of others' attempts to be constructive. Several students thought that more free unprogramed time should be available and that the deputations were hardly more than sightseeing trips. These students wanted to get involved in "real activities" such as working as farm or factory laborers, dealing with deep poverty and especially projects in rural communities. It was also noted that some Americans with whom they came in contact found it hard to break barriers with the foreign students and thus missed a chance to broaden their own understanding of other peoples, cultures, customs, religions and behavioral patterns.

So far as possible in making a coherent presentation, the students' own words and expressions have been used above to convey the tone of their written comments.

Conclusion

In the opinion of the two AID evaluators, the nine foreign students in the Lisle program based in the San Francisco Bay area from July 7 to August 16, 1967, were a highly motivated group, above average in intelligence, well equipped in understanding of English language and resident in the United States long enough to have made an adequate cultural adjustment.

The purpose of our evaluation was to seek measures of the impact of the Lisle program on the group. Although the students expressed themselves as well satisfied by the Lisle experience, the various testing instruments used did not reveal any significant change in the group as a whole. Individual shifts of attitudes or opinions did take place but for the most part these were as often in one direction as the reverse and thus tended to cancel each other in the group viewed as a unit.

Marked changes of attitudes regarding America and Americans apparently took place after the foreign students arrived in the United States. These changes, however, became accepted and hardened so that by the time the group attended the Lisle seminar its members had already made their major adjustments. The program would have had to be either longer or furnish a stronger impact to effect much further change.

These foreign students were not sponsored by A.I.D., that is, they were not regular A.I.D. participants. It would not be valid to generalize from their reactions even regarding applicability to other unsponsored foreign students because of the small size of the group and the fact that it was not a formal sample. It would be doubly hazardous to assume that the students were in any way typical of A.I.D. participants.

In view of the very tight budget situation in which A.I.D. finds itself, administrators may want to weigh carefully whether to make any further use of this "enrichment" program at the present time.

IT/E
Forrest Clements
11/24/67