

PN-AAU-409

ISN 43614

ORIENTATION OF A.I.D. TRAINEES **at the** **WASHINGTON INTERNATIONAL** **CENTER**

Appendices

July 1969

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Office of International Training
Agency for International Development
U.S. Department of State
Washington, D.C. 20523

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APPENDIX A

Washington International Center Programs

The Orientation Program Outline (dated April 1965) includes a brief statement of purposes and objectives and gives a lecture outline for each of the topics, with the exclusion of Customs and Daily Life, the only lecture given by a member of the Center's staff. It is given to every lecturer who takes part in the program.

The weekly program which lists time schedules for the planned events of the coming week (e.g., tours, lectures and lecturers, evening activities), is distributed to the trainees by the Program Chairman on Monday mornings. As an illustrative example, the weekly program for August 5, 1968 follows the Program Outline in this section.

WASHINGTON INTERNATIONAL CENTER
PROGRAM OUTLINE
OBJECTIVES AND CONCEPTS

The week-long program* at the Washington International Center is based on the conviction that an individual will gain more from his stay in a foreign country--whether his program be cultural, educational, or technical--if he begins it in a calm frame of mind, with at least a basic understanding of the country, its culture, its people and its government. To this end, the Center's staff, lecturers and volunteers seek to establish an atmosphere of sympathetic understanding, in which friendliness, candor, and a spirit of helpful guidance enhance the learning process.

The basic objectives are these:

1. Environment - to help the visitor make a satisfactory personal adjustment to his new cultural environment (which may be quite different from his own) through discussion of accepted customs, behavior patterns, institutions, services, geography, points of interest, and sources of further help and information.
2. Cultural Framework - to help the visitor understand some of the cultural patterns and institutions in American life and how they inter-relate, thus establishing a broader frame-of-reference for his grasp of new technical knowledge and skills.

*NOTE: This outlines the regular six day weekly program. While the fundamental goals of the Center remain unchanged regardless of the length of time allowed its visitors, the Center also arranges a variety of programs and seminars for special groups and teams, of varying length and emphasis.

4/1/65

3. Social Change - to help the visitor understand the forms and processes by which social and cultural change takes place, as he discovers their course and development in a society different from his own. Equipped with this broadened perspective of social change and its probable effects, the visitor is better prepared to understand such changes as may develop in his own country, and to appreciate a greater variety of ways by which changes can be accommodated or managed.

4. Democratic Values and Processes - to help the visitor understand the role and influence that individuals and groups may have in developing institutions and policies in a free society. The United States is shown not as a model, but as a living laboratory in which problems can be freely examined and discussed. An absolutely essential aspect of these discussions here is to keep them completely free of any implication of propaganda.

In the Center's interpretation of the cultural framework of American life, there are definite underlying, unifying themes that give coherence to each of the lectures, films and tours, around which the program is developed.

The central themes and concepts basic in our program are:

1. American Unity and Diversity. The richness and variety of the land, coupled with the mixing and interaction of the many different social, ethnic, cultural, and religious groups which have contributed to this society, give American life its vigorous, dynamic, and sometimes contradictory character.

2. An Open, Fluid Society. A social system relatively unhampered by blind adherence to tradition; a social order where roles are relatively interchangeable (movement across class and occupational lines); mobility of the population, which prevents freezing of social and regional differences in behavior and thought; institutions which carry on their affairs in full view of the public and with some sense of the "public good," de-

spite influences from various pressure or "elite" groups.

3. A Continuing Search for a Working Balance of Freedom and Order, of Individual and Society. A society which tends to judge the validity and worth of any policy or institution by its demonstrable effect on the common good. A government of law, rather than of men, where institutions are regarded as means to the achievement of the highest possible degree of individual dignity and welfare. A social order in which great reliance is placed upon the independence and initiative of individuals and groups for achieving desirable and peaceful change, through a widespread diffusion of power and responsibility.

4. Progress Through Democratic Processes. A society which regards problems and diversity of views, interests, and actions as natural and expected consequences of social development, relying on the experimental method of finding the best solutions or policies by testing alternative courses of action and judging them in the light of observable consequences. Thus the policies of a democracy - like the conclusions of science - are never final, and must be held open to further testing and revision in the light of new knowledge and experience. Progress, therefore, in the American approach, results from the successful use of democratic - and scientific - methods in solving human problems.

CONTENT SUMMARY OF TALKS

After a formal welcome on Monday morning by the Executive Director of the Center and by a spokesman of the United States Government, the visitors are given a talk on "Customs and Daily Life in the United States" by a member of the Center's staff, supplementing the briefing previously given by the Center upon arrival in the United States.

Beginning Monday afternoon and terminating on Friday afternoon, the following talks by outside speakers are then regularly offered. Since no talk is scheduled for more than an hour and a half, speakers are urged to limit their presentations to from forty-five minutes to an hour and to leave the rest of the time free for questions and answers. Under each title are listed those points which our speakers seek to cover within the time limit allotted them.

THE LAND AND PEOPLE OF THE U.S.A.

1. The Land

Size (in comparison with other countries)
Location (in comparison with other countries)
Climate
Physical Features
Regional Differences

2. The People

Population (in comparison with other countries)
a. Indigenous population
Immigration
a. Early immigration
Introduction of slaves
b. Change of pattern of immigration with the intensification of the Industrial Revolution after 1890

3. Emergence of American Civilization

Colonial beginnings
The achievement of independence
The Frontier Spirit
The process of assimilation
The Civil War, a test of political unity
Industrialization
a. Exploitation and reforms
Extension of democracy
Participation in world affairs - after Spanish American War
and two World Wars
American character traits

U.S. GOVERNMENT AND POLITICS

1. The American Constitutional Structure

Brief historical framework: tradition of self-government and independence, compromises reached in writing Constitution, opposition to its adoption

Purposes and functioning of American federal system

- a. Major provisions and guarantees of the Constitution
- b. Present significance of the doctrine of "states rights"
- c. Constitutional growth to meet changing conditions

Separation of powers concept and system of checks and balances as found in the national government

- a. Brief description of structure and role of the Executive, Legislative and Judicial branches
- b. Brief description of their interrelationship
- c. The problems of making and administering policy in the "national interest"

Protection of basic civil liberties

State and local governments

2. American Political Parties

The early emergence and subsequent role of the political parties

The major features of our parties

- a. Two-party system
- b. Pragmatic orientation. Similarities and differences in party policy
- c. Party Organization and the locus of power

The role of third parties

The role of interest groups

The role of the citizen and the public consensus: the politics of compromise

3. Foreign Policy and International Relations (Optional)

Brief historical perspective

The role of the United States following World War II

The making of foreign policy

Objectives and Problems

THE FAMILY AND COMMUNITY

1. Importance of the Subject

The Family, the most basic social institution everywhere
Changes resulting from Industrial Revolution

- a. A key to understanding of present-day American society
- b. A matter of interest to newly developing nations

2. The Family in the United States before industrial revolution

The setting:

- a. Agriculture the basic element of the American economy
- b. The family, chiefly rural, the principal unity of production and consumption

Family characteristics:

- a. Patriarchal outlook, in European tradition, with stress laid on duty and obedience
- b. Economic unity
- c. Close links to relatives of different generations
- d. Stability. Little divorce
- e. Influence of parents on matrimonial choices

3. The family since then

Nature and dates of Industrial Revolution

- a. Introduction of machine, increasing the amount of production of an individual
- b. Factories the focus of new or enlarged communities, leading to urbanization
- c. Attraction to city of farm people and immigrants
- d. Increase of social stratification and social mobility

Family characteristics produced by Industrial Revolution

- a. Tendency toward equality of husband and wife
- b. Economic individualism
- c. Greater emphasis upon persons - their individuality and emotions - the effect partly of psychological understanding

- d. Greater emphasis upon happiness than upon duty
- e. Tie between adult children and their parents largely affectionate rather than economic

Problems which may develop as result of the new situation

- a. Juvenile delinquency (statistics)
- b. Divorce (statistics)
- c. Nuclear family alone unable to care for aged, disabled or widowed
- d. Population increase

Attempts to prevent or overcome the problems

- a. Education for marriage
- b. Marriage counseling
- c. Family planning
- d. Community activities for youth
- d. Government assumption of emergency care
 - 1. Social Security: what it covers and how it works
 - 2. Other programs

Present situation in the United States

In spite of sensationalistic publicity majority of families consider themselves happy and do not experience either juvenile delinquency or divorce.

RELIGIOUS LIFE IN THE UNITED STATES

(Presented by a panel of leaders representing the United States Catholic Conference, the Council of Churches of Greater Washington, and the Jewish Community Council of Greater Washington.)

1. The Framework: Traditions of religious freedom and diversity in the United States

Variety of Religious Groups and Reasons for Panel Selection
Church-State relationship
Constitutional guarantee of freedom of worship
Church and Community - religious social action
Cooperation between religious groups

2. Protestantism

Size and distribution
Plurality
Cooperation among the various Protestant denominations
Religious education
Social and welfare concerns

3. Judaism

Size and distribution
Three branches in the United States
Organizational pattern
Religious education
Social and welfare concerns

4. Catholicism

Size and distribution
Brief history and growth
Organizational pattern
Religious education - parochial school system
Social and welfare concerns

EDUCATION IN THE UNITED STATES

1. Aims

A universal concern, to improve human resources
American concept of equal educational opportunity
a derivative of principles announced in Declaration
of Independence

- a. Brief sketch of development of public and private
educational systems; compulsory attendance but
with right of choice

Specific aims of U.S. education today in development of
each citizen (technical capability, physical fitness,
aesthetic appreciation, sense of moral and civic
responsibility.)

Current overall statistics of number and enrollment of
public and private institutions

2. Educational Setting

Decentralization of authority

- a. State, local and Federal jurisdictions; administra-
tive and financial responsibilities of each
 1. Resultant pluralism and diversity
 2. Constant experimentation and competition to
achieve highest standards

Trends toward adoption of uniform standards

- a. General acceptance of proven standards
 1. Facility of transferral of students from
one region to another
- b. Accreditation systems
- c. National organizations

3. Elementary and Secondary Educations

Organizational patterns
Administrative, teaching and counseling staff

Curricula; basic similarity with some diversity

- a. Adaptability to individual abilities

Comprehensive high school
Vocational education
Education of exceptional children

4. Higher Education

Kinds of institutions and their purposes (including junior colleges)
Liberal arts concept; degrees
Graduate and professional education; degrees
Semi-professional and technical education
Adult education
Administration and financial support

5. Current Situation

Problems

- a. Lack of facilities to meet explosion of school-age population
- b. Growing expectation of individual for education
 - 1. Disadvantages of persons coming from culturally deprived environments
- c. Shortage of well-trained teachers
- d. Variation in levels of local and state tax resources
- e. Traditional curricula versus expanding body of knowledge, particularly in scientific field
 - 1. Humanities versus technical education

The expanding role of the Federal Government

- a. Increased financial assistance
- b. Pressured to complete public school desegregation
- c. Training of the underprivileged

Widespread awareness of problems

THE DEVELOPING ECONOMY OF THE UNITED STATES

1. Basic influences during the formative years

Freedom to make political decisions, as exemplified by
Declaration of Independence

Freedom to make individual economic decisions, as ad-
vocated by Adam Smith

Frontier movement: no peasantry, absence of feudalism,
need for individual resourcefulness

2. Growth of Public Interest

The Andrew Jackson Era (1830)

- a. Government more responsive to the will of the people

Government assistance

- a. Cheap land (Homestead Act 1862)
- b. Land Grant Colleges (Morrell Act 1862)
- c. Building of railroads

Need for Government regulation and steps taken

- a. Interstate Commerce Act
- b. Anti-trust legislation - Sherman Act, et cetera

3. Development of reform and social legislation: Impetus given by the Depression of the 1930s.

Social Security legislation, et cetera

Legal recognition of trade unions as equal partners in
economic affairs

- a. Revival of historic spirit of civil equality and
individual dignity

Assistance for Farmer

- a. Role of Farm Security Administration
- b. Supervised credit
- c. Soil conservation
- d. Rural electrification
- e. Price supports

Assistance to urban life

- a. Housing, reformed mortgage system, urban renewal

4. Present Operation of Economy

Stabilizing influences

a. Fiscal policy of Government

Redistribution of wealth through taxation

International trade

Automation

Unemployment and poverty

Impact of Employment Act of 1946

5. Continuing Development

The Great Debate: The Private Sector vs. The Great Society

6. Modernizing a nation

New nations can profit from assistance from more developed nations just as the United States profited from assistance from abroad in the past.

CIVIL LIBERTIES AND RACE RELATIONS IN THE U.S.A.

1. Civil Liberties and Civil Rights

Limited government as a concept: that government can act only upon basis of law, by grant of authority

- a. Basic constitutional guarantees - the Bill of Rights
- b. Protection of individual against arbitrary acts of the state
- c. Examples of cases involving freedom of speech, press, trade unions and assembly

Minority groups (brief look at the matter historically as a frame of reference) and the problem of prejudice and discrimination

2. Race Relations - Background, problems and trends

Historical background

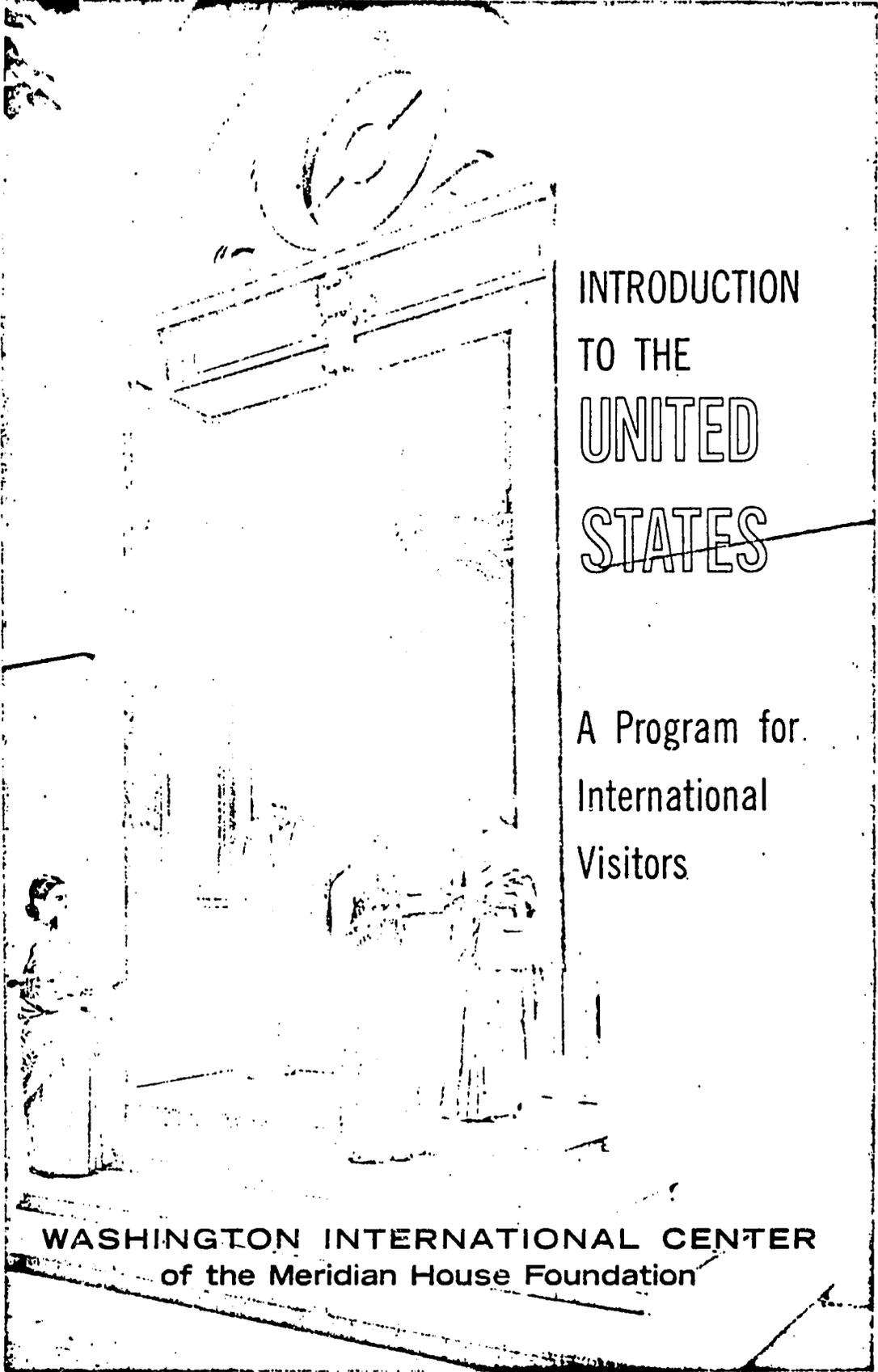
- a. Slavery and the beginning of the race problem
- b. Southern society and the plantation economy
- c. The Civil War and emancipation
- d. Reconstruction - North and South
- e. "Separate but equal" - legal basis for racial separation

End of "separate but equal"

- a. 1954 Supreme Court public school desegregation decision
- b. School desegregation - regional variations
- c. Desegregation of public transportation and recreation

Problems and trends

- a. The federal system and states rights
- b. Public accommodations - private business
- c. Employment and housing
- d. The Civil Rights Bills of 1957, 1960, and 1964
- e. The Negro in politics
- f. Progress of the current social revolution



INTRODUCTION
TO THE
UNITED
STATES

A Program for
International
Visitors

WASHINGTON INTERNATIONAL CENTER
of the Meridian House Foundation

WELCOME!

The Washington International Center extends a most cordial welcome to you!

Both staff members and volunteers of the Center hope that the talks, discussions, tours, and activities that we have planned for you will add to the value and the pleasure of your visit in the United States.

Our program is designed to serve the needs and interests of our visitors. We think it has been helpful to the more than 75,000 guests we have thus far received, yet we always look for new ways to improve it. We invite you to join in the discussions, ask whatever questions you wish, and offer any suggestions that occur to you.

Hundreds of unpaid volunteers, residents of the Washington community, serve the Center and its guests and offer hospitality in their own homes. They too join in welcoming you to our city and our country.



Executive Director



MONDAY, AUGUST 5, 1968

Raymond J. Becker, Chairman

9:30 to 10:30 a.m. WELCOME AND INTRODUCTION

Arthur L. Richards
Executive Director

GREETINGS ON BEHALF OF THE U. S.
GOVERNMENT

William J. Elsen
Chief, Orientation Branch
Office of International Training
Agency for International Development

10:30 a.m. Welcoming Reception - Coffee and tea
served by volunteer hostesses

11:00 a.m. CUSTOMS AND DAILY LIFE IN THE U.S.A.
to

12:30 p.m. Raymond J. Becker
Staff Associate

12:30 p.m. LUNCH PERIOD

2:00 to 3:30 p.m. THE LAND AND PEOPLE OF THE UNITED STATES

James K. Flack
Assistant Professor of History
University of Maryland

7:30 to 10:30 p.m. "The Republican Convention - Candidates,
Issues and Proceedings"
An analysis in English and Spanish.
Speakers will remain for TV viewing of
the Convention.

The Center closes at 10:30 p.m.

TUESDAY, AUGUST 6

9:00 to U. S. GOVERNMENT AND POLITICS
10:30 a.m.

Arthur B. Caldwell
Attorney and Lecturer

10:30 a.m. Coffee Break, Snack Bar

11:00 a.m. CAPITOL HILL TOUR

to
3:00 p.m. Participants will leave by bus
for a tour of the U.S. Capitol,
Supreme Court, Library of Congress,
and other points of interest in
connection with the activities of
the National Government.

Group will have lunch during the
tour and will be accompanied by
staff and volunteer guides.

7:30 p.m. Open House and Film
"Pilgrim Adventure"

The Center closes at 10:30 p.m.

WEDNESDAY, AUGUST 7

9:00 to 10:30 a.m. THE FAMILY AND COMMUNITY
Artemis Emmanuel
Professor of Sociology
Marjorie Webster Junior College

10:30 a.m. Coffee break, Snack Bar

10:45 a.m. RELIGIOUS LIFE IN THE UNITED STATES

to
12:00 noon Boniface L. Wittenbrink
Executive Director, Conference of
Major Superiors of Men, USA
U.S. Catholic Conference

Lowell D. Ditzen
Executive Secretary
The Council for the National
Presbyterian Church and Center

Isaac Franck
Executive Vice President
Jewish Community Council

Wednesday afternoon reserved for appointments
with sponsors, program officers, Embassies or
leisure time activities.

7:30 p.m. Games, featuring "Pit"
Recorded Popular Music
The Center closes at 10:30 p.m.

THURSDAY, AUGUST 8

9:00 a.m. A LOOK AT THE WASHINGTON COMMUNITY
to
12:00 noon The group will leave the Center promptly at 9:00 a.m. Points of interest include: Schools and universities, religious institutions, types of housing developments, and various civic and commercial centers in the metropolitan area. Return to the Center about 12:00 noon.

12:00 noon LUNCH PERIOD

1:30 to EDUCATION IN THE UNITED STATES
3:00 p.m.
Carl McDaniels
Associate Professor of Education
George Washington University

7:30 p.m. Practice Your English - Terrace
Arts and Crafts - Coffee Shop
8:45 p.m. Folk Dancing - Recreation Room
The Center closes at 10:30 p.m.

FRIDAY, AUGUST 9

9:00 to FILM AND DISCUSSION OF U.S. ECONOMIC
10:15 a.m. AND SOCIAL DEVELOPMENT

10:30 a.m. Join A.I.E.S.E.C. Group for Coffee

10:45 a.m. THE ECONOMY OF THE UNITED STATES

to

12:00 noon John J. Murphy
Associate Professor of Economics
Catholic University of America

12:00 noon LUNCH PERIOD

1:00 to CIVIL LIBERTIES AND RACE RELATIONS IN
2:30 p.m. THE U.S.A.

William A. Payne
Metropolitan Applied Research Center
New York, New York

2:30 p.m. Presentation of Certificates

- Farewell Reception -

Coffee and tea served by volunteer hostesses

7:30 p.m. International Circle - Leo Cyr, Chairman

This program is presented by the current week's
visitors from abroad. Representatives from three
or four countries have the opportunity to introduce
their homeland to the Circle by talks, questions
and answers, films, slides or music.

The Center closes at 10:30 p.m.

SATURDAY, AUGUST 10

9:00 a.m. MOUNT VERNON TOUR

to

1:00 p.m. The tour opens with a stop at the Lincoln Memorial, then goes on to Arlington National Cemetery, last resting-place of America's heroes, with visits to the memorial terrace containing the graves of President John Kennedy and Senator Robert Kennedy and to the Tomb of the Unknown Soldier; proceeds through the city of Alexandria, famed as a seaport in colonial days; and ends with a tour of Mount Vernon, home of George Washington, first U. S. President. Bus returns to Washington at 1:00 p.m.

LEISURE TIME ACTIVITIES

You will find other tours and leisure time suggestions outside the Center listed on the reverse side of the WIC SCHEDULE OF EVENING ACTIVITIES. This is available at the Information Desk.

7:30 p.m. Open House
and Bingo for Prizes

The Center closes at 11:00 p.m.

NOTES AND APPOINTMENTS

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

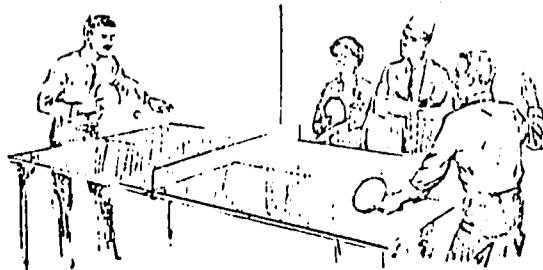
SATURDAY

SUNDAY

EVENING ACTIVITIES

The evening program at the Center provides opportunities for you to relax in a homelike atmosphere and to participate in a variety of social, cultural and educational activities.

The Center is open to you each evening except Sunday. Residents of the Washington community serve as volunteer hosts. You are cordially invited to take part in the particular program which may be offered; or to use our facilities, such as television, records, newspapers, books, magazines, games; or simply to talk with other international visitors and our volunteers. If you would like to attend a meeting of a community organization, the theater, a concert, or other special events, or participate in some sport, please let us know about your interests.



LIBRARY

The Center Library contains selected books and publications covering many aspects of life in the United States. You are invited to examine and use these materials at your leisure.

APPENDIX B

Instruments used in the DETRI Survey of the Washington International Center's Formal Orientation Program

This appendix contains the research instruments used in the DETRI survey of the Washington International Center's formal orientation program. They include:

- (1) The Before Questionnaire (administered on Monday mornings);
- (2) the After Questionnaire (administered on Friday afternoons) which includes all questions asked on Monday except the first three pages, plus an additional seven pages at the end;
- (3) the Post-Lecture Reaction Form administered after each lecture; and
- (4) an illustrative Observation Code Sheet from the Civil Rights lecture, one of eight such forms each having specific items designed particularly for the lecture topic observed. This is the form used by DETRI staff observers to rate lecturers and lectures.

PARTICIPANT QUESTIONNAIRE - CONTENTS AND INSTRUCTIONS

- I. Preparation for Your Training Program
- II. Experiences in the U. S.
- III. Information about the U. S.
- IV. Ideas about the U. S.

This questionnaire is divided into the parts listed above. Please read all questions and answer them frankly. Only through your help can A.I.D. improve its orientation program for future participants.

We will give you instructions using the examples below before you begin. You do not need to answer these examples.

EXAMPLES

Experiences in the U. S.

Since coming to the U. S., how much trouble have you had with each of the things listed below?

	<u>NO TROUBLE</u>	<u>A LITTLE TROUBLE</u>	<u>A LOT OF TROUBLE</u>
1. Weather	_____	_____	_____
2. Food	_____	_____	_____
3. Other troubles not listed above (write in):	_____	_____	_____

Information about the U. S.

1. Which of the following cannot vote in elections in the U. S.?
- (a) Negroes
 - (b) U. S. women
 - (c) people under 18 years of age
 - (d) Communists

(a) _____
 (b) _____
 (c) _____
 (d) _____

Disbelieve
 Disbelieve somewhat
 Cannot make a decision
 Believe somewhat
 Strongly believe

Ideas about the U. S.

- 1. Cowboys and Indians are still fighting on the western plains
- 2. People in the U. S. are democratic

PREPARATION FOR YOUR TRAINING PROGRAM

CAND 01

1. SOURCES OF INFORMATION ABOUT THE U. S.

Before going abroad, people learn about other countries in several ways. Some of these ways are listed below. Put a check (✓) on the line which indicates how often you got information about the U. S. from each of the following sources.

	<u>NEVER GOT INFOR-</u> <u>MATION FROM</u>	<u>SOMETIMES GOT</u> <u>INFORMATION FROM</u>	<u>OFTEN GOT</u> <u>INFORMATION FROM</u>
a. Printed material (magazines, books and newspapers)	_____	_____	_____
	11-1	11-2	11-3
b. Radio	_____	_____	_____
	12-1	12-2	12-3
c. Television	_____	_____	_____
	13-1	13-2	13-3
d. The government of my country	_____	_____	_____
	14-1	14-2	14-3
e. My employer	_____	_____	_____
	15-1	15-2	15-3
f. U.S. government agen- cies in my country	_____	_____	_____
	16-1	16-2	16-3
g. Former A.I.D. par- ticipants	_____	_____	_____
	17-1	17-2	17-3
h. My family and rela- tives who have visited the U. S.	_____	_____	_____
	18-1	18-2	18-3
i. My friends who have visited the U. S.	_____	_____	_____
	19-1	19-2	19-3
j. My teachers	_____	_____	_____
	20-1	20-2	20-3

1. Sources of Information (continued)

	<u>NEVER GOT INFOR-</u> <u>MATION FROM</u>	<u>SOMETIMES GOT</u> <u>INFORMATION FROM</u>	<u>OFTEN GO-</u> <u>INFORMATION</u>
k. U. S. citizens tra- veling in my country	_____	_____	_____
	21-1	21-2	21-3
l. U. S. citizens working in my country	_____	_____	_____
	22-1	22-2	22-3
m. American movies	_____	_____	_____
	23-1	23-2	23-3
n. An earlier visit to the U. S.	_____	_____	_____
	24-1	24-2	24-3
o. Other sources not listed above (write in):			
_____		_____	_____
		25-2	25-3
_____		_____	_____
		26-2	26-3

2. Was English the main language used in regular courses in your schools?

_____ yes _____ no
27-1 27-2

3. If it was not, how many years of English language training have you had, either in school or in a special course?

- | | |
|-----------------------|-----------|
| (a) less than 1 year | (a) _____ |
| | 28-1 |
| (b) 1 year | (b) _____ |
| | 28-2 |
| (c) 2 years | (c) _____ |
| | 28-3 |
| (d) 3 to 5 years | (d) _____ |
| | 28-4 |
| (e) more than 5 years | (e) _____ |
| | 28-5 |

4. Think about the time between when you received notice of your selection as an A. I. D. participant and the day you left your country. Some problems you might have had are listed below. Please place a check (✓) on the line indicating how much a problem each of these was for you before you left your country.

	<u>NEVER A PROBLEM</u>	<u>SOMETIMES A PROBLEM</u>	<u>OFTEN A PROBLEM</u>
a. Delays in starting my training program	_____	_____	_____
	29-1	29-2	29-3
b. Not enough English language training	_____	_____	_____
	30-1	30-2	30-3
c. Not enough information about my training program	_____	_____	_____
	31-1	31-2	31-3
d. Not enough information about the U. S.	_____	_____	_____
	32-1	32-2	32-3
e. Not enough time to prepare for my training program	_____	_____	_____
	33-1	33-2	33-3
f. Not enough time to make necessary arrangements for leaving my country	_____	_____	_____
	34-1	34-2	34-3
g. Other problems not listed above (write in):	_____	_____	_____
_____		35-2	35-3
_____		36-2	36-3

5. How many days has it been since you arrived in the U. S.?

- | | |
|-----------------------|-----------|
| (a) 1 or 2 days | (a) _____ |
| | 37-1 |
| (b) 3 to 6 days | (b) _____ |
| | 37-2 |
| (c) 7 to 14 days | (c) _____ |
| | 37-3 |
| (d) more than 14 days | (d) _____ |
| | 37-4 |

EXPERIENCES IN THE U. S.

CARD 02

1. Since coming to the U. S., how much trouble have you had with each of the things listed below? Again, indicate your answer with a check (✓).

	<u>NO TROUBLE</u>	<u>A LITTLE TROUBLE</u>	<u>A LOT OF TROUBLE</u>
1. Weather	<u>11-1</u>	<u>11-2</u>	<u>11-3</u>
2. Food	<u>12-1</u>	<u>12-2</u>	<u>12-3</u>
3. Housing	<u>13-1</u>	<u>13-2</u>	<u>13-3</u>
4. Transportation	<u>14-1</u>	<u>14-2</u>	<u>14-3</u>
5. Entertainment	<u>15-1</u>	<u>15-2</u>	<u>15-3</u>
6. Prices too high	<u>16-1</u>	<u>16-2</u>	<u>16-3</u>
7. Understanding English	<u>17-1</u>	<u>17-2</u>	<u>17-3</u>
8. Speaking English	<u>18-1</u>	<u>18-2</u>	<u>18-3</u>
9. Other problems not listed above (write in):			
<hr/>		<u>19-2</u>	<u>19-3</u>
<hr/>		<u>20-2</u>	<u>20-3</u>

37

2. People who travel to other countries sometimes have some of the problems listed below. Please place a check (✓) on the line indicating how much of a problem each of these has been for you since you arrived in the U. S.

	<u>NEVER A PROBLEM</u>	<u>SOMETIMES A PROBLEM</u>	<u>OFTEN A PROBLEM</u>
a. I do not feel like eating	_____	_____	_____
	21-1	21-2	21-3
b. I cannot digest the food	_____	_____	_____
	22-1	22-2	22-3
c. I do not like the taste of the food	_____	_____	_____
	23-1	23-2	23-3
d. I have headaches	_____	_____	_____
	24-1	24-2	24-3
e. I have trouble sleeping	_____	_____	_____
	25-1	25-2	25-3
f. I feel lonely	_____	_____	_____
	26-1	26-2	26-3
g. I feel nervous	_____	_____	_____
	27-1	27-2	27-3
h. I feel homesick	_____	_____	_____
	28-1	28-2	28-3
i. I feel that I must hurry too much	_____	_____	_____
	29-1	29-2	29-3
j. I feel tired and weak	_____	_____	_____
	30-1	30-2	30-3
k. I feel that I do not have enough to do	_____	_____	_____
	31-1	31-2	31-3
l. Other problems not listed above (write in):	_____	_____	_____
		32-2	32-3
		33-2	33-3

INFORMATION ABOUT THE U. S.

CARD 0

1. After you become acquainted with a person in the U. S., it is all right to:

- (a) ask as many questions as you want (a) _____
- (b) ask questions only if the person is a man (b) _____
- (c) ask questions, but only after the person has asked you questions (c) _____
- (d) ask no questions (d) _____

2. After you have been a dinner guest of a U. S. family, the usual thing to do is:

- (a) invite the family to have dinner as your guests (a) _____
- (b) give the family an expensive gift (b) _____
- (c) consider the U. S. family your very good friends (c) _____
- (d) telephone or write a note to thank them (d) _____

3. Which of the following statements about a "volunteer" in the U. S. is true?

- (a) a volunteer is someone who gets paid for doing work (a) _____
- (b) a volunteer is usually a man (b) _____
- (c) a volunteer usually has a sense of community responsibility (c) _____
- (d) volunteers come from only one social background (d) _____

4. Which of the following statements about Travelers Checks is true?

- (a) travelers checks must be cashed in a bank (a) _____
- (b) to buy \$100.00 worth of travelers checks, you pay \$100.00 plus a fee of \$1.00 (b) _____
- (c) you can buy travelers checks in drugstores (c) _____
- (d) if travelers checks get lost, you cannot replace them (d) _____

27

5. Which of the following was a direct result of the U. S. Civil

- (a) the southern states formed their own government (a) 27
- (b) most southern Negroes moved to the North (b) 28
- (c) slavery was legally ended (c) 29
- (d) racial discrimination in the South was ended (d) 30

6. Most of the people who immigrated to the U. S. during the last part of the 19th Century came from . . .

- (a) England (a) 31
- (b) Asia, especially Japan (b) 32
- (c) a number of areas in Africa and the Near East (c) 33
- (d) a number of European countries and Russia (d) 34

7. The U. S. can be divided into 5 regions: the East, the South, the Southwest, the Midwest, and the West. Which of the following found in the Eastern region?

- (a) Boston (a) 35
- (b) the Rocky Mountains (b) 36
- (c) the farming area where most of the wheat in the country is grown (c) 37
- (d) the Mississippi River (d) 38

8. American Indians who live on reservations (lands given to the by agreements with the federal government) . . .

- (a) may leave the reservation whenever they want (a) 39
- (b) must get permission from the federal government to leave the reservations (b) 40
- (c) may not leave the reservation (c) 41
- (d) may leave the reservation only for 2 years (d) 42

9. Each state in the U. S. has:

- (a) two representatives in the U. S. House of Representatives (a) _____
43-1
- (b) two Senators (b) _____
44-1
- (c) one person who is a judge on the U. S. Supreme Court (c) _____
45-1
- (d) one person on the President's cabinet (d) _____
46-1

10. The debates and speeches in the Congress of the U. S. are:

- (a) not available to the American public (a) _____
47-1
- (b) published only with the approval of the President of the U. S. (b) _____
48-1
- (c) completely published in an official document available to the public (c) _____
49-1
- (d) completely published in daily newspapers (d) _____
50-1

11. Which of the following statements about making laws in the U. S. is true?

- (a) the U. S. Congress votes on proposed laws (a) _____
51-1
- (b) the President cannot veto proposed laws (b) _____
52-1
- (c) U. S. citizens vote on proposed laws (c) _____
53-1
- (d) the U. S. Supreme Court has no power to decide if laws are constitutional (d) _____
54-1

12. Membership in a political party in the U. S. is based primarily

- (a) a person's wealth (a) _____
55-1
- (b) a person's family background (b) _____
56-1
- (c) free choice of the individual (c) _____
57-1
- (d) strict requirements made by each party (d) _____
58-1

13. One out of every five U. S. families. . .

- | | |
|-------------------------------------------------------|-----------------|
| (a) lives with the husband's parents | (a) _____ |
| (b) lives on farms | (b) <u>59-1</u> |
| (c) lives in the town where the wife was born | (c) <u>60-1</u> |
| (d) moves 200 miles or more to another home each year | (d) <u>61-1</u> |
| | <u>62-1</u> |

14. What percentage of married women in the U. S. have jobs outside the home?

- | | |
|----------|-----------------|
| (a) 10 % | (a) _____ |
| (b) 33 % | (b) <u>63-1</u> |
| (c) 50 % | (c) <u>64-1</u> |
| (d) 75 % | (d) <u>65-1</u> |
| | <u>66-1</u> |

15. What percentage of the marriages in the U. S. end in divorce?

- | | |
|----------|-----------------|
| (a) 10 % | (a) _____ |
| (b) 25 % | (b) <u>67-1</u> |
| (c) 50 % | (c) <u>68-1</u> |
| (d) 75 % | (d) <u>69-1</u> |
| | <u>70-1</u> |

16. Most elderly people in this country . . .

- | | |
|------------------------------------|-----------------|
| (a) live with their grown children | (a) _____ |
| (b) live in Florida | (b) <u>11-1</u> |
| (c) live in homes for the old | (c) <u>12-1</u> |
| (d) live in their own homes | (d) <u>13-1</u> |
| | <u>14-1</u> |

CARD 06

17. Which of the following is the largest group in the U. S.?

- (a) the Catholics (a) _____
- (b) the Protestants (b) _____
- (c) the Jews (c) _____
- (d) people who are not members of any religious group (d) _____

18. What percentage of people in the U. S. belong to some religious group?

- (a) about 10 % (a) _____
- (b) about 50 % (b) _____
- (c) about 70 % (c) _____
- (d) about 95 % (d) _____

19. How often does the average U. S. church member go to church?

- (a) twice each week (a) _____
- (b) once each week (b) _____
- (c) twice each month (c) _____
- (d) once each month (d) _____

20. The Constitution of the U. S. . . .

- (a) allows everyone to choose his own religion (a) _____
- (b) does not mention religion (b) _____
- (c) allows only three religions in this country (c) _____
- (d) permits people only to worship on Sunday (d) _____

21. All U. S. young people . . .

- | | |
|--------------------------------------------|-----------------|
| (a) must attend school until the age of 12 | (a) _____ |
| (b) must attend school until the age of 16 | (b) <u>31-1</u> |
| (c) must attend school until the age of 20 | (c) <u>32-1</u> |
| (d) are not required to attend school | (c) <u>33-1</u> |
| | (d) <u>34-1</u> |

22. Most of the money to run U. S. primary and secondary schools comes from . . .

- | | |
|-------------------------------------------------------------------|-----------------|
| (a) local taxes paid by adults, whether or not they have children | (a) _____ |
| (b) fees paid by the parents of students | (b) <u>35-1</u> |
| (c) contributions from various people and organizations | (c) <u>36-1</u> |
| (d) the federal government | (c) <u>37-1</u> |
| | (d) <u>38-1</u> |

23. U. S. secondary schools . . .

- | | |
|----------------------------------------------------------------------------|-----------------|
| (a) are attended only by students who have passed special examinations | (a) _____ |
| (b) have prayers in class each day | (b) <u>39-1</u> |
| (c) separate girls from boys | (b) <u>40-1</u> |
| (d) allow students to take courses suited to their interests and abilities | (c) <u>41-1</u> |
| | (d) <u>42-1</u> |

24. What percentage of Americans can neither read nor write?

- | | |
|----------|-----------------|
| (a) 2 % | (a) _____ |
| (b) 10 % | (b) <u>43-1</u> |
| (c) 25 % | (c) <u>44-1</u> |
| (d) 50 % | (c) <u>45-1</u> |
| | (d) <u>46-1</u> |

25. The U. S. government's largest source of income is . . .

- (a) taxes on the profits of U. S. companies overseas (a) _____
47-1
- (b) taxes on the profits of U. S. companies in this country (b) _____
48-1
- (c) interest on bank deposits and bonds (c) _____
49-1
- (d) taxes on the wages and salaries of U. S. workers (d) _____
50-1

26. The percentage of workers who are unemployed today in the U. S. is about:

- (a) 1 % (a) _____
51-1
- (b) 5 % (b) _____
52-1
- (c) 10 % (c) _____
53-1
- (d) 20 % (d) _____
54-1

27. Which of the following statements is true about the U. S. government's participation in the economy?

- (a) the U. S. government provides free housing for poor citizens (a) _____
55-1
- (b) the U. S. government encourages farmers to produce as much food as they can (b) _____
56-1
- (c) the U. S. government helps supply electricity to some rural areas (c) _____
57-1
- (d) the U. S. government does not help colleges and universities in any way (d) _____
58-1

28. What percentage of the population of the U. S. is Negro?

- (a) 5 % (a) _____
59-1
- (b) 10 % (b) _____
60-1
- (c) 20 % (c) _____
61-1
- (d) 40 % (d) _____
62-1

29. Which of the following statements is true about U. S. government actions taken during the 1950's and 1960's?

- (a) the U. S. government has done nothing to provide Negroes the opportunity to vote (a) 63-1
- (b) the U. S. government has done nothing to provide Negroes equal employment opportunities (b) 64-1
- (c) the U. S. government has done nothing to provide Negroes with equal opportunity to such public services as busses, restaurants and hotels (c) 65-1
- (d) the U. S. government has done nothing to provide Negroes the right to join private clubs such as golfing and tennis clubs (d) 66-1

30. The average yearly income for white families in the U. S. is approximately \$7500.00. What is the average yearly income for Negro families?

- (a) \$3,000 (a) 67-1
- (b) \$4,500 (b) 68-1
- (c) \$5,500 (c) 69-1
- (d) \$7,500 (d) 70-1

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IDEAS ABOUT THE U. S.

Most visitors arrive in the United States with ideas about this country and of typical people in the U. S.

Listed below are observations about the U. S. and typical people in the U. S. made by previous visitors.

Please read each statement and put a check (✓) on the line after it which indicates your view. Of course, these statements do not refer to all people in the U. S. -- they refer to typical people in the U. S.

For each statement, if you strongly believe the idea stated or one like it, check the first line after the statement (STRONGLY BELIEVE). If you believe the idea somewhat, but not strongly, check the second line after the statement (BELIEVE SOMEWHAT). If you cannot make a decision whether or not you believe the idea, check the third line after the statement (CANNOT MAKE A DECISION). If you disbelieve the idea somewhat, check the fourth line after the statement (SOMEWHAT DISBELIEVE). If you do not believe the idea at all, check the fifth line after the statement (STRONGLY DISBELIEVE).

	Strongly believe	Believe somewhat	Cannot make a decision	Disbelieve somewhat	-
1. People in the U. S. do not know much about other countries	11-1	11-2	11-3	11-4	-
2. People in the U. S. seldom disobey the law	12-1	12-2	12-3	12-4	-
3. The air and water in large U. S. cities is full of dirt and smoke	13-1	13-2	13-3	13-4	-
4. The U. S. government has treated the American Indian badly	14-1	14-2	14-3	14-4	-
5. The U. S. government keeps no important information from the public	15-1	15-2	15-3	15-4	-
6. Young people in the U. S. speak out too much	16-1	16-2	16-3	16-4	-

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	Strongly believe	Believe somewhat	Cannot make a decision	Disbelieve somewhat
7. U. S. women are not as feminine as women in other countries	17-1	17-2	17-3	17-4
8. Too many U. S. wives work outside the home	18-1	18-2	18-3	18-4
9. Men in the U. S. are good husbands	19-1	19-2	19-3	19-4
10. Older people in the U. S. are ignored by their relatives	20-1	20-2	20-3	20-4
11. The members of U. S. families spend much time together	21-1	21-2	21-3	21-4
	Strongly believe	Believe somewhat	Cannot make a decision	Disbelieve somewhat
12. Young people in the U. S. marry at a very early age	22-1	22-2	22-3	22-4
13. Too many people in this country get divorced	23-1	23-2	23-3	23-4
14. People in the U. S. do not go to church enough	24-1	24-2	24-3	24-4
15. In the U. S., science is more important than religion	25-1	25-2	25-3	25-4
16. Churches in the U. S. work for social improvements	26-1	26-2	26-3	26-4
17. Opportunities for U. S. Negroes have greatly improved in the last 15 years	27-1	27-2	27-3	27-4

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	Strongly believe	Believe somewhat	Cannot make a decision	Disbelieve somewhat	Strongly disbelieve
18. In the U. S., Negroes can get houses anywhere they want to live	28-1	28-2	28-3	28-4	28-5
19. White men in the U. S. can get better jobs than Negro men	29-1	29-2	29-3	29-4	29-5
20. There is less racial prejudice in the U. S. than in most other countries	30-1	30-2	30-3	30-4	30-5
21. Friendships in the U. S. are very deep and last a long time	31-1	31-2	31-3	31-4	31-5
22. Student-teacher relations in the U. S. are too informal	32-1	32-2	32-3	32-4	32-5
	Strongly believe	Believe somewhat	Cannot make a decision	Disbelieve somewhat	Strongly disbelieve
23. Education in the U. S. would be better if there were national standards	33-1	33-2	33-3	33-4	33-5
24. Only rich people in the U. S. have enough money to go to universities	34-1	34-2	34-3	34-4	34-5
25. The owners of big corporations do not treat their workers fairly	35-1	35-2	35-3	35-4	35-5
26. The increasing use of machines in U. S. industry is causing unemployment	36-1	36-2	36-3	36-4	36-5
27. The U. S. has become wealthy mainly by trading with the less developed nations	37-1	37-2	37-3	37-4	37-5

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	Strongly believe	Believe somewhat	Cannot make a decision	Disbelieve somewhat	Strongly disbelieve
28. American businessmen make the most money when the U. S. is at war	38-1	38-2	38-3	38-4	38-5
29. U. S. newspapers are allowed to criticize the government	39-1	39-2	39-3	39-4	39-5
30. The average citizen cannot influence the U. S. government	40-1	40-2	40-3	40-4	40-5
31. People in the U. S. are well educated	41-1	41-2	41-3	41-4	41-5
32. People in the U. S. are hardworking	42-1	42-2	42-3	42-4	42-5
33. Life in the U. S. is very fast	43-1	43-2	43-3	43-4	43-5
34. People in the U. S. do not waste their natural resources	44-1	44-2	44-3	44-4	44-5
35. Competition between businesses in the U. S. leads to better products for its citizens	45-1	45-2	45-3	45-4	45-5

PARTICIPANT QUESTIONNAIRE - CONTENTS AND INSTRUCTIONS

- I. Preparation for Your Training Program
- II. Experiences in the U. S.
- III. Information about the U. S.
- IV. Ideas about the U. S.

This questionnaire is divided into the parts listed above. Please read all questions and answer them frankly. Only through your help can A.I.D. improve its orientation program for future participants.

We will give you instructions using the examples below before you begin. You do not need to answer these examples.

EXAMPLES

Experiences in the U. S.

Since coming to the U. S., how much trouble have you had with each of the things listed below?

	<u>NO TROUBLE</u>	<u>A LITTLE TROUBLE</u>	<u>A LOT OF TROUBLE</u>
1. Weather	_____	_____	_____
2. Food	_____	_____	_____
3. Other troubles not listed above (write in):	_____	_____	_____

Information about the U. S.

1. Which of the following cannot vote in elections in the U. S.?
- | | |
|----------------------------------|-----------|
| (a) Negroes | (a) _____ |
| (b) U. S. women | (b) _____ |
| (c) people under 18 years of age | (c) _____ |
| (d) Communists | (d) _____ |

Ideas about the U. S.

	Strongly believe	Believe somewhat	Cannot make a decision	Disbelieve somewhat	Strongly disbelieve
1. Cowboys and Indians are still fighting on the western plains	_____	_____	_____	_____	_____
2. People in the U. S. are democratic	_____	_____	_____	_____	_____

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ACTIVITIES DURING THIS WEEK

1. People from other countries have different experiences with people they meet in the U. S. To what extent has each of these experiences been true for you since you arrived in this country?

	<u>NOT TRUE FOR ME</u>	<u>SOMEWHAT TRUE FOR ME</u>	<u>VERY TRUE FOR ME</u>
a. People here were interested in me	<u>11-1</u>	<u>11-2</u>	<u>11-3</u>
b. People here did not treat me as a friend	<u>12-1</u>	<u>12-2</u>	<u>12-3</u>
c. People here helped me	<u>13-1</u>	<u>13-2</u>	<u>13-3</u>
d. People here treated me rudely	<u>14-1</u>	<u>14-2</u>	<u>14-3</u>
e. People here respected me	<u>15-1</u>	<u>15-2</u>	<u>15-3</u>
f. Other experiences with people not listed above (<i>write in</i>):			
_____		<u>16-2</u>	<u>16-3</u>
_____		<u>17-2</u>	<u>17-3</u>

2. Since you have been in the U. S., have you met any U. S. citizens that you now consider your friends?

No 18-1 Yes 18-2

3. If so, how many of these did you meet through the Washington International Center orientation program?

- (a) 0 or 1 19-1
- (b) 2 19-2
- (c) 3 19-3
- (d) 4 to 9 19-4
- (e) 10 to 15 19-5
- (f) more than 16 19-6

3. Since you have been in the U. S., have you met people from any other country that you now consider your friends?

No 20-1 Yes 20-2

5. If so, how many of these did you meet through the Washington International Center orientation program?

- (a) 0 or 1 21-1
- (b) 2 21-2
- (c) 3 21-3
- (d) 4 to 9 21-4
- (e) 10 to 15 21-5
- (f) more than 16 21-6

6. How often did you do the following during the last week?

	<u>NEVER</u>	<u>ONCE OR TWICE</u>	<u>3 TO 5 TIMES</u>	<u>6 TIMES OR MORE</u>
a. Reading books, newspapers and magazines	<u>22-1</u>	<u>22-2</u>	<u>22-3</u>	<u>22-4</u>
b. Writing letters	<u>23-1</u>	<u>23-2</u>	<u>23-3</u>	<u>23-4</u>
c. Talking to people from your country	<u>24-1</u>	<u>24-2</u>	<u>24-3</u>	<u>24-4</u>
d. Talking to people from the U. S.	<u>25-1</u>	<u>25-2</u>	<u>25-3</u>	<u>25-4</u>
e. Talking to people from other countries	<u>26-1</u>	<u>26-2</u>	<u>26-3</u>	<u>26-4</u>
f. Going to movies	<u>27-1</u>	<u>27-2</u>	<u>27-3</u>	<u>27-4</u>
g. Watching television	<u>28-1</u>	<u>28-2</u>	<u>28-3</u>	<u>28-4</u>
h. Visiting American homes	<u>29-1</u>	<u>29-2</u>	<u>29-3</u>	<u>29-4</u>
i. Participating in the evening program at Washington International Center	<u>30-1</u>	<u>30-2</u>	<u>30-3</u>	<u>30-4</u>
j. Shopping	<u>31-1</u>	<u>31-2</u>	<u>31-3</u>	<u>31-4</u>
k. Going to your Embassy	<u>32-1</u>	<u>32-2</u>	<u>32-3</u>	<u>32-4</u>
l. Going to A. I. D.	<u>33-1</u>	<u>33-2</u>	<u>33-3</u>	<u>33-4</u>
m. Walking around Washington	<u>34-1</u>	<u>34-2</u>	<u>34-3</u>	<u>34-4</u>
n. Relaxing	<u>35-1</u>	<u>35-2</u>	<u>35-3</u>	<u>35-4</u>
o. Other activities not listed above (<i>write in</i>):				
_____		<u>36-2</u>	<u>36-3</u>	<u>36-4</u>
_____		<u>37-2</u>	<u>37-3</u>	<u>37-4</u>

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7. The Washington International Center program has many parts. The principal ones are listed below. Check how satisfied you were with each of them. If you did not participate in some part of the program, please check "did not participate."

	<u>COMPLETELY SATISFIED</u>	<u>VERY SATISFIED</u>	<u>SOMEWHAT SATISFIED</u>	<u>DID NOT PARTICIPATE</u>
a. Being met at the airport	<u>38-1</u>	<u>38-2</u>	<u>38-3</u>	<u>38-4</u>
b. Practical information on Washington, D. C.	<u>39-1</u>	<u>39-2</u>	<u>39-3</u>	<u>39-4</u>
c. The lectures	<u>40-1</u>	<u>40-2</u>	<u>40-3</u>	<u>40-4</u>
d. "Coffee breaks" at the Center	<u>41-1</u>	<u>41-2</u>	<u>41-3</u>	<u>41-4</u>
e. The Capitol Hill tour (Tuesday)	<u>42-1</u>	<u>42-2</u>	<u>42-3</u>	<u>42-4</u>
f. The W.I.C. evening activities	<u>43-1</u>	<u>43-2</u>	<u>43-3</u>	<u>43-4</u>
g. The Washington community tour/School visit (Thursday)	<u>44-1</u>	<u>44-2</u>	<u>44-3</u>	<u>44-4</u>
h. Visiting a U. S. home	<u>45-1</u>	<u>45-2</u>	<u>45-3</u>	<u>45-4</u>
i. Reading the material given you by W.I.C.	<u>46-1</u>	<u>46-2</u>	<u>46-3</u>	<u>46-4</u>

8. The principal evening activities at the Washington International Center are listed below. Check how satisfied you were with each of them as you did with the list above.

	<u>COMPLETELY SATISFIED</u>	<u>VERY SATISFIED</u>	<u>SOMEWHAT SATISFIED</u>	<u>DID NOT PARTICIPATE</u>
a. Movies at W.I.C.	<u>47-1</u>	<u>47-2</u>	<u>47-3</u>	<u>47-4</u>
b. English conversation practice	<u>48-1</u>	<u>48-2</u>	<u>48-3</u>	<u>48-4</u>
c. Arts and crafts	<u>49-1</u>	<u>49-2</u>	<u>49-3</u>	<u>49-4</u>
d. Folk dancing	<u>50-1</u>	<u>50-2</u>	<u>50-3</u>	<u>50-4</u>
e. Open House	<u>51-1</u>	<u>51-2</u>	<u>51-3</u>	<u>51-4</u>
f. Other WIC activities not listed above (write in):	<u>52-1</u>	<u>52-2</u>	<u>52-3</u>	<u>52-4</u>
_____	<u>53-1</u>	<u>53-2</u>	<u>53-3</u>	<u>53-4</u>
_____	<u>53-1</u>	<u>53-2</u>	<u>53-3</u>	<u>53-4</u>

For the last questions, please write out your answers on the lines below each question. You may write in French, Spanish, Portuguese or English. Do not use any other language.

8. During the last week, you have had many experiences at the Washington International Center and elsewhere. Briefly describe below the best experience you have had this week.

9. Briefly describe below an unhappy experience you have had during this week.

10. On the basis of your experiences during this week, write in any ideas you have for improving the Washington International Center program for future participants.

LECTURE AND OVERALL EVALUATION

1. Think a moment about all the different parts of your experience at the Washington International Center. How satisfied would you say you were with the W. I. C. program as a whole? Circle the number which indicates your feeling of satisfaction.

- Completely satisfied, the program was perfect 1
- 2
- 3
- 4
- 5
- Not at all satisfied, the program could not 6
- be worse 7

2. Listed below are the titles of the lectures presented to A.I.D. participants this week. Write the number "1" on the line after the title of the lecture you heard which you feel most helps you understand the U. S. Then write the number "2" on the line after the title of the lecture you feel will be second most helpful. The lecture you heard which you feel least helps you understand the U. S. should have the largest number (that is, "8" if you heard all the lectures). If you did not hear a lecture, place an "N" on the line after it. Use each number only once.

- Monday morning: "Customs & Daily Life" _____ 12
- Monday afternoon: "Land & People of the U.S." _____ 13
- Tuesday morning: "Government & Politics" _____ 14
- Wednesday morning: "The Family & Community" _____ 15
- Wednesday morning: "Religious Life in the U. S." _____ 16
- Thursday: "Education in the U. S." _____ 17
- Friday morning: "The Economy of the U. S." _____ 18
- Friday afternoon: "Race Relations in the U. S." _____ 19

3. Rate the lectures in the same way you did above, but this time, rate how interesting the lectures were for you. Again, every lecture you attended should have a different number on the line after it.

- Monday morning: "Customs & Daily Life" _____ 20
- Monday afternoon: "Land & People of the U. S." _____ 21
- Tuesday morning: "Government & Politics" _____ 22
- Wednesday morning: "The Family & Community" _____ 23
- Wednesday morning: "Religious life in the U. S." _____ 24
- Thursday: "Education in the U. S." _____ 25
- Friday morning: "The Economy of the U. S." _____ 26
- Friday afternoon: "Race Relations in the U. S." _____ 27

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BIOGRAPHIC INFORMATION

Please fill in the following information:

1. Sex: ²⁸⁻¹ Male ²⁸⁻² Female
2. Marital Status: ²⁹⁻¹ Married ²⁹⁻² Single ²⁹⁻³ Other
3. Present age: _____
³⁰⁻³¹
4. Occupation: _____ ³²⁻³⁴
5. Nationality: _____ ³⁵⁻³⁷
6. Beginning with your first year of formal schooling, how many years of education did you have before beginning this A.I.D. training program?
_____ years
³⁸⁻³⁹

7. Please list the colleges or universities you have attended. If you received a degree, what was it?

college	degree
---------	--------

8. By whom are you currently employed in your country? Describe your job briefly.

9. Before this trip, if you have lived or traveled in any country other than your own, complete the following:

name of country	dates (mo. & year)	purpose of trip
	to	
	to	
	to	

⁴⁰

⁴¹

10. In what city or town in your country are you now living?

⁴²

55

POST-LECTURE REACTION FORM

C & DL

Print your name here:

Date: _____

CARD 12

1. Did you ask any questions about the lecture you just heard?

NO YES
11-1 11-2

2. Did you have any questions that you did not get a chance to ask?

NO YES
12-1 12-2

3. AID participants have sometimes had trouble understanding the lectures. Listed below are some of these troubles. To what extent was each of these troubles true for you in the lecture you just heard?

<i>(make one check for each item, a through f)</i>	NOT TRUE <u>FOR ME</u>	SOMEWHAT TRUE <u>FOR ME</u>	VERY TRUE <u>FOR ME</u>
(a) Lecturer spoke too fast	<input type="checkbox"/> <small>13-1</small>	<input type="checkbox"/> <small>13-2</small>	<input type="checkbox"/> <small>13-3</small> (a)
(b) Lecturer spoke too softly	<input type="checkbox"/> <small>14-1</small>	<input type="checkbox"/> <small>14-2</small>	<input type="checkbox"/> <small>14-3</small> (b)
(c) There were too many noises and interruptions	<input type="checkbox"/> <small>15-1</small>	<input type="checkbox"/> <small>15-2</small>	<input type="checkbox"/> <small>15-3</small> (c)
(d) There were too many unusual or difficult words	<input type="checkbox"/> <small>16-1</small>	<input type="checkbox"/> <small>16-2</small>	<input type="checkbox"/> <small>16-3</small> (d)
(e) The speech was not organized	<input type="checkbox"/> <small>17-1</small>	<input type="checkbox"/> <small>17-2</small>	<input type="checkbox"/> <small>17-3</small> (e)
(f) I was thinking about other things	<input type="checkbox"/> <small>18-1</small>	<input type="checkbox"/> <small>18-2</small>	<input type="checkbox"/> <small>18-3</small> (f)
(g) Other (write in)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <small>19-3</small> (g)

For the following questions, make only ONE check for each question:

4. How much of this lecture did you understand?

- (a) All (a)
20-1
- (b) Most (b)
20-2
- (c) Some (c)
20-3
- (d) A little (d)
20-4
- (e) None (e)
20-5

5. Compared with your best teachers, how friendly was the speaker you just heard?

- (a) Much more friendly (a)
21-1
- (b) Somewhat more friendly (b)
21-2
- (c) About as friendly (c)
21-3
- (d) Somewhat less friendly (d)
21-4
- (e) Much less friendly (e)
21-5

56

6. Compared with your best teachers, how interesting was the speaker you just heard?

- | | |
|-------------------------------|-------------------|
| (a) Much more interesting | (a) _____
22-1 |
| (b) Somewhat more interesting | (b) _____
22-2 |
| (c) About as interesting | (c) _____
22-3 |
| (d) Somewhat less interesting | (d) _____
22-4 |
| (e) Much less interesting | (e) _____
22-5 |

7. Compared with your best teachers, how believable was the speaker you just heard?

- | | |
|------------------------------|-------------------|
| (a) Much more believable | (a) _____
23-1 |
| (b) Somewhat more believable | (b) _____
23-2 |
| (c) About as believable | (c) _____
23-3 |
| (d) Somewhat less believable | (d) _____
23-4 |
| (e) Much less believable | (e) _____
23-5 |

8. Compared with your best teachers, how much do you think the speaker knew about his subject?

- | | |
|------------------------|-------------------|
| (a) Knew much more | (a) _____
24-1 |
| (b) Knew somewhat more | (b) _____
24-2 |
| (c) Knew about as much | (c) _____
24-3 |
| (d) Knew somewhat less | (d) _____
24-4 |
| (e) Knew much less | (e) _____
24-5 |

9. Compared with your best teachers, how would you rate the speaker you just heard?

- | | |
|---------------------|-------------------|
| (a) Much better | (a) _____
25-1 |
| (b) Somewhat better | (b) _____
25-2 |
| (c) About the same | (c) _____
25-3 |
| (d) Somewhat worse | (d) _____
25-4 |
| (e) Much worse | (e) _____
25-5 |

1-3

Spkr. _____ Topic 5 4 Date 7-10 PC 16

mo. day

Obs. 17 P's 18-19 Lec. length 20-22 JJ=1
 PK=1 Begin _____ end _____ DESCRIPTION WB=2
 DP=2 MH=3 RB=3
 WP=4

23 24 25 26 27 28 29 30

Y=1 M=1 N=1 T=1 F=1 Smk. Glb. None=0
 M=2 F=2 W=2 A=2 P=2 No=0 No=0 Bld.=1
 A=3 S=3 A=3 Yes=1 Yes=1 Cr. C=2
 O=4 T=4 Brd.=3

GENERAL

31 32 33-34 35 36

Other lec./tours _____ ? thruout=1 ?length no applause=0 no notes=0
 0=no mention end only =2 spon. =1 notes =1
 1=1 mention, etc. +time _____ PC led =2

VISUAL AIDS

BB: words _____ Maps _____ 37 no use =0
 nos. _____ min.use=1
 diag. & _____ max.use=6
 graphs _____ Other _____

INVOLVEMENT

1. Suggested ways P's can participate: In Lecture 38 In U. S. 39-40

2. Discussed P's info. & exper/ U.S. 41-42

3. Discussed P's bkgs., feelings & beliefs _____ 43 Total involv. 44-45

DISCLOSURE

46 47 48-49 50-51

Roles, organizations Experiences Evaluative judgements, Moral injunctions, feelings Total disclos.

Know S. as person:
 Not at all=0 Somewhat=1 Well=2 52

INTERNATIONAL REFS.

	both countries clear	1 c. clear	neither c. clear
Irrelevant to P	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 53-54	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 55-56	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 57-58
Relevant to P	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 59-60	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 61-62	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 63-64
	Total refs. <input type="checkbox"/> <input type="checkbox"/> 65-66		

DISTRACTIONS

	PC	P's	other WIC	interp	other	
Enters only	<input type="checkbox"/>	Door opens _____ clos. _____				
Leaves only	<input type="checkbox"/>	Outside noise _____				
Moves	<input type="checkbox"/>	Other _____				
Talks	<input type="checkbox"/>	Total # dis- <input type="checkbox"/> <input type="checkbox"/> 67-68				
Message	<input type="checkbox"/>	tractions				

Overall:
 None=0 A little=1 Some=2 Much=3 Extreme=4

CONCRETIZERS 69

70-71

58

(3)

SPEECH

rarely=0 sometimes=1 often=2

Too fast 47 Too slow 48 Too loud 49 Too soft 50

Effectively makes and/
or dramatizes points 51 Distracting gestures
and/or movement 52

Many idioms,
acronyms 53 Slurred
speech 54 Hems &
haws 55

LECTURE STYLE

<input type="checkbox"/> 56	<input type="checkbox"/> 57	<input type="checkbox"/> 58	<input type="checkbox"/> 59
<u>Organization</u>	<u>Facts, dates, nos.</u>	<u>Concern w/time</u>	<u>Repeats points</u>
Overstructured=1	Seldom =1	None=0	Seldom =1
Poor =2	Sometimes=2	Some=1	Sometimes=2
Fair =3	Often =3		Often =3
Good =4			

<input type="checkbox"/> 60	<input type="checkbox"/> 61	<input type="checkbox"/> 62	<input type="checkbox"/> 63
<u>Chronological</u>	<u>Emotion</u>	<u>Humor</u>	<u>Ideological</u>
Seldom =1	None =0	None =0	Seldom =1
Sometimes=2	A little=1	A little=1	Sometimes=2
Often =3	Some =2	Some =2	Often =3

Covered outline:	POORLY	=1	WELL	=7	<input type="checkbox"/> 64
Interest level:	DULL	=1	STIMULATING	=7	<input type="checkbox"/> 65
Understanding of P's:	LITTLE	=1	MUCH	=7	<input type="checkbox"/> 66
Personality:	COLD	=1	WARM	=7	<input type="checkbox"/> 67
Interaction:	LECTURE CENTERED=1		P-CENTERED	=7	<input type="checkbox"/> 68
Authority:	UNCERTAIN	=1	AUTHORITATIVE=7		<input type="checkbox"/> 69
Speaking ability:	POOR	=1	GOOD	=7	<input type="checkbox"/> 70
Overall presenta- tion:	POOR	=1	GOOD	=7	<input type="checkbox"/> 71

OUTLINE

<input type="checkbox"/> 46-47	<input type="checkbox"/> 48-49	<input type="checkbox"/> 50-51	<input type="checkbox"/> 52-53
% Missed	% Inadequate	% Covered	% Overdone

CIVIL LIBERTIES AND RACE RELATIONS IN THE U.S.A.

1. Civil Liberties and Civil Rights

Limited government as a concept: that government can act only upon basis of law, by grant of authority

- a. Basic constitutional guarantees - the Bill of Rights
- b. Protection of individual against arbitrary acts of the state
- c. Examples of cases involving freedom of speech, press, trade unions and assembly

Minority groups (brief look at the matter historically as a frame of reference) and the problem of prejudice and discrimination

2. Race Relations - Background, problems and trends

Historical background

- a. Slavery and the beginning of the race problem
- b. Southern society and the plantation economy
- c. The Civil War and Emancipation
- d. Reconstruction - North and South
- e. "Separate but equal" - legal basis for racial separation

End of "separate but equal"

- a. 1954 Supreme Court public school desegregation decision
- b. School desegregation - regional variations
- c. Desegregation of public transportation and recreation

Problems and trends

- a. The federal system and states rights
- b. Public accommodations - private business
- c. Employment and housing
- d. The Civil Rights Bills of 1957, 1960, and 1964
- e. The Negro in politics
- f. Progress of the current social revolution

MONDAY INTRODUCTION

Good Morning. I'm _____, from American University, a private school here in Washington which is not a part of the federal government.

The University has been engaged by AID, with which I am sure you are all familiar, to do a study of the orientation program here at the Washington International Center. During the coming week you will be listening to lectures here at the Center to help you better understand and adjust to life in the United States. The Washington International Center has now been conducting this orientation program for 18 years. Since we believe, like you, that nothing is perfect, we are undertaking this study to see in what ways the orientation program in which you are about to participate can be improved.

As part of your training program, AID wants you to participate in this study. First, this morning you will have until 9:30 to fill out a questionnaire. Then after each of the lectures you will attend during the week, you are to indicate your reactions to the lecture by filling out a brief form. On Friday afternoon, you are to fill out a second questionnaire similar to the one you will complete this morning. This study will show what you know about this country and what you learn during this week, so that orientation programs in the future can be better adapted to the needs and interests of participants. It is very important that you be as honest as possible in answering our questionnaires, and that you answer every question.

We will take the information we get this week and combine it with information gathered from the other groups of participants that come to WIC in the next few months. This information will be treated confidentially. It will be presented

in a statistical report, so that no individual answers can be identified. Your answers will not in any way affect your training program.

Do you have any questions? Before I hand out the first questionnaire, let me thank you for your assistance. Please answer every question.

FRIDAY INSTRUCTION

Good Afternoon. It's nice to see you again.

As you may remember, I told you when I saw you last Monday morning that we are interested in learning what you know about the United States. Today we want to see what new information you have gained during this week. Thus, I am going to aks you to fill out a questionnaire similar to the one I gave you Monday.

As you will see, most of the questions are the same as those you answered Monday. Please try to answer every question. As I mentioned before, this is not a test of your I.Q. or ability. The answers you give will be treated confidentially.

The only new questions are at the end of the questionnaire. These ask about your reaction to the WIC program that you have just finished and other things you've done during your week in Washington.

Again, let me ask you to please be frank in letting us know what you think of the orientation program. It is only with your help that it can be improved for future participants.

Are there any questions? You may leave when you have finished and we have checked your questionnaire. Thank you again for your cooperation.

APPENDIX C

Observational Data: Illustrative Tables

The tables which appear in this appendix are based on data from the post-lecture reaction forms filled out by the trainees, and ratings made by the DETRI staff of each lecture observed during the data-gathering phase of the project. These tables do not exhaust all of the ratings made by the trainees and the DETRI staff, but are intended to present information of general interest and supplement the data presented in Part III of this report. Tables in this appendix include:

- (1) Age of speakers,
- (2) Sex of speakers,
- (3) Race of speakers,
- (4) Speakers' use of visual aids,
- (5) Speakers' involvement of trainees,
- (6) Speakers' use of evaluative judgments,
- (7) Speakers' use of personal references,
- (8) Speakers' use of international references,
- (9) Speakers' use of facts, dates, and numbers,
- (10) Speakers' use of chronological approach,
- (11) Speakers' use of humor,
- (12) Speakers' use of ideology,
- (13) Speakers' adherence to program outline,
- (14) Speakers' interest level,
- (15) Speakers' understanding of participants,
- (16) Speakers' warmth of personality,
- (17) Speakers' focus on participants,
- (18) Speakers' use of authority,
- (19) Frequency of participants' questions,
- (20) Participants' feeling of opportunity to ask questions,
- (21) Participant understanding of lectures,
- (22) Participant comparisons of native and program speakers.

Table 1

Q. How old did the speakers on each topic appear?

LECTURE	PERCENTAGE (%)			
	Young	Mature	Aging	Old
Land & People	57.1	14.3	9.5	19.0
Civil Liberties & Race Relations	28.6	47.6	19.0	4.8
Government	23.8	42.9	14.3	19.0
Customs & Daily Life	10.0	60.0	30.0	0.0
Economy	10.0	60.0	20.0	10.0
Family and Community	9.5	90.5	0.0	0.0
Education	9.5	61.9	19.0	9.5
Religion	5.0	55.0	30.0	10.0
TOTAL N	(165)			

Table 2

Q. What was the sex of the speakers?

LECTURE	PERCENTAGE (%)	
	Male	Female
Customs & Daily Life	100.0	0.0
Land & People	100.0	0.0
Government	100.0	0.0
Family & Community	33.3	66.7
Religion	100.0	0.0
Education	100.0	0.0
Economy	100.0	0.0
Civil Liberties & Race Relations	100.0	0.0
TOTAL N	(165)	

Table 3

Q. What was the race of the speakers on each topic?

LECTURE	PERCENTAGE (%)	
	Negro	White
Civil Liberties & Race Relations	71.4	28.6
Customs & Daily Life	40.0	60.0
Family & Community	28.6	71.4
Education	9.5	90.5
Government	4.8	95.2
Religion	0.0	100.0
Economy	0.0	100.0
Land & People	0.0	100.0
TOTAL N	(165)	

Table 4

Q. How much use did the speakers on each topic make of visual aids?

LECTURE	PERCENTAGE (%)*						
	0	1	2	3	4	5	6
	no use	mini- mum use	—————→				maxi- mum use
Religion	85.0	15.0	0.0	0.0	0.0	0.0	0.0
Family & Community	57.1	9.5	19.0	0.0	14.3	0.0	0.0
Race Relations	19.0	23.8	23.8	19.0	9.5	4.8	0.0
Customs & Daily Life	10.0	5.0	35.0	0.0	40.0	10.0	0.0
Government	9.5	9.5	28.6	38.1	4.8	4.8	4.8
Economy	5.0	10.0	25.0	25.0	20.0	5.0	10.0
Land & People	4.8	0.0	42.9	4.8	33.3	4.8	9.5
Education	0.0	0.0	61.9	9.5	14.3	14.3	0.0
TOTAL N	(165)						

* Visual aids include maps, diagrams and charts, and words and numbers written on the blackboard. To make this rating the DETRI staff observer counted the number of uses of these types of visual aids and then made a judgment on a 6-point scale from no use to maximum use.

Table 5

Q. How many times did the speakers on each topic involve the trainees?

LECTURE	MEAN SCORE INVOLVEMENT *
Customs & Daily Life	27.15
Land & People	7.43
Family & Community	6.76
Education	5.57
Economy	5.45
Government	5.00
Civil Liberties & Race Relations	4.43
Religion	3.70

TOTAL N	(165)

*Involvement of the participants in the lectures includes suggesting ways the trainees could take part both in the lecture situation and in their U.S. experiences by discussing the trainees' background and information concerning the United States, and discussing the trainees' general feelings and beliefs. The involvement scores above represent the total number of times the lecturers used these techniques in the course of presenting their topic.

Table 6

Q. How many times did the speaker on each topic make evaluative judgments?

LECTURE	MEAN SCORE	JUDGMENTS
Family & Community	8.62	
Civil Liberties & Race Relations	8.52	
Customs & Daily Life	7.30	
Land & People	7.29	
Economy	7.00	
Religion	6.95	
Government	6.76	
Education	4.43	
TOTAL	N	(165)

Table 7

Q. How much did the speakers on each topic use personal examples?

LECTURE	PERCENTAGE (%)*		
	Not At All	Some-what	A Great deal
Government	76.2	14.3	9.5
Religion	75.0	20.0	5.0
Education	71.4	23.8	4.8
Land and People	66.7	23.8	9.5
Economy	65.0	30.0	5.0
Family and Community	52.4	28.6	19.0
Civil Liberties and Race Relations	42.9	52.4	4.8
Customs and Daily Life	30.0	50.0	20.0
TOTAL N			(165)

*The data presented in Tables 6 & 7 above represent two different techniques used to evaluate the extent to which the lecturer disclosed himself as an individual.

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Table 8

Q. How many times did the speaker on each topic use international references?

LECTURE	MEAN SCORE INTERNATIONAL REFERENCES*
Customs & Daily Life	10.20
Land & People	8.14
Government	6.90
Family	6.05
Economy	6.00
Education	4.43
Religion	2.85
Civil Liberties & Race Relations	2.29

TOTAL N	(165)

*International references include either comparative or absolute statements about other countries. Distinctions were made between countries from which the trainees came and other countries in making these ratings, but data analysis showed that these distinctions were not relevant for any of the outcome variables measured.

Table 9

Q. How often did the speakers on each topic use facts, dates and numbers?

LECTURE	PERCENTAGE (%)		
	Seldom	Sometimes	Often
Economy	15.0	40.0	45.0
Family & Community	28.6	33.3	38.1
Land & People	14.3	52.4	33.3
Government	14.3	71.4	14.3
Race Relations	42.9	42.9	14.3
Education	38.1	52.4	9.5
Customs & Daily Life	70.0	25.0	5.0
Religion	70.0	30.0	0.0
TOTAL N	(165)		

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Table 10

Q. How often were the speakers on each topic chronological in their presentations?

LECTURE	PERCENTAGE (%)		
	Seldom	Sometimes	Often
Land & People	0.0	52.4	47.6
Economy	25.0	35.0	40.0
Family & Community	52.4	19.0	28.6
Race Relations	9.5	66.7	23.8
Government	23.8	52.4	23.8
Religion	85.0	10.0	5.0
Customs & Daily Life	70.0	30.0	0.0
Education	71.4	28.6	0.0
TOTAL N	(165)		

Table 11

Q. How much humor did the speakers on each topic use?

LECTURE	PERCENTAGE (%)		
	None	A Little	Some
Customs & Daily Life	10.0	45.0	45.0
Religion	20.0	50.0	30.0
Family & Community	33.3	47.6	19.0
Race Relations	52.4	33.3	14.3
Government	61.9	23.8	14.3
Economy	70.0	25.0	5.0
Land & People	52.4	42.9	4.8
Education	61.9	38.1	0.0
TOTAL N	(165)		

Table 11

Q. How much humor did the speakers on each topic use?

LECTURE	PERCENTAGE (%)		
	None	A Little	Some
Customs & Daily Life	10.0	45.0	45.0
Religion	20.0	50.0	30.0
Family & Community	33.3	47.6	19.0
Race Relations	52.4	33.3	14.3
Government	61.9	23.8	14.3
Economy	70.0	25.0	5.0
Land & People	52.4	42.9	4.8
Education	61.9	38.1	0.0
TOTAL N	(165)		

Table 12

Q. How often were the speakers on each topic ideological in their presentations?

LECTURE	PERCENTAGE (%)		
	Seldom	Sometimes	Often
Race Relations	14.3	38.1	47.6
Religion	5.0	50.0	45.0
Economy	35.0	35.0	30.0
Family & Community	33.3	42.9	23.8
Land & People	61.9	19.0	19.0
Government	57.1	28.6	14.3
Education	47.6	47.6	4.8
Customs & Daily Life	65.0	35.0	0.0
TOTAL N	(165)		

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Table 13

Q. How closely did the speakers follow the program outline for their topic?

LECTURE *	PERCENTAGE (%)							
	1	2	3	4	5	6	7	
	poorly →						well	
Economy	25.0	35.0	10.0	15.0	5.0	10.0	0.0	
Education	14.3	23.8	28.6	14.3	19.0	0.0	0.0	
Family & Community	4.8	28.6	14.3	14.3	14.3	23.8	0.0	
Race Relations	4.8	19.0	9.5	23.8	28.6	9.5	4.8	
Land & People	4.8	14.3	28.6	19.0	23.8	9.5	0.0	
Government	0.0	28.6	28.6	14.3	14.3	14.3	0.0	
Religion	0.0	25.0	15.0	30.0	25.0	5.0	0.0	
TOTAL N	(165)							

* There is no program outline for the talk on Customs and Daily Life; therefore, it is not included in the table above.

Table 14

Q. How interesting were the presentations of the speakers on each topic?

LECTURE	PERCENTAGE (%)							
	1	2	3	4	5	6	7	
	Dull	—————→						Stimulating
Government	0.0	0.0	4.8	9.5	38.1	28.6	19.0	
Economy	0.0	15.0	15.0	20.0	15.0	20.0	15.0	
Family & Community	0.0	0.0	0.0	23.8	38.1	28.6	9.5	
Land & People	0.0	4.8	0.0	52.4	19.0	14.3	9.5	
Race Relations	0.0	14.3	4.8	9.5	23.8	42.9	4.8	
Customs & Daily Life	0.0	15.0	10.0	10.0	30.0	35.0	0.0	
Religion	0.0	0.0	10.0	35.0	35.0	20.0	0.0	
Education	9.5	0.0	9.5	42.9	23.8	14.3	0.0	
TOTAL N	(165)							

Table 15

Q. How much understanding of the trainees did the speakers on each topic show?

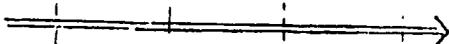
LECTURE	PERCENTAGE (%)						
	1	2	3	4	5	6	7
	little 						much
Family & Community	0.0	9.5	4.8	42.9	23.8	9.5	9.5
Cuscoms & Daily Life	0.0	0.0	15.0	25.0	30.0	25.0	5.0
Economy	0.0	20.0	10.0	35.0	15.0	15.0	5.0
Land & People	4.8	9.5	14.3	28.6	19.0	19.0	4.8
Race Relations	14.3	0.0	28.6	33.3	14.3	9.5	0.0
Government	9.5	14.3	14.3	33.3	23.8	4.8	0.0
Education	9.5	14.3	14.3	33.3	23.8	4.8	0.0
Religion	0.0	35.0	10.0	30.0	25.0	0.0	0.0
TOTAL N	(165)						

Table 16

Q. How warm was the personality of the speakers on each topic?

LECTURE	PERCENTAGE (%)							
	1	2	3	4	5	6	7	
	cold	—————→						warm
Customs & Daily Life	0.0	5.0	5.0	10.0	35.0	40.0	5.0	
Family & Community	0.0	0.0	0.0	23.8	42.9	28.6	4.8	
Land & People	0.0	4.8	9.5	38.1	38.1	4.8	4.8	
Education	0.0	0.0	0.0	19.0	47.6	33.3	0.0	
Race Relations	0.0	0.0	4.8	19.0	47.6	28.6	0.0	
Government	0.0	4.8	9.5	28.6	42.9	14.3	0.0	
Religion	0.0	10.0	15.0	45.0	20.0	10.0	0.0	
Economy	0.0	10.0	10.0	55.0	20.0	5.0	0.0	
TOTAL N	(165)							

Table 17

Q. What was the focus of the speakers on each topic (i.e., lecture-oriented or participant-oriented)?

LECTURE	PERCENTAGE (%)						
	1	2	3	4	5	6	7
	lec- ture	—————→					parti- cipant
Land & People	0.0	14.3	0.0	4.8	47.6	23.8	9.5
Customs & Daily Life	5.0	5.0	25.0	0.0	40.0	20.0	5.0
Education	4.8	0.0	0.0	14.3	47.6	28.6	4.8
Family & Community	0.0	19.0	14.3	9.5	42.9	9.5	4.8
Race Relations	0.0	19.0	14.3	0.0	42.9	23.8	0.0
Government	0.0	23.8	0.0	28.6	28.6	19.0	0.0
Economy	0.0	5.0	30.0	10.0	40.0	15.0	0.0
Religion	0.0	0.0	5.0	10.0	75.0	10.0	0.0
TOTAL N					(165)		

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Table 18

Q. How authoritative were the speakers on each topic?

LECTURE	PERCENTAGE (%)							
	1	2	3	4	5	6	7	
	not at all	—————→						very
Religion	0.0	0.0	0.0	5.0	35.0	50.0	10.0	
Economy	0.0	5.0	5.0	15.0	20.0	45.0	10.0	
Government	0.0	0.0	0.0	9.5	28.6	52.4	9.5	
Customs & Daily Life	0.0	5.0	20.0	20.0	30.0	20.0	5.0	
Land & People	0.0	0.0	4.8	9.5	47.6	33.3	4.8	
Race Relations	0.0	4.8	0.0	4.8	38.1	52.4	0.0	
Family & Community	0.0	0.0	4.8	9.5	33.3	52.4	0.0	
Education	0.0	4.8	14.3	19.0	38.1	23.8	0.0	
TOTAL	N						(165)	

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Table 19

Q. How many of the trainees asked questions?

LECTURE	PERCENTAGE (%) WHO ASKED QUESTIONS	TOTAL N
Land and People	43.7	302
Family & Community	36.2	376
Government	36.1	412
Customs & Daily Life	32.6	331
Economy	31.1	381
Education	29.9	373
Religion	25.6	333
Civil Liberties & Race Relations	23.6	391

Table 20

Q. How many trainees felt they had an opportunity to ask questions?

LECTURE	PERCENTAGE (%) HAD OPPORTUNITY	TOTAL N
Customs & Daily Life	86.9	331
Race Relations	82.1	391
Economy	78.1	381
Land & People	77.8	302
Religion	73.4	333
Government	72.0	412
Education	71.3	373
Family & Community	67.5	376

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Table 21*

Q. How much of the lectures did the trainees understand?

LECTURE	PERCENTAGE (%)					TOTAL N
	All	Most	Some	Little	None	
Family & Community	54.1	41.4	3.7	.8	0.0	376
Customs & Daily Life	51.3	43.5	5.1	0.0	0.0	331
Race Relations	50.4	42.7	5.6	1.0	.2	391
Education	48.5	42.6	7.7	.8	.3	373
Land & People	43.3	50.6	6.0	.3	0.0	302
Religion	43.2	42.3	12.6	1.8	0.0	333
Government	36.4	48.7	12.4	2.2	.2	412
Economy	35.1	50.1	12.3	2.4	0.0	381

* Further analyses of these data showed that many of the trainees who had difficulties understanding the lectures indicated that the speaker talked too fast and used too many unfamiliar words. This was most true for the lecturers speaking on the U.S. Government.

Table 22*

Q. How did the lecturers compare with the trainees' best teachers?

LECTURE	PERCENTAGE (%)					TOTAL N
	Much better	Some- what better	About same	Some- what worse	Much worse	
Race Relations	36.1	22.3	38.7	2.6	0.2	391
Land & People	33.3	27.2	36.9	3.0	0.0	302
Family & Community	31.2	26.7	39.7	2.4	0.0	376
Government	30.9	26.0	38.5	3.9	0.6	412
Customs & Daily Life	28.3	27.7	40.7	3.0	0.3	331
Economy	27.5	24.6	41.0	6.9	0.0	381
Education	25.7	23.6	46.9	3.5	0.3	373
Religion	20.5	25.6	46.1	6.9	0.3	333

*This table is based on 1 of 5 items that asked the trainees to compare the lecturer with their best teachers. The results from these items were so highly related that they were combined as a single score in further analyses on the data.