

THE 1965 SUMMER LEADERSHIP PROGRAMS:
A SUMMARY REPORT

Prepared for
The Office of International Training
Agency for International Development

by
Robert T. Bower &
Louise Johnson

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BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
1200 Seventeenth Street, Northwest
Washington, D. C. 20036

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INTRODUCTION

This report summarizes the findings from studies of 14 Training Opportunities for Youth Leadership (TOYL) programs for foreign students supported by AID during the summer of 1965. Data from the Sports International program and from the short-term homestays organized by the Experiment in International Living were not available for inclusion here.¹

The objectives of TOYL have been variously stated and each program was organized to achieve something slightly different within the general goal of providing a valuable summer experience for foreign students appraised as potential leaders. By and large, the major objectives would appear to be:

1. to give diversification to the student's experience in the U. S.;
2. to add new information or insights into American life;
3. to help him academically in the U. S.;
4. to provide additional experiences that would benefit the student's career after his return home;
5. to provide him with an enjoyable, rewarding, and interesting experience, which would be a more desirable alternative to what the students might otherwise have done during the summer.

Although all of the programs included lectures, seminars, or discussions on leadership, other aspects of the program curricula varied

¹The Experiment in International Living sponsored programs for four groups of foreign students beginning after mid-August; replies to the mail questionnaires sent to these participants are still being received. Participants for the 12-week Sports International program arrived from their home countries on August 29.

widely. Most of the programs included tuition-free summer school course work for academic credit, but three did not. Eleven of the programs were located on university campuses--in some cases organized within academic departments, in others within university-related institutes. Three programs were carried out in nonacademic settings. In a few programs the selection of students was restricted to one group (all engineers at Howard and Kansas Universities; all Africans at Phelps-Stokes), but generally there was a mixture of academic majors, academic levels, and nationalities.

The heart of the summer experience in each case was the Enrichment Program, which again varied widely in content. Generally, the core of the Enrichment Program was a course or a seminar, which might take the form of a lecture series; or a typical college course with reading assignments and tests; or a series of nondirective meetings with a discussion leader. Travel within the United States, whether incidental to participation in the programs or as an intrinsic element of particular programs, could also be considered part of the enrichment experience. More than three-quarters of the participants were transplanted from one locality to another for their programs; only two-fifths were assigned to programs in the same states as their home campuses or in bordering states. Travel through ten Middle and South Atlantic states was an essential ingredient of the Phelps-Stokes program; the Experiment in International Living participants also traversed the eastern portion of the country in their journey to and from their homestay communities. Other elements of enrichment programs included work internships (3 programs), field trips

(12 programs), home visits or homestays (4 programs), and a variety of informal activities.

This variation makes any summary of reactions to the programs a bit tenuous; we are comparing reactions to 14 different summer experiences. The research techniques used in the studies should also be taken into account in judging the meaningfulness of a summary. They were designed as fourteen separate studies, using a combination of interviews, observations, and informal discussions to collect the data. A set of core questions was prepared ahead of time to be used in most of the studies, but each inquiry was separately designed to concentrate on the major emphases of the individual program.

The first of the three sections of this summary report provides a statistical description of the characteristics of the students participating in the 14 programs. Section two treats the students' reactions to and evaluation of their experiences. The third section draws upon the summary data, the findings of individual studies and various impressionistic data collected through discussion with study directors and program personnel to provide a few conclusions and recommendations.

I. THE PARTICIPANTS

Participation in the TOYL programs was open to foreign students from less developed countries who were believed to have leadership potential. Despite a fairly universalistic recruitment policy--unrestricted as to nationality, academic discipline, sex, or age--the participants were not representative of a cross-section of the foreign student population of the United States. Location of the student during the academic year and the opinions of faculty, foreign student advisors, and other university officials played a part in the decision to invite a particular student to participate in a particular program. The students, once nominated, could accept or reject the summer program invitation.

Representativeness of Summer Program Participants

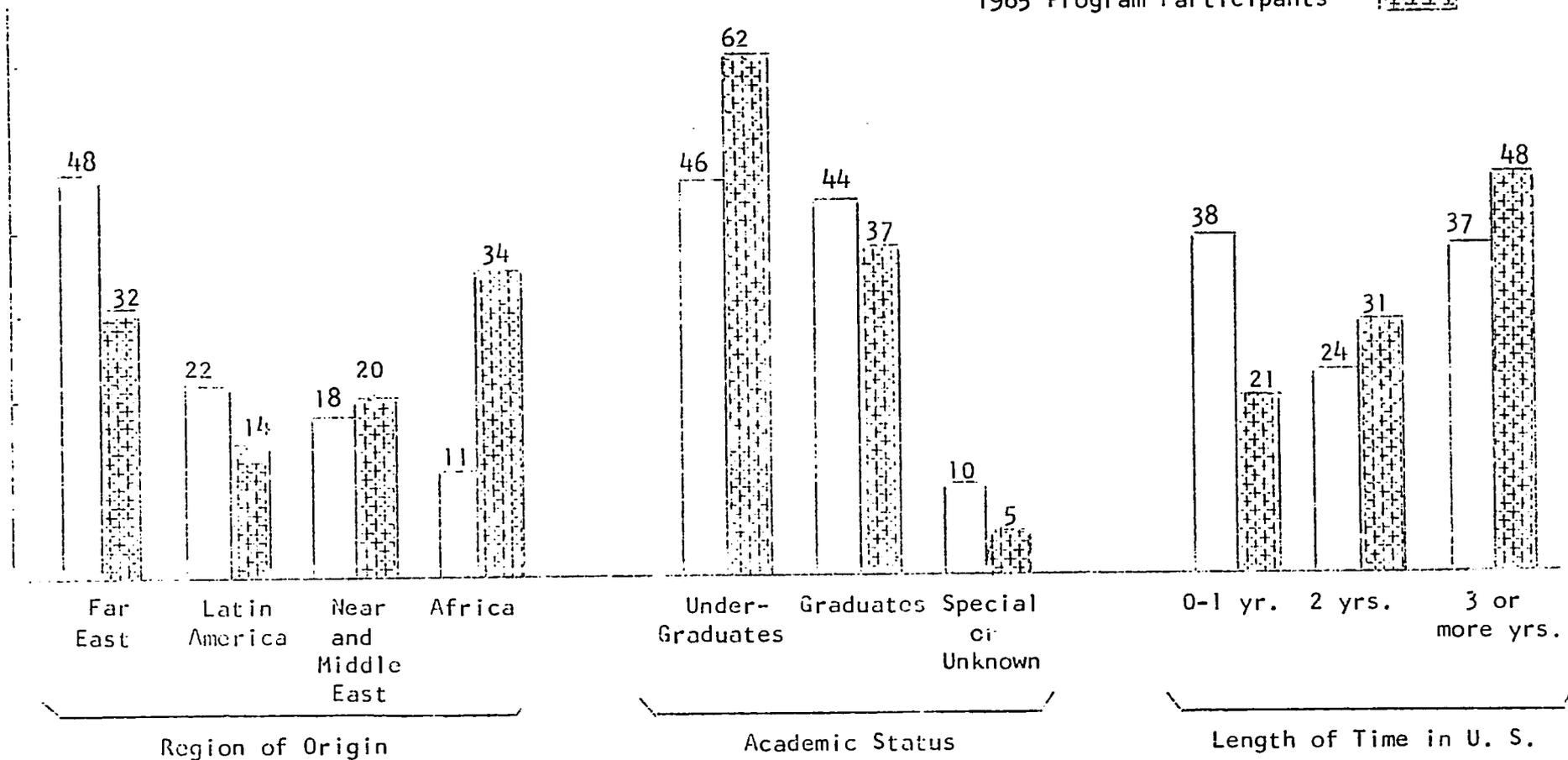
All parts of the underdeveloped world were represented, but African countries were decidedly overrepresented as compared to their proportion of foreign students in the country during the preceding academic year (regard Figure 1).² Eight in ten foreign students in this

²The overrepresentation of African countries is especially strong because of the composition of two programs: (1) Phelps-Stokes' program included only sub-Saharan Africans, and (2) RCIE at the University of Pittsburgh had planned to hold two programs, one for Africans only; when the African program was cancelled and recruits for the two programs were consolidated, half of the total were from sub-Saharan Africa. If African participants in these two programs were excluded from the figures, the number of Africans would still be twice as great as one would expect from the number of African foreign students in this country during the preceding academic year.

Per
Cent

Foreign Students in U. S.^a 

1965 Program Participants 



-5-

^aSource: Institute of International Education, Open Doors 1965, New York: IIE, June 1965; includes all students from the four regions identified.

Figure 1.--Comparison of 1964-65 foreign student population to 1965 summer program participants by region of origin, academic status, and length of time in the U. S.

country during 1964-65 were male, as compared to 9 out of 10 of the summer participants. Recent figures on the age distribution of foreign students are not available, but 3 out of 4 of the summer participants were 27 or younger.

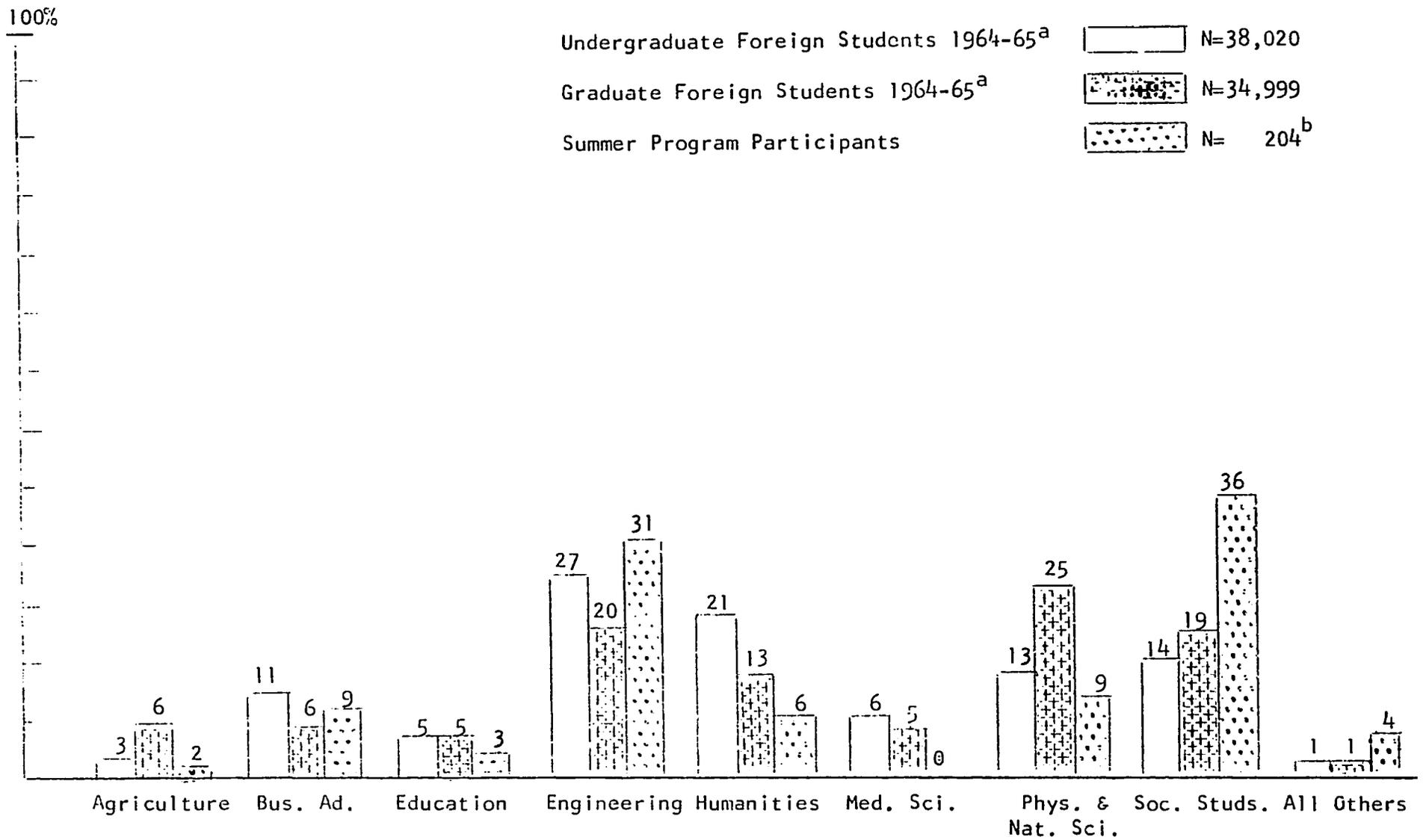
Two-thirds of the summer participants were undergraduate students, as compared to an almost even balance of undergraduates and graduates in the total body of foreign students (Figure 1).

The typical summer program participant had been in this country for a longer time than the average foreign student--in fact, almost half of the participants had been here three years or more (Figure 1).

Students majoring in one of the social sciences were more likely than others to participate in the summer programs (Figure 2). Since data reported in Open Doors show that African students are more likely than others to be social science majors,³ it is therefore not surprising that programs with a large African participation included more social scientists.⁴ Receptivity to change in African countries may account for greater interest in the social sciences as well as greater interest in a leadership program. However, it may also be that in the United States the concept of leadership is so loaded with social science overtones that foreign student advisors were more likely to recommend social science students for a leadership program.

³Institute of International Education, Open Doors 1965, New York: IIE, June 1965.

⁴Although the Phelps-Stokes program was exclusively African and half of the participants were social science majors, being a social science major was not a criterion for selection for the program.



^a Source: IIE, op. cit., pp. 28-29.

^b Includes students who dropped out of programs before completion.

Figure 2.--Comparison of 1964-65 undergraduate and graduate foreign student population to summer program participants by disciplines.

Engineering students were also overrepresented, but that is because two programs--one at Howard University and one at the University of Kansas--were offered only for engineers. More than half of the engineers were enrolled in these two programs.

Summer program participants came from 103 American educational institutions, and all but 13 were from academic, nontechnical types of schools. A little over half of the summer students were from state or public colleges or universities. Top-level private colleges in this country tended to be underrepresented. There were, for example, no students from Harvard, Yale, or Princeton. Columbia provided four students; Cornell, Williams, and Stanford each sent one participant; but other private colleges of similar standing were unrepresented. The colleges that provide the greater proportion of this country's officials and top-level civil servants did not send any appreciable number of participants to the summer programs. The underrepresentation of students from the more affluent schools may stem from a lack of interest in the programs on the part of faculty and foreign student advisors. Students at these schools may also have a wider and more attractive range of summer opportunities open to them.

If we look at it another way, during the 1964-65 academic year there were 42 colleges and universities with a foreign student enrollment of 400 or more; their combined enrollment accounted for 30 per cent of all foreign students in this country. One of these schools was Howard University, which held a summer program for its own students. Excluding Howard from the figures, 25 per cent of the participants as compared to

28 per cent of all foreign students, came from the schools which enroll the greatest numbers of foreign students during the academic year. The percentage difference is not large, but a look at the listing of the origins of the summer participants suggests that students at the smaller and less well-known schools were a little more likely than others to participate in the summer programs. Schools in California and New York which enroll especially large numbers of foreign students during the academic year were also slightly underrepresented in the summer program participation.

More than half of the summer participants were attending schools in this country with partial or no financial support; only a fourth were receiving money from the United States Government (Table 1).

TABLE 1
FINANCIAL STATUS OF SUMMER PROGRAM PARTICIPANTS

Source of Support	Per Cent
AID	15
AAI	1
IIE	9
Other	17
Own	46
Own and other	12
	100 (193) ^a

^aIncludes students who subsequently dropped out of programs.

In brief, the typical participant was more likely to be from Africa, male, an undergraduate, a visitor in this country for a longer time, more likely a social science major, and a little less likely to come from one of the top private colleges in this country than one would expect if summer participants were thought to be entirely representative of all foreign students.

We might now want to ask whether the nature of the program offerings contributed in any way to the nature of participation. We cannot answer that question fully, but we can shed some light on the topic.

Characteristics of Student Related to Participation in Types of Programs

The unique qualities of the various summer programs are described in detail in the individual program reports. For convenience in making comparisons among the programs, we have isolated seven major program activities each shared by at least three programs (Table 2). Only three of these activities occur in combinations that lend themselves to comparative analysis--summer course work for academic credit, internship or work experience, and home visits.

Academic course work.--When we compared the 11 programs in which students took academic course work for credit to the three in which no academic credit could be gained we found that those taking academic work were more often graduate students and they also tended to be older. Fewer were social science or physical and natural science majors, and more were engineers.

TABLE 2

ACTIVITIES INCLUDED IN TOYL SUMMER PROGRAMS, 1965

Activities	Michigan State	Howard U.-- Econ. Dev.	U. Chicago--Ill. Inst. Tech.	Univ. of Texas	Univ. of Kansas	Southern Methodist U.	Howard U.-- Engineering	RCIE at Pittsburgh	Phelps-Stokes-- Atlanta	Univ. of Oregon	Internat. Study Res. Inst.	Univ. of Montana	Experiment in Intnt. Lvng.	Cornell Univ.	Number of Programs
Academic courses	x	x	x	x	x	x	x			x	x	x		x	11
Leadership lectures and discussions	x	x	x		x	x	x	x	x	x	x			x	11
Leadership seminars	x	x	x	x				x				x	x		7
Field trips	x	x	x	x	x	x	x		x	x		x	x		11
Student reports	x	x	x	x	x			x			x				7
Homestays or visits	x			x		x			x						4
Work internships							x	x	x						3
(Number of students) ^a	15	9	15	13	18	9	19	18	22	11	16	10	12	11	

^aIncludes some students who withdrew before the end of their program.

If we assume that foreign students work during the summer only if they must, then the decision to work would reflect the economic condition of the student. When participants were interviewed they were asked what they would have done during the summer if they had not participated in the leadership programs. Half said they would have worked full-time; some would have combined work with school attendance; most of the others would have gone to school full-time (Table 3).

TABLE 3
WHAT STUDENTS WOULD HAVE DONE IF THEY HAD NOT
PARTICIPATED IN THE SUMMER PROGRAM

Would Have	Per Cent
Worked	51
Worked and gone to school	9
Gone to school	26
Traveled	7
Vacationed	1
Gone back to home country	2
Don't know or no answer	4
	<hr/>
	100 (203) ^a

^aMultiple answers account for the number of responses.

Students who were in programs offering free tuition for summer school courses more often said that they would have gone to school if

they had not participated: 39 per cent said either that they would have gone to school, or would have combined work and school activities, as compared to 28 per cent of the students whose programs did not offer academic credit (Table 4). But the intent to work varied somewhat less between participants in the two types of program.

TABLE 4
WHAT PARTICIPANTS WOULD HAVE DONE IF THEY HAD NOT PARTICIPATED
IN A SUMMER PROGRAM

Participants Would Have:	Per Cent of Participants in Programs:	
	Offering Academic Credit	That Gave No Academic Credit
Worked	51	58
Worked and gone to school	10	8
Gone to school	29	20
Traveled, vacationed	7	12
Returned home	3	2
Total	100%	100%
N of Students' Responses	(144) ^a	(50) ^a
N of Programs	(12)	(3)

^aDon't knows were excluded. Some multiple responses given by students were coded separately so that the response N is greater than the student N.

We have no way of knowing whether these differences in participant composition between the two types of program were introduced at the point of decision to extend invitations to students or at the point of student acceptance.

Internships and home visits.--Some programs offered one of these activities but not the other, one included both, and some offered neither. As we will see later on, students expressed particularly strong views in their evaluations of these two types of activity, so that the comparison made here forms a foundation for later parts of this report.

Looking at student composition in these various sets of programs we found an especially large proportion of college freshmen and sophomores in the one program which had both internships and home visits, and a very small number of graduate students in programs offering work internships (Table 5).

TABLE 5
ACADEMIC STANDING OF PARTICIPANTS IN RELATION TO PROGRAM TYPE

Program Included:	Freshmen & Sophomores	Juniors & Seniors	Graduate Students	Total	
				%	N
Both internships and home stays ^a	32	68	0	100	(22) ^e
Internship but no home stay ^b	19	70	11	100	(37) ^e
Home visits but no internships ^c	8	27	65	100	(37) ^e
Neither internships nor home stays ^d	21	33	46	100	(79) ^e

^aPhelps-Stokes.

^bRCIE, University of Pittsburgh; Howard University, Engineering.

^cSouthern Methodist; University of Michigan, University of Texas.

^dCornell University; Howard University, Economic Development; Illinois Institute of Technology; International Study Research Institute; University of Chicago; University of Kansas; University of Oregon.

^eParticipants of two programs who were not asked to make comparative valuations of activities were excluded from this table.

The internship programs had either more than their share of social scientists or more than their share of engineers (Table 6). But, as we will see later on, evaluation of the internship and of the home visit is independent of students' academic fields.

TABLE 6
FIELDS OF STUDY IN RELATION TO PROGRAM TYPE

Program Included	Field of Academic Study									Total	
	Agriculture	Business Administration	Education	Engineering	Humanities	Physical and Natural Sci.	Social Science	All Others	None and N. A.	%	N
Both internships and home visits ^a	0	17	4	4	4	8	54	9	0	100	(24) ^e
Internships but no home visits ^b	0	3	0	63	8	18	8	0	0	100	(38) ^e
Home visits but no internships ^c	8	8	0	8	14	5	51	3	3	100	(37) ^e
Neither home visits nor internships ^d	0	6	5	36	3	6	38	5	1	100	(80) ^e

^aPhelps-Stokes.

^bRCIE, University of Pittsburgh; Howard University Engineering.

^cSouthern Methodist; University of Michigan; University of Texas.

^dCornell University; Howard University, Economic Development; Illinois Institute of Technology; International Study Research Institute; University of Chicago; University of Kansas; University of Oregon.

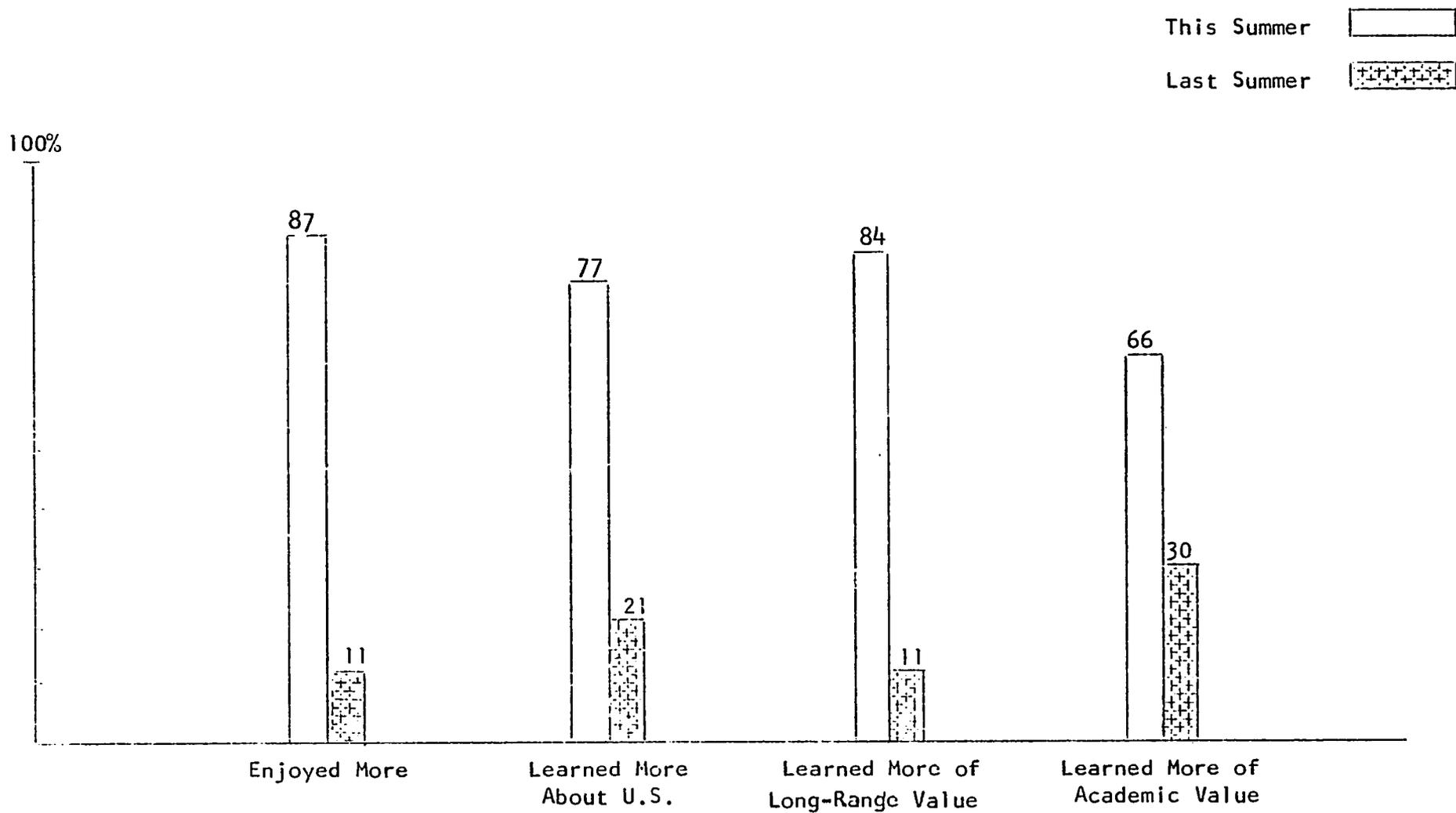
^eParticipants of two programs who were not asked to make comparative evaluations of activities were excluded from this table.

II. PARTICIPANTS' EVALUATIONS

The Program as a Whole

Over-all, there was a highly favorable reaction on the part of the students to their summer experience. The vast majority, when comparing it to their experiences of the previous summer, said that they had enjoyed this summer more, learned more about the United States, learned more of value to their academic careers and thought it to be of greater long-range value to them, after their return home (Figure 3).

As might be expected, some of the responses to the questions varied with the type of program. For instance, the claim that they had learned more about the United States in this summer's program than in last summer's activities was more often made by those in the six programs including work internships or home visits than by those in programs lacking both of these experiences (85% vs. 66%). But, however we categorized the programs, we found a majority of the students endorsing this summer's experience in comparison to that of the previous summer. A similar picture emerges in the responses to another question in which the students were asked to compare the TOYL program to their most likely alternative activity for this summer. Of those who had a clear answer, almost nine-tenths felt they were better off in the leadership program; only 11 per cent thought they would have been better off following alternative plans.



^aStudents who were not in the country last summer were asked to make the comparisons with "last semester's" experiences.

Figure 3.--Relative merit of this summer and last summer on four dimensions.^a

Table 7 shows the responses to this question separately for students who would otherwise have been working (more than half of all students) and those who would have been attending summer school or combining school and work (most of the rest).

TABLE 7
SUMMER PROGRAM PARTICIPATION EVALUATED IN COMPARISON TO WHAT STUDENTS
WOULD OTHERWISE HAVE DONE DURING THE SUMMER

Alternative Activity	Would Have Been Better Off In:		Total	
	Summer Program	Alternative	%	N
Summer school	98	2	100	(47)
Working and school	88	12	100	(17)
Working	85	15	100	(86)
All Students	89	11	100	(150)

Table 7 shows that almost all of the students who thought they were not better off participating in the program would have sought employment instead. From the reasons they gave for their preferences it is clear that the problem is purely economic--they needed money to finance their next school year.

Aspects of the TOYL experience incidental to the programs that appear related to the generally good reception are shown in Figure 4. Almost all the students felt that they had made friends with whom they would keep in touch later on, and most had an opportunity to see a new part of the United States. Relatively few said that they had encountered discrimination or had been 'unhappy or lonely' as a result of their involvement in a new experience in a new place.

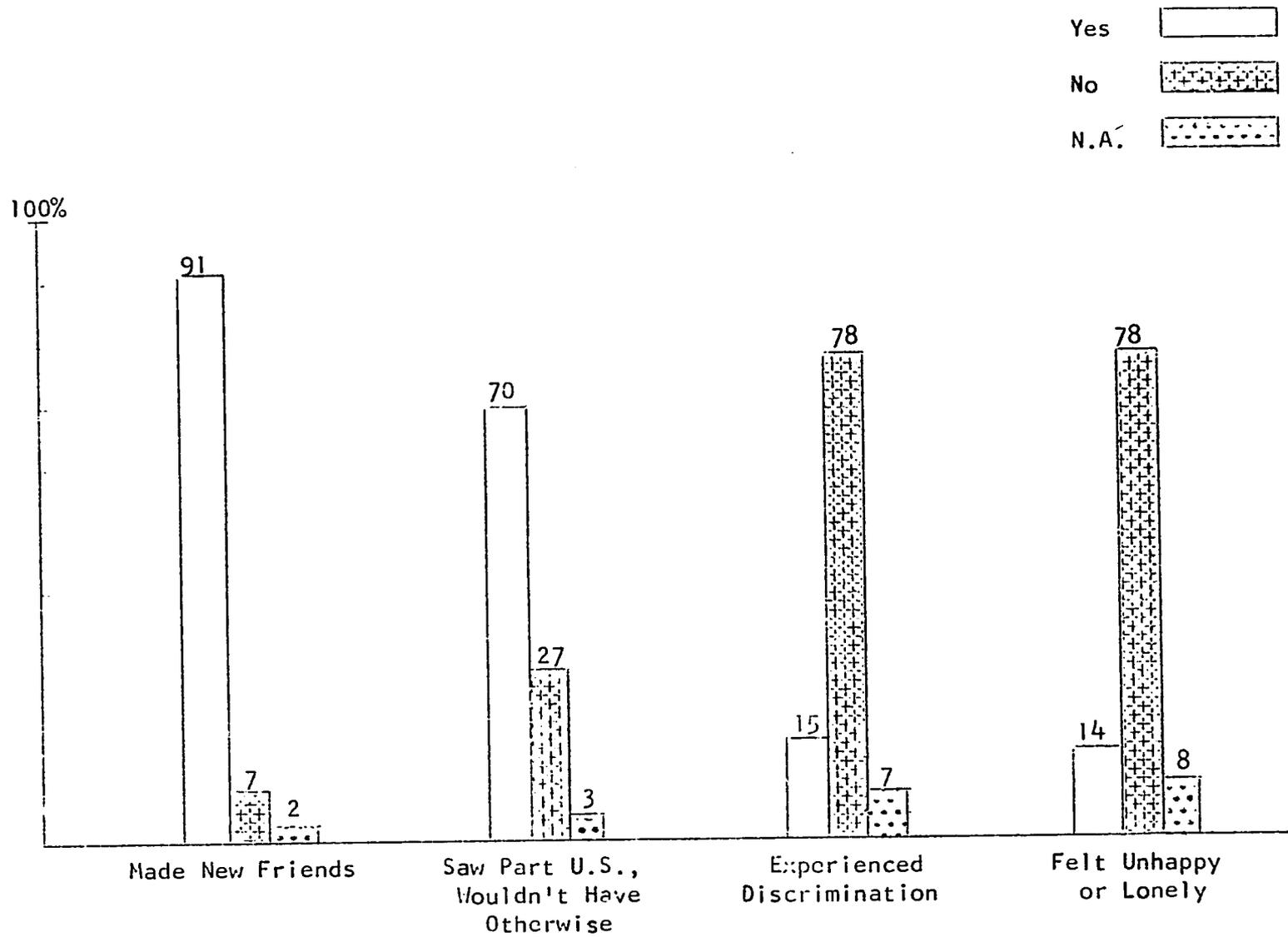


Figure 4.--Reactions to the social experience of the programs.

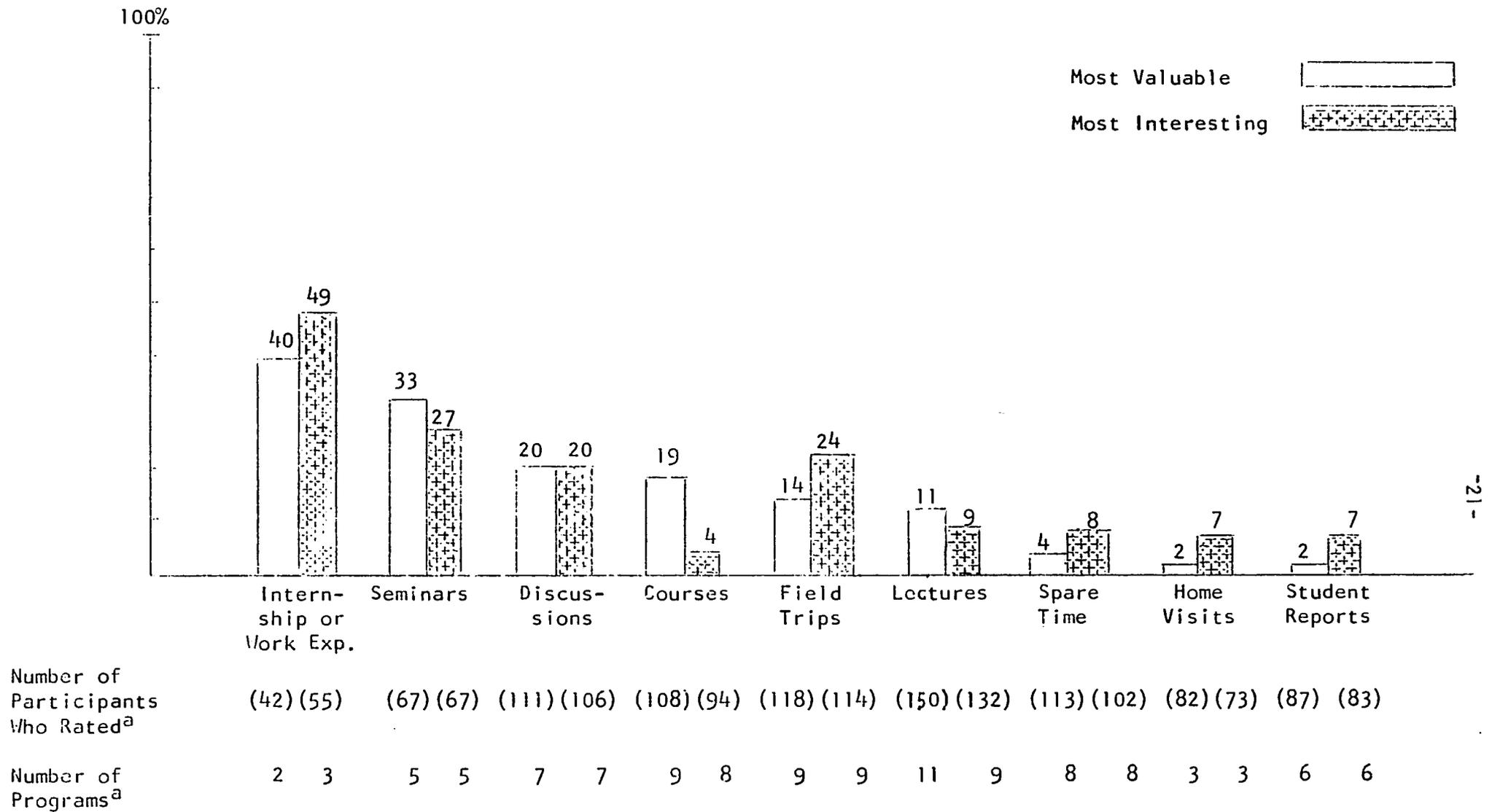
Evaluations of Program Elements

Most of the interviews with summer program participants allowed for comparative evaluation of different kinds of program content. The discussion below is limited to a comparison of activities that were common to three or more programs.⁵

Only three programs included occupational internship or work experience, but although this was a relatively uncommon program element, it was more often considered to be a "valuable" or an "interesting" activity. Students also preferred seminars and discussions to lectures. Student reports, free time activities, and home visits were thought to be both less valuable and less interesting than other activities (Figure 5). These data would seem to indicate that the participants were motivated by serious purpose, and that they particularly appreciated the opportunity to discuss substantive content. On the whole, if they regarded an activity as valuable, they also thought it was interesting; but academic course work was more often regarded as valuable than interesting, and field trips were more often considered interesting than valuable.

There is no evidence of any distinct split in opinion within the summer leadership group--that is, it is unlikely that when half of the students nominated an activity as "most interesting" the other half would

⁵No one program included all activities. Ratings were competitive within the framework of the activities included in a single program. Therefore the summary ratings of an activity as "most valuable," for example, include ratings given in different contexts of sets of activities. But on the whole the summary ratings reflect individual program ratings as well. Further details on the competitive ratings are given in the individual program reports.

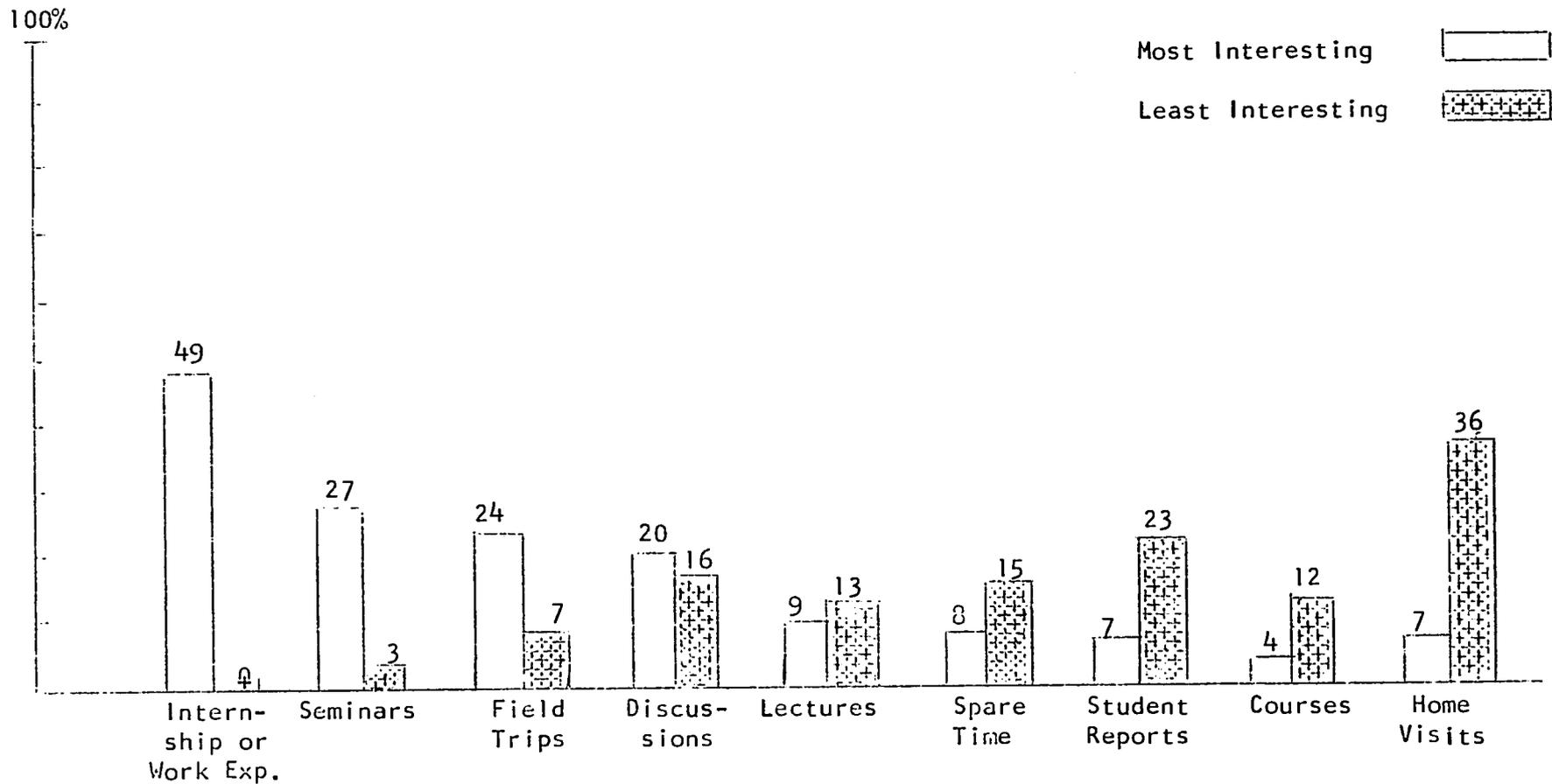


^aSome questionnaires included only a subset of the comparative evaluation questions; questionnaires for evaluation of other programs included none of these questions. Variations in form of questionnaire account for the variable numbers at the base of the tables.

Figure 5.--Participants' ratings of value and interest of nine program activities.

select the same activity as "least interesting." Indeed, we find that by and large no such polarity of attitude existed (Figure 6). Internships, which were regarded as most interesting by the greatest number of students, were regarded as least interesting by none. At the other extreme, home visits received fewest "most interesting" votes and the largest percentage of "least interesting" votes. Quite clearly the internship and seminar aspects of enrichment programs were most highly evaluated as forms of activity, and home visits were least popular.

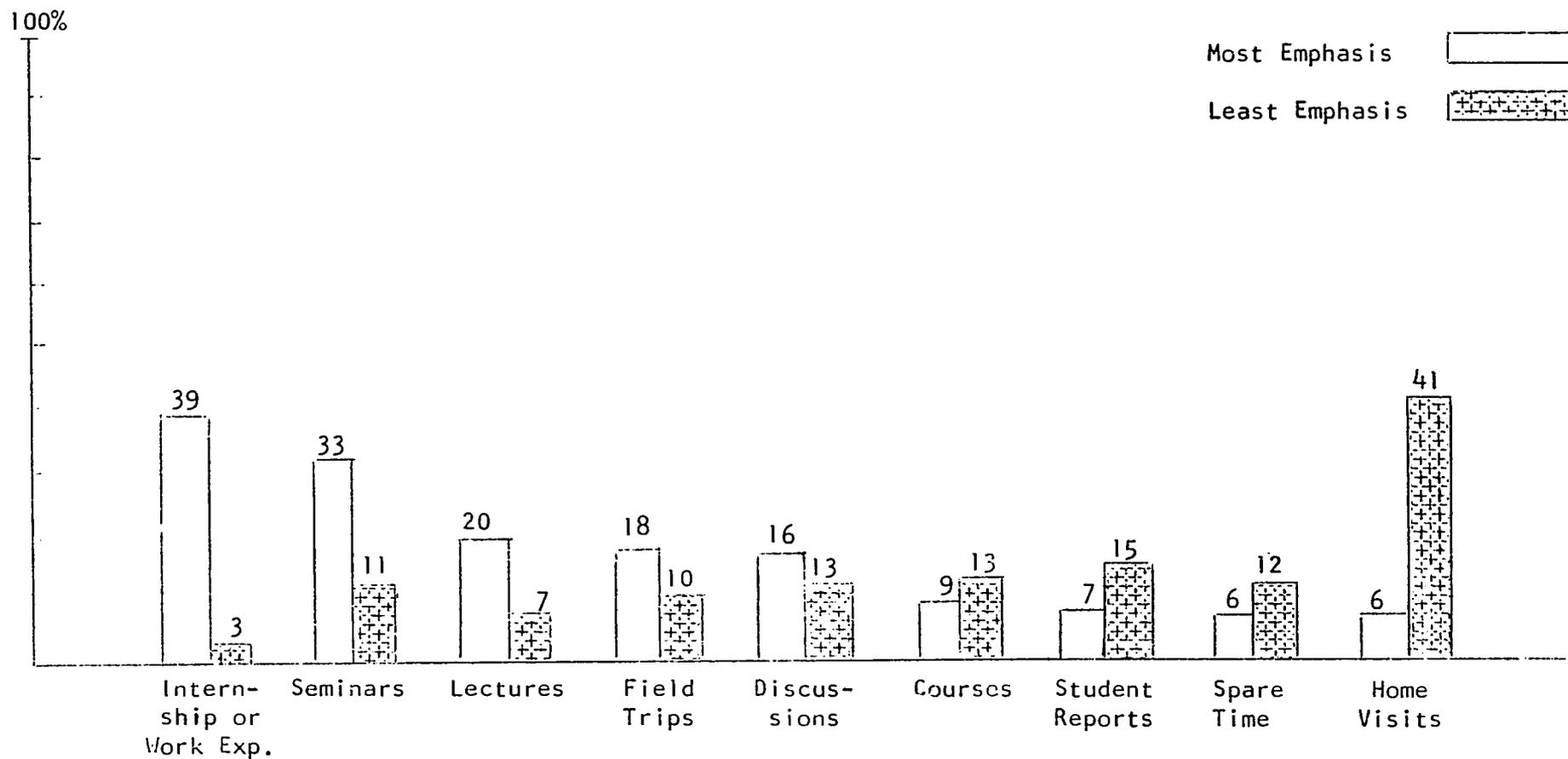
When students were asked which activities they thought should receive the greatest amount of attention next year, and, then, which should receive least emphasis, they again favored the internships and seminars, and indicated that home visits were least popular (Figure 7). But the difference between the two extremes in this regard is less than we found when we contrasted program elements in terms of their interest to the students. The question about future emphasis seemed to have at least three types of meaning for the respondents. Most of them interpreted it as a recommendation for inclusion of the activity in future programs. But some respondents seemed to think the question implied change; if they felt the present emphasis of a favored activity was about right, they might have named another for greater emphasis next year--as a secondary recommendation. A third type of respondent named for most



Number of Participants Who Rated ^a	(55)	(55)	(67)	(65)	(114)	(100)	(106)	(76)	(132)	(101)	(102)	(100)	(83)	(69)	(94)	(64)	(73)	(74)
Number of Programs ^a	3	3	5	5	9	9	7	6	9	8	8	8	6	6	8	7	3	3

^aSome questionnaires included only a subset of the comparative evaluation questions; questionnaires for evaluation of other programs included none of these questions. Variations in form of questionnaire account for the variable numbers at the base of the tables.

Figure 6.--Relative interest and disinterest in nine program activities (in percentages).



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Activity	Number of Participants Who Rated ^a	Number of Programs ^a
Internship or Work Exp.	(41)(40)	2 2
Seminars	(57)(55)	4 4
Lectures	(118)(113)	8 8
Field Trips	(112)(108)	8 8
Discussions	(92)(89)	6 6
Courses	(94)(90)	8 8
Student Reports	(89)(82)	6 6
Spare Time	(113)(112)	9 9
Home Visits	(71)(72)	3 3

^aSome questionnaires included only a subset of the comparative evaluation questions; questionnaires for evaluation of other programs included none of these questions. Variations in form of questionnaire account for the variable numbers at the base of the tables.

Figure 7.--Recommended emphasis and deemphasis of nine program activities (in percentages).

emphasis next year the activity they considered to have been least well executed in their program. In other words, the question about future emphasis reflects a desire for even more of a favored activity, recommendations for secondary shifts of emphasis, and criticism of the performance of the staff in a particular activity. Unfortunately we are unable to determine which of these meanings was intended from the responses.

If we summarize the positive ratings assigned to the nine activities we find the following array of data.

TABLE 8
SUMMARY OF RATINGS OF NINE MAJOR PROGRAM ACTIVITIES--PROPORTION OF THOSE QUERIED WHO NOMINATED EACH ACTIVITY

Program Activities	Per Cent Nominated As Most:			Sum of Three Positive Scores
	Valuable	Interesting	Emphasis	
Internship and work experience	40	49	39	128
Seminars	33	27	33	93
Field trips	14	24	18	56
Discussions	20	20	16	56
Lectures	11	9	20	40
Academic courses	19	4	9	32
Spare time	4	8	6	18
Student reports	2	7	7	16
Home visits	2	7	6	15

Special Features of Individual Programs

Two other major activities were unique to single programs. Participants in the Phelps-Stokes program traveled through ten eastern and southern states. Those at the University of Kansas were obliged to prepare and submit a proposal involving an engineering enterprise for an hypothetical investment to be made in a foreign country. Although it is possible that the success of these activities is more a reflection of the particular program operation than a rating of the activity as an intrinsically rewarding one, we report the competitive ratings of the participants (Table 9).

TABLE 9

EVALUATIONS OF ACTIVITIES FEATURED BY ONE OR TWO PROGRAMS ONLY

Activity/Program	Most Valuable	Most Interesting	Least Interesting
Travel (Phelps-Stokes)	6 of 22	3 of 22	0 of 22
Investment Proposal (Kansas)	2 of 20	6 of 17	0 of 17

Nearly a third of the Phelps-Stokes participants considered their extensive travel in the South to have been the most valuable part of their program; half as many said it was the most interesting. Writing the investment proposal at Kansas was more often considered interesting than valuable.

Home Visits

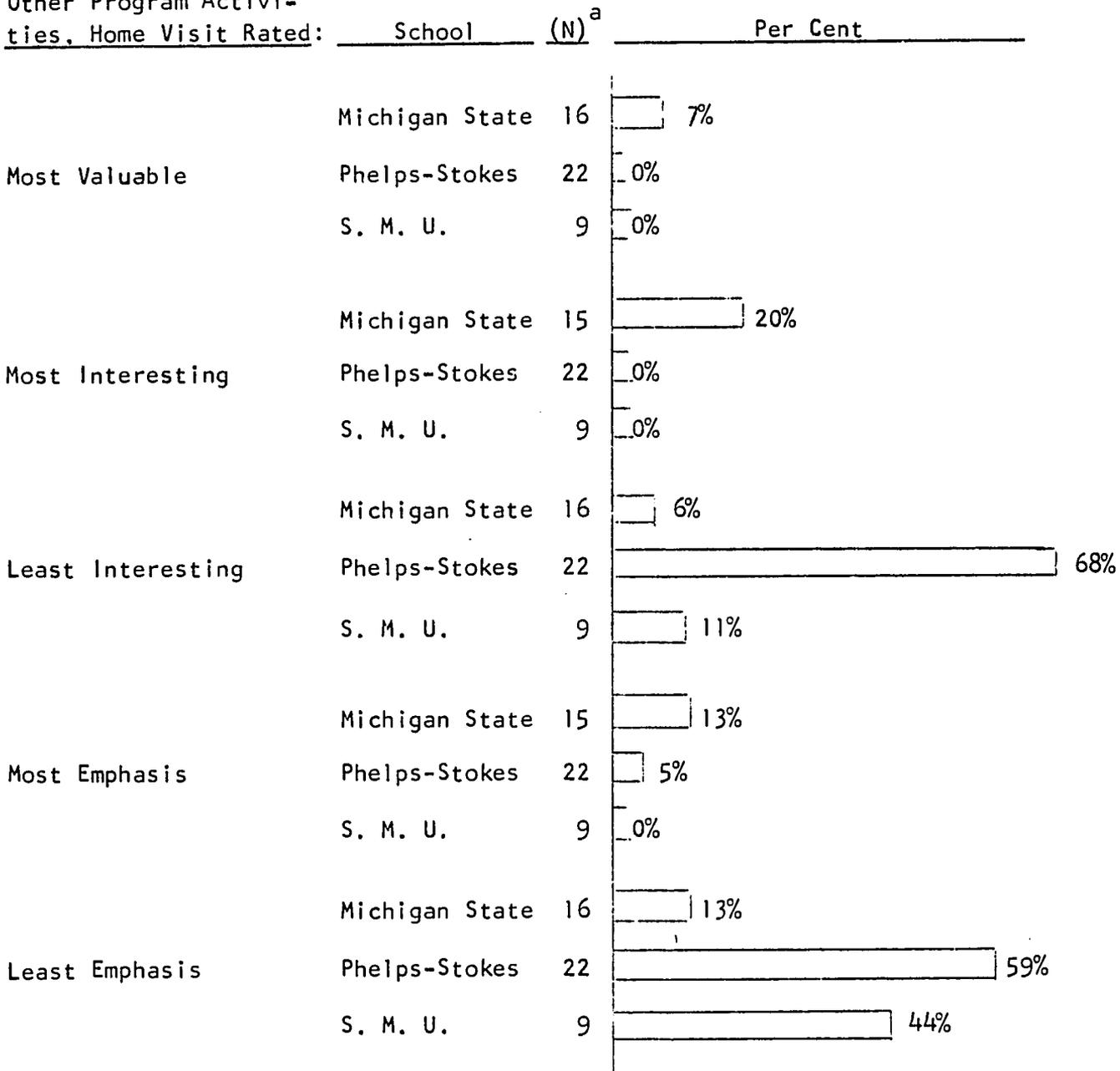
Since the home visits would appear to have been the least successful parts of the programs in which they were included, further

consideration of them seems warranted. It should also be pointed out that they were a minor aspect of the programs except the one conducted by the Experiment in International Living. Unfortunately we do not have data from the Experiment's "homestays" to compare with ratings of similar experiences in three other programs, since the questionnaires used by the staff evaluator for the Experiment were not comparable to those used to evaluate the other programs.

Although the home visits were not especially well received, they were not equally unpopular at all locations and seem to have been successful at Michigan State University (Figure 8). Not all of the participants in the Michigan program took advantage of the invitation to visit farm families for three days, but those who did were enthusiastic. Many regarded it as an exceptional opportunity to observe a farming enterprise as well as to visit an American family. At Southern Methodist University participants were assigned to host families who were expected to invite the students frequently to their homes, for shorter or longer stays, and to plan free time activity for them. Apparently these students felt their hosts were too solicitous. At Atlanta, under the Phelps-Stokes program, a one week homestay was planned; possibly because there was little time for preparation some of the visits were aborted and they seem to have been the least successful part of that program.

Nonetheless, whether because of the home visit itself or because of other elements in the programs that included them, the students who had home visits reported greater relative opportunity to meet Americans (Table 10).

In Comparison With
Other Program Activi-
ties, Home Visit Rated:



^aSome questionnaires included only a subset of the comparative evaluation questions, questionnaires for evaluation of other programs included none of these questions. Variations in the form of questionnaires account for the differences in the number of students rating home visits in terms of these criteria.

Figure 8.--Evaluation of home visits by participants in three programs.

TABLE 10

RELATIVE OPPORTUNITY TO MEET AMERICANS: PARTICIPANTS IN PROGRAMS THAT INCLUDED HOMESTAYS COMPARED TO OTHER PARTICIPANTS

Opportunity to Meet Americans Was:	Participants in Programs That:	
	Included Homestays ^a	Did Not Include Homestays ^b
Better than last summer	66%	34%
Same as last summer	17	34
Not as good as last summer	17	32
Total	100 (41)	100 (70)

^aSMU, Phelps-Stokes, and University of Michigan.

^bHoward University (Engineering and Economic Development); RCIE, University of Pittsburgh; Cornell University; University of Oregon; University of Chicago; Illinois Institute of Technology.

Other Evaluations

The locations of programs were endorsed by many but a slightly greater proportion would have chosen some other location. When the students were asked if they would have chosen their program site or somewhere else, had they had an option, about 41 per cent said "here," 45 per cent mentioned some other part of the country or other university and the remainder had no preference. Most of the choices for alternative sites seem to have been motivated by a desire to see some very different part of the United States; accommodation to the choices would have involved moving students from New York to California, and from Texas to

New York, etc. Despite the preferences for other places and the tendency to assign participants to programs in the same region as their campus, 72 per cent said that participation in the program had given them an opportunity to see a part of the United States they would not otherwise have seen.

The host universities in which the programs were conducted were generally well-regarded by the participants. When the students were asked to compare the quality of the institution with the university they had attended the previous semester, 81 per cent felt that they were as good or better. The housing provided also was generally rated favorably. More problems were encountered with the food, probably reflecting a disruption of whatever adjustment the students had previously made to the American larder and the more limited selection that campus cafeterias are apt to offer in the summertime (Figure 9).

Fellow-students.--Most of the programs drew students from a number of different nations. It is not surprising, therefore, that over two-thirds of the participants said that they had had more contact with students of other nations than during this past school year; only 12 per cent felt they had less contact. Of more interest is the fact that 9 out of 10 rated the contact with other foreign nationals as a "very valuable" experience, an evaluation that may have had an indirect effect on the generally high appreciation of the TOYL programs.

The students were also asked whether they felt their fellow participants were more or less apt to be future leaders than the average run of foreign students and whether they endorsed the idea of designing

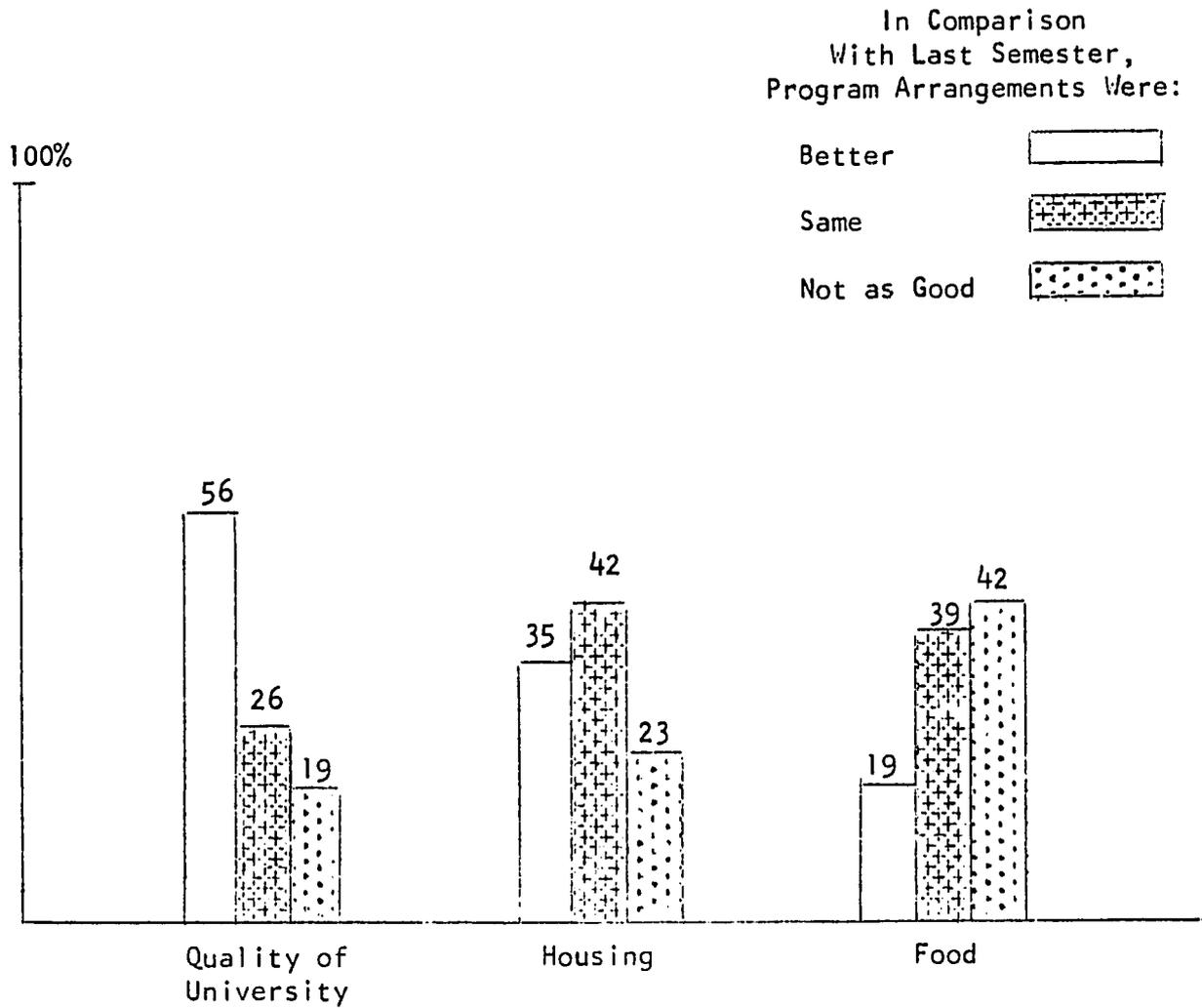


Figure 9.--Comparison of summer program arrangements with those at own university last semester.

these programs for "future leaders." By and large, they acknowledged the leadership potential of their peers, but thought that future programs should be designed for the average foreign student. The distribution of answers to both questions varied widely from program to program.

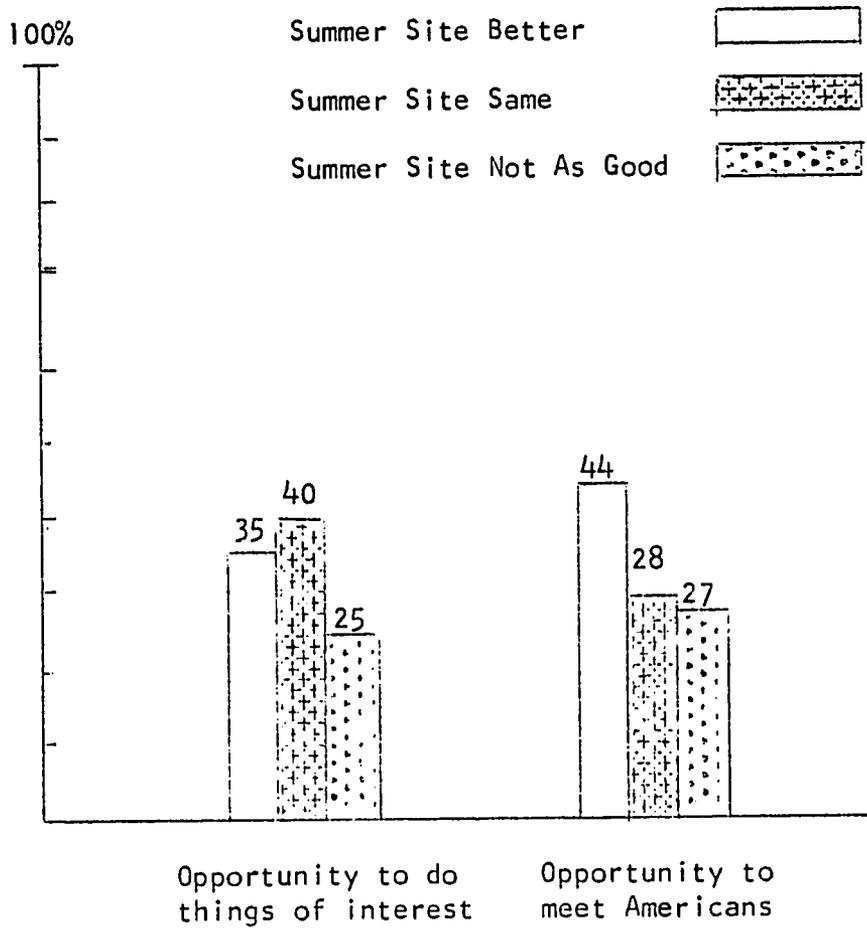
Other program arrangements.--Although we would have thought that the exclusion of American participants would have resulted in less contact with American students, we could also speculate that students who were in programs including work internships or homestays would have greater opportunity for contact with Americans.

The participants reported that the opportunities to meet Americans during the program were at least as good as or better than at their own campuses: 45 per cent said the opportunity to meet Americans during the summer was greater, 28 per cent rated it about the same as at school, 27 per cent said they had less chance to meet Americans during the summer than at school.

Because the nature of opportunities to meet Americans varied from program to program, some of the participants were asked about the relative amount of actual contact they had with American students, for others the question was broadened to refer to Americans generally. About half of the respondents--52 per cent--said they had as much or more contact with Americans while on the program than at school.

Three-quarters of the respondents said the opportunities to pursue personal interests were as good as or better than at school (Figure 10).

Advance planning.--The lack of lead time for advance planning which was roundly criticized by the program staff members was also felt,



N.A. not included.

Figure 10.--Comparison of program site with university attended last semester.

to a lesser degree, by the students. Fifty-seven per cent of the participants said they did not have sufficient information about the program in advance of their arrival. Dissatisfaction on this score would be even stronger over-all if we were to omit from the figures the participants of the two programs which enrolled their own academic year students or students from schools within the same city who, presumably, had a better chance to talk to those who could answer their questions about the program.

III. CONCLUSIONS AND RECOMMENDATIONS

Taken as a whole, TOYL was successful in meeting its objectives as judged by the evaluation of the students themselves. On every score the programs rated high, both in comparison with previous U. S. experience and in comparison with possible summer alternatives.

In the following paragraphs we discuss various aspects of the programs and criteria of participant selection in relation to their contribution to the TOYL objectives. The conclusions which follow are based not only on the systematic data collected in the 14 studies, but also on informal conversation and observations.

Program Aspects

The development of leadership.--The development of potential leadership may be seen both as a problem of selection (how do we identify future leaders?) and as a program problem (how do we train for leadership?). The former will be discussed below under "selection criteria." In respect to the latter, though all the programs took cognizance of the leadership potentialities of the participants, there was not much of an attempt systematically to develop leadership qualities in the sense in which a "group dynamics" program might have aimed at leadership development as an explicit goal. There were some program features, however, that might be mentioned for their potential value in this respect. Of particular interest, for instance, is the interdisciplinary approach to development programs which some of the enrichment programs emphasized.

Though one might think that such programs would be of particular relevance to behavioral scientists (i.e., those from the disciplines most attuned to a multifaceted perspective), the programs appeared to have worked just as well for the natural science or medical or architectural student. It is quite possible that these programs do help develop a leadership quality, to the extent that a broadening of horizons from the narrow specialization of advanced U. S. university work to consideration of general interrelated problems of national development is useful to future leaders in under-developed countries. The fact that national leaders in the newer developing nations are apt to be drawn from many other professional fields than the prescribed ones, such as law, lends credence to this view.⁶ The task of awakening interest in nonoccupationally-specific problems of development appears also to have been facilitated in this summer's programs by the mixtures of academic fields and nationalities and by the interchange of points of view that resulted.

Structure of seminars.--In the students' judgment of the classroom part of the enrichment program, "seminars" and "discussions" fared better than "lectures" and "reports"; that is, they were found more interesting, more valuable, and more deserving of emphasis in the future. It is difficult to prescribe a proper balance between structured and unstructured or between directive or permissive educational approaches. However, the survey data would suggest that opportunity for participation of

⁶Of the 40 government ministries in a Nigerian elite sample, there were six lawyers; the remainder were educators, businessmen, traditional rulers (3), journalists, physicians, etc. See C. Smith and B. L. Smith, The New Nigerian Elite. Stanford University Press, 1960.

the students and the interchange of ideas among them in a seminar setting was of positive value and should be emphasized in future programs. But these discussions require the stimulation of apt seminar leaders or challenging speakers.

Homestays and home visits.--Visits to American families were the major feature of the Experiment in International Living's program, and a lesser aspect of three others. Since our evaluation of the Experiment program followed quite different procedures from the other studies, it is not possible to include its findings in this summary, except to comment that the Experiment homestays probably suffered more than any of the other programs from the lack of lead-time necessary to make the most satisfactory arrangements; nevertheless they were undoubtedly more enlightening as visits than the others. In the other programs the "home visits" were not a notable success; they were better when the program staff took responsibility for them and worse when it was left to available local (university and community) resources. Data from the studies suggest that home visits are not automatically beneficial and that they may be annoying or distressing. To work well they need careful planning, particularly to assure some congruence of understanding on the part of host and guest as to what is expected of each.

Work internships.--Three programs included work internships; in each case they were endorsed by most of the students as a very rewarding part of the summer experience. As one would expect, criticism centered on the relevance of the work assignment and misunderstandings between intern and employer about roles and responsibilities. Undoubtedly some

difficulties are inevitable, but it would appear from the data that some could have been avoided (as in the case of home visits) if a better understanding of mutual responsibilities were assured in the programming of the internships.

It should be noted that even those students who encountered difficulties in their work experience were apt to rate it high in comparison with other elements in the summer program. This general endorsement of practical work experience is most likely the result of a felt need for the opportunity of application which most academic curricula do not afford, especially in engineering and the physical sciences. Over half of the interns were majoring in these fields.

Factors Related to Selection and Placement

Leadership criteria.--All the students knew that "leadership" was somehow involved in the criteria of selection, and most of them felt that those selected were apt to be leaders in the future. Though they tended to take a democratic stance on the question of whether programs should be conducted for future leaders, there is evidence that something of an elitist spirit pervaded many of the programs. In one case the participants were known as the "TOYL fellows," in another as the "IIE Boys"; in these and in other programs, the specially arranged seminars, lectures, visits or internships led to an internal identification and in most cases to an esprit de corps that proved beneficial to the program.

Academic level.--The range of academic levels among the TOYL participants was about as wide as it could be--running from college

freshmen to matriculated Ph.D.'s; in individual programs it was not unusual to find five levels represented among the 15 or so students. It is surprising that our studies did not turn up more reports from the program staffs about the difficulty of handling such academically heterogeneous groups. In many cases, the underclassman and the graduate student seem to have participated in and benefitted from the program equally. This would appear to have been true particularly when the two were separated not only by academic level but by nationality and field of study as well. One can speculate that the differences in nationality and major field of study allowed for an original contribution to the program by a student-- which would not have been possible in a situation where students from the same culture and same discipline were assembled. The national and disciplinary heterogeneity may have muted the differences in prior academic experience, making interstudent differences in performance much less obvious than they generally are in a college class.

Despite the general acceptance of the academic level mixture, there is some evidence that newly arrived underclassmen did not do as well, generally, as the more mature students in the classroom parts of enrichment programs. In some cases there appear to have been difficulties in English language comprehension on the part of fairly newly arrived students; in other cases the lowerclassmen seem not to have been as adaptable to nondirective seminar situations as others. Given the large population from which Summer Leadership programs can select, the sponsors might well consider restricting the selection to college juniors and above, and to students who have been in the United States

at least a full academic year. Such a recommendation would be particularly pertinent to those programs that emphasize problems of development, as a bridge between the U. S. academic experience and the return home. In a program such as that of the Experiment in International Living which emphasizes international understanding through homestays, one might argue the opposite, in favor of the younger student.

Multinational and multidisciplinary programs.--The mixture of nationalities was a feature of most of the programs very much appreciated by the students themselves. Many of them commented on the value to the programs produced by the interchange of views that resulted. The program staffs also generally endorsed the multinational feature. Some of the evaluation study directors observed that where cliques developed within programs, it was apt to be where there were several students from the same country. All the evidence suggests that students should be assigned to programs in such a way as to maintain a broad mixture of nationalities.

The same consideration would apply to an interdisciplinary mixture of students in most types of programs, especially those that emphasize interdisciplinary approaches to development problems. Programs that emphasize internships might be an exception, unless there is sufficient staff available to make the difficult intern arrangements in a variety of fields.

Sponsored and self-sponsored.--There is no evidence from the studies to suggest that the sponsored students (AID or CU) did any better or any worse than the others. Some of the self-supported students felt they might have been better off working during the summer, but others

appreciated the financial support which the program offered to tide them over the summer. In the future, such programs might be offered for either or both groups; however, the existence of "Communications Seminars" for AID participants, and nothing comparable for the unsponsored students, tips the balance slightly in favor of the latter.

Males and females.--Though the evidence here is scanty, one might argue that the few females included in the programs did not get quite as much out of it as the men. With the dormitory arrangements of most of the programs, the female students were a bit more isolated. But there is insufficient concrete evidence to make any recommendation on this score.

Other Features of TOYL

Size of programs.--Most of the programs received far fewer students than had been anticipated. In some cases the replanning for smaller numbers caused difficulty for the program institutions, especially where junior staffs had been hired and when homestays had been arranged in advance. There is no evidence, however, that the reduced numbers hurt any program in operation and some inferential evidence that it may have benefited some. The group spirit that developed in many programs has been mentioned above; it might not have occurred with larger numbers. Certainly some of the informal seminar arrangements would have been difficult with a larger number of students, unless they were split into subgroups. Generally the success of the summer's experience suggests caution in arranging for larger programs in the future.

Time of programs.--The consensus of students and staff is that the programs were either about right or a bit short in duration. Some of the program directors felt they could have used another week or so fruitfully; most of the students had no plans for the rest of the summer that would have prevented them from continuing a little longer. The evidence of the study is against shortening of programs in the future.

Financial matters.--There were very few problems connected with the size of the payments to the students. There were, however, a number of difficulties encountered that might have been corrected by slightly greater budgetary flexibility or a small amount of added funds for contingencies. In one case transportation was difficult and expensive; in several programs a modest budget would have allowed for a continuation of the seminar discussion at the dinner table; in others, there appeared to be no money to provide reading materials. In almost all programs, some budgetary difficulties were encountered.

Lead-time.--It is now well known by all that unhappiness was caused by the delay in final arrangements for the 1965 programs. The lack of lead-time and lateness of student assignments hurt the nonacademic aspects the most, especially homestays and internships. If there is a choice in the future, it would be well to give priority treatment to the programs that include such features.

APPENDIX

Typical Questionnaire Used
in Evaluating Studies
of Summer Leadership Programs

FACE SHEET DATA

Sex: Male Female

Age _____

Country of origin: _____

Length of time been in U.S.: _____

Last academic year completed:

- Freshman
- Sophomore
- Junior
- Senior
- First-year graduate
- Second-year graduate
- Other (Please specify): _____

Field of study (major): _____

Candidate for degree:

- No
- Yes;

What degree? _____

When expected? _____

University attended last spring: _____

University attending in Fall: _____

If not, what will you do? _____

Auspices in U.S. (at time applied for this program):

- AID Participant
- African American Institute
- IIE
- Own resources
- Other (Please specify): _____

1. How did you originally hear about this summer program, e.g., through your foreign student advisor, a friend, a notice in the school newspaper, etc.?

2. In thinking back, what was your main reason for participating in the program?

3a. Was the program about what you anticipated it to be?

- Yes
 No

IF NO, ASK: What was different? _____

b. Would you say that you received sufficient information describing the program before it began?

- Yes
 No

IF NO, ASK: What would you have liked to know more about? _____

4. I'd like to ask you about the regular summer school courses. Which ones did you take (are you taking)? (LIST COURSES.)

1. _____

2. _____

3. _____

4. No courses taken: _____ (Skip to Q. 2)

FOR EACH COURSE LISTED ABOVE, ASK:

a. Compared to other courses you have taken in the U.S., how would you rate the course (NAME OF COURSE ABOVE)--above average, average, or below average? (CHECK APPROPRIATE BOXES.)

	<u>Course</u>		
	#1	#2	#3
Above average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Below average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can't rate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Has the course helped to increase your knowledge in your major field?

Course #1: Yes No
Course #2: Yes No
Course #3: Yes No

c. Beside helping in your major field, is there any other way this course has been valuable to you?

Course #1: Yes No

IF YES, ASK: In what way? _____

IF NO, ASK: Why is that? _____

Course #2: Yes No

IF YES, ASK: In what way? _____

IF NO, ASK: Why is that? _____

Course #3: Yes No

IF YES, ASK: In what way? _____

IF NO, ASK: Why is that? _____

5. Now a question on the lecture series (seminars, etc.). Here is a list of the things that went on. (HAND RESPONDENT CARD #1)

a. Were there any of these you weren't able to attend?

CIRCLE APPROPRIATE ANSWERS:

1 2 3 4 5 6 7 8 9

b. Which one of these would you say was the most valuable to you?

CIRCLE ONE ANSWER:

1 2 3 4 5 6 7 8 9

Why would you say that? _____

c. Which was the least valuable?

1 2 3 4 5 6 7 8 9

Why would you say that? _____

6. Here is a list of field trips. (HAND RESPONDENT CARD #2)

a. Were there any of these you weren't able to attend?

CIRCLE APPROPRIATE ANSWERS:

1 2 3 4 5 6 7 8 9

b. Which one of these would you say was the most valuable to you?

CIRCLE ONE ANSWER:

1 2 3 4 5 6 7 8 9

Why would you say that? _____

c. Which was the least valuable?

1 2 3 4 5 6 7 8 9

Why would you say that? _____

7. Compared to this past year of school, how much contact have you had here with American students--would you say you had more or less contact?

- More
- Less
- Same

8. How much contact have you had with other foreign students this summer compared to your previous experience in the U.S.?

- Much more
- More
- Less
- About the same

9. Do you feel that the contact you've had has been very valuable to you, or would you say it wasn't of much value or significance?

- Very valuable
- Not much value

10a. Do you think the program would or wouldn't have been better if all the students had been from your own country?

- Would have
- Would not have

b. Why is that? _____

11. Now, here are a few questions pertaining to the various broad elements of the program, as shown on this card. (HAND RESPONDENT CARD #3)

a. Which one aspect do you think will be the most valuable to you in the long run--that is, after you have returned to your home country? (CHECK IN FIRST COLUMN) And which do you think will be the next most valuable? (CHECK IN SECOND COLUMN)

	<u>Most</u>	<u>Next Most</u>	
1	<input type="checkbox"/>	<input type="checkbox"/>	Summer school courses
2	<input type="checkbox"/>	<input type="checkbox"/>	Discussion groups; seminars
3	<input type="checkbox"/>	<input type="checkbox"/>	Reports
4	<input type="checkbox"/>	<input type="checkbox"/>	Lectures
5	<input type="checkbox"/>	<input type="checkbox"/>	Field trips
6	<input type="checkbox"/>	<input type="checkbox"/>	Home visits
7	<input type="checkbox"/>	<input type="checkbox"/>	Time on your own, i.e., spare time

b. Which part of the program do you feel should receive the most emphasis next year? And which aspect would you choose to get the next most emphasis?

	<u>Most</u>	<u>Next Most</u>	
1	<input type="checkbox"/>	<input type="checkbox"/>	Summer school courses
2	<input type="checkbox"/>	<input type="checkbox"/>	Discussion groups; seminars
3	<input type="checkbox"/>	<input type="checkbox"/>	Reports
4	<input type="checkbox"/>	<input type="checkbox"/>	Lectures
5	<input type="checkbox"/>	<input type="checkbox"/>	Field trips
6	<input type="checkbox"/>	<input type="checkbox"/>	Home visits
7	<input type="checkbox"/>	<input type="checkbox"/>	Time on your own, i.e., spare time

c. And, to improve the program, on which part of the program should the least time be spent? And on which other part should less time be spent?

	<u>Least</u>	<u>Less</u>	
1	<input type="checkbox"/>	<input type="checkbox"/>	Summer school courses
2	<input type="checkbox"/>	<input type="checkbox"/>	Discussion groups; seminars
3	<input type="checkbox"/>	<input type="checkbox"/>	Reports
4	<input type="checkbox"/>	<input type="checkbox"/>	Lectures
5	<input type="checkbox"/>	<input type="checkbox"/>	Field trips
6	<input type="checkbox"/>	<input type="checkbox"/>	Home visits
7	<input type="checkbox"/>	<input type="checkbox"/>	Time on your own, i.e., spare time

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d. Which one part of the program did you find most interesting?
Next most interesting?

	<u>Most</u>	<u>Next Most</u>	
1	<input type="checkbox"/>	<input type="checkbox"/>	Summer school courses
2	<input type="checkbox"/>	<input type="checkbox"/>	Discussion groups; seminars
3	<input type="checkbox"/>	<input type="checkbox"/>	Reports
4	<input type="checkbox"/>	<input type="checkbox"/>	Lectures
5	<input type="checkbox"/>	<input type="checkbox"/>	Field trips
6	<input type="checkbox"/>	<input type="checkbox"/>	Home visits
7	<input type="checkbox"/>	<input type="checkbox"/>	Time on your own, i.e., spare time

e. And, least interesting? Which other part did you find interesting?

	<u>Least</u>	<u>Other</u>	
1	<input type="checkbox"/>	<input type="checkbox"/>	Summer school courses
2	<input type="checkbox"/>	<input type="checkbox"/>	Discussion groups; seminars
3	<input type="checkbox"/>	<input type="checkbox"/>	Reports
4	<input type="checkbox"/>	<input type="checkbox"/>	Lectures
5	<input type="checkbox"/>	<input type="checkbox"/>	Field trips
6	<input type="checkbox"/>	<input type="checkbox"/>	Home visits

12a. Were you in the U.S. last summer?

Yes
 No

b. IF YES: What were you doing then?

In summer school at _____

Working (Specify job, please): _____

Traveling; Where? _____

Visiting; Where? _____

Other (Please describe): _____

13. Compared to last summer (IF RESPONDENT WAS NOT IN U.S. LAST SUMMER, SUBSTITUTE, "last semester"), how would you rate this summer's experience? For instance:

	<u>Last Summer</u> (or Semester)	<u>This Summer</u>
a. Which did you enjoy the most?	<input type="checkbox"/>	<input type="checkbox"/>
b. From which did you learn more about the U.S.?	<input type="checkbox"/>	<input type="checkbox"/>
c. From which did you learn more about things that will be useful in the long run--after you get back home?	<input type="checkbox"/>	<input type="checkbox"/>
d. From which did you learn things that are valuable for your academic work in the U.S.?	<input type="checkbox"/>	<input type="checkbox"/>

14a. What would you probably have done this summer if you had not come here?

b. Would you say you are better off here or doing that?

- Here
- Doing other thing

Why? In what way? _____

15. If you had had your choice of location of this program, would you have chosen _____ (NAME OF UNIVERSITY) or somewhere else in the U.S.?

- Here--this university
- Somewhere else: Where? _____
Why would you prefer that? _____

16a. Do you already know about a job that you will have when you return to your own country?

- Yes; What will it be? _____
- No; When you do get a job, what do you think it might be? _____

b. Was there anything in this summer program that will help you in that?

- No
- Yes; What? How?

17. One of the things said about these summer programs is that they might be valuable especially for future leaders in their home countries. Compared to other foreign students in the U.S., do you think the people who were selected for this program are more or less likely to become future leaders?

- More apt to be future leaders
- Just as likely as others
- Less apt to be

18. Do you think programs like this should be designed for future leaders, or for the average foreign students in the U.S.?

- Future leaders
- Average foreign student

19. Would you say that _____ (NAME THE UNIVERSITY WHERE THIS PROGRAM IS LOCATED) is in general better, or not as good a university as the one where you were studying this past year?

- Better
- Not as good
- About the same

20. How do some of the other arrangements here compare with what you had last year in the U.S.? Were they better, about the same or not as good? For instance:

a. What about the housing?

- Better
- About the same
- Not as good. What was wrong? _____

b. How about the food, dining arrangements?

- Better
- About the same
- Not as good. What was wrong? _____

c. How about the opportunity to do things of interest on your own time?

- Better
- About the same
- Not as good. What was wrong? _____

d. How about the opportunity to meet and get to know more Americans?

- Better
- About the same
- Not as good. What was wrong? _____

5

21a. Did any of the following things happen to you during the summer?

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Did you meet new friends you expect to keep in touch with later on? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Did you see a part of the U.S. you wouldn't have seen otherwise? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Did you experience any discrimination? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did you feel unhappy or lonely, or miss your old friends? | <input type="checkbox"/> | <input type="checkbox"/> |

b. IF THE RESPONDENT ANSWERED "YES" TO 'C' or to 'D', PROBE A BIT, e.g., inquire what the experience with discrimination was and how it got resolved.

22a. If you were doing this evaluation of the summer program, what is the main question you would ask the students?

b. How would you answer it yourself?

23. Is there anything else you would like to say about the program here at _____ (NAME THE UNIVERSITY)-- anything that could help to make a program like this better the next time?

24. Were there any particular difficulties you yourself encountered that could be avoided by better planning?

25a. How did the group get along with the people (person) running the program?

b. IF OTHER THAN "VERY WELL," ASK: Why was that? What was wrong?

26a. And how did the group get along among themselves?

b. IF OTHER THAN "VERY WELL," ASK: Why was that? What was wrong?

27. Is there anything you would like to add to your answers to any of the questions I've asked?