A STUDY OF INTERNATIONAL FARM YOUTH EXCHANGE DELEGATES WHO VISITED LATIN AMERICA

by
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Thesis submitted to the Faculty of the Graduate School of the University of Maryland in the partial fulfillment of the requirements for the degree of Master of Arts
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CHAPTER I

INTRODUCTION

In 1948, the International Farm Youth Exchange[1] was founded to provide a medium through which farm youth in this country might study and visit farm families and view farming practices of other lands, and that youth in other lands might do the same in this country. From 1948 through 1958, a total of 1010 delegates (United States youth) and 1178 exchangees (foreign young people) participated in this program. United States young people have visited 59 foreign countries and Puerto Rico.

The International Farm Youth Exchange is administered by the National 4-H Club Foundation and as such is non-governmental. The Foundation does, however, cooperate with the Cooperative Extension Service of the United States Department of Agriculture and the state land-grant colleges in carrying out the program.

To participate in the International Farm Youth Exchange, a young man or woman must be between 20 and 30 years of age, have a knowledge of rural living, and display certain personality and intellectual attributes necessary for the experience. For delegates, it is a regulation that the young person

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[1]Through much of this paper, IFYE will be used to denote International Farm Youth Exchange.

not be married; however, this is not a rigid requirement for all exchangees. Exceptions have been made in Southern Asia and Latin America. In such cases, the husband or wife is not given permission to accompany the exchangee.

The IFYE participant spends from three to six months in his host country. During this visit, he lives with several families in different sections of the country for a period of from two to four weeks. There has been, quite naturally, some concern on the part of officials in the IFYE program as to whether these visits are accomplishing their objective of promoting better international understanding and whether the young people selected as exchangees and delegates have been those most able to profit from their study abroad. Foreign travel and study have to date been inadequately explored as to their effect on individuals and their value as a medium for promoting international understanding. This thesis, therefore, must be a modest beginning of a long-term program of studying both delegates and exchangees and their impact in respect to the purposes of IFYE.

A. Statement of Problem

The problem of this thesis is to study the nature and prediction of adjustment to foreign culture of 24 American International Farm Youth Exchange delegates.

Specifically, this thesis is designed to answer the following questions:

1. What was the nature of adjustment of the 24 subjects as determined through:
   a. An analysis of a questionnaire administered on return from the foreign visit.
   b. An analysis of correspondence during the foreign visit.
2. Could the nature of the adjustment have been predicted prior to the foreign visit by materials available in:
   a. Application form for foreign visits.
   b. Supplementary biographical data.

A secondary purpose of this thesis is to review the literature relating to technical and/or student exchange programs of:

1. Foreign nationals in the United States.
2. Americans in other countries.

B. Procedures

1. Selection of the Group from which Population Was Drawn

A group of 1010 IFYE delegates who have visited a total of 59 different countries and Puerto Rico was the population from which the sample was drawn. Due to the variety of country cultures represented and the world coverage, it was decided to simplify and centralize the population. The 133 delegates who visited the 18 Latin American countries were selected to represent the group. Latin American countries were selected because of their

similar cultural and religious background. Since information on file was to be used in the study, it was essential to select only those delegates with comparable data. Comparable data were available for delegate participants during the years 1955-57. As so limited, the group numbered 64.

2. Criterion for Selecting Population

The next step was to determine whether the 64 subjects could be categorized at the outset into most and least adjusted to the foreign culture visited, on the basis of material available after return.

The answer to question number 19 on the Individual Report Form was selected as the item to be used for categorizing. For categorizing question 19, eight individuals were asked to serve as raters. Four raters had only a slight knowledge of the IFYE program and four raters were past participants in the IFYE program.

Each rater was given the group of 64 Individual Report Forms and asked to categorize question 19 in one of three categories. These categories were: (1) Least Adjusted, (2) Medially Adjusted, and (3) Most Adjusted. No criteria were given the rater to influence his placement. The categorizing was used as an attempt to see if a significant pattern could be recognized.

For the purpose of this study, it was decided that the following method be used in classifying subjects:

a. Each subject must appear in the least adjusted or in the most adjusted category a minimum of four times (which means that at least half of the raters thought that the subject was either least adjusted or most adjusted).

b. The subject was not to appear in the least adjusted category if classified in the most adjusted category, and vice versa.

c. The subject might appear in the medially adjusted category and still be used for the most or the least adjusted category if qualifications for step (a) listed here were fulfilled.

After all raters had completed their categorizing, tabulations were made and it was found that 11 subjects in the least adjusted category and 13 subjects in the most adjusted category could be used in this study. Complete categorizing of the 64 subjects can be found in Appendix A.

3. Procedures for Analysis of Data

a. Nature of Adjustment

Question number 19 of the Individual Report Form was used to categorize the subjects into groups of most adjusted and least adjusted. The question reads as follows:

"Of all things that were new and different to you, which were difficult or disagreeable to adjust to?"

The Individual Report Form appears in Appendix B. The 24 subjects' responses to the question appear in Appendix G.

Answers were available to all other questions on the report and an analysis will be made in this study of all questions relating to the nature of adjustment.

Correspondence received from the delegates while visiting in the foreign country was available in individual files. An analysis of the correspondence indicated that delegates report a variety of news. The nature of news reported is available for study in relationship to the delegates' adjustment in the foreign culture.

b. Prediction of Adjustment

Adjustment while in the host country is of special interest to the officials of the IFYE program. To be able to predict adjustment of a delegate to his host country before actually participating in the program would be of great value to IFYE. This study is designed to investigate available pre-participation background information on each subject. The available information on file relates to: (1) Delegate Application Form (to be found in Appendix C) and (2) Delegate Biographical Form (to be found in Appendix D).

The purposes of this study are to investigate the background information listed above and to test for significant relationship of nature of adjustment in the foreign country.

C. The Literature

Literature relating to programs of international exchange of persons has become much more widely available during the period since World War II. This is true chiefly because of government interest in the area of person-to-person exchange programs. Before that time, only a few small studies were recorded. They dealt chiefly with college students who traveled abroad for advanced study. The early studies dealt mostly with analysis of single individual characteristics. They have, however, served as a basis for planning many of the later studies such as the ones conducted by the Institute of International Education and the Department of State.

D. Limitations

This study is limited to the 24 subjects who were selected according to the method described under (C) of this chapter. Information obtained will be representative of delegates who visited Latin American countries only. It is further limited to those participating during the 1955 to 1957 program.

Perhaps the most limiting factor of the entire study is the method on which IFYE selection is based. Only a select group of names is submitted first to the state and next to the national IFYE leaders. To further explain, before a person's name is submitted to a state selection committee,

he has been deemed worthy of representing the United States by those in his home community, county, and district. This limits the study to a relatively homogeneous group.

A definite limitation is encountered in the delegate's application form because it was not designed as a questionnaire for predicting adjustment to a host culture but rather as a method for securing pertinent background relating to the individual. Background factual information was, however, assumed to be the same regardless of the purpose of its use. Likewise, the Delegate Individual Report Form was not designed as a method for predicting the nature of adjustment but rather as a means whereby delegates could evaluate their experience and share the same with leaders of the IFYE program.

Because many of the more recent studies have been directed to the problems of adjustment, they were found in the areas of sociology and psychology. Especially was this true of the studies made of student exchange programs. Each study suggested some prospective new literature, but it was noticeably prominent that many bibliography lists were similar. Several government studies, at this time incomplete, promise to give summaries of rather large experimental projects now being conducted. The field remains broad in scope, and as yet has not been clearly defined so that literature is easy to single out for review.

There is reason to believe that the delegates responded to the above mentioned forms in a manner similar to reports

of previous delegates, which were available to them, because they believed that program leaders approved of those responses. This created a type of false report.

Another limitation involves the different year groups. Identical orientation programs are not repeated on the state and national level each year. Therefore, some delegates may have received more training than others in respect to adjusting to situations in their host culture.

The scarcity of scholarly literature in the field also limits the possibility of working with relatively substantial hypotheses and theories. Although numbers of studies have been and are now under consideration, their authors all confess that there is much to be learned about executing people-to-people exchange programs. This study must, therefore, proceed without solid footing, so to speak.

E. Definition of Terms

The following terms are commonly used by those who associate with the IFYE program. The definitions are those which would be used by leaders and/or host families in the IFYE project.

IFYE - International Farm Youth Exchange Program, or a rural youth participating in the program.

Delegate - A rural young person representing both a state and the United States as a participant in the IFYE program to some foreign country.

Exchangee - A rural young person coming to the United States as a representative of some other country.

Host Family - A rural family that accepts an exchangee or delegate into its home as a family member for three or four weeks.

Participant - Either an outgoing delegate or an incoming exchangee.

F. Outline of Thesis

Chapter II is a review of pertinent literature. Chapter III is a presentation of the data in reference to the nature of adjustment of American delegates to their host cultures. Chapter IV presents data concerning the pre-departure prediction of adjustment of delegates to their host cultures. Chapter V is a general summary of data presented in Chapter III and Chapter IV. Chapter V also presents some conclusions.

CHAPTER II

REVIEW OF LITERATURE

The student exchange program idea has flourished during the last ten years. Transportation availability, the industrial revolution, and world wars have perhaps contributed greatly to its growth. During the nineteenth century, American students were visiting several well-known universities in Germany as class instruction was thought to be on a very high level. The trend has gradually changed, and today we find that a much greater proportion of students from foreign countries is now coming to the United States to live and study. This does not imply that Americans cannot still profit from study in other countries. In fact, Americans can profit greatly from study of people in other lands. There is a growing need for learning to understand world neighbors; and student exchange programs, so it is presumed, offer one of the best opportunities.

A. Studies of the Purposes of Exchange Programs

Leaders in the field of international exchange of persons are constantly in search of new program ideas. In their searches, frequent evaluations of present programs are made. Reviews of exchange program studies reveal a number of opinions expressing support of the programs, such as this one

written by Guy S. Metraux of the Social Science Research Council:

> The international exchange of students in contemporary society rests on a well-established tradition that travel and study outside one's own social environment is desirable for several reasons. It is a process of cross-cultural education, which for our purpose may be defined as the social process of acquiring knowledge of an intellectual or technical nature, under institutionalized conditions, outside one's social and cultural environment.[2]

Foreign students in the United States frequently have the opportunity to express their feelings toward the exchange of persons with foreign countries. Such a statement made by a Swiss student represents a general opinion of exchange students:

> This exchange of students helps to mitigate an exaggerated nationalism and to understand problems and thinking of other peoples. No book, nor lecture can provide the same determinant impression.[3]

President Eisenhower, in 1955, endorsed the growing "People-to-People" Program as a step toward furthering international understanding. The program which represents the cooperative efforts of many groups also recognizes the exchange of persons as a key to international understanding. Two years before, in 1953, the following excerpt was taken from an address made by the President as he firmly encouraged exchange of persons programs:

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[2]Guy S. Metraux, Exchange of Persons: The Evaluation of Cross-Cultural Education (New York: Social Science Research Council, 1952), p. 1.

[3]Institute of International Education, Building Roads to Peace, Department of State Publication 3738 (Washington: U.S. Government Printing Office, 1950), p. 23.

> Each of us, whether bearing a commission from his Government or traveling by himself for pleasure or for business, is a representative of the United States of America, and he must try to portray America as he believes it in his heart to be: a peace-loving nation living in the fear of God but in the fear of God only, and trying to be partners with our friends. And we accept for a friend anyone who genuinely holds out the hand of friendship to us as we do to them.[4]

This excerpt goes further than merely endorsing the international exchange program. It includes helpful hints regarding behavior and actions of Americans who travel abroad.

The origin of the technical assistance movement can perhaps be traced to the 1920's and 1930's when Latin American scientists and experts in various fields were brought to the United States for varying periods of training and observation.[5] The exchange with Latin American countries has continued through the years. In 1953, Dr. Milton Eisenhower, in his report to the President on the United States-Latin American relations, made the recommendation that existing programs of intellectual and cultural cooperation including scholarships, binational centers and language institutes, libraries, and exchange of persons should be expanded. He said during his report:

> We should encourage more visits and lecture tours in Latin America by United States citizens who are eminent in the sciences, arts, and letters, for Latin Americans have a high appreciation of the cultural values of life.

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[4]U. S. National Commission for UNESCO, The American as International Traveler and Host, Department of State Publication 5702 (Washington: U.S. Government Printing Office, 1955), Acknowledgment page.

[5]Metraux, op. cit., p. 37.

> We should encourage publishers, editors, business, agriculture and labor groups, students, and others to travel more extensively in Latin America, and Government departments should maintain information services for groups planning such trips.[6]

A survey made by the Department of State among the foreign and American participants in its educational exchange programs had demonstrated the importance of the impressions made by American tourists. The survey found that Latin Americans who had been led, from their observations of American tourists visiting in their country, to expect to meet an "arrogant" nation, were surprised on their arrival here to find us very sympathetic toward Latin America.[7] This is just one representative example regarding misunderstanding of persons in foreign cultures.

Since the 1930's, the government has participated in several exchange of persons programs. Basically, the Department of State is responsible for four programs in the field of student exchange.[8] The Buenos Aires Convention program, now known as the Inter-American Convention signed in 1936, advocated that such an exchange would appreciably promote the cause of hemispheric peace and cooperation. Three other programs sponsored by the Department of State advocate a similar

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[6]UNESCO, op. cit., p. 32.

[7]Ibid., p. 13.

[8]Henry B. Cox, International Student Exchange, Proceedings of a symposium held at the University of Minnesota as part of the Minnesota Statehood Centennial Celebration (University of Minnesota: Center for International Relations and Area Studies, 1958).

purpose. They include: (1) Public Law 584 (the Fulbright Act), (2) Public Law 402 (Smith-Mundt Act), and (3) Finnish Educational Exchange Act.

Government and private industry are not the only sponsors of foreign travel. More and more Americans each year are traveling at their own expense in foreign lands. The manager of a prominent magazine has emphasized the importance of foreign travel in this way:

> The importance of foreign travel in our economic life is evident in the fact that the United States ranks first in terms of foreign travel expenditures by its own citizens, as well as first in travel income from foreign visitors.[9]

During the 1954-55 academic year, 1,457 Americans studied in 49 foreign countries and political areas around the world. Fifty-nine per cent were enrolled in institutions in Europe, 16 per cent in Latin American institutions, and 15 per cent in Canadian colleges and universities, according to the Institute of International Education.[10]

The Institute of International Education has increasingly become the nerve center for many exchange programs, especially those relating to persons who come to the United States from foreign countries. Several years ago, the IIE analyzed rather carefully the stated goals and objectives of most of the sponsors who organized exchange programs. The analysis came to the following five statements:

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[9]UNESCO, op. cit., p. 13.

[10]Institute of International Education, Open Doors--A Report on Five Surveys (Washington: Institute of International Education, June, 1956), p. 13.

1. To promote international understanding and good will among the peoples of the world as a contribution to peace;
2. To develop friends and supporters for the United States by giving persons from other countries a better understanding of the life and culture of the United States;
3. To contribute to the economic, social or political development of other countries;
4. To aid in the educational or professional development of outstanding individuals;
5. To advance knowledge throughout the world for the general welfare of mankind.[11]

In order to accomplish these goals and objectives, some authorities in the field stress that the program must include more than a classroom or campus situation. The Metraux article referred to earlier has this opinion to share:

> If cross-cultural education is to be made an effective means of intergroup communication for the purpose of achieving mutual understanding among nations, a special type of experience perhaps allowing formal training but also giving opportunities for personal observation and a wide variety of relations with individuals will have to be devised.[12]

Still other views have been expressed such as the ones by Henry B. Cox of the Center for International Relations and Area Studies. Cox has two ideas which he expresses as follows:

> One is the necessity, as well as desirability, of affording an opportunity for foreign students or visitors, whether they are here privately or under government sponsorship, to get into an American home. It's been our experience that a grantee who has not had the American-home experience has lost a great deal from the value of his grant.
>
> Secondly, pay increasing attention, insofar as financial and other capacities permit, to continuing contacts with the foreign students who have passed

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[11]Cox, op. cit., p. 11.

[12]Metraux, op. cit., p. 52.

> through your institution. It is very important for you to maintain a professional and personal interest in them when they return to their home countries.[13]

The International Farm Youth Exchange Program officials would be among the first to endorse the feelings expressed by Metraux and Cox. Since the beginning of the IFYE program, the key to a successful program has been built around a family-centered type of living experience.

Recognizing the need for International Understanding, the American Association of Colleges for Teacher Education appointed, in 1956, a committee to survey the various methods in use by colleges for teaching or encouraging International Understanding. In the official publication of the committee, 21 colleges reported various methods which they had found helpful. Methods included such ideas as entertaining foreign persons in homes, asking them to speak for organizational meetings. At the conclusion of the study, the committee made this statement:

> It is our hope that the idea and suggestions contained herein will strengthen the belief that education is a vital force and has a pressing responsibility for the growth of understanding among the people and nations of the world.[14]

In contrast with the views expressed by the preceding study committee, another author has reason to believe that international understanding cannot be taught. Asa Briggs

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[13] Cox, op. cit., pp. 8-9.

[14] The Committee on International Relations, Programs and Projects for International Understanding (Oneanta, New York: American Association of Colleges for Teacher Education, 1956), p. 160.

from the International Federation of Worker's Education Associations conducted a survey of International Understanding projects and methods used in instruction. Although the study cannot be termed exhaustive, Briggs was able to arrive at the following conclusion:

> International Understanding itself cannot be taught: it is only possible to create an atmosphere conducive to its growth. Worker's educational associations are already contributing to a clearing of atmosphere, and the signposts to the future which they themselves recognize are the signposts to a healthier and happier world.[15]

It may, however, be recognized that each author was addressing his feeling to a specific and different group. In either case, the chief purpose of program planning was directed toward world understanding.

B. Qualifications and Problems of Cultural Exchanges

Educational exchange programs have necessitated the development of policy and selection regarding who shall be allowed to go as a representative of the United States. Recognizing such a need, the IIE, in 1954, appointed the Committee on Educational Interchange Policy to compile such information. The committee reported that persons selected for participation in the interchange were expected to have:

> Serious educational purposes and to have professional and academic competence to carry out their proposed projects. They must possess such personal characteristics as emotional security, leadership potentuality,

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[15]Asa Briggs, Workers' Education for International Understanding (Paris, France: The International Federation of Worker's Education Association, 1954), VIII, p. 42.

an interest in other peoples and cultures, and the ability to adapt to a new environment and new institutions.[16]

They further found and agreed that the nature of governmental educational exchange programs should comply with the following which represents a selection of appropriate points for consideration in relationship to this thesis:

- Applicants for a foreign study grant must be college graduates or the equivalent.
- Competence in a foreign language is necessary for applicants for 60% of the awards. Only 20% of American college students study any foreign language, with only slightly more than 1% majoring in a foreign language.
- The distribution of grants among the states follows the distribution of the American population.
- The pattern of higher educational resources in the United States is reflected in the distribution of the applications and the awards.[17]

Gordon R. Silber, Director of the International Institute of Education in Paris, would highly endorse the item referring to competence in a foreign language. He urges knowledge of language for understanding the way life is lived in other countries. He goes so far as to say that such knowledge is fundamental for a clear understanding. Silber summarizes his feelings by saying that:

> The student and the teacher studying abroad begin by observing differences, as long as they feel that they are on the outside, but they end up by discovering similarities, once they have established personal relationship so that they feel more or less on the inside.[18]

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[16]Committee on Educational Interchange Policy, Geographic Distribution in Exchange Programs (New York: Committee on Educational Interchange Policy, January, 1956), p. 2.

[17]Ibid., pp. 5-6.

[18]Gordon R. Silber, "Studying Languages and People," Education (June, 1952), LXXII, p. 666.

As an experienced field worker and educator, Silber endorses the international education system as one that will long endure as a builder of links between nations of the world and stand for a living symbol of the progress made by human beings learning to live together.[19]

The point referring to language study should be of special interest to the IFYE program since no step has been taken to require knowledge of a language, especially host country language, before the IFYE experience. A few attempts have, however, been made in this direction.

At the conclusion of the study, the Educational Interchange Policy Committee offered the following quote as a note of praise for the United States Department of State exchange programs:

> In the past 6 years (1948-54) the United States State Department programs have earned an outstanding place in the field of international educational exchange. They have won respect as educational rather than propaganda, activities, a real achievement in a period when the motives of nations are so frequently suspect.[20]

Other agencies such as the United States Civil Service Commission have also studied selection methods for overseas employees. This Commission sponsored a two-year research project manned by a team that interviewed and tested 1,059 persons on overseas assignments in an effort to develop "valid and practical" methods which could be administered by agencies of the federal government to help them select

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[19] Ibid., p. 667.

[20] Committee on EI Policy, op. cit., p. 14.

employees for all overseas posts and all types of posts. The "adjustment" and "success" of the individuals studied were determined by a series of evaluative ratings confidentially elicited from subordinates, supervisors, and fellow workers.[21]

This type of project proved most helpful and to some extent it has been used for the selection of IFYE applicants. Any attempt of this nature, however, has been on a local and state basis because the national IFYE staff seldom has the opportunity to visit personally with or observe applicants as they are scattered over the United States.

High qualifications cannot be stressed too much when selecting United States ambassadors to foreign countries. Three articles in particular were found which expressed the importance of high quality people to serve as technical assistants in foreign lands. Articles by the Advisory Council for Near East and South Asia,[22] the American Assembly,[23] and the American Management Association[24] all stated that applicants must have unusually high and rather special

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[21]U.S. Civil Service Commission, Research Project on Selection Methods for Overseas Employees (Washington: U.S. Civil Service Commission, 1953), p. 1.

[22]Advisory Council for the Near East and South Asia, The Exchange of Scholars with Countries of the Near East and South Asia (Washington: Advisory Council for the Near East and South Asia, 1955).

[23]The American Assembly, The Representation of the United States Abroad (Columbia University: The American Assembly, 1956).

[24]Milton Mandel and Sally Greenberg, Selecting Americans for Overseas Employment (New York: American Management Association, 1954).

qualifications. These special qualifications have already been pointed out in the Committee for Interchange Policy report. Needless to say, they are qualifications which are desirable for IFYE applicants to possess, too.

The problem of many program planning groups has been the question, How do we know exactly what training to include for United States citizens anticipating overseamanship? The Carnegie Corporation and the Maxwell Graduate School of Citizenship and Public Affairs at Syracuse University have recently sponsored a two-year survey by a team of experts.[25] This study, not yet published, will concentrate on the experiences of 250 Americans working overseas in an attempt to set a base upon which U. S. citizens can be more adequately trained for overseamanship.

Although attempts are being made to select and train qualified persons for international experiences, a problem of adjustment still seems to haunt government, institution, and private program sponsors. For example, the Institute of Inter-American Affairs, has found that:

> Field experience has shown that no matter how well qualified a U. S. technician might be in terms of his technical training, experience and personality, he will not be a good consultant unless he has the capacity to adjust to entirely new cultural surroundings.[26]

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[25] "The Art of Overseamanship," Christian Science Monitor, February 2, 1957.

[26] Institute of Inter-American Affairs, Consultation in the Brazil-United States Cooperative Health Program, 1942-1955 (U. S. Operations Mission to Brazil, 1955), p. 13.

Factors such as prejudice, tension, and attitude have been associated with problems of adjustment. Most of the research in forecasting human adjustment has, however, revolved about attempts to predict school success, vocational adjustment, marriage happiness, and criminal recidivism.

Gordon Allport, a leading sociologist, estimates that four-fifths of the American population harbor enough antagonisms toward minority groups to influence their daily conduct.[27] This figure alone is great enough to warrant a deeper investigation of the factors which have been associated with prejudice and its relationship to adjustment.

An aged philosopher, Andre Gide, believes that:

> An unprejudiced mind (or one that has managed to get rid of its prejudices) is probably the rarest thing in the world; and it is to non-prejudice that I attach the greatest value.[28]

Gide addresses himself to the feeling that most often people seek in life occasions for persisting in their opinions rather than for educating themselves. He believes that each person looks for a justification in the event and the rest which runs counter to that opinion is overlooked. He feels that the event is never so simple but that everyone can find confirmation of his convictions, even when they are most erroneous. His observations have led him to believe that the mind enjoys nothing more than sinking deeper into error. A

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[27]Gordon W. Allport, The Nature of Prejudice (Cambridge: Addison-Wesley Publishing Co., Inc., 1954), p. 78.

[28]Andre Gide, "An Unprejudiced Mind," Harper's Bazaar (New York: The Hearst Corp., June, 1959), p. 78.

bit frank but perhaps true are the feelings which Gide has expressed in his latter years of manhood.

Referring again to Allport and his studies, the research person finds one of the more exhaustive and specific studies of the "nature of prejudice" which is the title of his book published in 1954. To define the meaning of the word "prejudice" was Allport's first problem. He found that like most words it has undergone a change of meaning since it was first derived from a Latin noun. He found three stages in the transformation:

1. To the Ancient, praeudicium meant a precedent--a judgment based on previous decisions and experiences.
2. Later, the term, in English, acquired the meaning of a judgment formed before due examination and consideration of the facts--a premature or hasty judgment.
3. Finally the term acquired also its present emotional flavor of favorableness or unfavorableness that accompanies such a prior and unsupported judgment.[29]

People may be prejudiced in favor of others; they may think well of them without sufficient warrant. The wording offered by the New English Dictionary recognizes positive as well as negative prejudice:

> A feeling, favorable or unfavorable, toward a person or thing, prior to, or not based on, actual experience.[30]

As for Allport, he accepted the following definition of prejudice:

> An overt or hostile attitude toward a person who belongs to a group, simply because he belongs to that group, and is therefore presumed to have the objectionable qualities ascribed to the group.[31]

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[29] Allport, op. cit., p. 6.

[30] Ibid., p. 6.

[31] Ibid., p. 7.

It is prejudice of this nature which often prevails among interexchange groups. More often than not is it true, especially if the exchangee has been exposed to "tourist type travelers" or movies in his home land.

Although much stress is placed on education prior to interexchange, Allport reported after a review of numerous studies that:

> While education - especially specific intercultural education - apparently helps engender tolerance, we note that it by no means invariably does so. The correlation is appreciable but not high. Therefore we cannot agree with those enthusiasts who claim that the whole problem of prejudice is a matter of education.[32]

In describing the nature of prejudice, Allport states that it is usually followed by one of five courses of action--antilocution, avoidance, discrimination, physical attack, or extermination.[33]

He points out that the more intense the attitude, the more likely it is to result in vigorously hostile action. Attitude is, however, not easy to interpret unless it is directed to the extremes. Only after long acquaintance and association under numerous conditions does one feel adequate to portray the attitudes of a fellow citizen.

A person who knows his fellow citizen well enough to predict his attitude would most likely be familiar with his rejection of certain out-groups. Allport reports that one of the facts of which one may be most certain is that a person

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[32] Ibid., p. 434.

[33] Ibid., pp. 14-15.

who rejects one out-group will tend to reject other out-groups. For example, if a friend is known to be anti-Jewish, he is likely to be anti-Catholic, anti-Negro, anti any out-group.[34]

This area of rejection of out-groups is perhaps one of the most feasible for IFYE staff to investigate. It has, to some extent, been practiced through the pre-orientation program as a means of preventing such rejection from happening. It is not known to what extent state selection committees may have endeavored to acquire such knowledge of their applicants.

The very nature of religion and its teachings causes the researcher to take a close look at the relationship it may have to prejudice. The teachings of religion are varied from very strict extreme beliefs to quite liberal interpretations. Interpretation of religious dogma varies from country to country and even within countries. Allport found the role of religion to be paradoxical. He reported that it makes prejudice and it unmakes prejudice, that while the creeds of the great religions are universalistic, all stressing brotherhood, the practice of these creeds is frequently divisive and brutal. Some people say the only cure for prejudice is more religion; some say the only cure is to abolish religion.[35] Allport further found that the chief reason why religion becomes the focus of prejudice is that it usually stands for

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[34] Ibid., p. 68.

[35] Ibid., p. 444.

more than faith--it is the pivot of the cultural tradition of a group.[36]

Because Chapter IV of this thesis devotes a section to the religious background of the subjects being investigated, it is appropriate to refer to the studies which Allport found regarding Protestant and Catholic groups. The fact that most subjects were of the Protestant faith and because their host country, Latin America, is predominantly Catholic makes the information more valuable. The findings of Allport revealed that a great many studies have been directed to the question of whether Protestants or Catholics as a group display more prejudice. He found the results to be entirely equivocal--some studies find Catholics more bigoted, some Protestants, and some find no difference.[37]

Where differences have been found, it seems likely that the variation is not due to religious affiliation directly. In both Protestant and Catholic groups, the degree of prejudice appears to be most prevalent among the less educated, lower socio-economic status groups.[38]

While Allport could not find any overall difference, one study in the field was found where 900 freshmen entering an Eastern college were given the Bogardus Social Distance Scale and it was found that on the average there was no difference between Catholic, Protestant, and Jewish students. Each

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[36] Ibid., p. 446.

[37] Ibid., p. 449.

[38] Ibid., p. 450.

group welcomed or rejected about as many nationalities as the other.[39] Because, however, this study is not representative of all sections of the United States, it can be considered as only suggestive. Comparable studies would need to be conducted in all geographical areas and under a variety of conditions to assure a representative picture. From the material available, Allport made the analysis that:

> Religion bears no univocal relationship to prejudice. Its influence is important, but it works in contradictory directions.[40]

He goes beyond this analysis, however, and relates that religion is a large factor in most people's philosophy of life. Speaking in this realm, he states that:

> We cannot speak sensibly of the relation between religion and prejudice without specifying the sort of religion we mean and the role it plays in the personal life.[41]

Finally, Allport offers as a concluding belief that:

> Discrimination and prejudice are both facts of the social structure and of the personality structure.[42]

Judging from this statement, it would be well to know the social and personality structure of persons applying for interexchange programs. This factor, like many others already discussed, requires a detailed time-consuming process which in many cases is not feasible both from staff time and budget.

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[39] Ibid., p. 450.

[40] Ibid., p. 455.

[41] Ibid., p. 456.

[42] Ibid., p. 514.

The preceding study by Allport has dealt with specifics relating to the area of prejudice. There are, however, other studies which relate indirectly to prejudice such as the survey of literature in The Reduction of Intergroup Tensions made by Robin M. Williams.[43] Working in cooperation with the Social Science Research Council, he conducted a survey of research on problems of ethnic, racial, and religious group relations. Williams examined the more important techniques and processes in use by representative action agencies which were seeking to reduce hostility and resolve conflict in interracial and intercultural group relations. He analyzed the basic assumptions underlying the action programs and proposed research designed to test his assumptions. A particularly valuable section of the report was devoted to a presentation of major theorems and working hypotheses which bear on the problem of social conflict and which pose significant research problems.

Williams, like Allport, found that intergroup tensions in the United States are persistent, widespread, and serious. He found that there is much activity intended to reduce hostility to promote intergroup association and cooperation or to minimize or eliminate conflict. He found that existing studies show that certain types of communication and contact are effective in changing intergroup attitudes, but that the available findings are not adequate to answer many of the

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[43]Robin M. Williams, Jr., The Reduction of Intergroup Tensions, Bulletin 57 (New York: Social Science Research Council, 1957), p. 152.

more important practical questions.[44] He further found that it is not unreasonable to expect that unplanned and essentially noncontrollable features of modern society make a relatively high level of intergroup hostility unavoidable.[45] Williams addressed himself to the proposition that there is a great need for sophisticated "action research" in the area of intergroup tensions which he believes originate from negative interaction of prejudice, discrimination, and conflict.

C. Studies of Exchange Programs

The area of research studies relating to student exchange programs is far from exhaustive. The few studies which have been completed are basically directed to the guidance counselor and not to a comprehensive analysis of individuals and their problems of adjustment in a new culture. More studies have, however, been made in connection with exchange students coming to the United States than with United States students leaving the country to study in another land. For this reason, it has been exceptionally difficult to effectively use such literature in a direct manner.

1. Foreigners in the United States

Edward C. Cieslak, one-time admissions counselor at Wayne University, completed in 1955 one of the more exhaustive studies of the influence and response of

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[44] Ibid., p. 105.

[45] Ibid., p. 107.

cultural contacts on foreign persons studying in the United States.[46] Except for a brief summary of historical background of cross-cultural contacts, Cieslak devoted his study entirely to actual case studies. The study is focused both on an overview of current administrative and guidance practices in the United States as respects foreign students and a description and analysis of some of the problems and policies arising from those practices.

The following areas of concern were examined:

1. The selection of foreign students. What factors enter into the admissions picture in terms of qualifications, credentials required, English competency, and financing?
2. The evaluation of credentials from foreign schools. Is there evidence to indicate the existence of any degree of uniformity and consistency in evaluations? Are foreign students generally satisfied with evaluations?
3. The institutional practices for the orientation and counseling of foreign students: in administrative organization; in housing them; in problems respecting their health, their financial support, their vocations, their use of English for those from non-English speaking countries; in academic matters; and in our social and institutional customs.
4. The reactions and opinions of the students in respect to the items listed under number 3.
5. The characteristic on-campus and off-campus community experiences of foreign students.
6. The international exchange of students as an instrument of foreign policy.
7. The role of the Immigration and Naturalization Service. How do the students react to this Service?

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[46] Edward C. Cieslak, The Foreign Student in American Colleges (Detroit: Wayne University Press, 1955).

8. Evidence respecting the satisfaction of the expectations of students, sponsoring agencies, and colleges.[47]

In the fall of 1951, a pilot group of 25 colleges and universities, selected more or less arbitrarily, was mailed a questionnaire, and questionnaires were sent to 100 foreign students in this country. The returns revealing no serious flaws in the questionnaires, an additional 175 collegiate institutions were selected on the bases of geographical location, legal control, type of program, level of offering, and type of student body.

Of the 200 institutions circularized, 122 schools (61 per cent) returned questionnaires useful for tabulation. Geographically distributed over 40 states and the District of Columbia, these schools included 97 that were coeducational, 13 for men, 7 for women, and 5 that had separate divisions for men and women. The selection of an additional 700 students was made through two sources: a list provided by the Committee on Friendly Relations Among Foreign Students based on that organization's latest census returns, and rosters provided by individual colleges and universities.

A total of 392 students (49 per cent) returned questionnaires. Since 38 of these were from permanent visa holders, whose returns were excluded to preserve the homogeneity of the study in terms of temporary visa persons, the study was based on 354 students, or a 44 per cent

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[47] Ibid., p. 25.

return on the 800 questionnaires sent out. The bulk of the returns from both institutions and students was received during the spring of 1952. The returns provided a good sampling of the total population involved; hence, there is reason to conclude that one may have reasonable confidence in the data presented.[48]

Cieslak was able to compile a long list of findings, some of which are closely related to this thesis. Findings which may be useful are:

1. Of a dozen qualifications which collegiate institutions consider desirable for the admission of foreign students, sufficient mastery of English to enable them to carry a full program is rated most important. Next in importance are adequate financial resources, superior academic record, certificate of graduation entitling the applicant to enter a university in his own country, and a physician's report certifying good health. Some institutions tend to rely heavily upon visa regulations regarding the health, financial resources, and mastery of English by foreign students.
2. From the point of view of the students, less than half (47 per cent) had to submit evidence of proficiency in English prior to admission. The most popular single method reported by institutions for ascertaining competence in English is the requirement that affidavits or statements be presented from persons who are qualified to certify that the applicant's English is acceptable.[49]
3. About one-half of the students have had some university study before coming to the United States, especially those from Europe and the Far East. But whether a foreign student has or has not had university studies often hinges on the evaluation that American schools make of studies completed in secondary schools abroad. Many institutions report great difficulty in making satisfactory evaluations.

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[48] Ibid., pp. 25, 27.

[49] Ibid., p. 145.

4. Approximately one of every four students from abroad is dissatisfied with his academic placement in American collegiate institutions: he feels that he has been demoted. A substantial number of students believe that graduation from their secondary school should place them academically higher than graduation from high school in the United States.
5. The practices of colleges and universities in the orientation and counseling of foreign students are extremely important in implementing the objectives of cross-cultural contacts. Whatever administrative organization institutions provide for this depends, in large measure, on the number of these students on campus and the basic philosophy of the school in dealing with foreign students.[50]
6. Because of their lack of proficiency in English, many foreign students have difficulty in making a satisfactory adjustment to academic work on beginning their studies here. Many have had formal training in the English language before coming; but this was diverse, and inadequate, and slightly more than half have had any training in conversation. In general, students from Hispanic-American and the Far East have most difficulty, while those from Western Europe and those from the Near East who have studied at American-type secondary schools have less.[51]
7. The large majority of foreign students participate in one or more non-academic activities. Relatively few, however, are members of an American fraternity or sorority. For the free social contact of American and foreign students, an organization like the International Club or Center created expressly for this purpose is highly satisfactory.
8. The strengths and weaknesses of American collegiate society that students indicated lead to the conclusion that its weaknesses are also its strengths, especially in the area of social life. The most significant strength of campus society they indicate lies in the democratic relations and intimacy between professors and students.
9. The majority of foreign students (approximately two to one) believe it advantageous for them to come here for undergraduate study because the younger they are the better they adjust to

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[50] Ibid., p. 147.

[51] Ibid., p. 148.

American culture, and the better fitted they are to do graduate work here efficiently.[52]

The above list of nine includes only those findings which seem appropriate to mention in relation to this paper.

The Cieslak study reported that according to the study there are some further needs and recommendations. The following needs which were reported may be applied to the IFYE program, too: a need for the clarification of the objectives of cross-cultural contacts, more uniformity in evaluation, need for a realistic appraisal of the effect of an education in America after foreign students return home.[53]

Dr. Du Bois, a well-known figure in the field of International Education programs, has published one of the most recent studies relating to foreign student exchanges. The study centers on the university- and college-affiliated visitors from abroad who intend only a study sojourn in the United States. The second of the three parts discussed in the study will be the most significant to review in relation to this study. The second part of Dr. Du Bois's study stresses some of the psychological and sociological factors that affect foreign students from the time they plan their foreign study sojourn until they return home.[54]

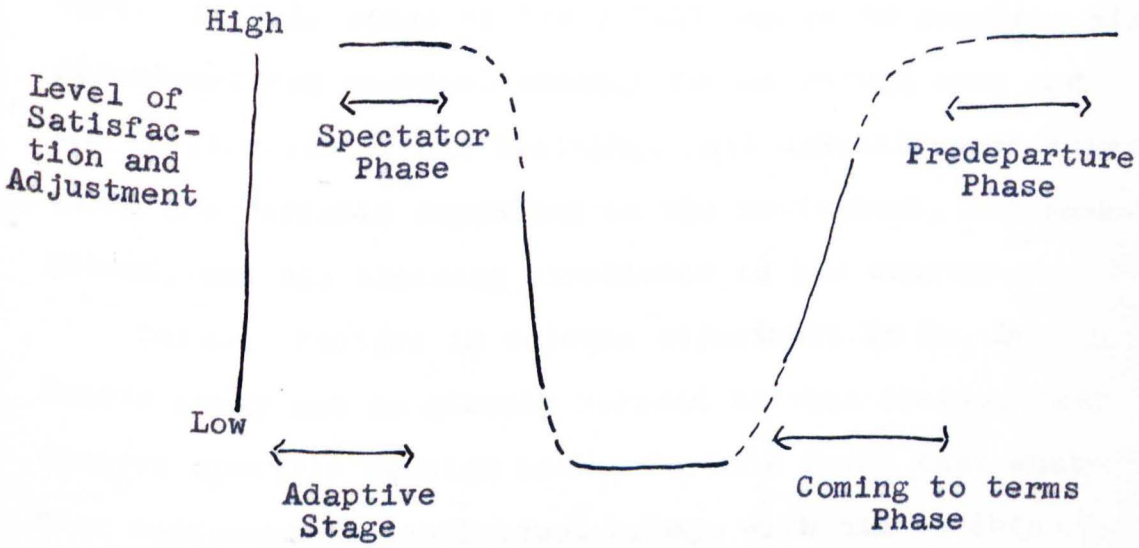
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[52] Ibid., p. 150.

[53] Ibid., pp. 151-152.

[54] Cora Du Bois, Foreign Students and Higher Education in the United States (Washington: American Council on Education, 1956).

Du Bois outlined the four stages of adjustive processes which the exchange student encounters as the spectator, the adaptive, the "coming to terms," and the predeparture.[55] These stages of adjustive processes are almost exact duplicates of material presented by the Foundation for Research on Human Behavior.[56] The diagram below will help to clarify the adjustive processes:



The Foundation for Research on Human Behavior further explained the U-shaped curve by saying that it shows, schematically, the usual drop in a trainee's satisfaction after the initial spectator phase is over, and as he becomes involved in and concerned about his adjustment problems. The trainee ordinarily reaches a low point on the horizontal scale which reflects his adjustment

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[55] Ibid., p. 67.

[56] The Foundation for Research on Human Behavior, Training Foreign Nationals in the United States (Ann Arbor: The Foundation for Research on Human Behavior, 1956).

difficulties and a low level of satisfaction. Then he begins to "come to terms" with American culture, making whatever adjustments he can with the help of those around him. If his visit lasts long enough for him to come to terms with American ways and ideas, he may reach and maintain a reasonable level of satisfaction and personal adjustment by the time he must get ready for his departure. At this stage he has a last chance to complete his adjustment and reorient himself to his return home and the application of his training. All dimensions of this curve are variable depending on the individual, his background, and his training experience in his country.

Because factors in sojourn adjustment in Dr. Du Bois's study are so closely related to this thesis, they deserve specific mention here. Du Bois found that whatever equipment the individual brings with him to this country in terms of self-esteem, situations that he encounters here will have varying importance to his adjustment. Among the factors that can be damaging to self-esteem are inadequate opportunities or abilities to communicate whether because of faulty English, racial barriers, or cultural distance; unfavorable recorded national status; inability to achieve the expected educational goal whether because of language disabilities, past educational handicaps, poor placement, or restricted freedom of choice; inconsistency of experiences with regulations, study experiences, and personal relations in this country;

and, to a lesser degree, more rarely, financial stringencies.

Although these factors do not operate with equal force on all individuals, it seems likely that when several of them operate simultaneously, the greatest damage is done to self-esteem and therefore to a constructive adjustment. In many cases, additional time may facilitate adjustment. For example, initial handicaps due to faulty English or to inadequate educational preparation can often be overcome, given enough time. But whatever adjustive difficulties may be encountered, the ability and opportunity to establish one of a variety of supportive interpersonal relationships can go far in mediating situational factors that are potentially damaging to self-esteem.

Sociologists have found a wide-open field for study in the exchange of persons programs. Many colleges in the United States have found foreign students easy subjects for their observation. Two such sociologists, J. A. Peterson and M. H. Neumeyer, designed a questionnaire to try and discover how adequately academic institutions were meeting the needs of foreign students and what were the reactions of the students to their stay in the United States.[57] From the summary of the data, the

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[57] J. A. Peterson and M. H. Neumeyer, "Problems of Foreign Students," Sociology and Social Research, XXXII (March, 1948), pp. 787-92.

sociologists discovered that these areas represented problems which needed attention: adjustment to United States education methods, financing the journey from home and here in the United States including housing facilities, and sufficient counselor guidance.

Three years later, Purdue University gave the questionnaire to 201 international students on campus.[58] This time, the study revealed that the country of origin of foreign students and academic status seemed to be factors affecting total adjustment. Age, length of time in this country, and field of study did not seem to be so related. Although the ten most frequent problems were checked by students from all countries, they were significantly related to country of origin only in the case of Chinese, Turkish, and Venezuelan students. The author recommended that a program planned specifically to meet the needs of these students should be designed to integrate them more fully into the social life of the university and community, and help overcome language barriers. Also, program planning specialists and counselors should take into consideration that certain areas of the world such as China and Turkey may have different types of problems from European countries. These two studies give obvious support to the hypothesis that guidance counselors are needed for foreign exchange students.[59]

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[58]Reisha Forstat, "Adjustment Problems of International Students," Sociology and Social Research, XXXVI (September, 1951), pp. 25-30.

[59]Ibid., p. 29.

During 1955, over 10,000 young men and women from British colonial territories studied in Britain reported the Political and Economic Planning Group as they were seeking information for their study of the Colonial Students in Britain.[60] The enquiry had a practical aim--to discover whether any changes in approach or organization on the part of the authorities concerned might lead to a more effective use of the resources devoted to the education and training of men and women from the colonial territories, and to make constructive suggestions where necessary.[61]

Some 287 interviews of colonial students selected at random were completed by July, 1953. The term "colonial student" itself represents a somewhat oversimplified, if not fictitious, concept because they all come from territories which are dependent in varying ways and degrees upon Great Britain, and they have at least some knowledge of English. These factors may be considered to fall into the following categories under the two broad divisions of: (a) territorial or regional, and (b) personal. The territorial factors can be summarized as follows:

- The racial composition and relationship amongst the races in a particular country.
- The nature and length of the historical association of the country with Britain.

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[60] Political and Economic Planning, Colonial Students in Britain (London: Political and Economic Planning, 1955), p. 1.

[61] Ibid., p. 5.

- National status arising out of the stage of constitutional development reached.
- The religion or religions prevalent.
- Differences of custom.
- Differences of language.
- The social structure, with special reference to social mobility.
- Extent to which, in a particular territory, culture is homogeneous and self-sufficient or is undergoing modification or disruption through the impact of other cultural influences.
- The availability and level of local resources for education and training and the types of educational institution which predominate.
- The capacity of a territory to absorb highly educated and professionally trained men and women and to offer them satisfactory careers.

The principal personal factors affecting the student's career are:

- Race.
- Personality and temperament.
- Age, appearance, and accent.
- Class and family background.
- Degree of economic security.
- Individual and religious background.
- Individual educational background.
- Cultural and other interests.
- Social and political consciousness.
- Whether married or not.
- Personal experience of English people or other Europeans.[62]

This list of predisposing influences does not claim to be exhaustive; nor, indeed, are they of equal importance; but they are interwoven into the fabric of each student's background and, to a greater or lesser degree, condition his thinking and his reactions. The influence of some of the most important of these factors may be illustrated from the accounts of individual experiences in the case studies. Analysis of the above lists was

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[62] Ibid., pp. 9-10.

made but as none of the results or findings seemed to be exceptional, they are not mentioned here. The lists of the two categories are, however, of value in that they reveal some of the information which might be investigated in relation to the IFYE delegates.

A one-time Fulbright Lecturer from the United States to Pakistan has had a number of opportunities to observe exchange students after they returned to their native home. From her observations, she was able to list some problems which these returning students face. Realizing that the problems needed investigation, she summarized them not as problems but as recommendations. Her recommendations were:

- Return grantees have a defeatist attitude, feeling that they cannot apply their learnings at home.
- Grantees lack the insight and desire to change the situation or framework in which they work.
- Standards set in the U. S. are so far removed from reality of underdeveloped nations that professors must let students experience the beginning steps.[63]

The same year, 1955, a similar article appeared in the American Association of University Professors Bulletin which stressed the need for selection of well-adjusted foreign students.[64]

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[63] Katherine W. Dresden, "Weakness in International Exchange Programs," Journal of Teacher Education, VI (September, 1955), p. 4.

[64] Henry H. Schloss, "Three Problems of International Student Exchange Programs," American Association of University Professors Bulletin, XL, p. 4.

2. United States Citizens in Other Countries

The scarcity of published studies about Americans in foreign lands might indicate that the problems linked with such programs have not as yet been clearly defined. Correspondence with the Institute of International Education expressed such a feeling when they were not able to recommend a bibliography listing of research studies in this area. They did, however, refer to the Washington Seminar on International Affairs sponsored by the American Friends Service Committee. One of their unpublished seminars conducted by Gardner Murphy, Director of Research for the Menninger Foundation, was addressed to the study of Americans abroad.

Murphy's discussion gave some of his impressions of the principal difficulties which Americans face in adjusting to a different culture, derived largely from his service in India with UNESCO but also drawing from his experience in Europe and Israel. Four points taken from his discussion give helpful appraisal of what to expect of Americans abroad. The four points are:

1. Finding suitable means of communication with the people and the culture of another land is difficult for us. Americans abroad tend to find themselves in the role of official representatives, whether they actually are or not. They soon come to value their prerogative. They are involuntarily cast in the role of persons with dollars to spend or to dispense.
2. The implications of refusing or rejecting food and drink, when other cultures attach importance to such acceptance or rejection, has many subtle overtones, of which the visitor is often unaware. Refusing to be waited on, or to receive favors,

may seem democratic to us, but can mean something entirely different in other cultures.

3. It is of utmost importance that Americans always attempt to use the language of the country in which they find themselves. A simple conversational knowledge of the languages can be rapidly learned by most people.
4. The basic factor in relationship is, of course, the ability of the individual to deal with persons of other nationalities on a basis of complete equality. No techniques can take the place of "acting like human beings" and showing a genuine interest in others as persons.[65]

In concluding the seminar, Murphy made a plea for "Action Research" because he believes that we learn more by participation than by observation.

Laurel K. Sabrosky of the United States Department of Agriculture conducted the first formal evaluation of the IFYE program.[66] Before her study, made in 1952, the only form of evaluation was through reports given by the participants at the completion of their foreign experience. Sabrosky's 1952 report revealed several flaws which were corrected, and in 1953 a free-answer type of questionnaire was made up for the IFYE participants, before and after their IFYE experience. The foreign exchangees had a choice of nine languages from which to choose in reading the questions, and each could answer in his own language. The foreign exchangees filled out their questionnaires after they arrived in the United

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[65] Gardner Murphy, "The American Abroad" (The Washington Seminar on International Affairs, 1952). (Mimeographed.)

[66] Laurel K. Sabrosky, Analysis of an Evaluation of the International Farm Youth Exchange Project (Washington: Federal Extension Service, 1954).

States, and before they left the United States to return home. The questionnaire was aimed at getting information about changes in knowledge and attitude.

Because Sabrosky's study was similar in nature and background to this thesis, it is appropriate to review some of the findings. She found that American delegates were most likely to expect their host families' attitudes to be colored by their misconceptions of America. Many of the delegates expected to go into homes where they would be expected to be rich and not do any work or be able to do any work. Nearly one-third of the American delegates were uncertain as to the attitude they would find.

However, almost as many delegates expected their host families to be friendly, or have some similar "good" attitude toward them. This still was less than one-third of the delegates. The next largest percentage of delegates expressing a type of attitude were those who did so in a way that indicated they felt superior to their host families or their host families would feel inferior to them. Over one-fourth expressed this. About one-fourth of the Americans expected their host families to be interested in them or in the United States.

In contrast to the American delegates, the foreign exchangees were more likely to expect a "good" or friendly attitude among the farm people. However, even so, less than one-half of them expected this.

If the responses on the questionnaires are valid, it is apparent that more of the American delegates than of the foreign exchangees started their IFYE visits expecting to find more similarities than differences. However, when the Americans returned to this country, about the same proportion of the Americans as of the foreigners reported that they had found more similarities than differences.

Before their visits, most of the delegates (84 per cent) mentioned at least one expected similarity in people's characteristics; the kind of difference expected by most of the delegates (85 per cent) was in the area of social and cultural characteristics.

Those delegates who had expected to find important differences in the areas of religion, agriculture, and nationality factors but who did not name such differences as important after their visits tended to name the "found" differences in the areas of social and cultural characteristics, and in economic situations.

A lower standard of sanitation was not expected to be an important difference by the delegates before they went overseas. Following their experience there, one out of six reported this as an important difference. These delegates numbered among them most of those who went to Germany, over half of those who went to India, and a few other delegates going to other countries. Similarity of language which was reported as important by a large

proportion of those American delegates going to English-speaking countries was practically ignored as an important similarity after their visits. Difference in language was expected to be important by one-fourth of the American delegates before they went overseas. Practically none reported it as important afterwards.

Sabrosky has recognized that the study is not exhaustive in such areas as personality traits and attitude background or past ability to adjust to a new environment. Such information would employ the use of psychologists and sociologists which presents a problem of time and funds. Sabrosky also recognized that more time to permit repetition of the questionnaire is necessary to assure its validity and reliability. For the present, however, her study remains the most complete attempt to investigate participants in the IFYE program.

The literature in the field of exchange programs is still in the developmental stage but the fact that some progress is being made cannot be denied. Studies of exchange programs reveal that different sponsoring groups establish a variety of purposes and goals; each tries to meet the needs of its particular program. W. Rex Crawford and Margaret Van B. Cole state that:

> Not only do the goals of educational exchange vary from program to program, but there are often three separate sets of goals; those of the United States government or sponsoring organizations; those of

> the foreign government or sponsoring organization; and those of the exchangee as an individual.[67]

A substantial number of leading United States citizens have endorsed the need and encouraged support of people-to-people exchange programs. They have encouraged support from business, educational institutions, government, and individuals.

Although many exchange programs have been evaluated and reported, there are still no set recommendations guaranteeing a successful exchange which can be written and passed to those who work with exchange of persons programs. Some relatively specific qualifications of a tangible, physical nature have been generally endorsed, but even they do not always apply.

How to interpret prejudice and predict adjustment seem to be two of the chief stumbling blocks which confront program directors. These two quite naturally are related solely to the individual and are difficult to study in a group situation. Because the greater portion of research has been conducted with groups, the problems growing from prejudice and adjustment are relatively undiscovered. Here is seen a need for more sophisticated planned research.

Like any research project, it will take time and constant evaluation and re-evaluation before reliable

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[67] W. R. Crawford and M. B. Cole, "Survey of Exchange of Persons," in "The Present Situation" (Social Science Research Council, New York, January, 1952), p. 2. (Mimeographed.)

guideline information can be released regarding prediction of success or failure of exchange programs. Until such research has been completed, all such studies as this thesis will remain a stepping stone to those who go in search of literature to use as guidelines in designing programs for exchanges of persons or for research projects.

CHAPTER III

NATURE OF ADJUSTMENT OF AMERICAN DELEGATES

It will be remembered from Chapter I that the population finally selected for study was 24 delegates who were classified into 11 most adjusted and 13 least adjusted subjects. Adjustment referred to attitudes expressed about people or events encountered on foreign visits and as expressed in question 19 of the Individual Report Form. The latter was filled out on return to the United States.

Following the classification of subjects, the first problem of this thesis was to determine the nature of adjustment of the 24 subjects as determined through: (a) analysis of the questionnaire, and (b) analysis of the correspondence.

Latin American countries visited by the most and least adjusted groups are listed in Table 1.

Officials at the National 4-H Club Foundation are in charge of programming each group of delegates. According to these people, a program of five to six months has been shown to be most successful and rewarding. All delegates were scheduled to stay an average of five-and-a-half months in their host countries.

Each host country has an organization designated to be responsible for programming the young people. The organizations are responsible for finding suitable families for the

TABLE 1

LIST OF COUNTRIES DELEGATES VISITED AND THE NUMBER OF MOST AND LEAST ADJUSTED WHO VISITED EACH COUNTRY

Country visited	Number most adjusted	Number least adjusted
Argentina	4	0
Brazil.	2	2
Chile	1	0
Ecuador	1	3
El Salvador . . .	0	1
Guatemala	2	0
Honduras.	1	0
Panama.	1	3
Uruguay	1	1
Venezuela	0	1
Total	13	11

delegates to live with, planning for travel in the host country, and arranging for the delegates to see and learn as much as possible about the host country. Because program sponsors in each country are different, the delegates do not report identical program experiences.

Because officials at the National 4-H Club Foundation believe that the true wealth of the IFYE program lies with the host family experience, it is appropriate to analyze host family data reported by the delegates upon their return to the United States.

The following items from the Individual Report Form were analyzed:

1. Number of host families.
2. Was number of host families: (1) Too few? _____ (2) Too many? _____ (3) Just right? _____.

3. What was your average length of stay per host family?

4. How would you rate your host families in terms of their understanding of the purpose and nature of IFYE at the beginning of your stay?
(Indicate number of families) Good__ Fair__ Poor__.

5. How many of your host families were host to previous IFYE delegates?

6. How many were families of IFYE exchangees?

7. Number of host families who spoke no English.

8. Delegates feelings about relationship to host families. Were you treated as a: (1) Guest? _____
(2) Laborer? _____ (3) Family member? _____.

9. Number of talks given in the country.

10. How many names and addresses of persons interested in having U. S. pen pals did you secure?

A. Analysis of the Questionnaire

The same Individual Report Form, then, which was used to classify the subjects was analyzed to determine whether any additional items on the questionnaire would indicate the nature of the adjustment or maladjustment in the Latin American country. The responses given by the most adjusted and the responses given by the least adjusted subjects were tabulated and tested by the Chi-square Statistic using Yates correction formula.[68] Each table is accompanied by a discussion of the findings.

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[68] Yates correction formula is applied to any Chi-square formula where the cell number is five or less.

1. Number of host families

The number of host families reported per delegate ranged from 3 to 21. Delegates visiting Latin American countries have agreed that five host families are most desirable. The hypothesis that the two characteristics--degree of adjustment and number of host families visited--are independent of each other was tested by Chi-square Statistic using Yates correction formula. The Chi-square computed from the data presented in Table 2 was not significant at the 5 per cent level and the hypothesis of independence is accepted. Thus, whether the delegate was classified as most or least adjusted was not dependent upon the number of host families visited. That is, there is no relationship between the delegates classified as most or least adjusted and the number of host families visited.

TABLE 2

NUMBER OF HOST FAMILIES DELEGATES LIVED WITH IN LATIN AMERICA

Group	7 or less	More than 7	Total
Most adjusted	4	9	13
Least adjusted. . . .	6	5	11
Total.	10	14	24

df = 1 Chi-square = .5802 (not significant at 5 per cent level)

2. Was number of host families: (1) Too few? _____ (2) Too many? _____ (3) Just right? _____.

Delegates were requested to designate whether they recognized their number of host families as being too few, too many, or just right (Table 3). The Chi-square Statistic was used to test the hypothesis that degree of adjustment is not related to the delegates feelings about number of host families visited. Because the calculated value of Chi-square did not exceed 3.841--the value required to achieve significance at the 5 per cent level of probability--the hypothesis of independence is accepted. Thus, there was, in fact, no association between the delegates' attitudes toward number of host families visited and most and least adjusted delegates as determined in this study.

TABLE 3

DELEGATES' FEELINGS ABOUT NUMBER OF HOST FAMILIES VISITED

Group	Too few, too many	Just right	Total
Most adjusted. . .	4	9	13
Least adjusted . .	7	4	11
Total	11	13	24

df = 1 Chi-square = 1.4377 (not significant at 5 per cent level)

3. What was your average length of stay per host family?

The number of days delegates stayed with their host families ranged from 3 to 49. The average number of days for the least adjusted group was 21, while the mean for the most adjusted was 15 days. The hypothesis that the degree of adjustment and average number of days spent with each family are independent of each other was tested by Chi-square. Table 4 supports the hypothesis that the two characteristics are not related at the 5 per cent level of significance. There was no significant difference between the most and least adjusted groups with respect to average number of days lived with each host family.

TABLE 4

AVERAGE DAYS WITH EACH HOST FAMILY

Group	15 or less	More than 15	Total
Most adjusted. . .	6	7	13
Least adjusted . .	3	8	11
Total	9	15	24

df = 1 Chi-square = .2797 (not significant at 5 per cent level)

4. How would you rate your host families in terms of their understanding of the purpose and nature of IFYE at the beginning of your stay?
(Indicate number of families) Good___ Fair___ Poor___.

Upon returning from the host country, delegates are requested to evaluate each host's understanding of the IFYE program. The following items appearing in this paper--host of previous IFYE delegate, parents of an exchangee, and knowledge of English--may be considered as influential to the host's understanding of the IFYE program.

The hypothesis that the two characteristics--degree of adjustment and delegate's judgment about host's understanding of the IFYE program--are independent of each other was tested. The Chi-square computed from the data presented in Table 5 was not significant at the 5 per cent level of probability. Therefore, whether the delegate is most or least adjusted as determined in this study is not dependent upon the host's understanding of the IFYE program.

TABLE 5

RELATIONSHIP OF HOST'S UNDERSTANDING OF THE IFYE PROGRAM

Group	Fair or poor	Good	Total
Most adjusted. . .	4	9	13
Least adjusted . .	8	3	11
Total	12	12	24

df = 1 Chi-square = 2.6853 (not significant at 5 per cent level)

5. How many of your host families were host to previous IFYE delegates?

After a family has been host to an IFYE delegate, it frequently requests a second or third delegate. Nineteen per cent of the most adjusted delegates lived with one or more families who were hosts to previous delegates. Sixteen per cent of the least adjusted delegates lived with previous host families. Information was not available on the total number of delegates each host family had received in its home during previous years.

In view of the possible relationship to degree of adjustment involved in the above stated, a hypothesis that the two characteristics--degree of adjustment and number of previous IFYE delegates the hosts had kept--are independent variables was tested by Chi-square. Table 6 supports the hypothesis of independence. Therefore, we must say that there is no relationship between most and least adjusted delegates and number of families visited who were hosts to delegates in previous years.

TABLE 6

NUMBER OF HOSTS WHO WERE HOSTS TO PREVIOUS IFYE DELEGATES

Group	Less than 50%	50% or more	Total
Most adjusted. . .	11	2	13
Least adjusted . .	10	1	11
Total	21	3	24

df = 1 Chi-square = .0240 (not significant at 5 per cent level)

6. How many were families of IFYE exchangees?

It is not uncommon for an exchangee, after visiting the United States, to request that a delegate stay in his home. Eleven (9 per cent) of the host families in the most adjusted group and four (4 per cent) of the host families in the least adjusted group were parents of exchangees.

The hypothesis that the two characteristics--degree of adjustment and number of host families who were parents of exchangees--are independent of each other was tested by the Chi-square method. Because the information presented in Table 7 indicates that association between the two variables was not significant, we must accept the hypothesis of independence. That is to say, there is no relationship between delegates' degree of adjustment, as indicated in this study, and number of host families who were parents of exchangees.

TABLE 7

NUMBER OF HOST FAMILIES WHO WERE PARENTS OF EXCHANGEES

Group	Less than 50%	50% or more	Total
Most adjusted. . .	13	0	13
Least adjusted . .	11	0	11
Total	24	0	24

df = 1 Chi-square = 0 (not significant at 5 per cent level)

7. Number of host families who spoke no English

Delegates are strongly urged to prepare themselves to speak the language of their host countries. The necessity for this is evidenced by the fact that 35 per cent of the host families of the most adjusted delegates spoke no English. A greater number, 47 per cent, of the least adjusted delegates' host families spoke no English.

Because of the importance of knowledge of the language when attempting to communicate in a strange culture, the hypothesis that the two characteristics--degree of adjustment and number of host families who spoke no English--are independent of each other was tested by Chi-square. According to data used for calculating Chi-square, the results shown in Table 8 indicate that the hypothesis of independence must be accepted. Therefore, we must assume that according to data used in this study, there is no relationship between most and least adjusted delegates and number of host families who spoke no English.

TABLE 8

NUMBER OF HOST FAMILIES WHO SPOKE NO ENGLISH

Group	Less than 50%	50% or more	Total
Most adjusted. . .	10	3	13
Least adjusted . .	6	5	11
Total	16	8	24

df = 1 Chi-square = .5245 (not significant at 5 per cent level)

8. Delegates' feelings about relationship to host family

Were you treated as a: (1) Guest? ____ (2) Laborer? ____ (3) Family member? ____.

A question in the final report form affords delegates the opportunity to evaluate their relationship--guest, laborer, or family member--to the host family. The hypothesis that the two characteristics--degree of adjustment and delegate's relationship to host family--are independent of each other was tested by Chi-square. The computed Chi-square based on the data in Table 9 was not significant at the 5 per cent level of statistical measurement. That is to say, whether the delegate was classified as most or least adjusted was not associated with the treatment accorded him by his host family.

TABLE 9

RELATIONSHIP OF DELEGATE TO HOST FAMILY

Group	Guest or laborer	Family member	Total
Most adjusted. . .	2	11	13
Least adjusted . .	3	8	11
Total	5	19	24

df = 1 Chi-square = .0442 (not significant at 5 per cent level)

9. Number of talks given in the country

Talks, radio and TV programs are presented by the delegates while visiting in their host countries. The audiences may range from a small family gathering to organizational conventions. The number of talks given by each delegate was reported, but to record the number in attendance for each talk would be a rough approximate at best. The hypothesis that degree of adjustment and number of talks given in the host country are independent of each other was tested by Chi-square. According to Table 10, the number of talks given in the host country and most or least adjusted delegates was not significant at the 5 per cent level. Thus, we may accept the hypothesis that the two characteristics--degree of adjustment and number of talks--are independent variables.

TABLE 10

TALKS GIVEN IN THE HOST COUNTRY

Group	4 or less	More than 4	Total
Most adjusted. . .	7	6	13
Least adjusted . .	5	6	11
Total	12	12	24

df = 1 Chi-square = 0 (not significant at 5 per cent level)

10. How many names and addresses of persons interested in having U. S. pen pals did you secure?

Increasing numbers of young people are finding that correspondence with their equals in other countries is an interesting and educational hobby. Four-H groups and individuals frequently ask delegates to bring them a list of pen pals. The hypothesis that the two characteristics--degree of adjustment and number of names of pen pals brought home--are independent of each other was tested by Chi-square. In Table 11, the computed Chi-square indicates no significance at the 5 per cent level of statistical measurement. Thus, we may accept the hypothesis that degree of adjustment and number of pen pal names brought home are independent and statistically unrelated.

TABLE 11

NAMES OF PEN PALS DELEGATES BROUGHT HOME

Group	10 or less	More than 10	Total
Most adjusted. . .	5	8	13
Least adjusted . .	7	4	11
Total	12	12	24

df = 1 Chi-square = .6713 (not significant at 5 per cent level)

B. Analysis of Correspondence

Correspondence with officials at the National 4-H Club Foundation, the state 4-H staff, friends, and family is strongly urged. Each delegate is requested to write at least one letter a month to his program coordinator in the United States. All correspondence is filed in each delegate's individual folder and kept at the National 4-H Club Foundation. A review of correspondence revealed that 30 different topics were mentioned or discussed in the letters. Eighteen of the topics were covered by six or more of the 24 delegates. Table 12 lists the topics in order of frequency as they appeared in correspondence from delegates in the most and least adjusted groups.

TABLE 12

CORRESPONDENCE ANALYSIS

Items of correspondence	Most adjusted	Least adjusted	Total
Family living.	12	8	20
Learning the language. . . .	11	9	20
Food habits.	10	9	19
Travel methods	11	8	19
Worked with family	9	9	18
The people--classes.	9	7	16
Organizational experience. .	9	6	15
Types of agriculture	7	6	13
Praising IFYE program. . . .	9	4	13
Weather.	7	5	12
Technical development. . . .	7	4	11
Association with workers . .	8	3	11
Recreation	7	4	11
Young people	7	4	11
Children	5	4	9
Homemaking practices	4	3	7
Education system	4	3	7
Religion	1	5	6

From the sample quotations taken from the most adjusted and the least adjusted correspondence, it is difficult to note any significant variation in the feelings of the two groups. Only three items were selected as important enough to discuss. Of particular interest is the item which refers to religion. It may be observed that only one person in the most adjusted group mentioned religion and this was only incidentally. In the least adjusted group, however, several delegates commented on religion, especially the Catholic delegates who were a bit "awed" regarding the Latin's observance of their religious faith. They were surprised at the "lax" way in which they followed the teachings of the Church. Also, they were surprised that the family did not worship together.

It is an observation from Table 12 that learning the language was commonly referred to in correspondence. Although most delegates only made passing comments about their progress in learning the language, one person in the least adjusted group actually confessed that his inability to speak the language was "one of his biggest problems."

One other item of interest which was consistently reported was in the sociological area of class systems among the people. From a least adjusted delegate, it was apparent that he experienced conflicting emotions regarding the acceptance of such a system.

Sample quotations other than the three just discussed appeared merely to be a report of what was seen or done. They do not evoke a feeling of emotional disturbance or instability on the part of the delegates.

C. Summary

This chapter of the thesis represents an attempt to analyze the nature of adjustment as presumed from certain data supplied by the subjects after they completed the IFYE experience. The hypotheses which were tested by the Chi-square Statistic related in general to the host family, the length of stay in the country and with the host family's understanding of the IFYE program, and the delegates' feelings about relationships. None of the hypotheses tested was found to be significant at the 5 per cent level of probability. Thus, it may not be assumed that much light is thrown by the questionnaire on nature of adjustment nor that there is strong support for grouping delegates into most and least adjusted categories.

In the correspondence analysis, only three items could be recognized for possible justification of the most and least adjusted groupings. To discard the present method of classification, however, would not be in order without further refinements in testing procedures. Until this is done, we must be content to assume that there may not be a significant difference in the adjustment of the two groups as classified through one item on the delegates' Individual Report Form.

CHAPTER IV

PREDICTION OF ADJUSTMENT

The International Farm Youth Exchange is a privately sponsored program. The program has no formal attachment to the Federal Extension Service, but extension personnel serve as the liaison between the National 4-H Club Foundation and the participating states. As prospective IFYE delegates make their homes throughout the United States, there must be some contact person to approach the persons. Delegate application forms (Appendix C) are mailed to each state IFYE project leader. Application forms are then dispersed into the counties of the state. Completed applications are submitted to the state IFYE project leader. Most states designate a selection committee to review the application forms. These committees usually consist of about five people from among sociologists, history professors, extension personnel, IFYE alumni, and state IFYE project leader. Selected applicants' forms are mailed to the National 4-H Club Foundation and IFYE staff for further screening.

Program coordinators at the National 4-H Club Foundation are in search of some method which might assure selection of delegates who would be expected to adjust in their host countries. It is assumed that degree of adjustment in a foreign culture reflects the person's ability to interpret the host

culture and, therefore, report a profitable experience. Adjusted persons also do more to promote international understanding, which is the purpose of most technical and student exchange programs. Based on these assumptions, the IFYE staff would like to be sure of selecting delegates who could adjust to a new culture. Because the delegate application form is a very complete summary of information pertinent to the delegate's background prior to IFYE participation, it was selected for use in this study. Information on the form includes family, education, religion, organizational experience, travel experience, and leisure time interests. These data should tell a great deal about the person and what to expect regarding adjustment in a foreign country.

After official appointment of the delegate is announced, a biography sheet is mailed to the host country for publicity and family information purposes. This information is taken from the Delegate Biographical Information Form (Appendix D). Only a few items such as the listing of a specific religion are different from the larger application form.

The purpose of this chapter is to investigate the information available on delegates before going abroad to ascertain whether adjustment as defined by categories of most adjusted and least adjusted could have been predicted prior to final selection of delegates. When it is possible to do so, the same statistical method is used for testing as was used in the previous chapter. Discussion and findings accompany each presentation of data.

A. Analysis of Data

1. State of Origin

Forty-six states have participated in the IFYE program since its beginning in 1948. Delegates whose application forms are summarized in this study came from 14 different states. Figure 1 indicates that all areas except New England were represented by one or more participating delegates during 1955-57. Kansas has consistently sponsored more delegates than any other state.

2. Birthplace of Father

Many different nationalities are represented in the United States. Although the number of foreign born has decreased during the past 30 years, it is not uncommon to expect that parents of IFYE delegates might have come to the United States from another country. Tabulation of the 24 delegates' application forms revealed that only one delegate's father in the most adjusted group was not born in the United States. This delegate's father was born in Sweden.

3. Age

The IFYE program recognizes a range of 20 to 30 years of age as the best possible time for participation in an exchange program. With these limitations, we would expect all delegates to appear in this range. Figure 2 gives the distribution according to age when participating as a delegate. From Figure 2 it is easy to note that most delegates

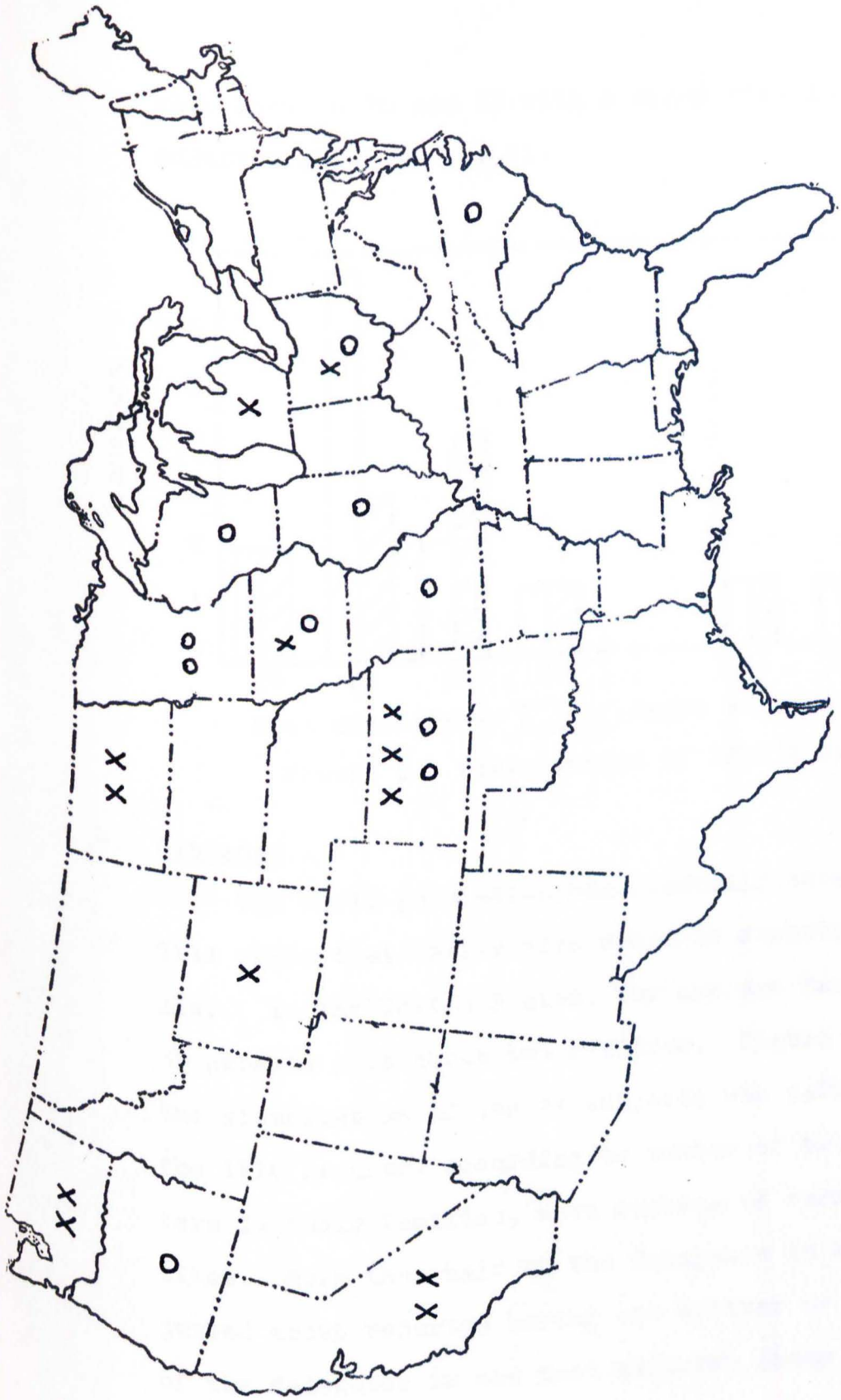


Figure 1. Area of the United States represented by the delegates.

were between 20 and 23 with a sharp rise in the most adjusted group at age 21.

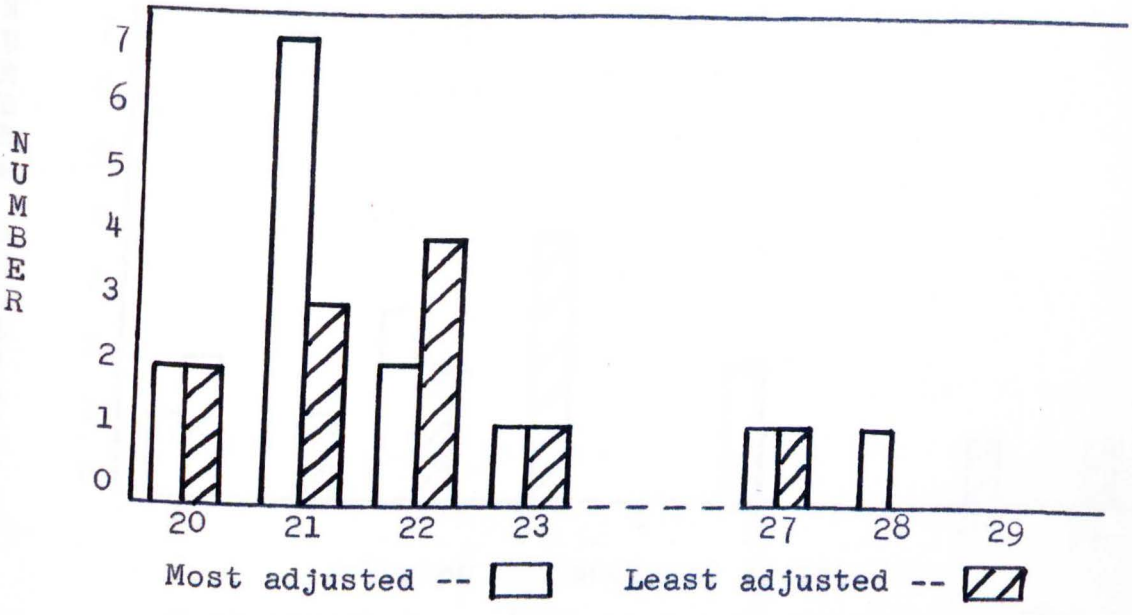


Figure 2. Distribution of IFYE's by age.

4. Siblings

The world population has gradually shown an increase. This means that family size would be expected to increase also. In the United States, the average family consists of parents plus about two children. Figure 3 shows that the distribution of the 24 subjects who participated in the IFYE program, according to number of brothers and sisters in their families, were members of various family sizes. More than half of the delegates in the most adjusted group reported having one brother or sister. None of the delegates in the most adjusted group had more than five brothers and/or sisters. Individual least adjusted delegates reported having as many as eleven brothers

and/or sisters, but the average for the group was approximately three.

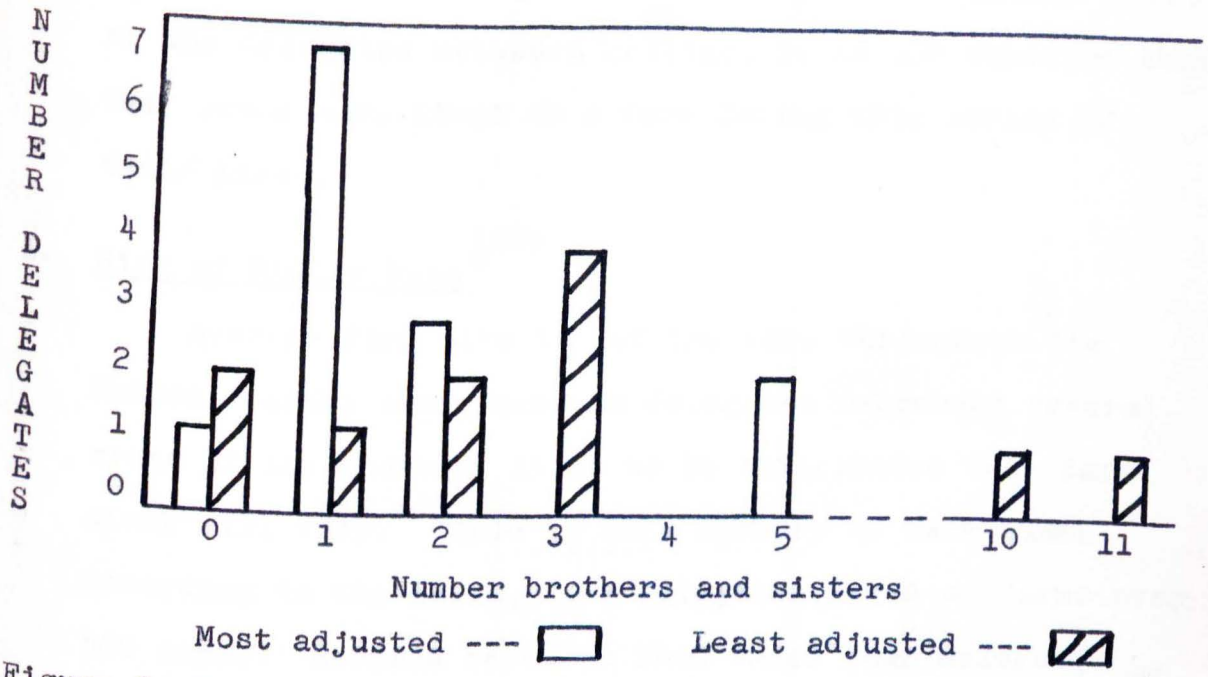


Figure 3. Number of brothers and sisters in delegate's family.

5. Farm Experience

When the IFYE program was organized in 1948, it was specifically designed to exchange farm youth in the United States for farm youth in other countries. However, because the United States' farm population is gradually decreasing, program officials have reason to question the continuation of the phrase "farm exchange." Delegates are presently requested to have lived on a farm or to be familiar with farm practices. Because of this request, it is expected that the major portion of delegates would report a farm experience. Delegates in the most adjusted group had lived on the farm an average of 19 years with a

range of 2 to 27 being represented by the group. The least adjusted delegates lived on a farm an average of 20.5 years with a range of 18 to 26 years. Because most of the delegates attended college, it is not expected that they would have lived on a farm during this period of their lives.

6. Size of Family Farm

Average farm size is not the same throughout the United States; therefore, as delegates represent several areas of the country, it is to be anticipated that farm sizes will vary. Table 13 is a summary of farm sizes. According to the table, four delegates lived on farms over 500 acres. Records revealed that these four delegates represented the western area of the United States where the average farm size is large.

TABLE 13

SIZE OF DELEGATES' HOME FARMS

Acres in home farm	Most adjusted	Least adjusted	Total
Less than 100 . .	1	2	3
100 - 200. . . .	3	1	4
200 - 300. . . .	1	4	5
300 - 400. . . .	1	2	3
400 - 500. . . .	3	2	5
Over 500	4	0	4
Total. . . .	13	11	24

7. Education and Professional Anticipations

A college degree or some college experience is not a requirement for IFYE participation but state selection committees and the National IFYE staff believe that education beyond the high school level helps to prepare delegates for the IFYE experience. Living away from home plus college classes are believed to help prepare delegates for understanding a new culture and for sharing their home culture. Colleges attended by the 24 subjects included either universities or state colleges. As shown in Figure 4, the most adjusted delegates most frequently attended college for either two or four years.

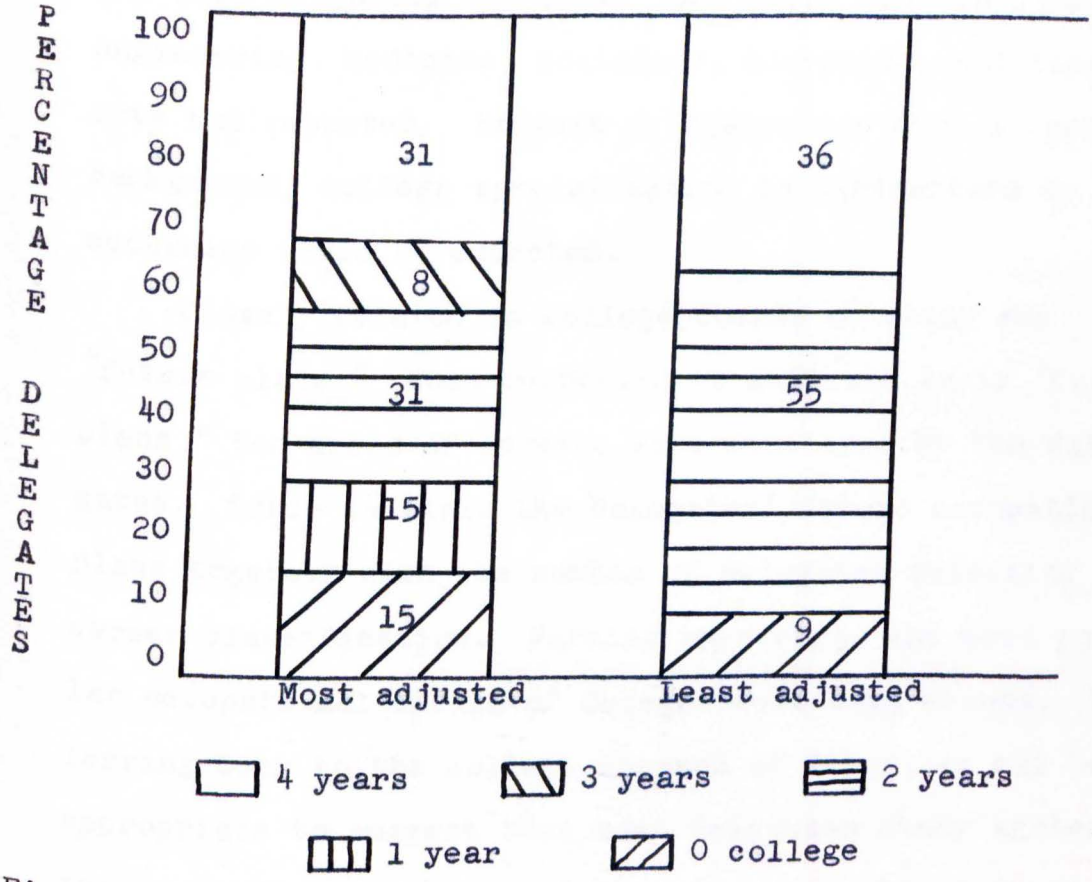


Figure 4. Number years of college completed by each delegate.

In the least adjusted group, over half (55 per cent) of the delegates had attended college for two years. However, it can be observed that about the same percentage of delegates in each group had completed four years of college at the time of the IFYE experience. Delegates frequently interrupt their undergraduate college programs to participate in the IFYE program. Therefore, it cannot be assumed that the number of years of college completed represents the end of the college career of the delegates studied.

With but six exceptions, the delegates' college courses of study were represented largely by agriculture and home economics subjects. One major each in mechanical engineering, medicine, sociology, education, and liberal arts was reported. Because delegates are from a farm background, college specialization in agriculture or home economics would be expected.

Closely related to college course of study are "future plans." When requested to indicate their "future plans," ten areas of service were mentioned by the delegates. Table 14 lists the delegates' future occupational plans together with the number of delegates selecting each career classification. Farming represents the most popular occupational choice of delegates in both groups. Referring back to the college courses of study, it may be appropriate to suggest that some delegates study agriculture in college in hopes of becoming more efficient farm operators.

TABLE 14

FUTURE PLANS OF DELEGATES

Occupation	Most adjusted	Least adjusted	Total
Engineering	1	0	1
Medical doctor. . . .	1	0	1
Graduate study. . . .	3	2	5
Farming	6	4	10
Extension Service . .	1	2	3
Teaching.	2	1	3
Foreign Agricultural Service.	1	0	1
Church Missions . . .	0	2	2
Farm Organization Project.	0	1	1
Social worker	0	1	1

High schools and colleges in the United States do not always require that students study a foreign language. Students may, however, elect to study some foreign language with a view to broadening their scope of world understanding.

Figure 5 represents the extent of language study pursued by the 24 subjects. Slightly less than one-third of the delegates in both groups studied no foreign language prior to the time of their application to participate in the IFYE program. When a language was studied, Spanish was selected most frequently. The ability to communicate with foreign peoples in their native tongue is not only conducive to greater appreciation of their culture, but also enables the visitor to adjust more readily to his new environment. In view of this, the hypothesis that the two characteristics--degree of adjustment and knowledge of the

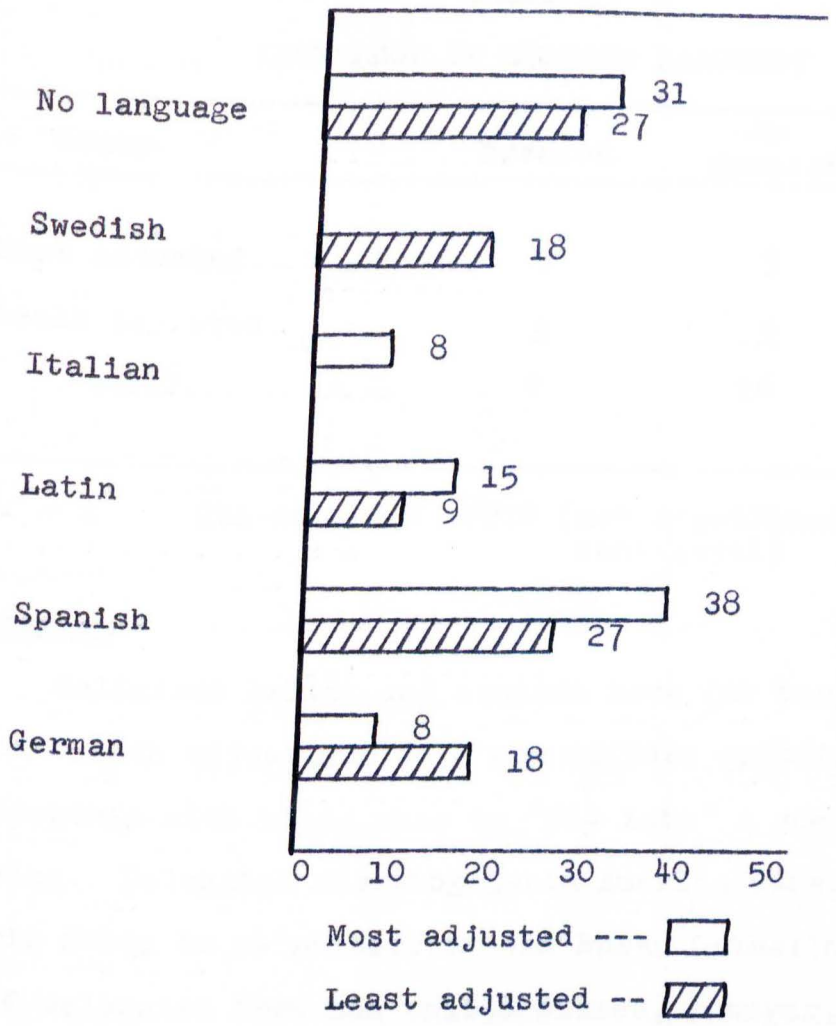


Figure 5. Percentage of delegates who have studied a language.

Spanish language--are independent variables was tested by the Chi-square statistical measurement using Yates correction formula as applied in Chapter III. Table 15 presents the data from which the Chi-square was calculated. According to this calculation, the hypothesis of independence must be accepted. That is to say, there is no relationship between delegates' knowledge of the Spanish language and degree of adjustment to the host culture.

TABLE 15

KNOWLEDGE OF SPANISH LANGUAGE

Group	Spanish	No Spanish	Total
Most adjusted	5	8	13
Least adjusted. . . .	3	8	11
Total.	8	16	24

df = 1 Chi-square = .0210 (not significant at 5 per cent level)

8. Religion

Religious belief and customs have for many years been linked with adjustment to a new culture especially in relationship with being able to "fit into" a new pattern of living. Delegates visiting Latin America usually find their hosts to be members of the Roman Catholic Church. IFYE delegates from the United States, however, represent seven different religious groups as may be observed in Figure 6. Only 8 per cent of the most adjusted delegates reported being Roman Catholics--the same as the host country they visited. In comparison, 55 per cent of the least adjusted delegates listed Methodist and Baptist as their religious choice. These two religious groups profess to practice perhaps the most restricted code of ethics among the list of protestant groups. Especially do they regard drinking and smoking as taboo. This, of course, is not the case in the Catholic belief. Therefore, it is believed

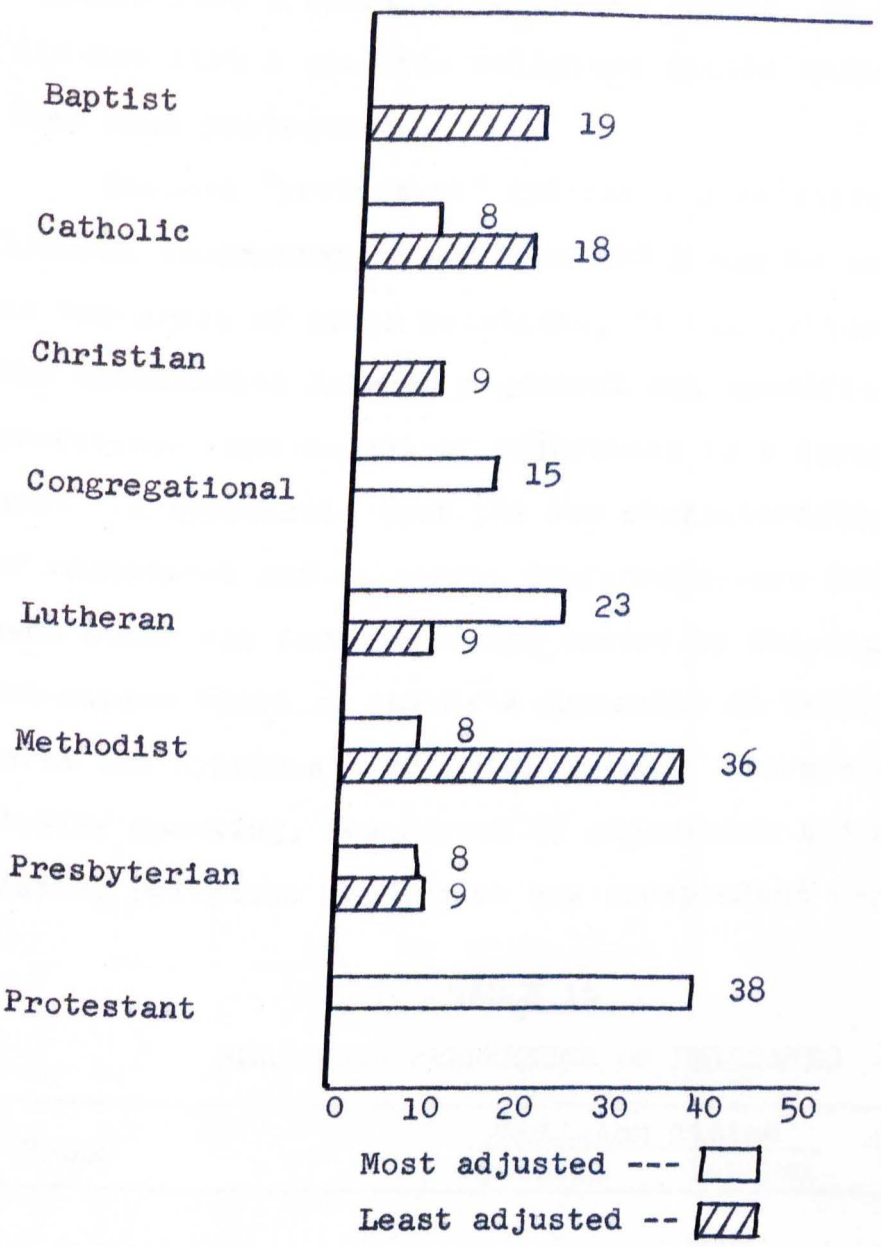


Figure 6. Percentage of religious preference of delegates.

that there is some relationship between most and least adjusted and religious choice. More thorough study would, however, be necessary to draw any conclusions.

Delegates' religious preferences were reported on the delegates' Biographical Information Form. All delegates

did not list a specific religion. Those (38 per cent) who did not list a specific religious choice indicated that they were protestant.

Because "protestant" indicates a relatively broad or liberal conception of religion which may be carried over to the areas of human relations, it was decided to test the association between a general and specific religious preference, and degree of adjustment to a foreign environment. A hypothesis that the two characteristics--degree of adjustment and religious preference--are independent of each other was formulated and tested by Chi-square. The Chi-square based on the data appearing in Table 16 supports the hypothesis of independence. Therefore, statistically speaking, the degree of adjustment and method of stating religious preference are independent variables.

TABLE 16

RELIGIOUS PREFERENCE OF DELEGATES

Group	Religion listed		Total
	Specific	General	
Most adjusted	8	5	13
Least adjusted. . . .	11	0	11
Total.	19	5	24

df = 1 Chi-square = 3.2665 (not significant at 5 per cent level)

9. Organizational Activity

According to William H. Whyte, Jr., Americans have carried the "organization" to extremes.[69] Sociologists, however, would perhaps support the hypothesis that individuals become better equipped to serve themselves and mankind because of interaction in the group centered culture. The 24 subjects in this study participated in 24 different organizations prior to their IFYE trip. (See Appendix E.) Figure 7 shows that most delegates most frequently participated in four to six different organizations.

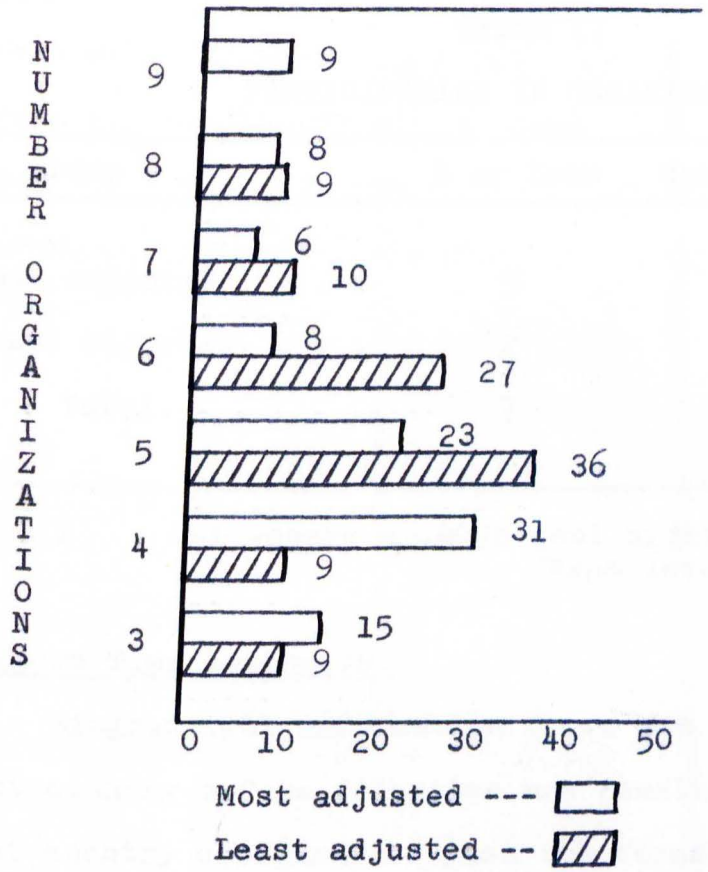


Figure 7. Percentage of delegates' participation in organizations.

[69] William H. Whyte, Jr., The Organization Man (Garden City, N.Y.: Doubleday & Co., Inc., 1957).

To test the relationship between organizational participation and degree of adjustment, the Chi-square statistic was calculated. The hypothesis that the two characteristics--degree of adjustment and number of organizations participated in--are independent of each other was tested at the 5 per cent level of probability. Table 17 shows no relationship between the two characteristics. Thus, we may accept the hypothesis that degree of adjustment and number of organizations delegates participated in are not related.

TABLE 17

PARTICIPATION IN ORGANIZATIONS

Group	4 or less	More than 4	Total
Most adjusted	5	8	13
Least adjusted. . . .	2	9	11
Total.	7	17	24

df = 1 Chi-square = .4076 (not significant at 5 per cent level)

10. Leisure Time Interests

Biographical information forms are mailed to each host country before delegates are received for programming. Host country coordinators pass the forms along to host families so that they will not feel complete strangers to their IFYE delegates. If host families know what type of

leisure time activities the delegate has, they may frequently find common interests. For this reason, delegates are asked to list their leisure time interests. (See Appendix F.) Interests of the delegates appearing in this paper were grouped into individual and group categories. Activities which a person would be expected to enter into alone were considered as individual in nature. All other interests were considered as group leisure time activities. The proportion of delegates in each group expressing interest in leisure time activities of an individual or group nature is presented in Table 18. From this table we may say that very little difference exists between the two groups: most and least adjusted. The table also shows that delegates were approximately equally distributed on the basis of their individual and group leisure time interests.

TABLE 18

LEISURE TIME INTERESTS OF DELEGATES

Group	Group interest (%)	Individual interest (%)
Most adjusted	52	49
Least adjusted.	48	51
Total.	100	100

11. Time Away from Home

Because delegates who participate in the IFYE program are expected to be away from home for about six months, selection committees prefer to select as delegates individuals who have had some experience away from their families. In response to the question, "What are the three longest periods you have been away from home in the last five years?" most delegates referred to semester periods at college. Other than time at college, delegates listed two- or three-week trips. One delegate in the most adjusted group had served four years in the army. Only one delegate in the most adjusted group reported that because of responsibilities on the farm he had not traveled during the past five years.

12. Choice of Host Country

Applicants are given the opportunity to make a first, second, and third choice of the world areas which they would like to visit. The areas are represented by Asia, Europe, Latin America, Pacific, and Africa. First choice assignments are not always possible or believed to be most appropriate for the applicant. Language facility, health regulations, and delegate's indicated interests are carefully considered in the selection process. According to Table 19, only four of the 24 delegates who visited Latin America indicated this area as their first choice. Ten persons did, however, list Latin America as a second

choice. Seven delegates did not even list Latin America among their choices.

TABLE 19

DELEGATES WHO CHOSE LATIN AMERICA

Most adjusted		Least adjusted		
Choice	Number	Choice	Number	Total
1st	3	1st	1	4
2nd	5	2nd	5	10
3rd	1	3rd	2	3
Total. . .	9		8	17

B. Summary

From the data presented in this chapter, it would appear that the application form and the biographical information form do not provide adequate information to determine whether applicants would be likely to adjust with ease to their host cultures.

The following statements represent pertinent information summarized from the data presented in this chapter:

1. The 24 subjects represented all except the extreme areas of the United States.
2. All but one delegate's parents were native American born.
3. Most of the subjects were aged 21 or 22.

4. The majority of the delegates had one to three brothers and/or sisters.
5. The delegates size of home farm averaged 100-500 acres with only slight variation between groups.
6. About one-third of the delegates in each the least and the most adjusted groups had completed four years of college. More delegates in the least adjusted group had completed two years of college than in the most adjusted group.
7. Ten of the delegates (men) listed farming as their future plans; the remainder of the groups listed professional work.
8. About one-third of the delegates in each group had studied Spanish with slightly more of the most adjusted delegates having studied it.
9. About one-third of the delegates in each group had studied no foreign language.
10. Most adjusted delegates most frequently listed one of the protestant religions as their choice with 38 per cent not specifying a definite sect. Fifty-five per cent of the least adjusted listed Baptist or Methodist.
11. Most adjusted delegates most frequently listed protestant or one of the more liberal religions.
12. Delegates in both groups most frequently participated in four to six organizations with little difference in the type of organization.

13. Most adjusted delegates reported only 4 per cent more group interests than least adjusted, while 2 per cent more least adjusted had individual interests than most adjusted persons; however, each group reported about half group and half individual interests.

14. Four delegates, three in the most adjusted group, listed Latin America as the first choice of country area to visit. Five persons in each group listed Latin America as the second choice of country area to visit.

These summary statements reveal that very little difference was found between the background of most and least adjusted delegates. The most difference was apparent in the religious data, but further investigation is needed to assure reliance being put on this assumption.

CHAPTER V

SUMMARY AND CONCLUSIONS

The International Farm Youth Exchange Program is a relatively young program among the field of people-to-people exchange programs. Because of this, few systematic studies have been completed. Various assumptions regarding the success or failure of the program have from time to time been discussed among advisory groups. It is a general opinion of program coordinators that the success of the program for both countries involved rests with the ability of the individual to adjust in his host country.

Because the factor of adjustment is believed to be important, it has been the problem of this thesis to study the nature and prediction of adjustment to foreign culture of 24 American International Farm Youth Exchange delegates. A secondary purpose was to review the literature relating to exchange of persons programs.

The first part of the thesis sought to describe the nature of adjustment while living with host families in Latin America. In the second part, available information on delegates was investigated to ascertain whether adjustment as defined by categories of most adjusted and least adjusted could have been predicted prior to final selection of delegates.

The study was limited to 24 United States delegates who participated in the IFYE program from 1955 to 1957. Reports

submitted by these delegates to the national coordinators of the IFYE program were utilized in this thesis.

Instruments used to gather data included:

1. Delegate Application Forms filled out by the 24 subjects prior to their selection to officially participate in the IFYE program.
2. Delegate Biographical Forms which were filled out immediately following selection of the 24 delegates to participate in the IFYE exchange.
3. Delegate Individual Report Form which was submitted to the national staff promptly upon return to the United States after the foreign IFYE experience.
4. Correspondence received by national coordinators while the delegates were visiting their host countries.

All data were available for each of the 24 delegates. Replies to open-end questions naturally varied. Some delegates' files also contained more correspondence than others. Factual information was, however, available for 100 per cent of the delegates.

In Chapter III, the hypotheses which were tested by Chi-square Statistic did not support the classification of delegates into least and most adjusted categories. None of the hypotheses which related to the delegate and his host families was significant at the 5 per cent level of probability. Thus, we may assume that the Individual Report Form from

which the hypotheses were drawn does not provide adequate information regarding adaptability to a foreign culture.

Analysis of the correspondence gave very little or no support to justify the classification of the delegates into most and least adjusted categories. Only three items found in the correspondence were significant enough to mention. These were religion, language, and the social structure of the host culture.

From the data presented in Chapter IV, it would appear that the application form and the biographical form do not provide adequate information to determine whether applicants would be likely to adjust with ease to their host cultures. About one-third of the delegates in each group had studied Spanish with slightly more of the most adjusted delegates having studied it.

Most adjusted delegates most frequently were of protestant background. This is perhaps the most significant finding from the data reported.

The 24 delegates who averaged 22 years of age represented all but the extreme areas of the United States. About one-third of the delegates in each group had completed four years of college.

Very little basic background information was found to vary to any significant degree between the most adjusted and least adjusted groups. It is possible that the initial selection procedure relying heavily on personal knowledge of the background of each prospective candidate for the IFYE

program is highly effective in eliminating from participation those individuals who obviously would find adjustment to a foreign culture extremely difficult. If so, there may, in fact, be little or no difference within the group of delegates who have been found qualified to partake in the IFYE experience. The analyses of the data used in this study tend to substantiate this observation.

Because a secondary purpose of this study was to review the literature available in the field of cultural exchange programs, it was found that there is a need for more sophisticated methodology for conducting research.

A P P E N D I X

APPENDIX A

CLASSIFICATION OF DELEGATES INTO MOST AND LEAST ADJUSTED CATEGORIES

TABLE 1

DELEGATES OF 1957 CONSIDERED AS MOST ADJUSTED BY EIGHT INDIVIDUALS

Delegates	Individual raters with: Good knowledge of IFYE program				Limited knowledge of IFYE program				Number of delegates
	A	B	C	D	E	F	G	H	
1					x			x	2
2			x						1
3		x	x	x	x				4*
4									
5									
6									
7		x							1
8	x	x	x	x	x	x	x	x	8*
9	x			x					2
10						x			1
11			x						1
12	x	x			x			x	4
13						x			1
14	x			x				x	3
15			x			x			2
16									
17									
18	x	x	x			x			4*
19									
20									
21		x			x				2
22			x		x	x			3
23					x	x			2

*Subjects selected for the study.

TABLE 2

DELEGATES OF 1957 CONSIDERED AS LEAST ADJUSTED BY EIGHT INDIVIDUALS

Delegates	Individual raters with: Good knowledge of IFYE program				Limited knowledge of IFYE program				Number of delegates
	A	B	C	D	E	F	G	H	
1	x					x	x		3
2									
3									
4					x	x	x		3
5			x	x	x	x	x	x	6*
6	x	x	x	x	x	x		x	7*
7			x		x			x	3
8									
9		x				x			2
10				x			x		2
11						x	x	x	3
12							x		1
13								x	1
14							x		1
15		x						x	2
16								x	1
17		x	x	x	x	x		x	6*
18									
19		x		x	x		x	x	5*
20	x	x	x	x	x	x	x	x	8*
21	x							x	2
22									
23				x			x	x	3

*Subjects selected for the study.

TABLE 3

DELEGATES OF 1956 CONSIDERED AS MOST ADJUSTED BY EIGHT INDIVIDUALS

Delegates	Individual raters with: Good knowledge of IFYE program				Limited knowledge of IFYE program				Number of delegates
	A	B	C	D	E	F	G	H	
1									
2				x	x				2
3					x				1
4									
5			x	x	x				3
6									
7									
8			x	x	x	x		x	5*
9									
10									
11	x	x				x		x	4*
12		x	x			x		x	4
13									
14		x				x	x	x	4*
15								x	1
16		x							1
17								x	1
18			x						1
19									
20									
21			x				x		2
22	x				x				2
23		x							1
24				x					1
25		x							1
26			x						1
27	x				x				2
28			x	x					2
29	x	x	x	x	x	x	x	x	8*
30	x		x		x	x	x	x	6*

*Subjects selected for the study.

TABLE 4

DELEGATES OF 1956 CONSIDERED AS LEAST ADJUSTED BY EIGHT INDIVIDUALS

Delegates	Individual raters with: Good knowledge of IFYE program				Limited knowledge of IFYE program				Number of delegates
	A	B	C	D	E	F	G	H	
1	x	x	x		x	x	x	x	7*
2	x								1
3								x	1
4	x		x	x		x	x	x	6*
5									
6		x				x	x		3
7	x	x	x	x		x	x	x	7*
8									
9				x					1
10				x			x		2
11									
12					x				1
13			x	x	x	x		x	5*
14									
15			x		x		x		3
16							x		1
17		x		x	x	x			4
18				x	x	x	x		4
19		x				x		x	3
20									
21				x	x				2
22			x	x				x	3
23									
24								x	1
25			x	x	x	x	x		5
26							x		1
27		x							1
28						x		x	2
29									
30									

*Subjects selected for the study.

TABLE 5

DELEGATES OF 1955 CONSIDERED AS MOST AND LEAST ADJUSTED BY EIGHT INDIVIDUALS

Delegates	Individual raters with: Good knowledge of IFYE program				Limited knowledge of IFYE program				Number of delegates
	A	B	C	D	E	F	G	H	
Most Adjusted									
1									
2			x	x	x	x		x	5*
3									
4									
5									
6							x		1
7			x	x			x	x	4*
8				x	x	x	x	x	5*
9	x	x	x	x	x	x	x	x	8*
10				x		x		x	3
11	x	x		x	x	x	x		6*
Least Adjusted									
1									
2									
3					x	x			2
4	x	x	x	x	x	x	x	x	8*
5	x		x	x	x	x	x	x	7*
6									
7									
8									
9									
10									
11									

*Subjects selected for the study.

APPENDIX B

INTERNATIONAL FARM YOUTH EXCHANGE
National 4-H Club Foundation
8561 Fenton Street
Silver Spring, Maryland

OP-67
4-55

INDIVIDUAL REPORT
U. S. IFYE DELEGATE

This report is to be completed and turned in to the Regional Leader concerned on the delegate's return to the United States.

1. Name _____

2. Country visited _____ 3. Year_____

4. Inclusive dates of host country visit _____

5. How would you rate your host families in terms of their understanding of the purpose and nature of IFYE at the beginning of your stay?

(Indicate number of families) Good____ Fair____ Poor____

6. What was your average length of stay per host family? _____

7. Was number of host families: (1) Too few? _____

(2) Too many? _____ (3) Just right? _____ Explain _____

_____

_____

_____

8. How many of your host families were host to previous IFYE delegates? _____ How many were families of IFYE exchangees? _____ Remarks: _____

_____

_____

10.

HOST FAMILIES

Name of Head of Family	Address			Length of Visit			I was treated as a: Check one (or describe)		
	Street, Farm Name or other Local Identification	City Town or Village	Province, State or Department	From	To	Total Days	Guest	Laborer	Family Member

(Use additional sheet, if necessary)

9. How much and what kinds of farm or home work were you allowed or expected to do? _____

_____

_____

_____

11. How much free time for report and letter writing, picture taking, etc., did you average per week? _____

_____

12. How many talks did you give? _____ List types of groups and estimated number in attendance. _____

_____

_____

_____

_____

13. How many host families provided opportunities for you to participate in or observe community structure, organization and activities? _____ With what aspects of the community did you become familiar? _____

_____

_____

_____

14. How many of your host families spoke no English? _____ What do you recommend in this regard (particularly with reference to the first family? _____

_____

_____

_____

15. List some of the more common misconceptions which the people you met had about the United States. _____

_____

_____

_____

16. What misconceptions did you have about your host country before your visit? _____

_____

_____

_____

17. What new ideas or practices in your host country impressed you as being useful and applicable to your family, farm or community? _____

_____

_____

_____

18. What new ideas or perspectives about the United States have occurred to you as the result of this overseas experience? _____

_____

_____

_____

19. Of all things that were new and different to you, which were difficult or disagreeable to adjust to? _____

_____

_____

_____

20. Which of these differences were easy and enjoyable to adjust to? _____

21. What did you do during the week of free time at the end of your program? _____

22. How did this free time experience contribute to IFYE objectives? _____

23. How many names and addresses of persons interested in having U. S. pen pals did you secure?

For yourself: _____ For others: _____

24. As the result of your experience, how do you think the IFYE program could be further improved? _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

25. Describe one especially exciting or interesting (funny, frightening, joyful, shocking, etc.) incident which you will long remember. (Attach to report.)

26. Did you have any unsatisfactory or disturbing experiences which you feel you should share with your regional leader on a confidential basis? If so, please record on separate sheet for submission and/or ask for a personal conference on your return.

OP-80

INTERNATIONAL FARM YOUTH EXCHANGE

Conducted by

THE COOPERATIVE EXTENSION SERVICE

and the

NATIONAL 4-H CLUB FOUNDATION
8561 Fenton Street
Silver Spring, Maryland

U.S. DELEGATES APPLICATION FORM

Date Completed by Candidate _____

I. GENERAL INFORMATION

A. I would be able to participate in the following phase(s) of the program. (Indicate order of preference, if more than one is checked)

Phase	*Period of Overseas Visit*
( ) Spring	April to August
( ) Summer	June to November
( ) Fall	August to December
( ) Winter	October to April

The earliest date I could report to Washington for final orientation is: _____

B. Full name _____ Sex _____
(First) (Second) (Last)

C. Date of Birth _____ Place of Birth _____

D. Complete *permanent* home address: Street or R. F. D. _____

Post Office _____ State _____ County _____

Telephone Exchange _____ Number _____

E. Complete school or work address: _____

_____ until (date): _____

F. Parents' names: _____

G. Parents' address (if other than D. above) _____

_____

H. Parents' country of birth: (Mother) _____ (Father) _____

I. Number of brothers: _____ Ages: _____

J. Check your religion (For information of host families in a foreign country only)

Protestant _____ Catholic _____ Jewish _____

K. *Attach four glossy-print, application size (2 1/2" x 2 1/4" or 3" x 3") head and shoulders photographs of yourself.*

L. If granted an exchange trip, indicate (with 1, 2 and 3) your preferences for areas to visit. If *any* area is acceptable, please indicate:

Asia _____ Europe _____ Latin America _____ Pacific _____

Africa _____ Any Area _____

Indicate the countries you would prefer to visit in the area(s) of your choice.

_____

_____

II. QUALIFICATIONS:

A. Language:

1. Please indicate your *FOREIGN* language ability in each of the three categories using the following terms: None – Little – Well – Fluently. In order that we can assist you in improving your language facility, please do not over or under estimate your ability.

Language	Read	Speak	Verbal Comprehension

2. Please indicate how you acquired your knowledge of these foreign languages. Example: "French – French speaking parents; German – 2 years high school German and 1 year College German".

B. Education:

1. What type of course did you study in high school?
2. How many years of High School Vocational Agriculture?
3. How many years of High School Home Economics?
4. If you have had academic training beyond high school, please describe:

Name of college or trade school

Major course(s) of study

Number of months completed as of next January 1.

Are you currently enrolled?

For what degree are you working?

Do you have a college degree? What Degree?

C. Farm Experience:

1. How many years have you lived on a farm?

Dates Total Acres

Tillable Acres Acres Irrigated

Crops	*Acres*

Livestock (Differentiate between Dairy and Beef Cattle)	*Numbers*

2. With which farm enterprises and practices have you had personal experience?

D. Homemaking Experience:

I am experienced and/or interested in the following homemaking activities or practices:

E. Employment:

1. Describe the work positions you have filled since graduation from high school:

Position	Employer	Dates	Types of Work

2. What are your future vocational plans?

F. Organizational Experience:

Describe your major organizational experiences (church, school, 4–H Club, Y.M.W., FFA, farm organizations, scouts and others):

Name or type of organization	Number of years member	Offices Held

(Attach supplemental sheet describing positions of leadership, recognition and special responsibilities you have had in connection with the above)

2. List some of the public demonstrations or illustrated talks you have given:

G. Travel Experience:

1. Indicate below the three longest periods you have been away from home during the past five years:

Dates From	To	Where were you?	What did you do?

2. Describe your travel experience: _____

H. Leisure Time Interests:

What are your special leisure time interests? _____

III. RECOMMENDATIONS (not to be completed by applicant)

Please indicate how long you have known the applicant. Include a statement on the applicants' maturity. Does the applicant like all kinds of people – make friends easily? Is he or she curious to explore new fields, yet objective and open-minded about observations? Describe any other experiences or interests which bear on the applicants' fitness to be an IFYE, or to visit certain areas.

A. Statement by a county professional youth leader who knows this individual:

Signed: _____ Title: _____

B. Recommendation by State IFYE Project Leader:

On the basis of your knowledge of this candidate, to what region and/or country would you recommend he or she be assigned?

How will the state share of the expense of this trip be financed?

Signed: _____ Title: _____

APPENDIX D

INTERNATIONAL FARM YOUTH EXCHANGE
NATIONAL 4-H CLUB FOUNDATION
7100 Connecticut Avenue
Washington 15, D. C.

BIOGRAPHICAL INFORMATION

Host IFYE countries want to know something about you and your background. Please complete the following questionnaire, keeping in mind the following three types of information needed:

1. To plan an interesting and instructive program for you.
2. To provide press and radio outlets with accurate information.
3. To provide host families with a "thumbnail" sketch of their prospective "family member".

On the recommendation of former delegates, we are asking that you prepare your own biographical sketch. Include the type of information you would like to have about an IFYE exchangee who might be coming to live in your home.

Please don't be modest for they will want to know as much as possible about you as a person. At the same time, they'll expect you to be what you indicate. For example, if you say you can milk a cow, or play the piano, undoubtedly you will be invited to do just that!

NAME: _____ Sex: _____
(As you prefer to be addressed. Nickname in "quotes".)

HOME ADDRESS: _____ _____ _____
City State

DATE OF BIRTH: _____ _____ _____ AGE: _____
Month Day Year

FAMILY: Parents or Guardian _____

Address (if different from above) _____

Number of brothers _____ Ages _____

Number of sisters _____ Ages _____

EDUCATION: (as of date you leave this country)

Number years of education beyond high school: _____

College or University _____

Major course of study _____

Degree(s) held _____ Date(s) Received _____ _____
Month Year

Institution(s) _____

OCCUPATION: (if not a full-time student) _____

FUTURE OCCUPATIONAL PLANS: _____

EXPERIENCE: Have you lived on a farm all your life? Yes _____ No _____

Size of farm (for your area) Small ____, Medium ____, Large ___, No.of acres: ___

Major enterprises: Crops: _____

Livestock: _____

Farming Practices in which you are experienced: _____

Homemaking Practices in which you are experienced: _____

Other Practices in which you are experienced: _____

ORGANIZATIONAL EXPERIENCE: In the space after the organizations listed, please indicate the years you have participated as a member and/or leader.

	Member	Leader
4-H Clubs		
Scouts		
Church Youth Organizations		

OTHERS: _____

SPECIAL INTERESTS: (include sports, music, hobbies, etc.) _____

LANGUAGE: (proficiency in languages other than English) _____

RELIGION: _____ Denomination: _____

OTHER PERTINENT INFORMATION: _____

APPENDIX E

ORGANIZATIONS DELEGATES PARTICIPATED IN

Name of organization	Most adjusted	Least adjusted	Total
	12	11	23
4-H	9	9	18
Church groups	4	2	6
Rural youth	7	6	13
School	3	1	4
Hi-Y	1	1	2
DeMolay	6	8	14
F.F.A. and F.H.A.	1	0	1
Scouts	4	4	8
Agriculture club	2	4	6
Fraternity	1	0	1
Judging team	2	2	4
FTA or Agricultural Education	1	1	2
W.R.A.	1	3	4
Glee Club or other music	1	0	1
Pep Club	2	0	2
Spanish Club or other language	1	0	1
Service Club	1	0	1
Wheat Growers Association	1	0	1
Cattleman's Association	1	1	2
Y.M.C.A.	2	0	2
Student Legislature or Government	2	4	6
Honoraries	0	1	1
Farm Bureau	0	1	1
Co-op			

APPENDIX F

LEISURE TIME INTERESTS REPORTED BY DELEGATES

Leisure time interests	Most adjusted	Least adjusted	Total
Individual			
Photography	5	5	10
Collecting novelty objects	1	0	1
Fishing	6	3	9
Hunting	6	2	8
Listening to music	3	2	5
Reading	4	6	10
Movies	1	0	1
Sketching	1	0	1
Oil painting	1	0	1
Gardening	1	1	2
Handicraft	1	0	1
Mechanics	1	0	1
Airplane models	1	0	1
Classical music	2	0	2
Listening to radio	0	2	2
Creative writing	0	1	1
Group			
Outdoor sports	5	2	7
Picnics	1	0	1
Hiking	3	0	3
Horseback riding	1	0	1
Travel	3	2	5
Bowling	1	0	1
Skiing	2	2	4
Swimming	4	2	6
Hockey	1	0	1
Tennis	1	0	1
People	2	1	3
Spectator sports	2	1	3
Boating	4	0	4
Dancing	3	3	6
Radios	1	0	1
Ice skating	1	0	1
Card games	1	0	1
Basketball	1	0	1
Showing dairy cattle	0	2	2
Fairs	0	1	1
Church activities	0	2	2
Camping	0	1	1
Correspondence	0	2	2

APPENDIX G

DELEGATES' RESPONSES TO QUESTION 19 OF

THE INDIVIDUAL REPORT FORM

Most Adjusted

1. I found that because I live in the Middle West, some seafoods were new to me and difficult to adjust in eating habits.

2. (After returning the Individual Report Form to the National 4-H Club Foundation, this delegate's report had been misplaced and could not be found.)

3. The most difficult things to adjust to were eating an asaco with a big knife, not eating a big breakfast, and eating a late supper. Things that were different included the lack of entertainment in the country.

4. Only one thing ever bothered me and that was only because I wasn't accustomed to it. The chaperone era is still in effect in Brazil not only for dates but every time a girl leaves the house, and it can be quite difficult to shop when your chaperone has special things that you must see.

5. None really, eating light breakfast, drinking "mate" a tea three times a day, siesta, and late dinners at 9:30 p.m.

6. Wine, oils on all the food, slow pace of life with no social life. This was for the most part not hard to adjust to but was new and different.

7. The first month was the slow way of having things done, along with the language. After that came the first parties and how should one act. Everyone is just a little different, and one has to adjust all over at each new family.

8. Lack of efficiency, lack of the old familiar "drive" (especially later on in my stay), my lack of Spanish speaking ability--not disagreeable but difficult at times. These are a few that I can think of. They didn't really give me difficulty or were disagreeable.

9. I had no problems of any significance, wine with all meals, made strange at first but became accustomed to it. They consume more food, the people are more social but less responsible.

10. The slowing down and the idea that time means nothing.

11. None were disagreeable to adjust to, but I did find the dirty mess took longer to adjust to than others, along with the people not keeping appointments.

12. I feel that I did not find anything difficult or disagreeable to adjust to. It took a little time for me to fully orientate my mind so as to mentally accept the relationship of the landowner and the worker. Perhaps my stomach had the most trouble adjusting to changes in food.

13. The most difficult thing for me was adjusting to the new language. I also found it was difficult to adjust to the Brazilian concept of time.

Least Adjusted

1. Lack of sanitation. Food and milk and meat are handled in a filthy manner. Another thing that was hard for me to take was the way the Indian and the working man were tramped on and kicked around. I still favor treating all men as equals.

2. I thought it was difficult to adjust to their habit of not doing any work but more or less just wasting the day away. I also had trouble adjusting to their large amount of social drinking. I never did get over being irritable because people were always late and nothing went according to schedule. I also had trouble becoming adjusted to the fact that poverty was always present, and there were strict social classes.

3. The filth and dirt that is constantly around you; also people are never on time for appointments. You can rely on very few peoples' work. I don't think this was hard to adjust to, but it moved me very much and that was the constant poverty of many of the people.

4. Sanitation is very lax here, and this was difficult for me to adjust to. It was also difficult for me to adjust to the different hours of eating at first. It was most difficult for me to accustom to their slow way of living.

5. Getting used to the idea that you just can't go up to any girl and start a conversation; and being a no drinker; it

is hard to smile when they say all sorts of uncomplimentary things about your religious beliefs. It wasn't my host families but their friends.

6. My stomach illness and the poverty and poor living conditions for many (especially rural) people. Also disturbing was the lack of education for many youth.

7. The failure of the people to keep their work. The little concern shown to the other person. The great variation between families concerning time of sleeping and awaking; time and amount of food and amount of social life.

8. People not keeping their work--not showing up for appointments, complete lack of privacy in homes of Panama, attitude of men toward the opposite sex, cold showers or baths in mountain streams, shaving without a mirror.

9. Flies, a starchy unvaried diet; having servants to wait on me.

10. The dirt, greetings--such as kissing a friend hello--or my host family several times a day, use of a familiar "you," the necessity of keeping all my belongings locked up at all times--and also the families.

11. All night parties; laborers without a chance to advance--most always serve the man with money; poor unsanitary people; (oh, yes--language); watching other people work; lack of Sabbath observance; the use of alcohol in the homes. Constantly watching the food and drinks--especially salads, water and milk; lack of information concerning daily family life--doing things on the spur of the moment--most of the time I didn't know what would happen next.

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