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TRAINING INSTITUTION PROFILE REPORT

ACADEMIC PARTICIPANTS AT

HARVARD UNIVERSITY

A 2/65-2865

June 1972

The American University  
DEVELOPMENT EDUCATION AND TRAINING RESEARCH INSTITUTE  
2139 Wisconsin Avenue, N.W.  
Washington, D.C. 20007

## PREFACE

The Development Education and Training Research Institute<sup>1</sup> (DETRI) Training Institution Profile Reports are designed to provide you with reliable information about training programs as they are viewed and evaluated by A.I.D. participants. The reports were prepared for those U.S. institutions attended by 30 or more A.I.D. Academic participants who later received exit interviews at DETRI. The exit interview period was July 17, 1967, through February 29, 1972. These interviews cover participants whose programs ended between these dates and who departed through Washington, D.C.

Each report is divided into three sections: 1. Narrative, 2. Statistics, and 3. Noteworthy Comparisons. The first section presents the views of a typical participant at your institution and of other participants who hold different opinions. When applicable, quotes from participants will be used so that you can "listen" to the participants speak for themselves.

The second section contains tabular and graphic presentations of items from the DETRI exit interview questionnaire. The items were chosen by A.I.D.'s Office of International Training to represent important aspects of participants' training experiences. The participants' responses to these items are compared with the responses of A.I.D. Academic participants enrolled in all training institutions.

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1. See Appendix II.

When responses given by the participants at your training institution differ significantly<sup>2</sup> from those of all Academic participants, the differences will be described in Section 3, Noteworthy Comparisons. Differences which are not statistically significant will not be mentioned in this section.

The reader interested primarily in statistical information may want to go directly to the sections on statistics and noteworthy comparisons. As statistics alone have a tendency to make one lose awareness of the individual, the narrative section has been personalized, presenting a non-statistical description of the information given by the participants interviewed. The reader looking only at this section should keep in mind that the narrative is an oversimplification of the data in this report.

There are two appendices to the report. Appendix I contains information on the procedures used to collect the data for these Profile Reports and on the reliability, validity, and comprehensiveness of that data. Appendix II, The Glossary, defines Academic and Special participants, explains the scaling technique, and provides some information about DETRI.

These reports were prepared by Paul R. Kimmel, William C. Ockey, Herman J. Sander, Robert McCarthy, and Ann Fenderson of The American University, DETRI, under contract AID/csd-2865. The authors were ably assisted by Dorothy Daun, Pamela Griffith, Pamela Nash, and Richard Seabrook.

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2. "Significantly" means statistically significant. The test used was one of the "5 per cent level of confidence." This means that the differences between the data could have occurred by chance alone less than 5 in 100 times. It is unlikely that such obtained differences are a result of chance alone. It is probable (95 out of 100 times) that the differences obtained are attributable to causal factors--although the causes may not be known.

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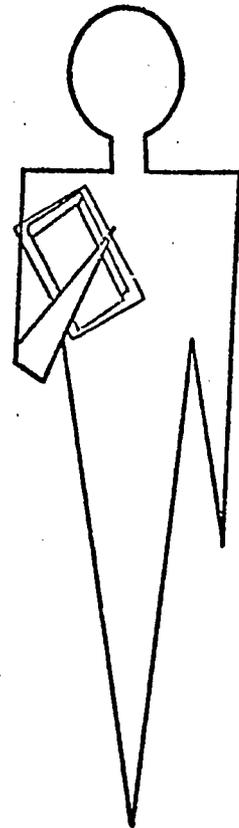
## SECTION 1

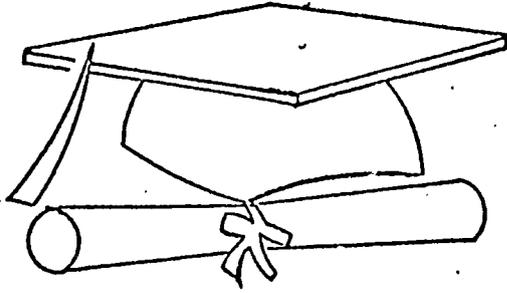
### NARRATIVE

You are about to meet "Aidre," a hypothetical A.I.D. Academic participant who received training at Harvard University and who took part in DETRI's exit interview. His opinions and evaluations on any given issue are those of most of the participants at Harvard on that particular issue. When there are important differences between Aidre, as the "typical" respondent, and some of his fellow participants, they will be mentioned. All quotes are taken from the participants' own accounts of their experiences at Harvard..

Aidre represents 45 A.I.D. participants who completed their training programs at Harvard University between July 1967 and February 1972. He and his fellow participants came from various areas of the world, with the largest number being from Latin America and smaller numbers from Africa and the Near East-South Asia. Aidre came to Harvard University to study public administration. His fellow participants in lesser numbers came to study in the fields of education and health.

Aidre was a graduate student. He had had more than 16 years of education prior to beginning his A.I.D. training program. Some of his fellow participants were non-degree students, and had had less education in their home countries. At least one of Aidre's fellow participants held a Ph.D. and was attending Harvard "to keep up with new developments in the field."





Aidre was not only in agreement with the choice of his training institution, but was delighted that Harvard University had been proposed. He was relieved when the plans were finalized.

Aidre's program at Harvard included a definite plan for him to earn an academic degree. While there, he earned his Master's degree, of which he was proud; as another participant put it, "Harvard is the best in the world."

When Aidre reached Harvard University he was disappointed that he was too late to attend the formal orientation program for foreign students. Many of his fellow participants attended this program.

When asked to review a list of academic difficulties previous participants had sometimes had with their training, Aidre said the only difficulty he recalled was too much assigned reading. He had had to spend weekends catching up on his sleep from doing so much reading. Many participants said that their problems with the English language had made their reading assignments very difficult. Aidre felt that there were not too many quizzes, and the testing procedures and the grading system were familiar to him.

He found the amount of discussion and lecturing well balanced and his courses neither too advanced nor too simple; their subject matter neither too abstract nor too specific. There was very little duplication of subject matter in the different courses, and most of the courses were related to his major field. A few of his fellow participants, however, felt there were too many quizzes and that their courses were too advanced.

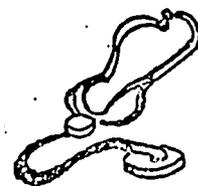
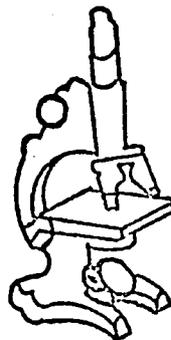
Aidre felt that about the right amount of his training time was devoted to field trips and individual research, although some of his fellow participants would have liked more of both. Aidre felt that the distribution of class time among laboratory work, lectures and small discussion groups, seminars, and straight lectures was also good. He was especially delighted with the small discussion groups because they gave him a chance to work with and get to know Americans.

Aidre was grateful to have had a Faculty Advisor at Harvard. In assessing the usefulness of this Advisor's assistance, he and many of his fellow participants gave ratings of "1" or "2" on a scale on which "1" represents extremely useful and "7" represents not at all useful.

Aidre also received help from the Foreign Student Advisor at Harvard, although many of his fellow participants did not receive such help. Most of the participants who did consult the Foreign Student Advisor rated the usefulness of his help at "1" or "2" on the 7-point scale.

Since Aidre majored in public administration, it is not unusual that he did not use instruments and equipment in his classes. Most of his fellow participants who did use instruments and equipment reported that these were similar to those at home.

Aidre found his courses at Harvard to be extremely useful; none of the participants rated the usefulness of their courses to their training objectives lower than "3" on this scale. The participants' ratings of the suitability of their training to their home country conditions were predominately "1"s and "2"s.



Although Aidre found his program at Harvard "very concentrated" and "hard work," he commented that "It was very useful to have this program, for me and for my country. I have learned many things." A fellow participant said "the training benefited me both personally and in my profession. I will be able to give better advice to the Ministry. I feel this training is directly relevant to my needs--in many ways it was tailored to my needs."

SECTION 2

STATISTICS

Table 1

Q. What regions of the world were the participants from?

REGION	PARTICIPANTS AT HARVARD UNIVERSITY % of 45	ALL ACADEMIC PARTICIPANTS % of 3378
Near East- South Asia	24.4	20.3
Far East	4.4	32.0
Latin America	42.2	16.0
Africa	29.0	31.7

Table 2

Q. In which fields did the participants receive their education?

FIELD OF TRAINING	PARTICIPANTS AT HARVARD UNIVERSITY % of 35	ALL ACADEMIC PARTICIPANTS % of 2342
Agriculture	2.9	25.4
Industry & Mining	0.0	3.8
Transportation	0.0	0.9
Health & Sanitation	11.4	11.0
Education	25.7	44.4
Public Administration	60.0	14.5

Table 3

Q. How much education did the participants have prior to beginning their A.I.D. training programs? (Item 169)

YEARS OF EDUCATION	PARTICIPANTS AT HARVARD UNIVERSITY % of 44	ALL ACADEMIC PARTICIPANTS % of 3360
7-11	4.5	4.2
12	0.0	7.5
13-15	20.5	26.6
16	15.9	23.7
17-18	34.1	25.9
19 and over	25.0	12.1

Table 4

Q. What type of students were the participants? (Item 60)

TYPE OF STUDENT	PARTICIPANTS AT HARVARD UNIVERSITY % of 45	ALL ACADEMIC PARTICIPANTS %* of 3387
Graduate student	75.6	69.7
Undergraduate student	0.0	23.7
Non-degree student	24.4	11.8

\* Percentages add to more than 100% because participants were allowed more than one answer.

Table 5

Q. Did the participants' training programs include a plan for them to earn an academic degree in the United States? (Item 61)

DEGREE PLANNED	PARTICIPANTS AT HARVARD UNIVERSITY % of 43	ALL ACADEMIC PARTICIPANTS % of 3343
No	39.5	17.2
Yes	60.5	82.8

Table 6

Q. What academic degrees did the participants earn? (Items 62 and 63)

DEGREE EARNED	PARTICIPANTS AT HARVARD UNIVERSITY % of 38	ALL ACADEMIC PARTICIPANTS %* of 3299
None	31.6	17.0
Associate	0.0	1.1
Bachelor's	0.0	22.2
Master's	60.5	58.8
Doctor's	7.9	6.2

\* Percentages add to more than 100% because participants were allowed more than one answer.

Table 7

Q. Were the participants in disagreement with or unclear about the training institution selected for them in the proposed plan for their training program? (Item 27d)

DISAGREED WITH OR UNCLEAR ABOUT PROPOSED TRAINING INSTITUTION	PARTICIPANTS AT HARVARD UNIVERSITY % of 35	ALL ACADEMIC PARTICIPANTS % of 2494
No	97.1	92.5
Yes	2.9	7.5

Table 8

Q. Were the participants in disagreement with or unclear about the training institution selected for them in the final plan for their training program? (Item 38b)

DISAGREED WITH OR UNCLEAR ABOUT FINAL TRAINING INSTITUTION	PARTICIPANTS AT HARVARD UNIVERSITY % of 35	ALL ACADEMIC PARTICIPANTS % of 2495
No	100.0	93.1
Yes	0.0	6.9

Table 9

Q. Did the participants have a formal orientation program for foreign students at their academic institution? (Item 47)

ATTENDED ORIENTATION	PARTICIPANTS AT HARVARD UNIVERSITY % of 45	ALL ACADEMIC PARTICIPANTS % of 3376
No	53.3	46.7
Yes	46.7	53.3

Table 10

Q. What difficulties did the participants have with their academic training? (Item 68)

DIFFICULTY	HARVARD UNIVERSITY 45 PARTICIPANTS			3362 ACADEMIC PARTICIPANTS		
	None %*	Some %*	Much %*	None %*	Some %*	Much %*
Too much assigned reading	40.0	42.2	17.8	41.0	41.2	17.8
Too many quizzes**	82.9	17.1	0.0	49.3	37.1	13.6
Too many courses unrelated to major field	95.6	4.4	0.0	71.0	20.4	8.6
Testing procedures unfamiliar**	88.6	8.6	2.8	67.2	26.2	6.6
Grading system unfamiliar**	85.7	8.6	5.7	73.6	19.9	6.5
Too little discussion	97.8	2.2	0.0	72.7	22.6	4.7
Too little lecturing	86.4	11.4	2.2	81.5	15.1	3.4
Too much duplication of subject matter in different courses	88.9	11.1	0.0	70.3	25.5	4.2
Subject matter too abstract	95.6	4.4	0.0	66.5	29.8	3.7
Subject matter too specific	91.1	6.7	2.2	69.2	25.6	5.2
Courses too advanced	82.2	15.6	2.2	68.6	28.5	2.9
Courses too simple	97.8	2.2	0.0	77.1	20.7	2.2

\* Percentages add to 100% by rows in this table because each participant had to respond to each alternative.

\*\* The total number of participants responding to this item was less than the total shown in the table, due to the addition of the item in a questionnaire revision during the reporting period.

Table 11

Q. What recommendations did the participants have about the division of their academic training time among various educational methods? (Item 69)

EDUCATIONAL METHOD	HARVARD UNIVERSITY 44 PARTICIPANTS			3219 ACADEMIC PARTICIPANTS		
	About Right Amount	Less Needed	More Needed	About Right Amount	Less Needed	More Needed
	%*	%*	%*	%*	%*	%*
Field Trips related to courses	54.6	11.3	34.1	41.3	6.1	53.6
Individual research	70.5	4.5	25.0	57.2	6.0	36.8
Laboratory work	91.2	2.9	5.9	58.0	9.7	32.3
Lectures and small discussion groups **	79.4	2.9	17.7	64.8	5.9	29.3
Seminars	88.4	2.3	9.3	61.9	9.1	29.0
Lectures (only)	79.6	9.1	11.3	75.1	12.1	12.8

\* Percentages add to 100% by rows in this table because each participant had to respond to each alternative.

\*\* The total number of participants responding to this item was less than the total shown in the table, due to the addition of the item in a questionnaire revision during the reporting period.

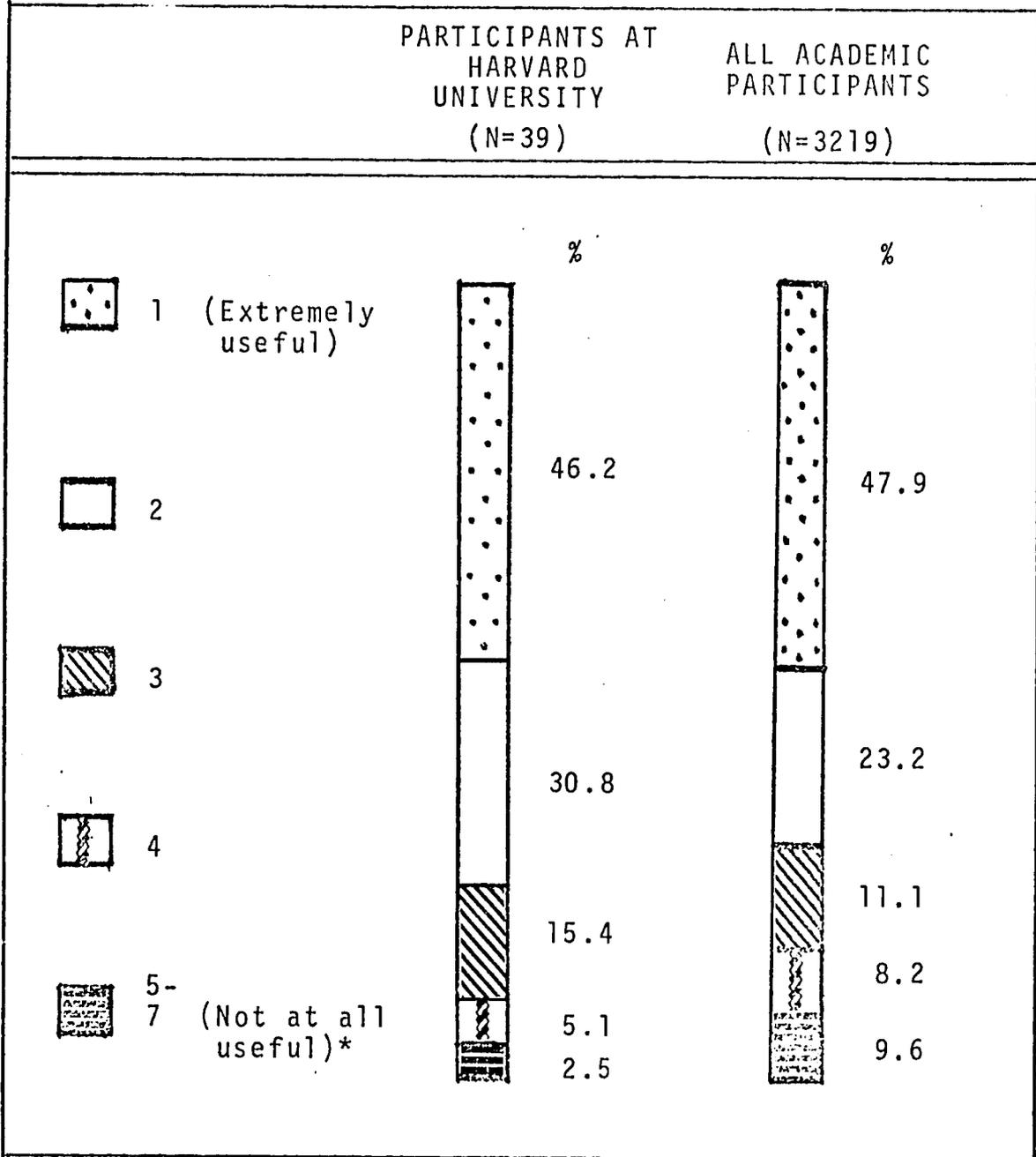
Table 12

Q. Did the participants have a Faculty Advisor who helped them arrange their course schedule at the institution where they had most of their academic training? (Item 64)

HELPED BY FACULTY ADVISOR	PARTICIPANTS AT HARVARD UNIVERSITY % of 45	ALL ACADEMIC PARTICIPANTS % of 3374
No	6.7	3.5
Yes	93.3	96.5

Table 13

Q. How useful did the participants find the help provided by their Faculty Advisors? (Item 65)



\* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all useful."

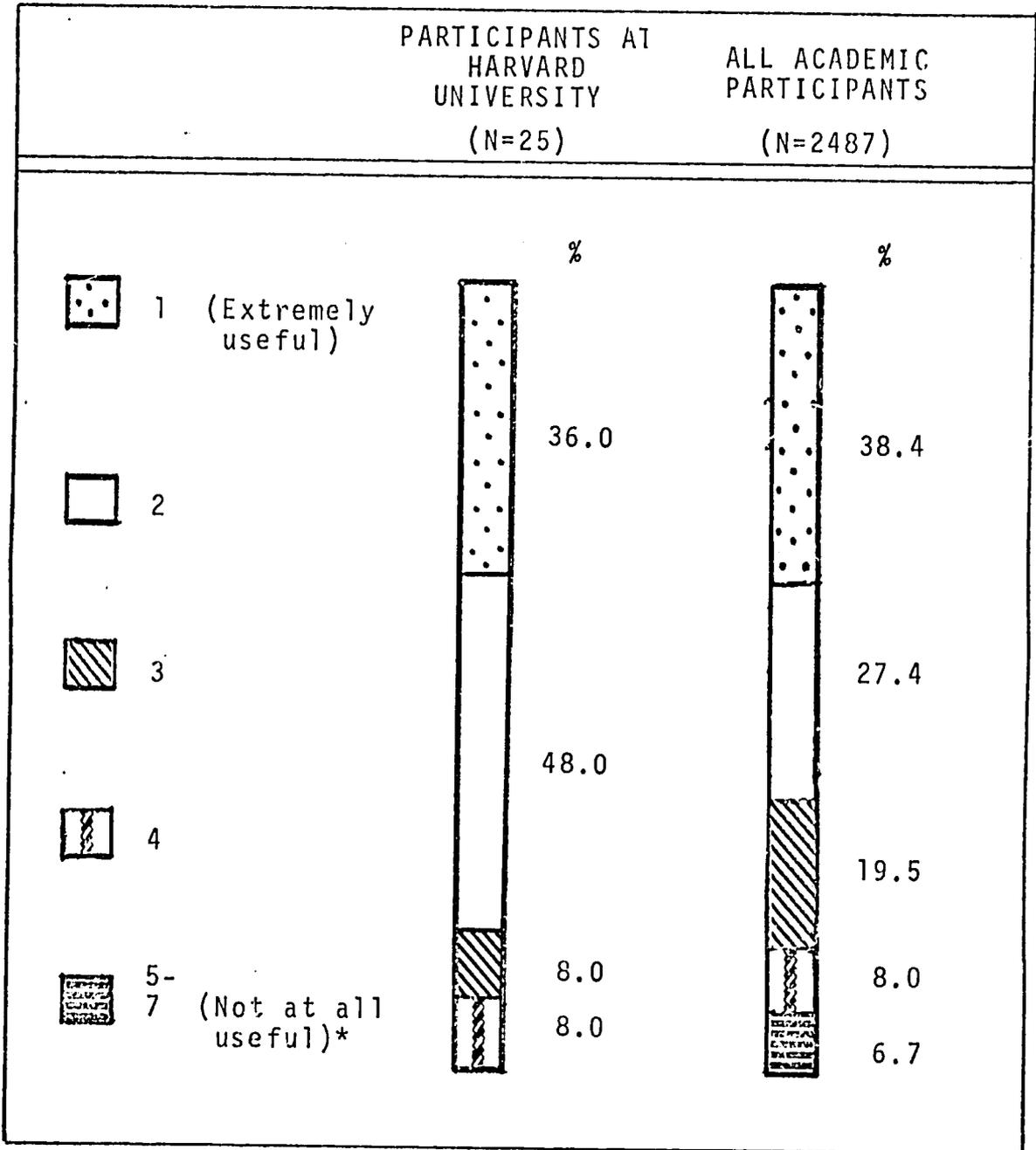
Table 14

Q. Did the participants receive help from a Foreign Student Advisor at their training institution? (Item 136)

HELPED BY FOREIGN STUDENT ADVISOR	PARTICIPANTS AT HARVARD UNIVERSITY % of 45	ALL ACADEMIC PARTICIPANTS % of 3377
No	44.4	24.2
Yes	55.6	75.8
IF YES:		
Q. How often was the Foreign Student Advisor available? (Item 137)		
	<u>% of 25</u>	<u>% of 2556</u>
Always	76.0	56.8
Usually	16.0	29.6
Sometimes	8.0	13.6

Table 15

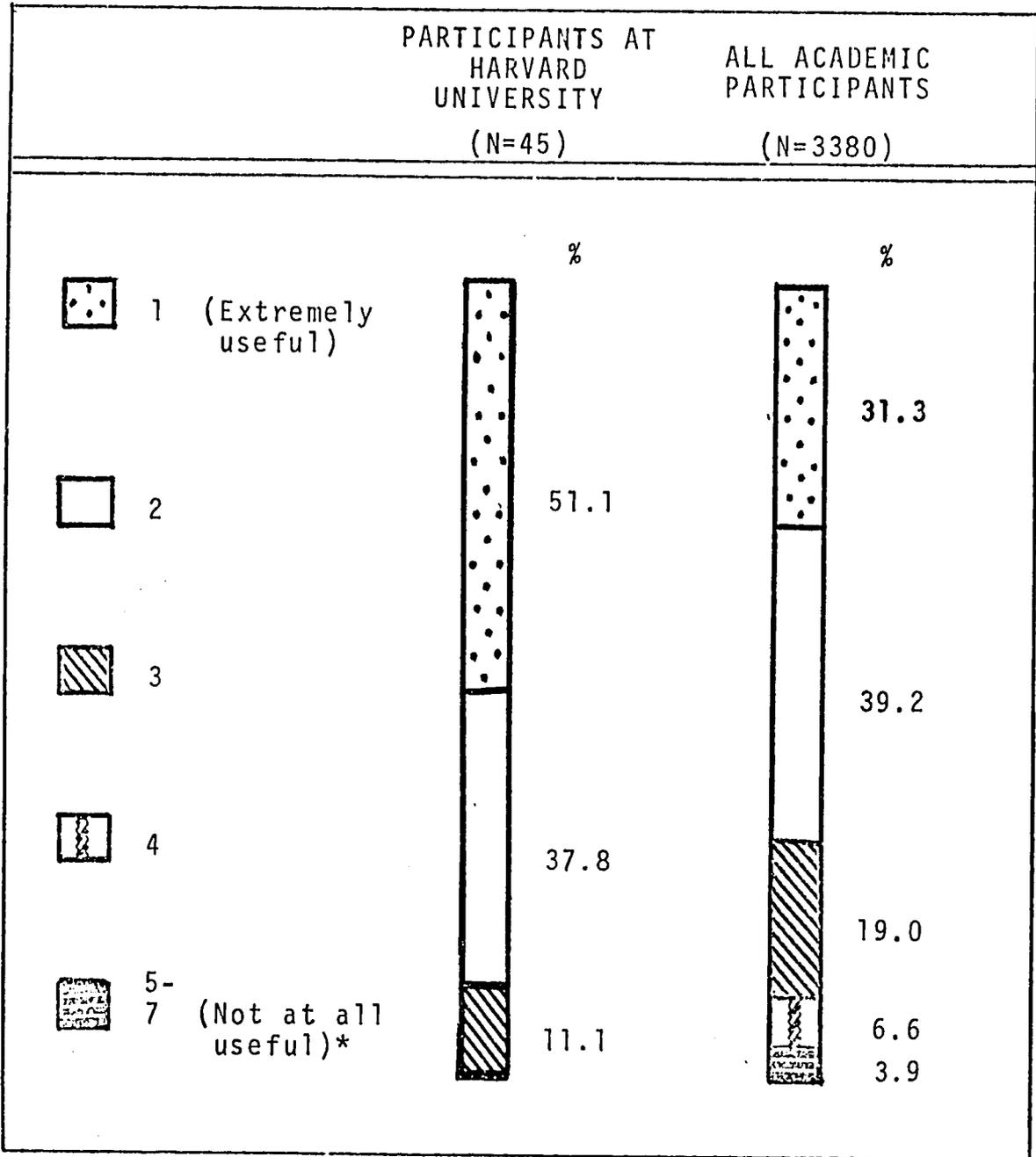
Q. How useful did the participants find the help they received from a Foreign Student Advisor? (Item 138)



\* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all useful."

Table 16

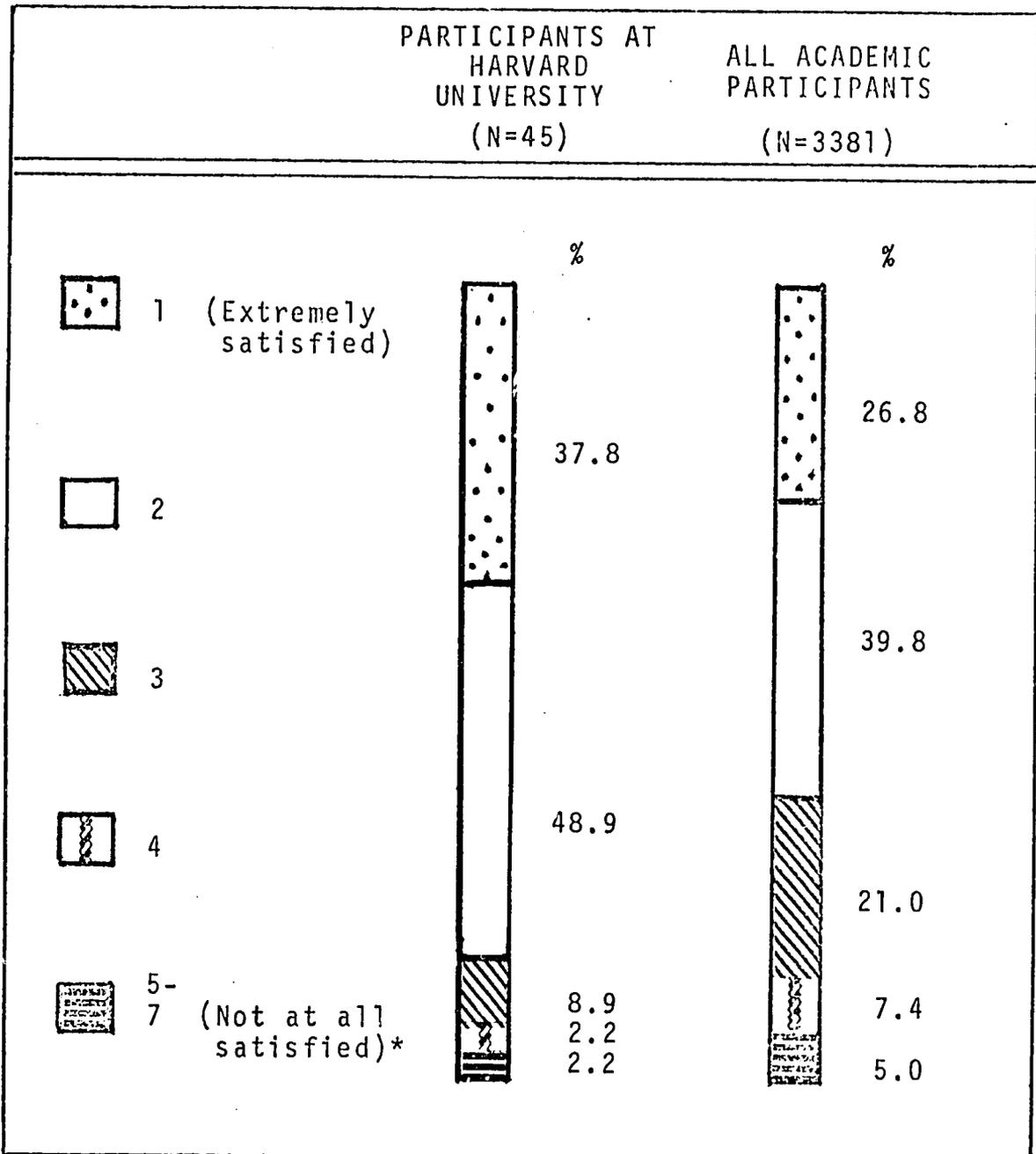
Q. How-useful did the participants find their courses?  
(Item 70)



\* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all useful."

Table 17

Q. How satisfied were the participants with their total technical training? (Item 84)



\* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all satisfied."

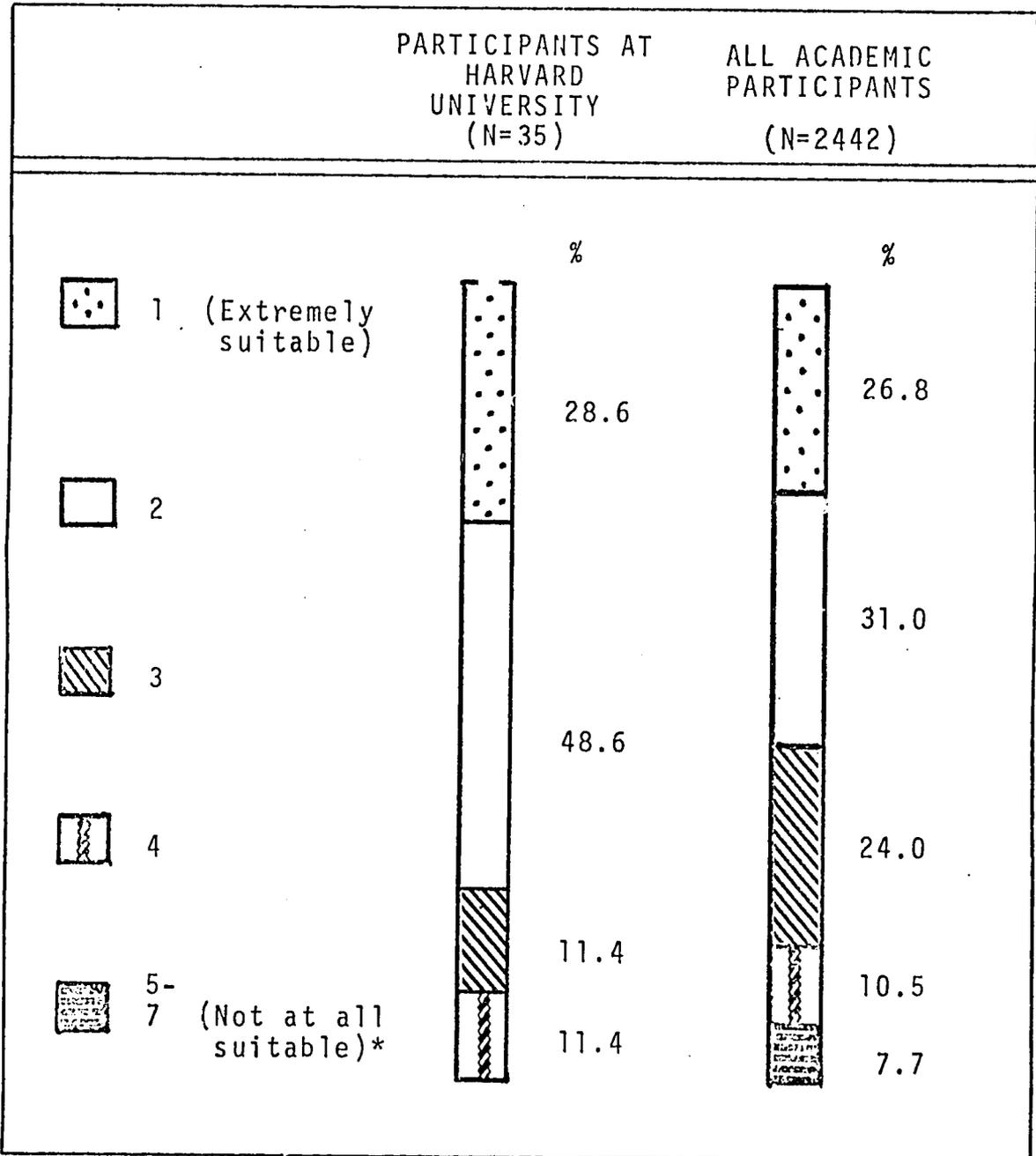
Table 18

Q. Did the participants have courses at their training institutions where instruments and equipment were used? (Item 66)

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT HARVARD UNIVERSITY % of 45	ALL ACADEMIC PARTICIPANTS % of 3375
No	66.7	34.0
Yes	33.3	66.0
IF YES:		
Q. Were such instruments and equipment similar to those now or soon to be available in the participants' home countries? (Item 67)		
	<u>% of 15</u>	<u>% of 2208</u>
No	46.7	33.9
Yes	53.3	66.1

Table 19

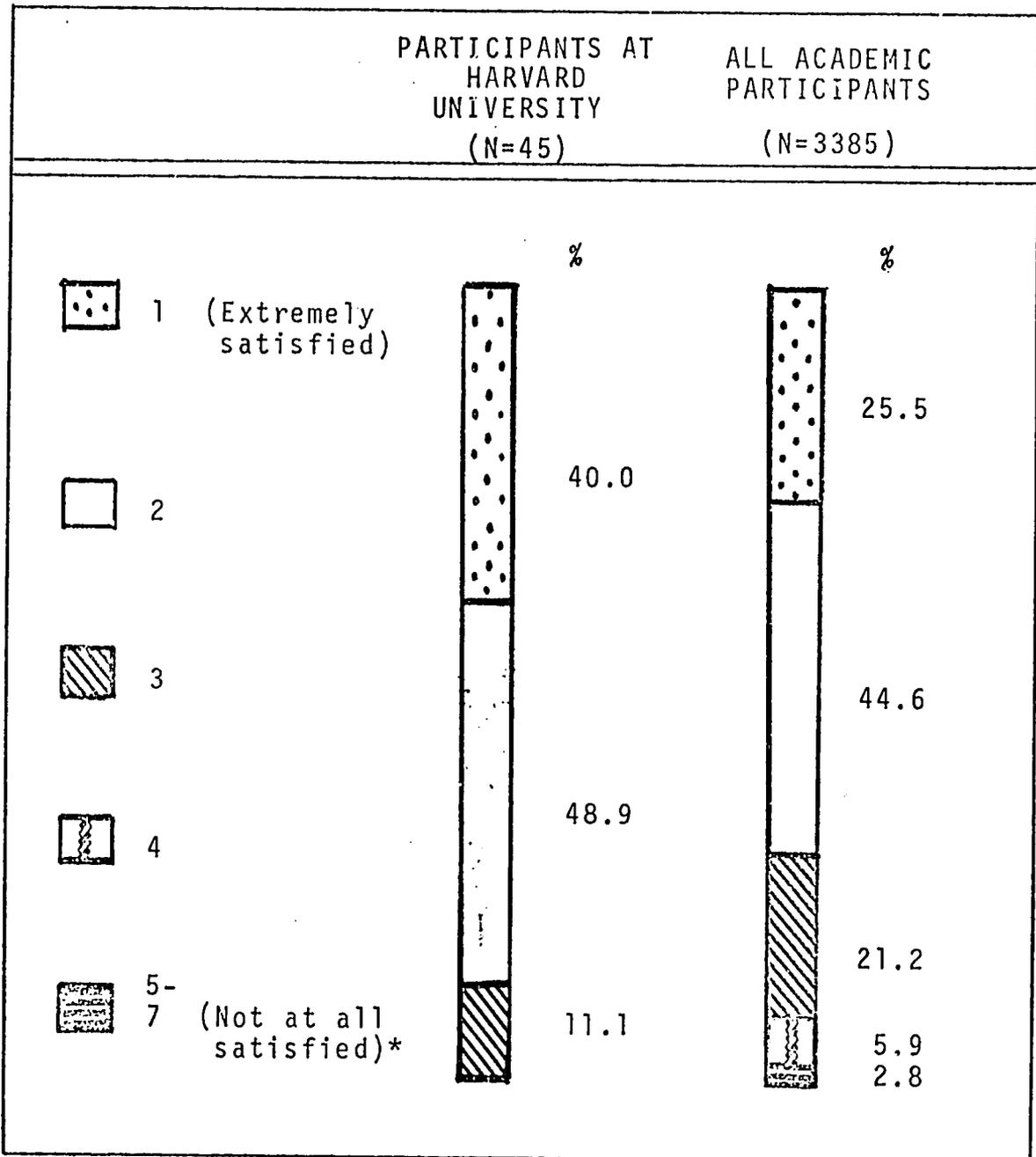
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 83b)



\* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all suitable."

Table 20

Q. How satisfied were the participants with their total experience as A.I.D. participants? (Item 162)



\* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all satisfied."

## SECTION 3

### NOTEWORTHY COMPARISONS

The purpose of this section of the report is to present important differences between the experiences of participants at Harvard University and those of participants at all Academic institutions for which we have data. The tables and graphs in the preceding section present the experiences and the percentages. Here we will note only those items on which Harvard's participants differ significantly, either positively or negatively, from all others. It is not possible to give a statistical explanation for these differences, as the size and composition of the groups of participants vary greatly among these training institutions.

None of the A.I.D. participants attending Harvard earned a Bachelor's degree, whereas 22.2% of all Academic participants received this degree (Table 6). A larger percentage of the participants at Harvard were non-degree students than was true of the total sample of Academic participants (Table 5).

Participants at Harvard less frequently reported the following difficulties with their course work than did all other Academic participants: courses too simple; subject matter too abstract or too specific; too many courses unrelated to their major field; too much duplication of subject matter in different courses; too little discussion; too many quizzes; and unfamiliarity with testing procedures in the United States (Table 10).

A higher proportion of the participants at Harvard felt that about the right amount of their training time was devoted to seminars and laboratory work than did the other Academic participants. They less often reported they wanted more field trips related to their courses (Table 11).

The Harvard participants less often than all other Academic participants had courses in which instruments and equipment were used (Table 18).

A smaller percentage of the participants at Harvard received help from a Foreign Student Advisor than of all other Academic participants (Table 14).

In rating the usefulness of their course work to their training program objectives, 51.1% of the participants at Harvard assessed this at "1" on the 7-point scale, as compared with 31.3% of all Academic participants who gave this rating. None of the participants at Harvard gave ratings below "3" on this scale, whereas 10.5% of all other Academic participants gave ratings of "4" or below (Table 16).

Participants at Harvard more often gave "1" ratings to their satisfaction with their total experience as A.I.D. participants than did all Academic participants. No participant at Harvard rated his overall satisfaction below "3," while 8.7% of all other Academic participants did so (Table 20).

## APPENDIX I

### DETRI PROCEDURES AND RELIABILITY OF DATA

The data in these profile reports were collected in the same manner as the data presented in the Annual Reports from DETRI to A.I.D. (May 1969 and July 1970). Participants fill out a printed standardized, structured questionnaire under the supervision of a person trained in its administration. They also receive an oral, unstructured interview conducted by a cultural communication specialist on a private, anonymous basis. More detailed information on the instruments and procedures used to collect the exit interview data are included in the Final Report on A.I.D. Participant Training Exit-Interview Development Study, December 1967, and the Guide for Users of the DETRI Exit Interview, November 1970.

There is ample evidence that these data are both reliable and valid for the participants interviewed. Tests of (1) the internal consistency of participant responses to the questionnaire, (2) interviewers' estimates of the validity of participants' responses, and (3) comparisons with results of other studies show the data to be technically acceptable. (For more detailed information see the First Annual Report, May 1969, pp iv-v.)

It is vital that the reader remember that the data presented in these reports come only from those participants who passed through Washington, D.C., on their return to their home countries, and who appeared at the DETRI exit interview. Therefore, the information in these reports does not represent all the A.I.D. participant trainees who departed from the United States. The data available in all DETRI reports does, however, represent the most systematically gathered and most dependable data on the largest group of foreign trainees ever studied.

## APPENDIX II

### GLOSSARY

Academic program participant: a participant who had a training program for one or more academic terms in regular curriculum courses in an accredited institution which grants an academic degree, whether or not a degree is an objective and whether or not courses are audited or taken for credit.

Special program participant: a participant whose training included one or more of the following types of training: (1) courses, seminars, or other organized programs in a specialized field which may result in the award of a certificate or diploma; (2) intensive briefings and instruction on a specific job or group of related jobs with an opportunity for close observation of the work activities, actual work experience, or both; (3) brief visits to offices, businesses, factories, government agencies, or other organizations to observe work processes and activities.

One to Seven Scale Graphs: these graphs are based on a scale where one (the top category) is designated as "Extremely useful (or satisfied), could not have been better," and seven (the bottom category) is designated as "Not at all useful (or satisfied), could not have been worse." Only the two extremes are given written alternatives. Numbers two through six have no written alternatives, which allows the participant to make up his own definition for these scale points. (This type of scaling is a modification of Cantril and Free's Self Anchoring Scale.)

This form of evaluation scale is being used for two reasons: (1) it reduces the amount and the ambiguity or arbitrariness of the written alternatives that appear on most rating scales, and (2) it helps to alleviate the ingratiating factor of giving very favorable responses to evaluative items. Since the end categories are so extreme, they are less often used and the participant is freer to utilize the remainder of the scale, which he defines.

Development Education and Training Research Institute (DETRI):

established by The American University on 1 July 1966. Its purpose--applied social science research--helps to fulfill the University's commitment to community life through public service contributions which complement and are compatible with the University's major instructional function--graduate and undergraduate. Within the University, DETRI is attached to the Office of the Dean for Graduate Studies and Research. It is located off-campus.

## APPENDIX III

### REFERENCES

A.I.D. Participant Training Exit Interview Development Study. Washington, D.C., Office of International Training, Agency for International Development, ARC\* Catalog No. 374.013, A 512c, U.S. Department of State, December 1967.

A narrative report which discusses the purpose, scope, and background rationale for the Exit Interview; the requirements for the Exit Interview program; the plan for developing instruments and procedures; technical considerations in constructing instruments, gathering data, and recording results; and reports from DETRI to AID/OI. (5 Appendices) (Out of print)

Participant Assessment of A.I.D. Training Programs: A Descriptive Statistical Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512, U.S. Department of State, May 1968.

Descriptive findings from Exit Interviews conducted with 859 Academic and Special participants and 342 Observation Training Team members between July 1967 and February 1968. An overview of these participants' perceptions of, and reactions to, their training programs.

Participant Assessment of A.I.D. Training Programs: First Annual Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State, May 1969.

Descriptive and analytic findings from Exit Interviews conducted with 1810 Academic and Special participants and 610 Observation Training Team members between July 1967 and September

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\* A.I.D. Reference Center, Room 1656 NS, AID/State Department, Washington, D.C., 20523.

1968. An overview of these participants' reactions to various aspects of their A.I.D. experience and an examination of the relationship between key responses and training program characteristics. Includes a special intensive analysis of the principal satisfactions of Academic and Special participants. Recommendations. (One Appendix)

Participant Assessment of A.I.D. Training Programs: Second Annual Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State, July 1970.

Descriptive and analytic findings from Exit Interviews conducted with 1384 Academic and Special participants and 503 Observation Training Team members between September 1968 and September 1969. (Same format as First Annual Report, above.)

Guide for Users of the DETRI Exit Interview. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 265f, U.S. Department of State, November 1970.

A narrative handbook to answer questions of those who have received Exit Interview questionnaires and reports and to reassure those who believe participant reactions imply personal criticism. A discussion of common problems raised by users of the Exit Interview with suggestions for reading individual questionnaires and using results in future programming.

Participant Assessment of A.I.D. Training Programs: Status Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State.

Descriptive findings on selected items from Exit Interviews conducted with Academic and Special participants and Observation Training Team members. Comparisons between most recent participants' perceptions and reactions and those of participants interviewed during previous fiscal years are presented and summarized.

Participant Assessment of Factors Related to Selected USAIDs:  
Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, U.S. Department of State.

Descriptive findings from Exit Interviews conducted with participants from countries which had 125 or more Academic and Special participants and/or 3 Observation Training Teams or more at DETRI. Prepared as separate reports for each USAID. Comparisons between perceptions and opinions of participants from the country being reported on and those of participants from other countries in the same region are made. Overall reactions are analyzed by fiscal year. (Out of print)

Participant Assessment of Factors Related to Selected PASAs:  
Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog Nos. 374.013, A 512f-m, U.S. Department of State.

Descriptive findings from Exit Interviews conducted with participants programmed by agencies which had 170 or more Academic and Special participants and/or 10 Observation Training Teams or more at DETRI. Prepared as separate reports for each PASA. Comparisons between perceptions and opinions of participants from the agency being reported on and those of participants from other agencies are made. Overall reactions are analyzed by fiscal year. (Out of print)

Participant Assessment of Special Programs: Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog Nos. 374.013, A 512n-q, U.S. Department of State.

Descriptive findings from Exit Interviews conducted with Academic participants who took part in Pre-Academic Workshops or Mid-Winter Community Seminars, and with Academic and Special participants who had English language training, orientations at the Washington International Center, or Communications Workshop Program. Comparisons among perceptions and opinions of participants at different training sites in the Pre-Academic Workshop

and Communications Workshop reports. Comparisons between the reactions of participants at each of the 15 cities reported on (minimum of 30 participants) and of those participants at all other cities in the Mid-Winter Community Seminar reports. Comparisons among the reactions of participants from the four major world regions, and between participants who had training only in their home countries and only in the United States, in the English language training report. Comparisons among perceptions and opinions of participants who attended programs at the Washington International Center during: (1) 1966-1968, (2) 1969, and (3) 1970-Sept. 1971, in the Washington International Center Orientation Program report. (Out of print)