CHANGES IN ATTITUDES, OPINIONS, INFORMATION AND ENGLISH LANGUAGE ABILITY OF LATIN AMERICAN STUDENTS RESULTING IN A YEAR'S TRAINING IN THE UNITED STATES

Thesis for the Degree of M. A.

MICHIGAN STATE COLLEGE

Phyllis Jean Brothers

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By
Phyllis Jean Brothers

A THESIS

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CHAPTER I

BACKGROUND, NATURE AND PURPOSE OF THE STUDY

The Government of the United States is spending large sums of money in a trainee program for Latin Americans. This expenditure may be justified in terms of improved relations brought about by a heightened respect for the people, culture and institutions of the United States as well as the training of professionals who assist in programs in which the United States Government is co-operating. The vigorous development of cultural relations between the people of the United States and the people of the other American Republics is urged for the purpose of fostering helpful international relations on a basis of mutual understanding and appreciation. The exchange of students in the Western Hemisphere is a positive approach to inter-American solidarity.

The terms of an inter-American agreement signed at a meeting of foreign ministers of the twenty-one republics at Buenos Aires in 1936 made the first Government assistance available to foreign students. This agreement is called "The Convention for the Promotion of Inter-American Cultural Relations"[1] and it provides for the exchange by each signatory government of two graduate students annually and one or more professors every two years with each of the other signatory governments. The convention requires that the government nominating a student shall be responsible for travel

[1]Hanson, Haldore, The Cultural-Cooperation Program 1938-1943, Department of State Publication 2137, United States Government Printing Office, Wash., 1944, page 10.

expenses, and the government receiving the student shall pay his tuition, board, and room. For the exchange of professors the government nominating the candidate must pay all the expenses.

Increasing this exchange of students under the convention, the Department of State arranged in the academic year 1940-41 for self-supporting students en route to the United States to receive a reduction in transportation fares by general agreement among steamship lines. In the same year Congress also approved a modest fund for travel grants to outstanding students who could not otherwise come to the United States. For 1942-43, Congress authorized a number of maintenance grants for students from the other American republics studying in the United States. Students aided by these travel or maintenance grants have increased in number from year to year and they come from every one of the other American republics. Most of them are graduate students and they study in over one hundred different colleges and universities in the United States.

The selection of candidates is assisted by The Institute of International Education. They have reported a steady improvement in students as the method of selection has been made more strict and the teaching of English in the other American republics has progressed. At the close of 1943 a survey of students receiving Department of State grants indicated the largest number were studying medical or dental sciences. Other subjects which attracted considerable numbers were agricultural sciences, the natural sciences, and engineering.

At the Second Inter-American Conference on Agriculture, one of the resolutions passed recommended an increase in the exchange of agricultural students in the American republics. It was estimated that in 1943 there were well over three thousand students from the different Latin American republics in the United States. However, only 519 or about 17 per cent were in agriculture and in the natural and social sciences which are directly related to the improvement of agriculture. This percentage seemed quite small when the fact was considered that most of the people of the other American republics derive their support directly or indirectly from farming and related activities. It was also realized that only a little more than half of these 519 students were actually studying agriculture. The others were occupying themselves with the study of such sciences as chemistry, botany, zoology and similar fields and, after finishing their studies, may or may not have entered the field of agriculture.[2]

The most direct attempt of the United States to assist in the improvement of the agriculture of the other American republics is made through the training program in the United States Department of Agriculture. In 1942 the Department of Agriculture set up an inter-American training program which was financed by the Office of the Coordinator of Inter-American Affairs and later by the Depart-

[2]Loomis, Charles P. and Green, Philip Leonard, "Latin Americans Studying the Agricultural Sciences in the United States", page 1.

ment of State. Twenty-four fellows in the Soil Conservation Service were assigned during 1943 to field parties working on soil-engineering problems. The Bureau of Agricultural Economics gave training to 24 Hemisphere students and The Rural Electrification Administration provided field experience for 18 others.

At the close of 1943 a class of 35 agricultural technicians had been selected by the Department of Agriculture which included 11 to study agricultural extension work in State and county offices.

The largest single training project was that for aviation technicians from the other American republics, established by the Civil Aeronautics Administration in co-operation with other Government agencies. These pilots and technicians are expected to be an important factor in the standardization of air-safety regulations throughout the Hemisphere. The United States Weather Bureau has organized a six months' training course for meteorologists and climatologists from all the other American republics. These men also contribute to the safety of American aircraft which rely on local weather reports in the other American republics.

The Institute of Inter-American Affairs in Washington, D. C., set up by the Coordinator, offers training to technicians connected with cooperative inter-American programs of health, sanitation, and food supply in the other Americas. The majority of these technicians are in various aspects of public health, including nursing, medicine, sanitary engineering, health education, and in the field of agriculture. Other training fellows also receive practical experience in

such Government agencies as the Census Bureau, the Coast and Geodetic Survey, the Office of Education, the Children's Bureau, and the Tariff Commission.[3]

In carrying out the Agricultural Trainee Program for foreign students interested in learning the recent advances in the application of agricultural techniques and practices in the United States a minimum of attention has been given to formalized or classroom aspects of training. Instead emphasis has been placed upon benefits that may be derived from actual performance of operations. Students who have come to take this training have been assigned as staff members and operate as such in the agency or bureau to which they are assigned.

The training is of two general types: there is the intern training which requires that the trainee work directly with and under the direction of the technicians in the bureau to which he is assigned with only a short if any assignment to farm families; the other is the practical extension or farm apprentice program which requires that the trainee be assigned to and remain under the direction of a farm family or a series of farm families during most of his stay in the United States. This latter program was financed by the Office of the Coordinator of Inter-American Affairs and was designed by that agency to assist in furnishing trained personnel to carry on the work it has started in the various Latin American countries. The type of training thus varies greatly ranging from a

[3]Hanson, H., Op. Cit., pages 14 and 15.

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[3]Hanson, H., Op. Cit., pages 14 and 15.

program which keeps trainees on farms for most of the year to a program which keeps trainees in Washington or in other large administrative centers most of the time. The United States Government expends from $2500 to $3000 for the transportation and expenses of each intern trainee.[4]

The intern trainees are supposed to have finished four years of college or two years of college plus at least four years of experience in the type of work for which training is applied for and be able to speak, read, and understand the English language. The apprentice trainees, those who receive practical training on farms during most of their stay do not necessarily fulfill these requirements, although many are very well educated. Actually, however, the tests have indicated that many of both the internees and apprentices cannot use the English language effectively when they arrive, and there is great variety of competence in the fields in which training is to be given.

Certain basic assumptions have been emphasized in the operation of the Agricultural Trainee Program. In the first place, each trainee, during his twelve months in the United States, should receive a well rounded knowledge of agricultural techniques pertaining to his particular field of interest. Secondly, his training, study and contact with American rural life should make a real contribution to the general improvement of relations between the American Republics. Thirdly, those students should be selected for

[4]Loomis, C., and Green, P., Op. Cit., page 2.

the training who can benefit themselves, their own country and the United States most from the result of the training.

The results of this type of program cannot be measured in terms of figures as yet, for the effect is cumulative over the years. It should be evidenced in the wider recognition of American scientific achievements, in the better understanding of life in the United States, in the greater interest taken by the United States citizens in the peoples of the Hemisphere, and in the wider knowledge of agricultural science on which complementary trade must be founded.

Having presented a brief summary of the Government's Trainee Program for Latin American Students, set-up through the medium of the Interdepartmental Committee on Cultural and Scientific Cooperation, it is now appropriate that the nature and purpose of the present study be given. In order to learn something of the general orientation that the trainees have upon arrival in the United States, and in order partially to gauge the results of their experiences during the twelve months they are undergoing training in the United States, certain experimental tests have been devised and administered to a group of agricultural trainees from the other American Republics.[5]

These tests have not attempted to measure native ability or technical and professional knowledge but are aimed rather at these persons' attitudes toward and general knowledge about the United States. The tests were administered upon arrival of the fellow in

[5] Leonard, Olen, Schuler, Edgar A., Loomis, Charles P., "Testing Agricultural Trainees From the Other American Republics", page 1.

the United States by individuals familiar with the trainees' language and culture in order to minimize opportunity for misunderstanding the content of the questions. The same tests were repeated after twelve months, just before the trainee departed for his home country. This re-testing was undertaken in order to determine any changes in the trainee's answers after he had spent a year in this country.

One of the first types of data to be discussed will be the results of the Cultural Information test. This test was given in the trainees' language so that an inadequate knowledge of the English language would not be a handicap to the trainees' knowledge of institutions and most phases of life in the United States. The test consists of a total of 98 items which vary widely in difficulty. To the type of question contained in this test there are correct and objectively definable answers of the multiple-choice variety.

Another type of information secured from the agricultural trainees consists of responses to tests of English language mastery. The first of these was the Columbia Vocabulary Test, compiled by Irene Gansl and Henry E. Garrett, which provides a measure of English vocabulary for elementary and secondary school pupils. The form of the test used contains one hundred test words selected from a complete list of words found in twenty-two contemporary measures of vocabulary. The items range in difficulty from such words as "build", "steamer", and "lift", to terms like "opulence", "reciprocal", and "compute". The multiple-choice type of item is used with

each test word in context. The synonym for each test word is chosen from among five response words. Response words fit smoothly into the test phrase or sentence and have the same vocabulary frequency rating as the test word. Only one response word is a synonym for the critical word. No time limit is set for the test. This test has been standardized for United States school children, so it was possible to determine the trainee's level of vocabulary in terms of school grades with fair accuracy and objectivity.

Since command of reading vocabulary is not the same as command of the spoken vernacular, another test, termed Popular Language Comprehension, was developed. This test consists of 51 items involving matching of synonyms from among four choices to such popular North American expressions as "to pull his punches", "sour grapes", "to jump the gun", "to pinch-hit", "to put on the dog", and "to stick his neck out".

Another instrument for gauging the trainees' facility in the use of the English language was the Examination In Grammar. This test consists of 214 possible correct answers and includes such factors as indicating the number of syllables in the plural and preterit forms of words, choices of correct words, verb forms, sentence constructions, questions, negative statements, and imperative forms.

Still another dimension of language comprehension was tested by playing phonograph recordings under standardized conditions. One record consisted of the historical background of the the Department of Agriculture, another recording was on the general subject of the

help of growing victory gardens in winning the war, and the third recording was Woodrow Wilson's address to Americans of foreign birth. The trainees listened to the recordings and were then asked to answer a series of objective questions based on the content of the records. Most of the records were played two times to make sure that the listener would have a fair chance to pick up what he might have missed the first time.

Another type of data to be analyzed and discussed in this study of Latin American trainees is based on expressions of opinion. This is the type of item for which either there is no demonstrably correct answer, or there is no objective way of determining a valid answer. This does not mean, however, that there may not be very substantial agreement among informed observers as to the situation in general, or as to what would constitute an informed or an erroneous opinion. Altogether, ninety-six such "opinion" items were presented to the trainees. Regarding each item the student was asked to check one of three columns to show whether, in his opinion, the item was more typical of his own country, more typical of the United States, or there was no difference between his own country and the U.S.A. regarding the item in question. If he checked either "U.S.A." or his "own country" he was asked further to check whether the item was slightly more typical, moderately more typical, or much more typical of the country checked. The trainees were asked to indicate the degree of difference they thought existed between the two countries even in the cases where they did not feel very fully informed.

A second opinion form, including ten statements, called for the respondent to record his agreement or disagreement with the statements made. For example, "North American motion pictures convey a distorted picture of life in the United States". The trainee's degree of agreement or disagreement was recorded in three stages, that is, "little", "somewhat", or "much".

The third type of such responses consisted of the trainees' expressions of attitude or preference. As in the case of the first list of opinion items, the trainees were asked to discriminate between the situation in their own country and in the U.S.A. In this instance, however, the problem was first to determine whether they preferred the situation in their own country or in the United States, second, if they preferred the situation in one country or the other, whether their preferences were "slight", "moderate", or "much". An example of the items making up this group is "ease of obtaining divorces". Thirty statements calling for preferences or attitudes were included in this form.

Another set of data gathered on the trainees was that regarding the chief sources of such information as the students had secured about the United States of America prior to the beginning of their one-year study period in this country. The trainees were supplied with a form listing a total of about fifty specific types of influences. These influences fall into three categories: (1) Influences originating in Latin America, (2) Influences originating in the U.S.A., (3) Influences originating in Europe and elsewhere. After each item they were asked to check the degree to

which, in their opinion, the specified influence was important as a source of learning about the United States. The categories were: "very much", "much", "some", "very little", and "none".[6]

Certain supplementary information was also gathered on the agricultural trainees taking part in this testing program. Some of the data, having particular bearing on the present study, includes information concerning the total number of years of education in school the trainees had completed, years of professional experience within their particular field outside of school, type and amount of training in the English language, and the amount of travelling done before the individual accepted the fellowship to study in the United States.

Over one hundred students from the other American Republics participated in the initial Agricultural Trainee Testing Program upon their arrival in Washington. However, not all of the trainees have taken the series of re-tests after their twelve months of studying in the United States. For this reason, the present study is conducted on the basis of sixty-three cases. Eleven of the Latin American countries are represented in this sampling of trainees. Twenty-three of the fellows are from Brazil, thirteen from Venezuela, Three from Peru, one from the Dominican Republic, one from El Salvador, four from Chile, four from Ecuador, three from Costa Rica, three from Mexico, five from Colombia, and three from Haiti. Thirty-four of these trainees were assigned to the Office of the Coordinator of

[6]Leonard, O., Schuler, E. A., Loomis, C. P., Ibid, pages 3, 4, 5, 6.

Inter-American Affairs, ten to the Soil Conservation Service, nine to the Bureau of Agricultural Economics, nine to the Extension Service, and one to the Agricultural Research Administration.

The ages of the different trainees upon their arrival in this country range from twenty to forty-nine years. There is also a great variance reported in the total number of years of education in school that the trainees had completed before coming to the United States. Although all the students have had some training in the English language before receiving the fellowships, there are also wide differences as to the type and amount of this training. This situation is again found in the sources of contact which the trainees had with the United States before coming here to study for the year. Some reported having both friends and relatives in the United States as well as having travelled in both English-speaking and non-English speaking countries outside Latin America. Others had neither friends nor relatives in the United States and had not travelled outside their own country.

Although an analysis of the different types of questions in terms of correct answers, wrong answers or no answers at all will be made for the individual trainees, the differences may be largely accounted for by the wide range in the backgrounds and experiences of these students.

The significant part of the study is to be offered in the analysis of the changes found in the attitudes, opinions, information, and mastery of the English language of these Latin Americans after

they have been exposed to a year's training in the United States. Such knowledge, as, for example, the trainees' facility in English and knowledge of the United States as related to their favorable or unfavorable attitudes towards the United States has a direct bearing on inter-American co-operation and solidarity.

The study may also afford certain information by which some of the very important non-technical results of the Government's training program for foreign students may be measured. This might aid foreign and domestic committees in the selection of candidates who will benefit the most from such training as well as help in formulating policies regarding the type of training which fellows should be given. Such information should be a guidance to students themselves who plan to study in the United States. However, the most important contribution of such a study is understanding the modifications in attitudes, interests, opinions, and patterns of hostility and resentment on the part of the Latin American students. This should help the people of the United States to learn how to become better neighbors with the people of the other American Republics.

CHAPTER II

CHIEF SOURCES OF THE AGRICULTURAL TRAINEES' INFORMATION ABOUT THE UNITED STATES

As a part of the first group of tests given to the Agricultural Trainees from Latin America upon their arrival in Washington, a form was supplied which listed about 50 specific influences which may have aided these trainees in securing information about the United States prior to the beginning of their one-year study period in this country. The trainees were asked to check the degree to which, in their opinion, the specified influence was important as a source of learning about the United States. The categories were: "very much", "much", "some", "very little", and "none". The form was presented in the trainees' language so that an inadequate knowledge of the English language would not be a handicap in their accuracy in supplying the desired information. The results are analyzed on a percentage basis as not all of the trainees expressed opinions on every subject.

Under the heading of individual influences originating in Latin America, 75 per cent of the trainees answering the question were influenced "very much", "much", or "some" by teachers, 70 per cent by doctors, engineers, and other professionals, 66 per cent by personal friends, and 62 per cent by Government officials. 71 per cent of the trainees who reported said that they had gained "very little" or "no" information about the United States from businessmen in Latin America and 81 per cent expressed the same opinions

concerning Latin American missionaries.

Several cultural influences originating in Latin America were considered by the trainees as important sources of their information about the United States. Under the categories of "very much", "much" or "some" influence, 83 per cent of the trainees listed technical and professional magazines, 83 per cent motion pictures, 75 per cent non-fiction books, 63 per cent popular magazines, 56 per cent radio programs and 54 per cent gave importance to newspapers. According to William Schurtz in his book, Latin America, "In probably no respect is Latin American culture so well equipped as in the matter of newspapers".[7] A larger percentage of the trainees could have been expected to list this source as an important means of gaining information about the United States. Cultural influences originating in Latin America which the agricultural trainees did not consider significant include North American schools which 75 per cent of the trainees responding placed in the "very little" or "no" influence categories and fiction and poetry books which 69 per cent of those answering the question listed as an unimportant source of information.

The next sources of information listed concerned individual influences originating in the United States. 65 per cent of the trainees who responded placed teachers, doctors, engineers and other professionals under the "very much", "much" or "some" headings while 59 per cent indicated that personal friends fell in the same cate-

[7] Schurz, William Lytle, Latin America, E. P. Dutton and Co., New York, 1942, page 364.

gories. 55 per cent of the trainees had learned "very little" or "nothing" about this country from United States business men, 58 per cent indicated the same situation concerning government officials and 72 per cent felt that United States missionaries had not been important sources of information.

The agricultural trainees expressed opinions that they had gained considerable information from cultural influences originating in the United States. Motion pictures from this country were listed as the most important as 90 per cent of the trainees who responded stated that they had learned "very much", "much" or "some" from this source. Machinery, tools, etc. rated a close second as they were considered as influential sources of information by 86 per cent of the trainees answering the item. While not mentioned in the question, the descriptive sales literature circulated by United States manufacturers was no doubt present in the thinking of the trainees who checked this response. Under the "very much", "much" or "some" categories, 85 per cent of the trainees responding learned about the United States from our technical and professional magazines, 66 per cent from popular magazines, 67 per cent from non-fiction books and 57 per cent from our radio programs. The following cultural influences originating in the United States were not considered as important and fell into the "very little" or "no" influence classifications: fiction and poetry books--72 per cent, North American Universities--65 per cent, Pan American societies--64 per cent, United States newspapers--58 per cent.

By the trainees' responses to this form, it was found that European influences were not felt to be important sources of information about the United States. However, 66 per cent of the trainees responding indicated that they had gained knowledge about the United States from European missionaries and 56 per cent expressed the same opinions concerning European teachers. Other individuals from Europe influenced the following percentages of trainees: doctors, engineers, other professionals--43 per cent, personal friends--39 per cent, business men--31 per cent and government officials--13 per cent.

As in the case of individual Europeans, cultural influences originating in Europe and elsewhere were not considered by the majority of Latin American trainees as important means of gaining knowledge concerning the United States. European cultural influences were considered as sources of information about the United States by the following percentages of trainees answering the items: technical and professional magazines--61 per cent, non-fiction books--61 per cent, machinery, tools, etc.--48 per cent, fiction and poetry books--46 per cent, popular magazines--37 per cent, radio programs--37 per cent, motion pictures--27 per cent, North American universities--24 per cent, newspapers--17 per cent and Pan American societies--15 per cent.

In summary, on the basis of the trainees' responses the following channels of information and types of influence seemed to be especially significant as sources of information about the United

States: (1) motion pictures produced in the United States, (2) machinery, tools, etc. manufactured in the United States, (3) technical and professional magazines published in the United States, (4) motion pictures produced in Latin American countries, (5) Latin American technical and professional magazines, (6) Latin American teachers, and (7) non-fiction books published in Latin America.

Of all the possible sources of information about the United States listed on the form, the following were considered the least important by the trainees: (1) missionaries from both Latin America and the United States, (2) North American schools and universities, (3) Latin American businessmen, (4) Pan-American societies, (5) businessmen from the United States, and (6) fiction and poetry books published in Latin America.

In analyzing the chief sources of information of the Latin American trainees concerning the United States prior to the beginning of their one-year study period here, a basis for some of their opinions and attitudes about this country is found. Also, in developing a more extensive inter-American cultural-co-operation program certain fields of influence may be determined.

The following form gives the per cents of trainees based on those answering, who have gained information about the United States from each of the listed sources. The degree to which the specified influences were felt to be important to the trainees is also presented.

I. CHIEF SOURCES OF YOUR INFORMATION ABOUT THE UNITED STATES OF AMERICA

A. In your opinion, how much have you learned about the U.S.A. through each of the following influences?

	Very Much %	Much %	Some %	Very Little %	None %
1. Influences originating in Latin America:					
a. Individuals:					
1. Businessmen	7	3	19	23	48
2. Doctors, engineers, other professionals	18	29	25	14	16
3. Government officials	10	16	36	10	28
4. Teachers	19	28	28	8	17
5. Missionaries	5	7	7	19	62
6. Personal friends other than above	24	18	24	10	24
7. Other persons (specify)					
b. Cultural influences:					
1. Books: fiction and poetry	5	4	22	27	42
2. Books: non-fiction	20	30	25	15	10
3. Magazines: popular	15	14	34	29	8
4. Magazines: technical and professional	31	27	25	11	6
5. Newspapers	8	19	27	24	22
6. Radio programs	14	14	28	25	19
7. Motion pictures	38	30	15	8	9
8. North American schools	5	14	6	16	59
2. Influences originating in the U. S. A.:					
a. Individuals:					
1. Businessmen	16	18	11	11	44
2. Doctors, engineers, other professionals	18	32	15	14	21
3. Government officials	5	23	14	20	38
4. Teachers	23	21	21	19	16
5. Missionaries	6	8	14	18	54
6. Personal friends other than above	16	16	21	11	36
7. Other persons (specify)					
b. Cultural influences:					
1. Books: fiction and poetry	2	7	19	37	35
2. Books: non-fiction	12	29	26	21	12
3. Magazines: popular	6	29	31	28	6
4. Magazines: technical and professional	23	32	30	8	7
5. Newspapers	1	17	24	27	31
6. Radio programs	14	18	25	25	18
7. Motion pictures	48	31	11	5	5
8. Machinery, tools, etc	33	28	25	9	5
9. North American universities	8	22	5	7	58
10. Pan American societies	9	14	13	19	45
3. Influences originating in Europe and elsewhere:					
a. Individuals:					
1. Businessmen	5	12	14	14	55
2. Doctors, engineers, other professionals	11	22	10	22	35
3. Government officials	2	3	8	17	70
4. Teachers	10	22	24	9	35
5. Missionaries	3	56	7	8	26
6. Personal friends other than above	6	9	24	13	48
7. Other persons (specify)					

3. Influences originating in Europe and elsewhere: (continued)

b. Cultural influences:

	Very much %	Much %	Some %	Little %	None %
1. Books: fiction and poetry	13	23	10	24	30
2. Books: non-fiction	16	19	26	21	18
3. Magazines: popular	7	10	20	25	38
4. Magazines: technical and professional	10	24	27	10	29
5. Newspapers	3	2	12	28	55
6. Radio programs	3	7	27	27	36
7. Motion pictures	3	11	23	37	26
8. Machinery, tools, etc.	3	21	24	28	24
9. North American universities	8	8	8	22	54
10. Pan American societies	4	2	9	18	67

B. Regardless of the language involved, list the books or authors from which you have learned most about the U. S. A.

1. _____

2. _____

3. _____

C. Regardless of the language involved, list the magazines, newspapers or other periodicals from which you have learned most about the U.S.A.:

1. _____

2. _____

3. _____

D. In which states of the U.S.A. have you visited prior to this trip?

_____ _____ _____

_____ _____ _____

_____ _____ _____

E. Further remarks (use additional paper if you wish) concerning how you have learned about the U.S.A.

II. Expressions of Preferences and Dislikes

. The three characteristics I like best in the typical North Americans are:

a. _____

b. _____

c. _____

1. The three characteristics I like least in the typical North American are:

a. _____

b. _____

c. _____

2. My favorite North American radio programs are:

a. _____

b. _____

c. _____

3. My favorite North American motion pictures are:

a. _____

b. _____

c. _____

4. Please list the three books by Latin American authors which according to your judgment would best interpret the psychology of Latin Americans for North Americans:

a _____

b _____

c _____

5. Please list the three books by North American authors which according to your judgment would give the best interpretation of the psychology of Latin America for North Americans:

a _____

b _____

c _____

TABLE I...SUPPLEMENTARY INFORMATION REPORTED BY THE AGRICULTURAL TRAINEES

Name	Country	Age	Years of Education In School
Inter-American Affairs Group:			
1. Almeida, Alberto	Brazil	26	10
2. Alves, Francisco T.	Brazil	29	13
3. Araque, Felix E.	Venezuela	22	6
4. Bastos Oliveira, J.	Brazil	32	14
5. Capobianco, Angel	Venezuela	**	**
6. Carvajal, Ana	Venezuela	26	14
7. Carvalho, Jefferson	Brazil	32	15
8. Castillo, Pedro M.	Venezuela	25	15
9. Dantas, Belisario	Brazil	28	**
10. Domingues, Octavio	Brazil	48	16
11. Fernandes, Demostenes	Brazil	33	18
12. Gomes, Gilda	Brazil	31	14
13. Marquina, Elda	Venezuela	**	**
14. Martinez, Antonio	Venezuela	26	16
15. Matos, Osias	Brazil	29	12
16. de Melo, Joao M.O.	Brazil	28	14
17. de Moraes, Gilton P.	Brazil	30	16
18. Nascimento, Julio	Brazil	49	13
19. Padilla, C.	Venezuela	28	15
20. Perez, Mario Jose	Venezuela	24	9
21. Pinto, Eudes S.L.	Brazil	25	14
22. Ramirez, Ramon	Costa Rica	36	17
23. Riker, Jose J.	Brazil	24	5

**Not Reported

TABLE I. SUPPLEMENTARY INFORMATION REPORTED BY THE AGRICULTURAL TRAINEES (Cont.)

	Name	Country	Age	Years of Education In School
Inter-American Affairs Group:(Cont.)				
24.	Rodrigues, Adela	Venezuela	28	6 2/3
25.	Sanchez, Luis R.	Venezuela	20	6
26.	dos Santos, Carlos	Brazil	29	13
27.	Silveira, Raimundo	Brazil	33	13
28.	Smith, Amelio	Brazil	25	12
29.	Teixeira, Mario Dias	Brazil	26	16
30.	Teixeira, Mario V.	Brazil	30	21
31.	Uzcategui, Luz	Venezuela	**	**
32.	Vitarelli, Alylio	Brazil	26	14
33.	Vivas, Miguel A.	Venezuela	25	10
Soil Conservation Service Group:				
1.	de Armero, Luis O.	Peru	39	20
2.	Cestero, Miguel A.	Dominican Republic	38	16
3.	Chavez, Manuel Jose	El Salvador	35	12
4.	Diaz, Carlos	Chile	30	10
5.	Herrera, Cesar H.	Ecuador	31	18
6.	Leon, Jorge	Costa Rica	29	13
7.	Llerena L., David	Mexico	29	17
8.	Navarro S., Jose	Mexico	24	15
9.	Ramirez, Guillermo	Colombia	29	17
10.	Vega J., Victor M.	Colombia	28	17

**Not Reported

TABLE I. SUPPLEMENTARY INFORMATION REPORTED BY THE AGRICULTURAL TRAINEES (Cont.)

Name	Country	Age	Years of Education In School
Bureau of Agricultural Economics Group:			
1. Avendano Portuis, Jorge	Chile	32	15
2. Baca Aguinaga, Victor F.	Peru	35	15
3. Boucard, Adrien Louis	Haiti	24	16
4. Calzada B., Jose	Peru	33	17
5. Carvajal M., Vicente E.	Venezuela	29	12
6. Chaverri Rodrigues, Jose	Costa Rica	24	17
7. Lozano, Porfirio	Ecuador	39	16
8. de Miranda, Roberto M.	Brazil	25	15
9. Polo Celis, Jorge Victor	Mexico	32	14
Extension Service Group:			
1. Chaparro G., Alvaro	Colombia	28	17
2. Conte, Rodini Michelange	Haiti	26	12
3. Diaz, Guillermo Rolando	Chile	30	17
4. Frias, Hernan	Chile	28	16
5. Nicolas, Gabriel	Haiti	33	15
6. Penate, Antonio	Colombia	26	14
7. Ruiz, Cristobal	Ecuador	35	20
8. Sevilla, Juan	Ecuador	32	18
9. Zuloaga, Jorge	Colombia	35	17
Agricultural Research Administration:			
1. Siqueira, Francisco P.	Brazil	31	11

TABLE I. SUPPLEMENTARY INFORMATION REPORTED BY THE AGRICULTURAL TRAINEES

Name	School Training In English	Other English Training	Travelled in English-speaking Countries*	Friends, Relatives in U.S.
Inter-American Affairs Group:				
1. Almeida	2 yrs.	--	no	no
2. Alves	1 yrs.	--	no	friends
3. Araque	5 mo.	1 yr.	no	friends
4. Bastos	3 yrs.	--	no	friends
5. Capobianco	**	**	**	**
6. Carvajal	5 mo.	--	no	friends
7. Carvalho	3 yrs.	1 yr.	no	friends
8. Castillo	**	--	no	no
9. Dantas	1 yr.	--	no	friends
10. Domingues	2 yrs.	8 mo.	no	friends
11. Fernandes	6 mo.	3 mo.	no	friends
12. Gomes	2 yrs.	--	no	no
13. Marquina	**	**	**	**
14. Martinez	**	--	no	both
15. Matos	2 yrs.	--	no	friends
16. de Melo	2 yrs.	2 mo.	no	friends
17. de Moraes	2 yrs.	--	no	friends
18. Nascimento	7 yrs.	--	no	friends
19. Padilla	**	--	no	both
20. Pellegrino	**	**	**	**

*Before accepting the fellowship.
**Not reported.

TABLE I. SUPPLEMENTARY INFORMATION REPORTED BY THE AGRICULTURAL TRAINEES (Cont.)

Name	School Training In English	Other English Training	Travelled in English speaking Countries*	Friends, Relatives In U. S.
Inter-American Affairs Group:(Cont.)				
21. Perez	5 mo.	10 mo.	no	friends
22. Pinto	2 yrs.	--	no	friends
23. Ramirez	4 yrs.	--	yes	friends
24. Riker	--	8 mo.	no	both
25. Rodriguez	5 mo.	--	no	friends
26. Sanchez	**	3 mo.	no	friends
27. dos Santos	3 mo.	2 mo.	no	friends
28. Silveira	--	3 mo.	no	friends
29. Smith	2 yrs.	--	no	both
30. Teixeira,M.D.	1 yr.	3 mo.	no	friends
31. Teixeira,M.V.	3 yrs.	2 mo.	no	friends
32. Uzcategui	**	**	**	**
33. Vitarelli	--	3 mo.	no	friends
34. Vivas	5 mo.	1 yr.	no	friends
Soil Conservation Service Group:				
1. de Armero	8 yrs.	--	no	friends
2. Cestero	2 yrs.	--	no	both
3. Chavez	2 yrs.	10 mo.	yes	friends
4. Diaz	6 yrs.	3 yrs.	no	both
5. Herrera	6 yrs.	8 mo.	no	friends
6. Leon	**	--	no	friends

*Before accepting the fellowship
**Not reported

TABLE I. SUPPLEMENTARY INFORMATION REPORTED BY THE AGRICULTURAL TRAINEES (Cont.)

Name	School Training In English	Other English Training	Travelled in English speaking Countries	Friends, Relatives In U. S.
Soil Conservation Service Group: (Cont.)				
7. Llerena	2 yrs.	--	no	friends
8. Navarro	3 yrs.	--	no	friends
9. Ramirez	2 yrs.	--	no	friends
10. Vega	3 yrs.	5 mo.	no	friends
Bureau of Agricultural Economics:				
1. Avendano	5 yrs.	3 mo.	no	friends
2. Baca Aguinaga	3½ mo.	--	no	friends
3. Boucard	4 yrs.	3 yrs.	no	both
4. Calzada	2 yrs.	2 yrs.	no	friends
5. Carvajal	5 yrs.	--	yes	friends
6. Chaverri	6 yrs.	--	no	both
7. Lozano	2 yrs.	4 mo.	no	friends
8. de Miranda	4 yrs.	5 mo.	no	friends
9. Polo Celix	3 yrs.	--	yes	friends
Extension Service Group:				
1. Chaparro	2 yrs.	1 mo	no	friends
2. Conte	2 yrs.	--	no	no
3. Diaz	3 yrs.	--	yes	both
4. Frias	5 yrs.	--	no	friends
5. Nicolas	4 yrs.	--	no	friends
6. Penate	2 yrs.	--	no	no
7. Ruiz-	--	3 mo.	no	friends

TABLE I. SUPPLEMENTARY INFORMATION REPORTED BY THE AGRICULTURAL TRAINEES (Cont.)

Name	School Training In English	Other English Training	Travelled in English speaking Countries	Friends, Relatives in U. S.
Extension Service Group: (Cont.)				
8. Sevilla	6 yrs.	--	yes	friends
9. Zuloaga	1 yr.	--	yes	friends
Agricultural Research Administration				
1. Siqueira	3 yrs.	2 mo.	no	both

CHAPTER III

CHANGES IN ENGLISH LANGUAGE ABILITY OF LATIN AMERICAN AGRICULTURAL TRAINEES RESULTING IN A YEAR'S TRAINING IN THE UNITED STATES

In order to get an adequate measure of the Latin American Agricultural Trainees' mastery of the English language, several instruments were used to test their ability when they arrived in this country and after their year's training in the United States. The language tests given to the students include the Columbia Vocabulary Test, the Michigan Examination in Grammar, a test on Popular Language Comprehension and an auditory test on Comprehension of Record Playing.

The first test results to be analyzed will be those received by the trainees on the Columbia Vocabulary Test. This test was compiled by Irene Gansl and Henry E. Garrett and provides a measure of English vocabulary for elementary and secondary school pupils in the United States. Age and Grade Norms for Grammar School students were based on 3306 children of the New York City Public Schools tested at the beginning of the term. The High School Grade Norms were based on 5101 pupils of a New York City High School also tested at the beginning of the the term. The form of the test used contains one hundred words selected from a complete list of words found in twenty-two contemporary measures of vocabulary. The items range in difficulty from the easier words for English-speaking students found at the beginning of the test such as "fast", "glad", and "quiet" to terms such as "compute", "genus", and "pinnace" found at the end of the test. The multiple-choice type of item is used with each word in context. The synonym for each test word is chosen from among five

response words. Response words fit smoothly into the test phrase or sentence and have the same vocabulary frequency rating as the test word. Only one response word is a synonym for the critical word. The Latin American trainees were not handicapped by the time element as there is no limit set for this test. The test is scored by subtracting one-fourth of the number answered incorrectly from the number of correct answers. This technique minimizes the chances of inaccurate results due to guessing.

Each trainees' level of vocabulary in terms of United States school grades was found for both the initial test and the re-test taken after they were in this country for a year. The school grades corresponding to the scores received on the first tests ranged from below grade 3 (norms for scores were not reported for below that level) to above grade 12B. On the basis of the Columbia Vocabulary Test scores received by the trainees on their arrival in this country, the numbers falling into each of the United States school grades are as follows: below grade 3--two trainees, grade 3--four trainees, grade 4--three trainees, grade 5--ten trainees, grade 6--twelve trainees, grade 7--thirteen trainees, grade 8--nine trainees, grade 10--three trainees, grade 11--three trainees and grade 12--two trainees. The average grade level corresponding to these test results for the Latin American students upon their arrival in this country was found to be 7A.

The school grade norms corresponding to the vocabulary test results received by the trainees after they had been in this country

for a year ranged from 4B to above 12B. The number of trainees classified in each grade level is as follows: grade 4--two trainees, grade 5--three trainees, grade 6--five trainees, grade 7--eight trainees, grade 8--thirteen trainees, grade 9--eleven trainees, grade 10--seven trainees, grade 11--three trainees, and grade 12--four trainees. Using vocabulary as a basis, the average United States School grade for the trainees after they had been here for a year was 8B. An added corollary might be that the average Latin American trainee increased his English vocabulary as much in one year as the average United States school child does in a year and a half.

The average per cent of improvement found for all the Agricultural Trainees taking both the initial and follow-up Columbia Vocabulary Tests is 46 per cent. However, there was a very wide range in the individual scores and per cents of improvement. Three students actually received slightly lower scores on the second test than they did on the first. The improvement ranged from 2 per cent to 419 per cent. Seven trainees received over 100 per cent improvement. In most cases those that received the lowest scores on Test I made the most improvement.

Using the Rank Difference method, a coefficient of correlation of +.36 was found between the English language training reported by the trainees and the scores received on the Columbia Vocabulary Test upon their arrival in this country. The P.E. of the coefficient of correlation is .0793 which means that the relationship may be considered statistically reliable. However, a higher degree of correspondence should be expected from two such seemingly related variables.

The relative low correlation is probably due to the great differences in the type, frequency and intensity of English language training of the trainees over the periods of time reported.

On Table II will be found the scores for the initial and follow-up Columbia Vocabulary Tests and the corresponding grade norms and per cents of improvement for each of the Latin American students in the different Department of Agriculture Training groups.

The next instrument used to measure the trainees' mastery of the English language was the Michigan Examination In Grammar. The test consists of 214 possible correct answers and is scored by merely adding the number of correctly answered questions. This language test includes such factors as indicating the number of syllables in the plural and preterit forms of words, choices of correct words, verb forms, sentence constructions, use of pronouns, formation of questions, negative statements and imperative forms. The accompanying Examination in Grammar form will indicate the scope and difficulty of the questions asked.

In analyzing the scores received by the Agricultural Trainees on the grammar test, it was found that three of the group answered less than half of the questions correctly when they took the test upon their arrival in this country. All the trainees who took both the initial and re-tests answered more than half of the questions correctly after they had been in this country a year. However, four trainees received slightly lower scores on the Examination in Grammar after their year of studying in the United States than they did when

they arrived in this country.

The average improvement found for the trainees taking both Examinations in Grammar was 19.4 per cent. The per cents of improvement ranged from 0 to 209 but the scatter was not nearly as large as found in the Columbia Vocabulary Test results. Only one trainee received over 100 per cent improvement. As in the case of the vocabulary tests, the largest per cents of improvement were received by the trainees making the lowest scores on the first taking of the grammar test.

Using the Rank Difference method, a coefficient of correlation of +.64 was found between the per cents of improvement received by the individual trainees on the Examination in Grammar and those received on the Columbia Vocabulary Test. The correlation of +.64 is more than four times its probable error of .06033 so that the relationship found may be considered reliable.

Another test given to the trainees to gauge their facility in the use of the English language was termed Popular Language Comprehension. This test was devised in order to judge the trainees' command of the spoken vernacular. Such a measure was felt to be very important because of its direct relation to the trainees' ability to understand the expressions used by the people in our country with whom they had constant contact in the training program.

This test consisted of such popular North American expressions as "he didn't get to first base", "too quick on the trigger", "to pull his punches", "sour grapes", "to jump the gun", and "to put on

the dog". The test on Popular Language Comprehension included 51 such items and involved the matching of synonyms from among four choices. A complete list of the terms used will be found on the accompanying test.

The Agricultural Trainees from the Latin American countries were much more confused on the popular language tests than on any other measures of the English language that were used. Many of the trainees attempted to answer most of the questions but literal translations of the terms were found. For example, "sour grapes" was associate with a "bad farmer" and "he used plenty of elbow grease" meant "lubricated the differential" to many of the trainees.

The scores for the trainees taking the Popular Language Comprehension test on their arrival in this country ranged from 0 to 35 correct out of the 51 terms. Five of the trainees were unable to answer any of the questions correctly and twenty-one could define only 5 or less of the terms correctly. The average number of expressions defined correctly by the trainees taking the initial test was 10.7 out of 51.

Only two trainees were unable to answer any of the Popular Language Comprehension questions correctly after their year's training in the United States. The scores ranged from 0 to 42 on the follow-up test with nine trainees answering 5 or less of the questions correctly. The average number of terms defined correctly on the second testing was 18.8 out of the 51 possible.

The average improvement found for all the Agricultural Trainees

taking both tests in Popular Language Comprehension was 146 per cent. However, there was a tremendous range of 0 to 2400 in the individual per cents of improvement. Nine trainees received slightly lower scores after their Year's training in the United States. This finding may be the result of wrong definitions offered to the trainees in a joking manner by individuals in the United States during the trainees stay in this country.

As could be expected, the Agricultural Trainees who had traveled in English speaking countries before accepting the fellowships to the United States received the highest scores on the Popular Language Compreshension test. Calculated by the Rank Difference method, a correlation of .29 was found between the per cents of improvement received by the trainees on the Columbia Vocabulary Test and the per cents of improvement received on the Popular Language Comprehension test. The probable error of .0936 found for this correlation does not prove that the relationship is statistically reliable. However, it does follow that the command of a reading vocabulary does not mean the same as a command of the spoken vernacular. Both of these phases of English language knowledge are important for foreign students who wish to benefit the most from training in the United States.

Another dimension of the trainees' language comprehension was tested by playing phonograph recordings under standardized conditions. This test measured the trainees' ability to understand the content of the material presented by auditory means. The trainees listened to the recordings and were then asked to answer a series of objective questions of the multiple choice

variety based on the meaning of the records. Most of the records were played two times to make sure that the listener would have a fair chance to pick up what he might have missed the first time.

One of the records played for the trainees was titled Historical Outline of the United States but the subject matter pertained to the history of the Department of Agriculture. Twelve questions were asked based on the content of the record. The number of questions the trainees were able to answer correctly when taking the test upon their arrival in the United States ranged from 0 to 10. Two of the trainees were unable to answer any of the questions correctly. The average number of questions answered correctly by all the trainees was 5.8 out of the 12. On re-taking this auditory test a year later, the trainees' scores ranged from 2 to 12. The average number of questions answered correctly by the trainees the second time was 8.2. The average improvement received by the Agricultural Trainees taking both of the comprehension of record playing tests on the Historical Outline of the United States was 89 per cent.

The second test used to gauge the trainees' comprehension of record playing was on the general subject of "winning the war" through victory gardens. It dealt with such points as food rationing, using fertilizer and argued in favor of planting victory gardens. Thirteen questions were asked based on the content of this record. The scores ranged from 0 to 9 for the trainees taking the test the first time. Three trainees were unable to answer any of the questions correctly. 4.5 was the average number of questions

answered correctly by the trainees upon hearing the recording during the initial period of testing. On re-taking the test a year later the trainees' scores ranged from 3 to 12 and the average number of questions answered correctly was 6.5. 91 per cent was the average improvement found in the comprehension of this record by the trainees after their year in the United States.

Using the Rank Difference method, a coefficient of correlation of .25 was found between the per cents of improvement received by the trainees on the Columbia Vocabulary Tests and those received on the record comprehension on the subject of "winning the war". The P.E. for this correlation is .09728. A correlation of .35 was found between the per cents of improvement received by the trainees on the Michigan Examination in Grammar and the per cents of improvement for the comprehension of record playing. .09116 was the probable error found for this correlation. Due to the low correlations found and the corresponding high probable errors, these relationships may not be considered statistically reliable. However, they do indicate that gaining meaningful experience from auditory information involves more than a knowledge of English grammar and vocabulary.

The scores and per cents of improvement for each of the Latin American Agricultural Trainees taking the tests to measure English language ability are recorded in Tables II, III, IV, V, and VI. The results of these tests as well as the corresponding per cents of improvement earned by the trainees after a year's study in the United States demonstrate the need for a more thorough English training for foreign students accepting fellowships to study in the

United States. Whether this training should take place in the students' country or be given at the time of his arrival in the United States is a debatable point. The training could be made much more standardized if given in this country but the length of time involved should be a consideration. The fact remains that a foreign student studying in the United States could benefit more from his training and understand our people and culture better with a more adequate knowledge of the English language.

TABLE II...SCORES RECEIVED BY THE AGRICULTURAL TRAINEES ON THE COLUMBIA VOCABULARY TESTS

	Name	Test I	Grade Norm*	Test II	Grade Norm*	Per Cent of Improvement
Inter-American Affairs Group:						
1.	Almeida, Alberto	17.00	3B	35.00	6A	105
2.	Alves, Francisco	36.75	6A	40.50	6B	10
3.	Araque, Felix	35.75	6A	51.00	8A	42
4.	Bastos, Oliveira	38.50	6A	50.75	8A	32
5.	Capobianco, A.	28.50	5A	27.25	5A	-4
6.	Carvajal, Ana	31.50	5B	(inc.)	--	--
7.	Carvalho, J.	38.75	6A	64.50	10A	66
8.	Castillo, Pedro	34.50	6A	44.00	7B	27
9.	Dantas, B. M.	32.75	5B	44.75	7B	36
10.	Domingues, O.	53.25	8B	54.50	8B	2
11.	Fernandes, D. S.	6.25	(below 3)	25.50	4B	308
12.	Gomes, Gilda	52.50	8B	70.50	11A	34
13.	Marquina, Elda	35.25	6A	(inc.)	--	--
14.	Martinez, Antonio	45.00	7B	56.00	9A	24
15.	Matos, Osias	37.00	6A	57.25	9A	54
16.	de Melo, Joas M.	44.25	7B	52.25	8B	18
17.	de Moraes, G. P.	38.25	6B	46.25	7B	21
18.	Nascimento, Julio	29.25	5A	38.75	6A	32
19.	Padilla, C.	50.25	8A	62.50	10A	24

*Grade Norms 3A through 8B are based on 3306 children of the New York City Public Schools tested at the beginning of the term. Grade Norms 9A through 12B are based on 5101 pupils of New York City High School tested at the beginning of the term.

TABLE II...SCORES RECEIVED BY THE AGRICULTURAL TRAINEES ON THE COLUMBIA VOCABULARY TESTS (Continued)

Name	Test I	Grade Norm	Test II	Grade Norm	Per Cent of Improvement
Inter-American Affairs Group (Cont.):					
20. Pellegrino, D. S.	75.25	12A	(inc.)	--	--
21. Perez, Mario J.	29.75	5A	(inc.)	--	--
22. Pinto, Eudes S. L.	50.00	8A	62.00	10A	24
23. Ramirez, Ramon	64.00	10A	71.50	11A	11
24. Riker, Jose J.	54.25	8B	68.75	10B	26
25. Rodriguez, Adela	20.25	4A	(inc.)	--	--
26. Sanchez, Luis R.	42.25	7A	44.50	7B	5
27. dos Santos, C. P.	38.75	6B	36.00	6A	-7
28. Silveira, R.	47.25	7B	48.50	8A	2
29. Smith, Amelio	11.00	3A	25.75	4B	134
30. Teixeira, M. D.	42.25	7A	45.25	7B	7
31. Teixeira, M. V.	27.50	5A	43.00	7A	56
32. Uzcategui, Luz	12.25	3A	(inc.)	--	--
33. Vitarelli, Alylio	21.50	4A	38.50	5A	79
34. Vivas, Miguel A.	38.25	6A	60.25	9B	57
Soil Conservation Service Group:					
1. de Armero, Luis	52.50	8B	60.75	9B	15
2. Cestero, Meguel	36.25	6A	51.75	8A	42
3. Chavez, Manuel J.	72.25	11B	77.50	12B	7
4. Diaz, Carlos	45.50	7B	54.25	8B	19
5. Herrera, Cesar H.	24.75	4B	49.75	8A	101
6. Leon, Jorge	72.25	11B	75.50	12A	4

TABLE II...SCORES RECEIVED BY THE AGRICULTURAL TRAINEES ON THE COLUMBIA VOCABULARY TESTS (Continued)

Name	Test I	Grade Norm	Test II	Grade Norm	Per Cent of Improvement
Soil Conservation Service Group (Cont.):					
7. Llerena, L. David	34.00	5B	56.00	9A	64
8. Navarro, S., Jose	34.75	5B	51.00	8A	46
9. Ramirez, Guillermo	55.50	9A	70.50	11A	27
10. Vega, J., Victor	36.25	6A	46.50	7B	28
Bureau of Agricultural Economics Group:					
1. Avendano, Portius	43.00	7A	60.75	9B	41
2. Baca Aguinaga, V.	14.75	3B	32.50	5B	120
3. Boucard, Adrien L.	62.75	10A	61.50	9B	-2
4. Calzada, B. Jose	41.50	7A	48.50	8A	16
5. Carvajal M., V. E.	80.50	12B +	84.00	12B +	4
6. Chaverri, Rodriguez	64.75	10A	67.50	10B	4
7. Lozano, Porfirio	7.75	(below 3)	40.25	6B	419
8. de Miranda, Roberto	70.75	11A	74.00	12A	4
9. Polo Celis, Jorge	49.50	8A	61.25	9B	23
Extension Service Group:					
1. Chaparro G., Alvaro	45.75	7B	58.50	9B	27
2. Conte, Rodini M.	44.75	7B	(Inc.)	--	--
3. Diaz. Guillermo R.	31.25	5B	63.75	10A	104
4. Frias, Hernan	44.25	7B	57.00	9A	28
5. Nicolas, Gabriel	49.25	8A	54.75	8B	11
6. Penate, Antonio	35.25	6A	48.50	8A	37
7. Ruiz, Cristobal	27.75	5A	53.75	8B	93
8. Sevilla, Juan	43.00	7A	45.00	7B	4

TABLE II...SCORES RECEIVED BY THE AGRICULTURAL TRAINEES ON THE COLUMBIA VOCABULARY TESTS (Continued)

Name	Test I	Grade Norm	Test II	Grade Norm	Per Cent of Improvement
Extension Service Group: (cont)					
9. Zuloaga, Jorge	46.75	7B	59.50	9B	27
Agricultural Research Administration:					
1. Siqueira, Sr. F. P.	49.75	8A	67.00	10B	34

The average per cent of improvement by all the Agricultural Trainees taking both the initial and follow-up Columbia Vocabulary Tests is 46 per cent.

TABLE III...RAW SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES TAKING THE EXAMINATION IN GRAMMAR

Name	Test I	Test II	Per Cent of Improvement
Inter-American Affairs Group:			
1. Almeida, Alberto	**	151	--
2. Alves, Francisco T.	**	142	--
3. Araque, Felix E.	178	200	12
4. Bastos, Oliveira	163	190	16
5. Capobianco, Angel	121	173	43
6. Carvajal, Ana	151	**	--
7. Carvalho, Jefferson	**	184	--
8. Castillo, Pedro M.	139	178	28
9. Dantas, Belisário M.	**	118	--
10. Domingues, Octavio	184	170	-7
11. Fernandes, Demostenes	**	90	--
12. Gomes, Gilda	189	201	6
13. Marquina, Elda	143	**	--
14. Martinez, Antonio	164	191	16
15. Matos, Osias	**	175	--
16. de Mello, Joaquim M.	130	172	32
17. de Moraes, Gilton P.	156	167	7
18. Nascimento, Julio	**	143	--
19. Padilla, C.	173	184	6
20. Pellegrino, Domingo S.	203	**	--

**Not Taken.

TABLE III...RAW SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES TAKING THE EXAMINATION IN GRAMMAR (Continued)

Name	Test I	Test II	Per Cent of Improvement
Inter-American Affairs Group (Cont.):			
21. Perez, Mario Jose	138	198	43
22. Pinto, Eudes S. L.	175	187	7
23. Ramirez, Ramon	186	199	7
24. Riker, Jose J.	**	200	--
25. Rodriguez, Adela	117	**	--
26. Sanchez, Luis R.	177	188	6
27. dos Santos, Carlos	170	184	8
28. Silveira, Raimundo	**	181	--
29. Smith, Amelio	**	126	--
30. Teixeira, Mario D.	**	182	--
31. Teixeira, Mario V.	144	149	3
32. Uzcategui, Luz	89	**	--
33. Vitarelli, Alylio	**	188	--
34. Vivas, Miguel A.	158	188	19
Soil Conservation Service Group:			
1. de Armero, Luis O.	167	184	10
2. Cestero, Miguel A.	139	153	10
3. Chavez, Manuel Jose	204	203	-.5
4. Diaz, Carlos	145	137	-5
5. Herrera, Cesar H.	112	160	43
6. Leon, Jorge	184	184	0

**Not Taken

TABLE III...RAW SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES TAKING THE EXAMINATION IN GRAMMAR (Continued)

Name	Test I	Test II	Per Cent of Improvement
Soil Conservation Service Group (Cont.):			
7. Llerena, L., David	116	171	47
8. Navarro S., Jose	152	187	23
9. Ramirez, Guillermo	188	2-1	7
10. Vega J., Victor M.	139	158	14
Bureau of Agricultural Economics Group:			
1. Avendano, Portius J.	193	206	6
2. Baca Aguinaga, V. F.	106	146	37
3. Boucard, Adrien Louis	190	198	4
4. Calzada B., Jose	169	176	4
5. Carvajal M., Vicente	194	185	-4
6. Chaverri Rodriguez, J.	200	200	0
7. Lozano, Porfirio	44	136	209
8. de Miranda, Roberto	196	199	1
9. Polo Celis, Jorge	155	173	11
Extension Service Group:			
1. Chaparro G., Alvaro	171	188	9
2. Conte, Rodini M.	163	191	17
3. Diaz, Guillermo R.	161	187	16
4. Frias, Hernan	173	186	7
5. Nicolas, Gabriel	162	185	14
6. Penate, Antonio	102	171	67
7. Ruiz, Cristobal	111	177	59

TABLE III...RAW SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES TAKING THE EXAMINATION IN GRAMMAR (Continued)

Name	Test I	Test II	Per Cent of Improvement
Extension Service Group (Cont);			
8. Sevilla, Juan	113	136	20
9. Zuloaga, Jorge	156	172	10
Agricultural Research Administration:			
1. Siqueira, Francisco	175	186	6

19.4 is the average per cent of improvement for the Agricultural Trainees taking both the initial and follow-up Examinations in Grammar.

TABLE IV...RAW SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES TAKING THE TESTS IN POPULAR LANGUAGE COMPREHENSION

Name	Test I	Test II	Per Cent of Improvement
Inter-American Affairs Group:			
1. Almeida, Alberto	1	7	600
2. Alves, Francisco T.	1	0	-100
3. Araque, Felix E.	13	20	53
4. Bastos, Oliveira	4	2	-100
5. Capobianco, Angel	7	11	57
6. Carvajal, Ana	2	**	--
7. Carvalho, Jefferson	7	13	85
8. Castillo, Pedro M.	5	3	-40
9. Dantas, Belisario M.	6	6	0
10. Domingues, Octavio	22	19	-13
11. Fernandes, Demostenes	0	0	0
12. Gomes, Gilda	30	37	23
13. Marquina, Elda	5	**	--
14. Martinez, Antonio	21	32	52
15. Matos, Osias	12	22	83
16. de Mello, Joao Mendez	18	29	61
17. de Moraes, Gilton Pinto	13	20	53
18. Nascimento, Julio	17	21	23
19. Padilla, C.	20	28	40
20. Pellegrino, Domingo S.	25	**	--

**Not Taken

TABLE IV...RAW SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES TAKING THE TESTS IN POPULAR LANGUAGE COMPREHENSION (Continued)

Name	Test I	Test II	Per Cent of Improvement
Inter-American Affairs Group (Cont):			
21. Perez, Mario Jose	16	**	--
22. Pinto, Eudes S. L.	8	21	162
23. Ramirez, Ramon	23	20	-13
24. Riker, Jose J.	14	31	121
25. Rodriguez, Adela	2	2	0
26. Sanchez, Luis R.	12	10	-16
27. dos Santos, Carlos	18	16	-11
28. Silveira, Raimundo	18	22	22
29. Smith, Amelio	1	7	600
30. Teixeira, Mario D.	0	5	500
31. Teixeira, Mario V.	20	16	-20
32. Uzcategui, Luz	3	**	--
33. Vitarelli, Alylio	9	19	111
34. Vivas, Miguel A.	5	21	320
Soil Conservation Service Group:			
1. de Armero, Luis O.	21	25	19
2. Castero, Miguel A.	7	12	71
3. Chavez, Manuel Jose	35	41	17
4. Diaz, Carlos	5	13	160
5. Herrera, Cesar H.	8	26	225
6. Leon, Jorge	25	32	28

**Not Taken

TABLE IV...RAW SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES TAKING THE TESTS IN POPULAR LANGUAGE COMPREHENSION (Continued)

Name	Test I	Test II	Per Cent of Improvement
Soil Conservation Service Group (Cont.):			
7. Llerena L., David	9	28	211
8. Navarro S., Jose	3	15	400
9. Ramirez, Guillermo	17	28	64
10. Vega J., Victor M.	0	4	400
Bureau of Agricultural Economics:			
1. Avendano Portius, J.	19	17	-10
2. Baca Aguinaga, Victor	5	1	-80
3. Boucard, Adrien Louis	30	37	23
4. Calvada B., Jose	5	19	280
5. Carvajal M., Vicente	38	42	10
6. Chaverri Rodriguez, J.	25	38	52
7. Lozano, Porfirio	0	0	0
8. de Miranda, Robero M.	6	13	116
9. Polo Celis, Jorge V.	19	30	57
Extension Service Group:			
1. Chaparro G., Alvaro	11	15	36
2. Conte, Rodini M.	15	25	67
3. Diaz, Guillermo R.	4	24	500
4. Frias, Hernan	6	27	350
5. Nicolas, Gabriel	17	20	17
6. Penate, Antonio	2	8	300
7. Ruiz, Cristobal	0	24	2400

TABLE IV...RAW SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES TAKING THE TESTS IN POPULAR LANGUAGE COMPREHENSION (Continued)

Name	Test I	Test II	Per Cent of Improvement
Extension Service Group: (Cont)			
8. Sevilla, Juan	16	30	87
9. Zuloaga, Jorge	24	16	-33
Agricultural Research Administration:			
1. Siqueira, Francisco	11	25	127

The average per cent of improvement found for all the Agricultural Trainees taking both tests in Popular Language Comprehension is 146 per cent.

TABLE V...SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES IN COMPREHENSION OF RECORD PLAYING: "WINNING THE WAR"

	Name	Test I	Test II	Per Cent of Improvement
Inter-American Affairs Group:				
1.	Almeida, Alberto	1	4	300
2.	Alves, Francisco T.	5	10	100
3.	Araque, Felix E.	6	6	0
4.	Bastos Oliveira, Jose	3	5	67
5.	Capobiance, Angel	2	7	250
6.	Carvajal, Ana	4	5	25
7.	Carvalho, Jefferson	5	4	-20
8.	Castillo, Pedro M.	4	4	0
9.	Dantas, Belisario M.	6	9	50
10.	Domingues, Octavio	7	6	-14
11.	Fernandes, Demostenes	**	6	--
12.	Gomes, Gilda	5	9	80
13.	Marquina, Elda	5	5	0
14.	Martinez, Antonio	6	7	17
15.	Matos, Osias	5	5	0
16.	de Melo, Joao Mendez O.	6	6	0
17.	de Moraes, Gilton P.	6	6	0
18.	Nascimento, Julio	5	5	0
19.	Padilla, C.	9	6	-33
20.	Pellegrino, Domingo S..	9	**	--

**Not Taken

TABLE V...SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES IN COMPREHENSION OF RECORD PLAYING: "WINNING THE WAR"

Name	Test I	Test II	Per Cent of Improvement
Inter-American Affairs Group (Cont.):			
21. Perez, Mario J.	5	5	0
22. Pinto, Eudes S. L.	5	8	60
23. Ramirez, Ramon	4	6	50
24. Riker, Jose J.	4	12	200
25. Rodriguez, Adela	0	4	400
26. Sanchez, Luis R.	4	7	75
27. dos Santos, Carlos P.	5	6	20
28. Silveira, Raimundo	6	11	83
29. Smith, Amelio	1	6	500
30. Teixeira, Mario D.	5	6	20
31. Teixeira, Mario V.	6	6	0
32. Uzcategui, Luz	0	3	300
33. Vitarelli, Aglio	3	7	133
34. Vivas, Miguel A.	4	8	100
Soil Conservation Service Group:			
1. de Armero, Luis C.	8	6	-25
2. Cestero, Miguel Jose	3	5	67
3. Chavez, Manuel Jose	4	11	175
4. Diaz, Carlos	7	5	-29
5. Herrera, Cesar Humberto	**	7	--
6. Leon, Jorge	4	7	--

**Not Taken

TABLE V...SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES IN COMPREHENSION OF RECORD PLAYING: "WINNING THE WAR" (Continued)

Name	Test I	Test II	Per cent of Improvement
Soil Conservation Service Group (Cont):			
7. Llerena, L. David	5	5	0
8. Navarro S., Jose	6	7	17
9. Ramirez, Guillermo	3	6	100
10. Vega J., Victor M.	1	7	600
Bureau of Agricultural Economics:			
1. Avendano, Portius Jorge	6	5	-17
2. Baca Aguinaga, Victor F.	5	7	40
3. Boucard, Adrien Louis	9	**	--
4. Calzada, B. Jose	5	5	0
5. Carvajal, M. Vicente E.	9	9	0
6. Chaverri, Rodrigues J.	7	7	0
7. Lozano, Porfirio	0	5	500
8. de Miranda, Robero M.	9	8	-11
9. Polo Celis, Jorge V.	8	6	-25
Extension Service Group:			
1. Chaparro, G. Alvaro	4	6	50
2. Conte, Rodini Michelange	6	6	0
3. Diaz, Guillermo Rolando	4	8	100
4. Frias, Hernan	7	9	29
5. Nicolas, Gabriel	5	7	40
6. Penate, Antonio	4	5	25
7. Ruiz, Cristobal	1	8	700

TABLE V...SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES IN COMPREHENSION OF RECORD PLAYING: "WINNING THE WAR" (Cont.)

Name	Test I	Test II	% of Improvement
Extension Service Group:(Cont.)			
8. Sevilla, Juan	4	8	100
9. Zuloaga, Jorge	4	5	25
Agricultural Research Administration:			
1. Siqueira, Francisco P.	4	6	50

**Not Taken

The Agricultural Trainees made an average of 91 per cent improvement in the comprehension of the record on the subject of "winning the War".

TABLE VI...SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES IN COMPREHENSION OF RECORD PLAYING: "HISTORICAL OUTLINE OF THE UNITED STATES"

Name	Test I	Test II	% of Improvement
Inter-American Affairs Group:			
1. Almeida, Alberto	**	9	--
2. Alves, Francisco	**	9	--
3. Araque, Felix E.	6	8	33
4. Bastos Oliveira, Jose	4	8	100
5. Capobianco, Angel	5	6	20
6. Carvajal, Ana	6	7	17
7. Carvalho, Jefferson	**	5	--
8. Castillo, Pedro M.	4	5	25
9. Dantas, Belisario M.	**	4	--
10. Domingues, Octavio	8	10	25
11. Fernandes, Demostenes	**	8	--
12. Gomes, Gilda	10	10	0
13. Marquina, Elda	5	9	80
14. Martinez, Antonio	7	10	43
15. Matos, Osias	**	9	--
16. de Melo, Joao Mendez O.	7	10	10
17. de Moraes, Gilton P.	6	4	-33
18. Nascimento, Julio	**	5	--
19. Padilla, C.	9	11	22

**Not Taken

TABLE VI...SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES IN COMPREHENSION OF RECORD PLAYING: "HISTORICAL OUTLINE OF THE UNITED STATES" (Cont.)

Name	Test I	Test II	% of Improvement
Inter-American Affairs Group: (cont.)			
20. Pellegrino, Domingo S.	10	**	--
21. Perez, Mario J.	8	8	0
22. Pinto, Eudes S. L.	**	8	--
23. Ramirez, Ramon	6	9	50
24. Riker, Jose J.	**	10	--
25. Rodriguez, Adela	3	6	100
26. Sanchez, Luis R.	7	7	0
27. dos Santos, Carlos P.	7	8	14
28. Silveira, Raimundo	**	9	--
29. Smith, Amelio	**	4	--
30. Teixeira, Mario D.	**	12	--
31. Teixeira, Mario V.	3	5	67
32. Uzcategui, Luz	3	4	33
33. Vitarelli, Alylio	**	8	--
34. Vivas, Miguel A.	6	9	50
Soil Conservation Service Group:			
1. de Armero, Luis C.	9	11	22
2. Cestero, Miguel A.	6	8	33
3. Chavez, Manuel Jose	8	9	12

**Not Taken.

TABLE VI...SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES IN COMPREHENSION OF RECORD PLAYING: "HISTORICAL OUTLINE OF THE UNITED STATES (Cont.)

Name	Test I	Test II	% of Improvement
Soil Conservation Service Group: (cont.)			
4. Diaz, Carlos	6	10	67
5. Herrera, Cesar Humberto	8	8	0
6. Leon, Jorge	7	11	57
7. Llerena S., David	7	8	14
8. Navarro S., Jose	7	9	28
9. Ramirez, Guillermo	0	10	1,000
10. Vega J., Victor M.	2	8	300
Bureau of Agricultural Economics Group:			
1. Avendano, Portius J.	7	10	43
2. Baca Aguinaga, Victor	1	2	100
3. Boucard, Adrien Louis	10	**	--
4. Calzada B., Jose	5	10	100
5. Carvajal M., Vicente	9	11	22
6. Chaverri Rodriguez, J.	6	8	33
7. Lozano, Porfirio	0	7	700
8. de Miranda, Roberto M.	5	8	60
9. Polo Celis, Jorge V.	6	10	67
Extension Service Group			
1. Chaparro, G. Alvaro	9	10	11
2. Conte, Rodini M.	3	12	300

**Not Taken

TABLE VI...SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES IN COMPREHENSION OF RECORD PLAYING: "HISTORICAL OUTLINE OF THE UNITED STATES" (Cont.)

Name	Test I	Test II	% of Improvement
Extension Service Group: (Cont.)			
3. Diaz, Guillermo R.	4	9	125
4. Frias, Hernan	5	11	120
5. Nicolas, Babriel	5	7	40
6. Penate, Antonio	6	11	83
7. Ruiz, Cristobal	4	8	100
8. Sevilla, Juan	6	8	33
9. Zuloaga, Jorge	4	7	75
Agricultural Research Administration:			
1. Siqueira, Francisco P.	4	8	100

89 per cent is the average of improvement received by the Agricultural Trainees taking both tests in Comprehension of Record Playing on the "Historical Outline of the United States."

Test II. Given in English

COLUMBIA VOCABULARY TEST

by Irene Gansl and H. E. Garrett

Published by
THE PSYCHOLOGICAL CORPORATION
522 FIFTH AVE., NEW YORK, N. Y.

Name..... Grade.....

Boy or Girl.....Date of Birth.....

How old are you now?.....School.....

City.....State.....

6. Do not despise him.	bind	obey	oppose	scare	hate
7. Clutch the railing.	scour	repair	grasp	nail	polish
8. He saw the parson.	person	dwarf	robin	dungeon	minister
9. Food is plentiful.	refreshing	expensive	necessary	abundant	scarce
0. Do not loiter here.	falter	conspire	gape	linger	hasten
1. In a dingy place.	vast	cloistered	dirty	torrid	damp
2. The point is blunt.	ugly	fine	irregular	dull	wide
3. Frightful animals.	terrifying	scared	wounded	peculiar	friendly
4. To collect data.	information	accessories	sheaves	alms	baubles
5. Check the runaway horse.	ride	aid	obtain	stop	purchase
6. Deadly combat.	injury	club	expedition	fight	comb
7. Eternally yours.	already	always	squarely	gladly	fearfully
8. Behold the winner.	observe	praise	obey	admire	guess
9. Eradicate the past.	use	destroy	repress	flaunt	imitate
0. Some obstinate people.	meek	intelligent	stubborn	literary	rich
1. A safe haven.	occupation	deposit	route	shelter	mount
2. Unscrupulous men.	vagrant	wilful	discreet	apprehensive	dishonest
3. It is unkind to sneer.	scream	scratch	exult	detest	scoff
4. I commend his action.	heed	restrain	approve	plead	dismiss
5. I retract the statement.	resent	affirm	withdraw	question	propose
6. I can not console her.	convince	comfort	appease	locate	restrain
7. In a great frenzy.	attack	fear	horror	madness	weakness
8. With furtive looks.	sly	kindly	somber	doleful	bold
9. Sever the cord.	tie	twist	scorch	replace	cut
0. No vestige remained.	worshipper	soul	vehicle	trace	policeman

ON THE OTHER SIDE OF THIS SHEET

IBM FORM I.T.S. 1100 B 436

76. An audacious deed.	wicked	sensible	cowardly	daring	dangerous
77. You must persevere.	endeavor	work-hard	persist	relax	repent
78. He can corroborate that.	contrive	confront	confirm	manage	perform
79. Do not malign him.	rebuke	eject	slander	molest	support
80. A deep chasm.	marsh	valley	river	abyss	bowl
81. It transcends description.	requires	invites	belies	surpasses	lacks
82. Indefinite people.	congenial	lawless	indebted	consistent	vague
83. A mere caprice.	hypothesis	grimace	truce	whim	caper
84. Accentuate this point	imply	admit	stress	advocate	dispute
85. A great prediction.	idea	theory	statement	prophecy	lecture
86. The tone was audible.	edible	heard	harsh	minor	doleful
87. A city of opulence.	population	traffic	commerce	riches	culture
88. The acme of perfection.	goal	search	desire	lack	climax
89. Broach the subject.	dodge	close	veto	open	define
90. I shall beguile him.	delight	encourage	deceive	survive	scold
91. In time of dearth.	plague	illness	scarcity	fear	history
92. Reciprocal courtesy.	charming	agreeable	mutual	excessive	pompous
93. A sweet madrigal.	maiden	pudding	blossom	song	perfume
94. A secret cult.	believer	fanatic	mystic	worshipper	sect
95. He was indicted.	examined	imperiled	arraigned	visited	sentenced
96. A recumbent position.	uncomfortable	executive	reclining	important	superior
97. He has a docile dog.	devoted	submissive	faithful	watchful	fierce
98. He may compute it.	regret	conserve	contradict	calculate	sell
99. A new genus.	class	talent	scholar	inventor	beginning
100. Lost in the pinnace.	pinnacle	promontory	wilderness	boat	morass

OGICAL CORPORATION, NEW YORK, N. Y.

51. An irksome task.	pleasant	engrossing	instructive	wearisome	hard
52. The dilapidated house.	haunted	crowded	ruined	surrounded	mortgaged
53. You impede progress.	hinder	pursue	solicit	hasten	improve
54. A meager sum.	trivial	gigantic	complex	scant	specific
55. To tear asunder.	angrily	apart	slowly	eagerly	entirely
56. Quell the riot.	challenge	caution	detect	increase	subdue
57. I concur with him.	confer	appeal	debate	agree	protest
58. Some men dominate others.	goad	threaten	control	protect	abuse
59. An oppressive regime.	reprobate	rule	liability	burden	debt
60. With unbridled glee.	restrained	unkind	pretended	uncontrolled	quiet
61. A slight contact.	accident	misunderstanding	guard	touch	smile
62. I detest him.	admire	abhor	envy	pity	respect
63. With tumultuous roar.	ceaseless	boisterous	jocund	sudden	rude
64. A diligent student.	industrious	stupid	tardy	lazy	ambitious
65. He is a dastard.	orphan	hero	coward	drummer	rascal
66. He spoke candidly.	cautiously	slowly	frankly	convincingly	loud
67. They exult over that.	rave	laugh	scold	weep	rejoice
68. With ostensible glee.	actual	pretended	genuine	insidious	great
69. A clever artifice.	analysis	definition	amateur	artisan	device
70. A worthy opponent.	adversary	match	cause	individual	task
71. A competent clerk.	lifeless	disinterested	sluggish	qualified	new
72. A brief insurrection.	punishment	vacation	rebellion	stay	rise
73. Over the parapet.	tower	roof	mountain	pinnacle	wall
74. None to gainsay him.	contradict	persuade	chastise	reward	help
75. Act with apathy.	animosity	liberality	zeal	indifference	meekness

76. An audacious deed.
77. You must persevere.
78. He can corroborate tha
79. Do not malign him.
80. A deep chasm.
81. It transcends descriptio
82. Indefinite people.
83. A mere caprice.
84. Accentuate this point
85. A great prediction.
86. The tone was audible.
87. A city of opulence.
88. The acme of perfection.
89. Broach the subject.
90. I shall beguile him.
91. In time of dearth.
92. Reciprocal courtesy.
93. A sweet madrigal.
94. A secret cult.
95. He was indicted.
96. A recumbent position.
97. He has a docile dog.
98. He may compute it.
99. A new genus.
100. Lost in the pinnace.

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Test II. Given in English

DIRECTIONS: In each sentence, one word has a line drawn under it. the other word in the line that means the same or most nearly the sa this word and then make a heavy black mark between the dotted lines it. Use the special pencil. Here is a sample:

The boy will go sing hide speak love leave

We must find the word that means the same as 'go' because this has a drawn under it. To 'leave' means the same as to 'go' so we blacke dotted space under "leave."

That is to be the way each is to be done. Do as many as you can. You d need to hurry because you may use all the time you want. Begin now.

1. He runs fast.	well	quickly	far	home	forwar
2. The girl is glad.	free	short	late	happy	rich
3. The room is quiet.	mine	new	still	narrow	full
4. Take a large apple.	green	round	big	hard	good
5. We saw the ocean.	fire	land	sea	heaven	valley
6. With great happiness.	fear	feasting	joy	danger	sorro
7. I will build a house.	buy	see	find	make	draw
8. Lift the books.	enjoy	watch	shut	raise	choos
9. Stand close to him.	around	behind	under	near	before
10. Travel by steamer.	coach	car	horse	chariot	ship
11. So they were wed.	buried	taught	moved	crowned	marri
12. It is a great nation.	business	chief	animal	country	enemy
13. A level field.	green	flat	rough	wet	bare
14. A heavy cargo.	load	small-boat	scourge	shovel	canoe
15. He is a good student.	patient	citizen	teacher	pupil	master
16. That is an error.	arrow	blade	string	quarrel	mistak
17. Stitch this well.	reward	prolong	resist	cleave	sew
18. A new couch.	bed	captain	offer	kettle	trumpe
19. A monstrous thing.	modest	musical	useful	torn	horrib
20. His naked hand.	injured	strong	empty	bare	rough
21. This street is wide.	new	long	light	broad	old
22. Pronounce the words.	copy	say	spell	write	find
23. A new regulation.	vase	boss	rule	delight	stave
24. The people are similar.	alike	evident	ignorant	careless	queer
25. A keen blade.	steel	sharp	borrowed	dull	slender

TURN THE PAGE AND DO THE IT

Test II. Given in English

has a line drawn under it
ame or most nearly the sa
between the dotted lines

speak love leave

e as 'go' because this has
as to 'go' so we black

s many as you can. You
me you want. Begin now

far	home	for
ate	happy	rich
still	narrow	full
big	hard	goo
sea	heaven	vall

joy	danger	sor
und	make	dr
shut	raise	cho
under	near	befo
horse	chariot	ship

loved	crowned	man
animal	country	ene
ough	wet	bar
ourge	shovel	cano
acher	pupil	mast

ing	quarrel	mist
ist	cleave	sew
er	kettle	trum
eful	torn	horri
pty	bare	rough

t	broad	old
ll	write	find
	delight	stave
rant	careless	queer
owed	dull	slender

PAGE AND DO THE IT

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\\

Test III. Given in English

(country)

There are many questions in this examination. Work as quickly as you are able. If you do not know the answer to a question, do not stop for a long time. Continue with the other questions. Perhaps you will be able to return to the question after you have finished the others.

1. (a)

Indicate the number of syllables in the plural form of each of the following words:

	Singular	Plural	Number of syllables in plural form (when pronounced)
Examples:	coat	coats	1
	horse	horses	2
	exercise	exercises	4
	map	maps	_____
	tax	taxes	_____
	size	sizes	_____
	vote	votes	_____
	church	churches	_____
	piece	pieces	_____
	edge	edges	_____

1. (b)

Indicate the number of syllables in the preterit form of each of the following words:

	Simple Form	Preterit Form	Number of syllables in preterit form
Examples:	wait	waited	2
	look	looked	1
	attend	attended	3
	walk	walked	_____
	want	wanted	_____
	ask	asked	_____
	vote	voted	_____
	rain	rained	_____
	taste	tasted	_____

2.

Choose the correct word in parenthesis and use it in the following sentence. If no word is correct, write a dash (-).

Examples: (on, at, in, -) He is riding in an automobile.
(-, the) We know _____ Mr. Williams.

(in, on) There is a chair_____the hall.

(in, on) There are books _____the table.

(in, on) The letter is _____ the drawer.

(on, at, in, --) I am going to see him _____tomorrow.

(on,at,in,--) [illegible] _____ Saturday.

(on,at,in,--) He arrived_____ten o'clock.

(on,at,in,--) We seldom eat ice cream _____ the morning.

(on,at,in,--) They came here _____ April.

(from, of) The door _____ the house is green.

(from, of) A girl _____ Chicago is on the train.

(from, of) He has a letter _____ home.

(for,since,by) The students stayed _____ two months.

(for,since,by) He has not been here _____ Monday.

(for,since,by) They will finish _____ six o'clock.

(some,any) I have _____ very interesting new books.

(some,any) I don't know _____ better place to eat than the League.

(some,any) _____people do not like the movies.

(that,those) Do _____ children like their names?

(this,these) _____people are professors.

(reds,red) The books are _____.

(the,his,her,its) Mr. Jones names _____ daughter Jeanne.

(the,his,her,their) Mary closes _____ eyes.

(the,his,her,their) She has lost _____glasses.

(--,a,an,one) He has _____Spanish accent.

(--,a,an,one) His accent is not _____ English accent.

(--,a,an,one) Professor Scott is _____ teacher.

(--,the) Do you know _____Doctor Jones?

(--,the) He lives in _____South America.

(--,the) He speaks _____ Spanish.

(--,the) The children ought to drink _____milk.

(to eat,eating) After_____dinner, they went to the movies.

(to speak,speaking) She obeyed without _____.

(to take, taking) He saved time by _____an airplane.

(do,did,done,make,made) I_____all my lessons this morning.

(do,did,done,make,made) The painter has _____ a beautiful picture.

(can, could) I wish he _____ go tomorrow.

(can, could) I hope he _____ go tomorrow.

(when, where) _____ is the newspaper?

(when, where) I am going to put the key _____you can find it.

(told, said, talked, spoke) He _____ me that he would come.

(told, said, talked, spoke) He _____ to me that he would come.

(told, said, talked, spoke) He _____ that he would come.

(told, said, talked, spoke) The guests all_____stories after dinner.

(told, said, talked, spoke) Mary and I _____ for two hours.

(when, where) Look the door _____you go.

(can, know) I _____speak English.

(can, knows) John _____dance very well.

(can, know) I _____ go after I finish my lesson.

(like, want) I _____ the movies, but I don't _____ to go tonight, thank you.

(like, want) I _____ to go to Chicago next week.

(like, want) I_____ another piece of pie because I_____it very much.

(unless, if) _____he shows the men what to do next, they won't finish the job until tomorrow.

(much, many) John eats too _____ice cream.

(much, many) How _____ oranges are left in the basket?

(much, very) I am _____ sorry to be late.

(what, when) The day _____we arrived was cloudy.

(that, whom) The airplane _____you saw was a pursuit plane.

(which, where) The place _____ I eat is on State Street.

(which, in which) The house _____I live is on Tappan Street.

(in, which) The house I live _____ is very old.

(e.g., because) [illegible] _____ [illegible] was a secret.

(since, until) The students have not spoken Spanish _____ school began.

(since, until) We will be able to study _____ it is time for us to go to the theater.

(while, why) We must not talk _____ the speaker is talking.

(since, often) _____ the rain had stopped, we went for a walk.

(until, before) He was the governor of New York from 1918 _____ his death.

(since, after) I have not been able to study _____ I lost my glasses.

(will be, is) The children will be happy when school _____ over.

(begins, will begin) We are going to visit our grandparents before school _____ in the fall.

(why, because) We had to postpone the picnic _____ it looked like rain.

(can, could) John's friends helped him with his packing so that he _____ catch the train.

(will, would) I asked him if he _____ help us.

(so, such) John was _____ tired that he went to bed immediately after dinner.

(so, such) The professor gave _____ a good lecture that the students applauded him.

3 Insert the correct form of the verb which is in parenthesis on the line

Example: She sang a beautiful song last night.
(sing)

I _____ to go walking when I was a boy.
(like)

If he had _____ to tell me, I would have _____
(remember) (come)
to the party.

Yesterday John _____ on the suit that he _____
(put) (buy)
last Thursday

She would have _____ to accompany us.
(like)

I _____ to the theatre last night, because I had not
(go)

_____ the preceding night.
(go)

The boys have _____ ice cream for the picnic.
(buy)

I _____ what I said when I said it, but I don't _____
(mean) (mean)
it now.

When they _____ to the United States this past June, they
(come)

_____ that they had _____ their passports in the
(remember) (put)

bank.

The president had _____ to veto the bill in 1942.
(mean)

Insert the correct form of the word in parenthesis.

Example: My brother is older than my sister.
(old)

William is _____ than John.
(tall)

Meat was _____ than clothing last year.
(expensive)

They all arrived late, but Mary was the _____.
(late)

Boys are _____ athletes than girls.
(good)

We do our work well, but they do theirs _____.
(well)

Dr. Peters is _____ than Dr. Jones.
(old)

Mr. Roosevelt is the _____ president we have ever had.
(busy)

All of the members of the chorus sing well, but you sing the

_____.
(well)

New York is the _____ city in the United States.
(interesting)

Of all the bad boys in the world James is the _____.
(bad)

Insert the correct form of the noun.

Example: All the members were at the meeting.
(member)

_____ usually like ice cream.
(child)

The _____ do not often attend class now.
(woman)

Who are the _____ in the class?
(man)

A horse has four _____.
(foot)

How many _____ do you have in your mouth?
(tooth)

4. Arrange in correct order the words, phrases, and clauses in the following lists.

Example:

I
my
coat
on the boat
left

} I left my coat on the boat. _____

speak
Spanish or Portuguese
the students

} _____

John
wrote
this morning
the exercise

} _____

The students
speak
every day
English

} _____

every afternoon
we
here
study

} _____

we
write
always
in the morning
our exercises
at school
_____

Mary
is
a
child
pretty
_____

I ate
small
a
very
breakfast
I ate _____

They have
very
young
two
children
They have _____

He is
student
the
new
from Brazil
He is _____

This is
examination
the
which the
students wrote
This is _____

I wrote
a letter
my father
I wrote _____

I gave
her
a book
I gave _____

He read
to me
the telegram
He read _____

He bought
it
for his wife
He bought _____

I like
very much
this country
I like _____

She)
last summer)
here) She_____
sometimes)
came)

You)
stamps)
can)
on Sundzy) You_____
never)
buy)
at the postoffice)

John)
in the dormitory)
is) John_____
a waiter)
this summer)

I heard)
what)
made) I heard_____
that)
noise)

I know)
what)
has) I know_____
he)
bought)

They told us)
whose house) They told us_____
was)
it)

We asked the cook)
how much sugar)
she) We asked the cook_____
used)

5. Place the correct word at the beginning of the following sentences. If neither word is correct, insert a dash (-).

Example: (It, There, -) There is sugar in the coffee.

(It, There, -) _____ is late.

" _____ is a new lesson every day.

" _____ are ten pictures on the wall.

" _____ was a long journey, wasn't it?

" _____ is necessary to study a great deal.

" _____ is not very warm today.

(it, there,-) IS _____ ten o'clock yet?

6. Write the correct form of the verb in parenthesis on the line.

Example: His wife saw her lawyer last week.
(see)

Mary is thirty years old, but she _____ still at school.
(be)

You _____ a Chilean, because you live in Chile.
(be)

We understand Spanish, but the Russian language _____ difficult.
(be)

He _____ very hard when he wants to.
(work)

They always _____ their hats, because they have poor memories.
(forget)

John _____ still swim as well as he used to.
(can)

We _____ the present verb phrase with "ing" next week.
(study)

He _____ an English examination now, isn't he?
(take)

He _____ the rules yesterday.
(learn)

We _____ the lesson last year.
(read)

I _____ the exercise the day before yesterday.
(write)

He _____ happy years ago.
(be)

After they had worked all day, the men _____ tired.
(be)

_____ the food hot last night at dinner?
(be)

They _____ to spell next year.
(learn)

I _____ for a good restaurant tomorrow.
(look)

If he waits much longer, he _____ late.
(be)

I _____ him on the telephone for two weeks, but he still doesn't answer.
(call)

John _____ a guest ever since last April.

We have stood here for fifteen minutes, but he _____ us.
(not introduce)

_____ you usually _____ a sandwich during the morning, or isn't that your custom?
(Do) (eat)

Write the correct form of the words in parenthesis on the line.

Example: I like to play _____ billiards.
(play, to play)

Do you _____ every day?
(write, to write)

He tried _____ .
(study, to study)

You must _____ on time.
(arrive, to arrive)

We might _____ late.
(be, to be)

I decided what _____.
(do, to do)

I asked him _____ the play.
(see, to see)

You were able _____ a good restaurant.
(find, to find)

I cannot _____ you.
(hear, to hear)

Change the following English statements to questions in English.

<u>Example in Spanish:</u> Ella canta bien.
¿Canta ella bien?

Mr. Amador Speaks Spanish.

_____?

Spanish pronunciation is different from English.

_____?

Mr. and Mrs. Brown live in Ann Arbor.

_____?

She used a fork.

_____?

He has to study tonight.

_____?

The students are going to pay attention.

_____?

The students can write well.

_____?

He is at school.

_____?

Mr. Scott and Mr. Hill are on the beat.

_____ ?

Change the following affirmative English statements to negative statements in English

Example in Spanish: Ella canta bien.

Ella no canta bien.

The verb comes first in English.

_____.

We speak German in this class.

_____.

She is from Ecuador.

_____.

Similar sounds are difficult to learn.

_____.

I can read the book.

_____.

The story interested me.

_____.

We came late.

_____.

He was cold.

_____.

He has a cold.

_____.

Change the following English statements to request ("optative" or "imperative") sentences in English.

Example in Spanish: Usted asistía a la clase.
Asista a la clase.

Asistías a la clase.
Asistas a la clase.

Example in English: You opened the door.
Open the door.

You learned that lesson.

_____ .

You brought me the book.

_____.

You did not lose the money.

_____.

You were careful.

_____.

You were here at ten o'clock.

_____.

You enjoyed the movie.

_____

Fill the blanks in the following statements.

Example in Spanish: (Un buen arquitecto construyó el edificio.
(
(El edificio fué construído por un buen arquitecto.

The waiter brings the coffee.
The coffee _____ the waiter.

The pitcher caught the ball.
The ball _____ the pitcher.

John is writing the letter.
The letter _____ _____ John.

8. Complete the following sentences with one of the listed words or word groups: can, could, wish, want, may, might, would like, ought to, should, have to, must. Use the word or word group which will express the idea indicated in the margin.

Example:

PERMISSION	You ___may___ go now.
DUTY	I _____ go to the library tonight.
POSSIBILITY	They _____ go to the movies tomorrow.
ABILITY	John _____ swim very well.
DESIRE	I _____ to see the play.

9. Substitute the appropriate form of do or one for the word in parenthesis.

Example:

I understand as well as you (understand) do____.

We spoke as loudly as they (spoke) _____.

She sings as sweetly as her mother (sings) _____.

He has new books and old(books) _____.

I understand this word but not that (word) _____.

He comes more often than I (come) _____.

Following are popular [illegible] expressions. Each expression is followed by four words or phrases which are numbered. Encircle the one word or expression which most nearly corresponds to the idea expressed in the popular phrase.

He didn't get to first base:

1. A bad foundation 2. unsuccessful 3. to have a high voice 4. pessimistic

He muffed it:

1. failed 2. succeeded 3. a gallant attempt 4. a poor loser

He got his lines crossed:

1. skillful 2. speedy 3. crafty 4. confused

He pulls his punches:

1. outspoken 2. is vindictive 3. is not forthright 4. drinks punch

With him it was sour grapes.

1. bad farmer 2. envious 3. lacking in courage 4. anxious to please

He is stymied:

1. confused 2. elated 3. discouraged 4. blocked

He's too quick on the trigger:

1. lazy 2. meticulous 3. hasty 4. boastful

He goes off half cocked:

1. premature 2. timid 3. wasteful 4. stingy

He is a straight shooter:

1. unreliable 2. frustrated 3. hasty 4. reliable

He is a slick horse trader:

1. unsophisticated 2. shrewd 3. unreliable 4. patient

He hits straight from the shoulder:

1. belligerent 2. naive 3. forthright 4. amiable

He jumped the gun:

1. premature 2. lazy 3. graceful 4. reliable

[illegible]

1. [illegible] 2. [illegible] 3. [illegible]
4. [illegible]

[illegible]

1. [illegible] 2. [illegible] 3. [illegible] 4. [illegible]

[illegible] on the [illegible]

1. [illegible] 2. [illegible] 3. [illegible]
4. [illegible]

[illegible] a hard row to hoe.

1. confronted with difficulty 2. [illegible] 3. alert 4. [illegible]

[illegible] the bucks

1. give good advice 2. [illegible] 3. show [illegible]
4. [illegible]

[illegible] pulled a boner.

1. billing [illegible] 2. [illegible] 3. [illegible]
4. [illegible]

[illegible] an ace in the hole.

1. [illegible] 2. [illegible] 3. [illegible] 4. [illegible]

[illegible] the ball.

1. [illegible] 2. [illegible] 3. good [illegible] 4. [illegible]

[illegible] a lot on the [illegible]

1. [illegible] 2. [illegible] 3. [illegible] 4. [illegible]

[illegible] too many irons in the fire.

1. [illegible] 2. [illegible] 3. [illegible]
4. [illegible]

[illegible] hard boiled.

1. [illegible] 2. grateful 3. [illegible] 4. [illegible]

[illegible] half-baked.

1. [illegible] 2. brilliant 3. [illegible] 4. [illegible]

[illegible] a screw loose.

1. [illegible] 2. [illegible] 3. [illegible] 4. [illegible]

He is tight:

1. [illegible] 2. [illegible] 3. [illegible] 4. [illegible]

He wouldn't play ball with me:

1. carefree 2. cunning 3. [illegible] 4. uncooperative

He is on his toes:

1. busy 2. vague 3. [illegible] 4. alert

He knifed him in the back:

1. betrayal 2. shrewdness 3. blurtness 4. polite

He pulled the wool over their eyes:

1. be at a disadvantage 2. show bravado 3. to mislead intentionally
4. to delay

He polished the apple:

1. courting favor 2. speaking bluntly 3. frankness 4. irresponsibility

He cut a wide swathe:

1. pitiful condition 2. grandiose behavior 3. to be in disrepute
4. sincerity

He has a poker face:

1. reckless 2. proud 3. [illegible] 4. naive

He played a skin game:

1. defraud 2. to be helpful 3. bear responsibility 4. to contradict

He is in the dog house:

1. inaccurate 2. reliable 3. to suffer disapproval

4. to be miserable;

He is the under dog:

1. clever 2. lacking in ability 3. fatigued 4. downtrodden

He got a bum steer:

1. bad advice 2. insolence 3. to be cowardly 4. controlled the cattle car

He is a panty-waist:

1. effeminate 2. careful 3. disciplined 4. fraternal

38. He bit off more than he could chew:

1. excessive ambition 2. confusion 3. good judgment 4. awkward

39. He's yellow:

1. cheerful 2. trifling 3. cowardly 4. arrogant

40. He's a piker:

1. spendthrift 2. lacking in generosity 3. desperate 4. sensitive

41. He's on the beam:

1. misguided 2. frugal 3. correctly oriented 4. sleepy

42. He's in a blind-alley job:

1. highly successful 2. premature 3. unable to advance 4. insincere

43. The subject is taboo:

1. irritating 2. forbidden 3. profitable 4. uninteresting

44. He isn't dry behind the ears:

1. immature 2. sophisticated 3. superficial 4. reckless

45. He has the bear by the tail:

1. capable 2. fearful 3. fastidious 4. in a predicament

46. He sticks his neck out:

1. vain 2. takes unnecessary risks 3. argumentative 4. orthodox

47. He is a windbag:

1. creditable 2. submissive 3. helpful 4. loquacious

48. He is a chiseler:

1. artistic 2. cheater 3. charming 4. generous

49. He used plenty of elbow grease:

1. lubricated the differential 2. worked hard 3. lazy 4. good baseball pitcher

50. He gave them the works:

1. thorough going treatment 2. take machinery apart 3. assembled machinery 4. showed generosity

Test V. Given in English

[illegible]

1. The record states that governmental concern with agriculture:

   1. Began in the patent office in the 1830's.

   2. Is a recent development.

   3. Has always been present in the United States.

   4 Is just beginning.

2. It was not until 1899 that:

   1. Experiment work on hybrid corn was begun.

   2. Department of Agriculture employees numbered over 500.

   3. The Department of Agriculture achieved cabinet rank.

   4. Soil Conservation practices were officially advocated.

3. The record claims that growth and development of the Department of Agriculture:

   1. Has been slow but irregular

   2. Has been closely paralleled by the growth of Land Grant Colleges.

   3. Has gone along with expansion of farm organization.

   4. Has been slow but steady.

4. The record states that an Act of Congress:

   1. Endowed states with 11,000,000 acres of public land to be used to endow their colleges.

   2. Delayed Agricultural research until 1902

   3. Brought all agricultural research under Federal control.

   4. Prohibited use of Federal funds for other than specified agricultural research.

5. In 1887 Congress established the first national system of:

   1. Purebred livestock registration.

   2. Agricultural experiment stations.

   3. Classifications of soil types.

   4. Standardized weather reporting.

6. It is stated that the extension work of the Department was begun to:

   1. Bring to farmers and their wives the results of research.

   2. Organize all farmers

   3 Supervise local research

   4. To Promote better farm housing.

The record states that the Bureau of Agricultural Economics:

1. Was merged with the Extension Service in 1923.

2. Is the central statistical and economic agency of the Department.

3. Is the most recently established agency of the Department.

4. Was abolished in 1938.

8. According to the record, studies of rural population problems are conducted by:

1. Public Health Service.

2. Bureau of Agricultural Economics.

3. Rural Electrification Administration

4. Commodity Credit Corporation

9. Among the war projects of the Department of Agriculture is the experimental work in Central and South America to:

1. Establish commercial rubber production in the Western Hemisphere.

2. Develop cotton with longer fiber

3. Grow bananas which will stand shipment better.

4. Increase production of coffee.

10. According to the record, all requirements for military and civilian food are determined by:

1. The Army Chief of Staff

2. The President of the United States.

3. A specially appointed Food Requirements Committee.

4. The War Food Administrator.

USDA War Boards are functioning in each State, and in

1. Every agricultural community of 2,500 population.

2. Each and every county in this country.

3. All the larger counties of the United States.

4. Each of the agricultural counties in the United States.

The record states that assistance in the rationing of farm machinery is being given in each county by:

1. The County Agent

2. County War Board

3. County Commissioner

4. Local farmers' organization.

Test VI. Given in English

This is a test of your understanding of the record played, it is not a test of your hearing. Underline the one phrase which when combined with the first statement heading each group of four phrases gives the most correct idea of the meanings conveyed by the record.

The general subject of the record just played is:

1. Winning the war
2. Commercial farming
3. Family gardens
4. The Department of Agriculture

One of the advantages of the program advocated is:

1. More vitamins in the diet
2. More calories in the diet
3. To save food ration points
4. To save money

The program under discussion is for:

1. Farm families only
2. County agents
3. Urban families only
4. Both farm and non-farm families

According to the record there will certainly be:

1. A shortage of fertilizer
2. Enough fertilizer if it is not wasted
3. A shortage of fertilizer if green plants are not plowed under
4. A shortage of fertilizer if ashes from burned wood is not plowed under

It was urged that careful attention be given to:

1. Garden location
2. Careful preparation of the soil
3. Seed and fertilizer
4. Early planting

Listeners are warned to:

1. Be prepared with sprayers and plenty of insecticide
2. Buy traps for Japanese beetles
3. Not to dig or plow too deeply
4. Waste no garden space

According to the record the bugs should be:

1. Sprayed monthly
2. Given "the works" once or twice every week
3. Picked off of plants once every two weeks or so
4. Sent to the United States Department of Agriculture for identification

Expert information on bugs and disease can be had by:

1. Talking with the local school teacher
2. Requesting the United States Department of Agriculture to send Farmer's Bulletin 1371
3. Writing the company which sold the seeds for leaflet 269
4. Writing the information bureau of some good daily newspaper

The [illegible] [illegible]

1. The county agent
2. The local state college
3. [illegible]
4. [illegible]

For the control of weeds the record [illegible]

1. A simple cultivator
2. Correct spacing of the rows
3. Careful selection of seeds and fertilizer
4. Elbow grease and hoe handling

The record indicates a [illegible] of protecting people from

1. Choosing poor seeds
2. Planting in poor soil
3. Dry weather
4. Hidden hunger for vitamins and minerals

According to the record, during the last war people:

1. Put the best soil in gardens
2. Consumed more vitamins
3. Planned their plantings so carefully that many few vegetables were wasted
4. Planted up lawns and flower gardens to grow garden products and potatoes

It is recommended by the report that:

1. The attention of [illegible] be [illegible] to the professional gardener
2. [illegible] produce seed for home [illegible]
3. Greater gardens be turned into vegetable gardens
4. [illegible] gardens be [illegible] [illegible] of [illegible] vegetables

CHAPTER IV

AN ANALYSIS OF THE RESULTS OF THE CULTURAL INFORMATION TEST TAKEN BY THE LATIN AMERICAN AGRICULTURAL TRAINEES

The Cultural Information test given to the Latin American students upon their arrival in the United States and after their year's training in this country is a general test to determine the trainees' knowledge of the United States. It was given in the trainees' language so that an inadequate knowledge of English would not effect their ability to answer the questions. There are correct and objectively definable answers of the the multiple-choice variety to the questions contained on this test.

The test consists of a total of 98 items which vary widely in difficulty. A list of the following questions which were answered correctly by over two-thirds of the trainees taking the test will indicate the type of information about which the students knew the most. The questions will be listed in the order of the per cents of trainees answering them correctly. For example, the first question mentioned in this group was answered correctly by 88 per cent of the trainees taking the test while the last question included was answered correctly by 68 per cent of the trainees.

Types of information concerning the United States about which the trainees registered the most knowledge include the following: (1) "The famous American aviator who first crossed the Atlantic ocean alone", (2) "Location of the Statue of Liberty", (3) "The person who best symbolizes inventive genius to the American", (4) "The present heavy-weight champion boxer of the U.S.A.", (5) When

"Independence Day is celebrated in the U.S.", (6) "The number of stars in the United States flag", (7) "A symbol of philanthropy today, but earlier identified with economic domination through free enterprise", (8) "The largest State in the U.S.A.", (9) Customs "in the U.S.A. at Christmas time", (10) The idea associated with "the name of Henry Ford", (11) What "the emancipation of the Negro slaves was one result of", (12) How often "a presidential election is held in the United States", (13) "The chief executive of each state", (14) "The Commander and Chief of the Army and Navy", (15) "The most important commodity group among U.S.A. exports to Latin American countries in 1938", (16) "The two leading political parties in the United States", (17) "In U.S.A. matches are made by:"--referring to marriages, and (18) Before the war where "the greater portion of the Chinese and Japanese in the U.S. lived".

A considerable number of questions proved to be so difficult that less than one-third of the trainees were able to answer them correctly. This information will be listed in the same manner as that about which the trainees knew the most. The first question included in this group was answered correctly by only 4 per cent of the trainees while the last question mentioned was answered correctly by 32 per cent of the trainees taking the Cultural Information test.

Types of information concerning the United States about which the trainees knew the least include the following: (1) What "the Reader's Guide is", (2) The population of incorporated communities that "the United States census classified as 'cities' ", (3) "Which

part of the U.S. has the most tenant farmers or share-croppers", (4) "What percentage of the total value of wool exported from all Latin American countries in 1938 was exported by Argentina", (5) "What percentage of the total value of copper exported from all Latin American countries in 1938 was exported by Chile", (6) "What percentage of the total value of sugar exported from all Latin American countries in 1938 was exported by Cuba", (7) What group "the unorganized workers in the U.S. consist largely of", (8) The center "of the tire industry in the U.S.", (9) The field in which "Samuel Gompers was most famous", (10) "At the present time there are more American Indians in the United States than" at what time, (11) "What percentage of the total value of petroleum exported from all Latin American countries in 1938 was exported by Venezuela", (12) "What percentage of the total value of meats exported from all Latin American countries in 1938 was exported by Argentina", (13) The name of "the printed copy of the proceedings of each day in each house of congress", (14) "The two leading Labor Organizations of the U.S.A", (15) What it is called "when a player carries the ball across the goal line", (16) "What percentage of the total value of coffee exported from all Latin American countries in 1938 was exported by Brazil", (17) "The center of the greatest clothing industry in the U.S.", (18) Where "most of the County Agricultural Agents who are serving the North American farmer were" reared, (19) "An outstanding educational leader of the Negro race", (20) "The religious denomination which has the most members in the U.S.A.", (21) "The term of office

of a United States Senator", (22) A state (chosen from four southwestern states) "which does not border Mexico", (23) How often "the U.S. Census is taken", (24) "Mardi Gras is a major celebration" of what state, (25) "An outstanding American violinist", (26) "One of the states in the U.S.A. which, prior to its annexation, was an independent power", (27) What "The Boston Tea Party was", (28) What "an adult North American son in leaving home on a dangerous mission or to be absent a long time" would do in departing from his father, (29) Who directed "The American Youth Symphony which toured Latin America", (30) How "much of the Western half of the territory now covered by the U.S.A. was gained", (31) "The man who decides whether a ball is fair or not".

Questions 93 through 98 on the Cultural Information test deal with Latin American exports rather than with knowledge concerning the United States. However, the relation of the trainees' familiarity with the volume and types of exports of Latin America to information gained in the Agricultural Training Program is important in their understanding of our economic structure. Most of the commodities mentioned in the questions are imported by the United States.

Presenting the questions on the Cultural Information test in the order of the per cents of trainees answering them correctly when they first took the test and also presenting the information about which they knew the least in the same manner was felt justified for several reasons. Since the same types of questions were missed by the trainees taking the re-test, it is easy to determine the trainees'

familiarity with certain phases of the United States in relation to those aspects about which they knew little or nothing.

If a training program were set up in the United States to familiarize foreign students with our culture, areas which were not emphasized in the trainees' country might be stressed in the information given here. For example, the trainees demonstrated that they knew little about the economic relationships between Latin America and the United States whereas they knew more about the historical background of the United States. Both factors are important in their understanding of our culture but the Agricultural Training Program would be more meaningful to the trainees if they had a better background for its economic relationship to their own country.

The fact that the trainees knew more about our history, location of important landmarks and names of prominent individuals than they did about the "Reader's Guide", size of cities and types and amounts of Latin American exports to the United States logically follows their listing of motion pictures as one of their most important sources of information about the United States. Motion pictures and newsreels from this country would much more likely give some mention to "Lindberg", "Thomas Edison" or "Joe Louis" than to "an index of American and Canadian periodicals" or to the "percent of wool exported from Argentina".

Using the Rank Difference method, a correlation of +.77 was found between the results of the Cultural Information test taken by the trainees on their arrival in the United States and the number of years of education in school reported by the trainees. The probable

error for this correlation is .038137 which indicates that the correspondence found may be considered reliable. The high degree of relationship found between the Cultural Information test scores and the education of the trainees could be expected as they listed "teachers" as their most important individual source of information about the United States originating in Latin America.

A correlation of .59 was found between the initial scores received by the trainees on the Columbia Vocabulary Test and the first scores received on the Cultural Information test. The probable error for this correlation is .061083. This relationship might be interpreted in two ways. The first assumption could be that the trainees, in learning the English language, gained a certain amount of knowledge concerning the United States. The obverse of this could be that in gaining information about the United States the trainees improved their vocabulary. No doubt each factor influenced the other.

The Agricultural Trainees taking the Cultural Information test upon their arrival in the United States made an average score of 45.1 out of a possible 98 correct answers. Their scores ranged from 13 to 75. On taking the test a second time the average number right was 56.9 with scores ranging from 21 to 80. Only one trainee made a slightly lower score on the re-test. This same trainee also received a lower score the second time he took the Columbia Vocabulary Test.

The per cents of improvement received by the trainees ranged from 0 to 107. Only one trainee received over 100 per cent improvement and it was the same student who made the most improvement on

the Columbia Vocabulary Test. The average per cent of improvement received by the Agricultural Trainees taking both the initial and re-tests on Cultural Information was 32 per cent. The trainees improved more on this test after a year of study in the United States than they did on the Michigan Examination in Grammar. However, they increased their English vocabulary more than the improvement made in knowledge of the United States.

Table VII gives the individual scores and per cents of improvement received by the Agricultural Trainees on the Cultural Information tests. The accompanying test indicates the scope and difficulty of the questions asked. The questions included in the test and not mentioned in the preceding analysis are ones which more than one-third but less than two-thirds of the trainees answered correctly.

TABLE VII. SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES ON THE CULTURAL INFORMATION TESTS

Name	Test I	Test II	% of Improvement
Inter-American Affairs Group:			
1. Almeida, Alberto	33	42	27
2. Alves, Francisco T.	37	37	0
3. Araque, Felix E.	35	52	48
4. Bastos, Gebert N.	30	59	96
5. Capobianco, Angel	35	48	31
6. Carvajal, Ana	29	42	44
7. Carvalho, Jefferson	35	55	57
8. Castillo, Pedro M.	45	64	42
9. Dantas, Belisario M.	13	21	61
10. Domingues, Octavio	54	68	25
11. Fernandes, Demostenes	21	28	33
12. Gomes, Gilda	63	73	15
13. Marquina, Elda	36	49	36
14. Martinez, Antonio	57	68	19
15. Matos, Osias	38	55	44
16. de Melo, Joao Mendez	43	66	53
17. de Moraes, Gilton P.	53	57	7
18. Nascimento, Julio	**	62	--
19. Padilla, C.	69	76	10

**Not Taken

TABLE VII...SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES ON THE CULTURAL INFORMATION TESTS (Cont.)

	Name	Test I	Test II	% of Improvement
Inter-American Affairs Group: (Cont.)				
20.	Pellegrino, Domingo	49	**	--
21.	Perez, Mario Jose	43	54	25
22.	Pinto, Eudes S. L.	34	65	91
23.	Ramirez, Ramon	58	64	10
24.	Riker, Jose J.	31	38	22
25.	Rodriguez, Adela	19	23	21
26.	Sanchez, Luis R.	27	44	62
27.	dos Santos, Carlos P.	51	49	-4
28.	Silveira, Raimundo	**	45	--
29.	Smith, Amelio	25	37	48
30.	Teixeira, Mario D.	**	46	--
31.	Teixeira, Mario V.	40	60	50
32.	Uzcategui, Luz	15	23	53
33.	Vitarelli, Alylio	21	38	80
34.	Vivas, Miguel A.	40	44	10
Soil Conservation Service Group:				
1.	de Armero, Luis O.	66	76	15
2.	Cestero, Miguel A.	51	64	25
3.	Chavez, Manuel Jose	55	75	36

**Not Taken

TABLE VII...SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES ON THE CULTURAL INFORMATION TESTS (Cont.)

Name	Test I	Test II	% of Improvement
Soil Conservation Service Group:(Cont.)			
4. Diaz, Carlos	53	61	15
5. Herrera, Cesar H.	40	54	35
6. Leon, Jorge	71	73	2
7. Llerena L., David	59	69	17
8. Navarro S., Jose	55	63	14
9. Ramirez, Guillermo	50	65	30
10. Vega, J. Victor M.	41	52	26
Bureau of Agricultural Economics:			
1. Avendano Portius, Jorge	67	76	13
2. Baca Aguinaga, Victor F.	41	48	17
3. Boucard, Adrien Louis	56	61	8
4. Calzada B., Jose	30	47	58
5. Carvajal M., Vicente	75	80	6
6. Chaverri Rodriguez, Jose	53	65	22
7. Lozano, Porfirio	28	58	107
8. de Miranda, Roberto M.	59	76	28
9. Polo Celis, Jorge V.	65	68	4
Extension Service Group:			
1. Chaparro G., Alvaro	47	62	31
2. Conte, Rodini M.	54	61	12
3. Diaz, Guillermo R.	66	79	19

TABLE VII...SCORES AND PER CENTS OF IMPROVEMENT RECEIVED BY THE AGRICULTURAL TRAINEES ON THE CULTURAL INFORMATION TESTS (Cont.)

Name	Test I	Test II	% of Improvement
Extension Service Group: (Cont.)			
4. Frias, Hernan	57	73	28
5. Nicolas, Babriel	49	60	22
6. Penate, Antonio	52	65	25
7. Ruiz, Cristobal	49	56	14
8. Sevilla, Juan	51	65	29
9. Zuloaga, Jorge	45	63	42
Agricultural Research Administration:			
1. Siqueira, Francisco P.	44	66	50

32 is the average per cent of improvement received by the Agricultural Trainees taking both the initial and re-tests on Cultural Information.

[illegible]

1. [illegible] 2. [illegible] 3. [illegible] 4. [illegible] 5. [illegible]

[illegible]

1. [illegible] 2. [illegible] 3. [illegible]

4. [illegible] 5. [illegible]

The [illegible] of [illegible] in [illegible] American [illegible] is [illegible] in comparison with the majority in [illegible].

1. [illegible] 2. [illegible] 3. [illegible] 4. [illegible] 5. [illegible]

The [illegible] [illegible] for the [illegible] is [illegible].

1. [illegible] 2. [illegible] 3. [illegible] 4. [illegible]

The [illegible] of [illegible] is [illegible].

1. [illegible] 2. [illegible] 3. [illegible] 4. [illegible]

The number of states in the United States is [illegible].

1. 13 2. [illegible] 3. 43 4. [illegible]

Independence Day is celebrated in the U.S. on [illegible].

1. [illegible] 2. July 4 3. [illegible] 4. December 25

The largest state in the U.S. is [illegible].

1. Florida 2. [illegible] 3. [illegible] 4. [illegible]

The smallest state in the U.S. is [illegible].

1. Illinois 2. [illegible] 3. [illegible] 4. Washington

The [illegible] of [illegible] is [illegible].

1. [illegible] 2. New York 3. [illegible] 4. [illegible]

The population of [illegible] is approximately [illegible].

1. [illegible] 2. [illegible] 3. [illegible] 4. [illegible]

[illegible] approximately what percentage of the U.S. population [illegible].

1. [illegible] 2. [illegible] 3. [illegible] 4. [illegible]

A [illegible] is found in the [illegible] [illegible].

1. [illegible] 2. [illegible] 3. [illegible] 4. [illegible]

A North American child gets his surname from his:

1. Mother 2. Father 3. Both Father and Mother 4. Godparents

A child's elementary and secondary schooling in the United States normally takes:

1. 8 years 2. 10 years 3. 12 years 4. 15 years

An official language in one of the U.S.A. states:

1. French 2. Indian 3. Italian 4. Spanish

Mardi Gras is a major celebration:

1. Louisiana 2. Maine 3. New Mexico 4. Oregon

The Commander and Chief of the Army and Navy is:

1. The Secretary of War 2. The President of the U.S.

3. The Speaker of the House of Representatives 4. The Secretary of the Navy

The chief executive of each state is a:

1. President 2. Mayor 3. Governor 4. City council

The Reader's Guide is:

1. a digest of best sellers 2. an index to American and Canadian periodicals 3. a list of circulation figures for magazines

4. a list of books published in various subjects

An American humorous writer of note was:

1. Mark Twain 2. Sinclair Lewis

3. Nathaniel Hawthorne 4. Mary Roberts Rinehart

"Britannica" refers to a:

1. newspaper 2. monthly magazine

3. news weekly 4. encyclopedia

Burroughs is a kind of:

1. adding machine 2. typewriter

3. phonograph 4. radio

The term of office of a United States Senator is:

1. two years 2. life 3. six years 4. four years

[illegible]

1. [illegible] 2. [illegible]

3. [illegible] 4. [illegible]

[illegible] The United States is now classified as a [illegible] with a population of:

1. [illegible] 2. [illegible]

3. [illegible] 4. [illegible]

[illegible] baseball, the player who has hit a home run is:

1. "[illegible]" 2. "[illegible]" 3. "[illegible]" 4. "[illegible]"

[illegible] The man who [illegible] a ball is fair or not is called:

1. "Baseman" 2. "Umpire" 3. "Pitcher" 4. "Scorekeeper"

[illegible] The number of players in a football team is:

1. nine 2. [illegible] 3. eleven 4. [illegible]

[illegible] When a player carries the ball across the goal line, it is called a:

1. "Base" 2. [illegible] 3. "Goal" 4. "Touchdown"

[illegible] The famous aviator who first crossed the Atlantic ocean alone was:

1. Lindbergh 2. [illegible] 3. Doolittle 4. Wilson

[illegible] The two leading political parties in the United States are the:

1. [illegible] 2. Prohibition and [illegible]

3. [illegible] 4. Democrat and Republican

[illegible] The [illegible] of the [illegible] is:

1. [illegible] 2. [illegible]

3. political [illegible] 4. [illegible]

[illegible] In the present [illegible] United States than:

1. [illegible] 2. [illegible]

3. [illegible] 4. [illegible] on the [illegible] coast and [illegible] on the continent

[illegible] Before the war the greater portion of the Chinese and Japanese in the U. S. lived in the:

1. [illegible] 2. [illegible]

3. [illegible] 4. [illegible]

36. The people of Swedish, Norwegian and Danish origin in the U.S. are located chiefly in:

1. Minnesota, Wisconsin, North Dakota, South Dakota

2. Texas, Kansas, Oklahoma, Mississippi

3. New York, Vermont, New Jersey, Rhode Island

4. Washington, California and Utah

37. Reno, Nevada is well known for its:

1. density of population 2. production of fine wood

3. refusal in allowing divorces 4. laxity in allowing divorces

38. The unorganized workers in the U.S. consist largely of:

1. minors 2. barbers and printers

3. farmers and unskilled laborers 4. mechanics

39. The industry employing the largest number of children is:

1. mining 2. transportation 3. manufacturing 4. agriculture

40. Samuel Gompers was most famous as a:

1. labor leader 2. sweat shop inspector 3. strike breaker 4. scab

41. The principal source of income of radio broadcasting companies in the U.S. is:

1. subsidies from public funds 2. return on real estate

3. Interest on investments 4. payments for advertising by private companies

42. The Boston Tea Party was:

1. formal reception given the new governor sent over by George III to rule the colonies

2. group of American colonists dressed as Indians who threw the tea sent over by England into the sea as a protest against the tax

3. company formed to import tea and spices directly from China instead of from England

4. Group who opposed Roosevelt

43. The Monroe Doctrine is:

1. a law, passed by congress during Monroe's administration, stating in substance that the American continents are not open for future colonization by European nations and that any attempt at colonization or re-colonization between new free states will be considered an unfriendly act

[illegible] not a [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] by President [illegible] [illegible] [illegible] to Congress

3. a theoretical form of government proposed by Hamilton but rejected by congress because of its being unconstitutional

4. an act which prohibits U.S. from sending soldiers to Europe

44. A State noted for its petroleum is:

1. Texas 2. Massachusetts 3. Vermont 4. Illinois

45. Which state is nearest the scenes of the American Revolution?

1. New Jersey 2. New Mexico 3. California 4. Wisconsin

46. Which part of the U.S. has the most tenant farmers or share-croppers:

1. North 2. West 3. New England 4. South

47. In which of these states do we find the greatest forests.

1. Oregon 2. North Dakota 3. Nevada 4. Kansas

48. The greatest clothing industry in the U.S. centers in:

1. Pittsburgh 2. New York 3. Los Angeles 4. Chicago

49. Chicago's most prominent manufacturing industry is:

1. iron and steel 2. clothing 3. refining 4. meat packing

50. The tire industry in the U.S. centers in:

1. Detroit, Michigan 2. Mohawk Valley, New York

3. Akron, Ohio 4. Gary, Indiana

51. Most of the County Agricultural Agents who are serving the North American farmer were:

1. reared in large cities of over 10,000 population

2. in places of from 2,500 to 10,000 inhabitants

3. small villages 4. on farms

52. In the U.S.A. the churches:

1. partially supported by taxation

2. receive tax [illegible] which [illegible] from the government

3. pay taxes to support the [illegible] government

4. [illegible] to support local government

In most public schools in U.S.A.:

1. among the younger students, girls and boys study in different classrooms
2. all girls and boys study in different classrooms
3. among the older students, girls and boys study in different classrooms
4. girls and boys sit in the classroom together

Most public libraries in U.S.A.:

1. loan most books for a limited time free of charge
2. sell books
3. require a deposit before loaning books
4. loan most books for a rental fee

When a passenger in the U.S.A. purchases a round-trip railroad ticket and travels only one way:

1. the passenger may receive a cash refund for the unused portion if returned to the issuing company while still valid
2. can receive only credit for the value of the unused portion on another ticket for future travel
4. can legally sell it to a friend

A gentleman accompanying a lady on the street in the U.S.A. should walk:

1. to her left
2. to her right
3. on the side nearest the curb
4. on the side farthest over from the curb

In the U.S.A. at Christmas time, people:

1. put decorated pine trees in their houses
2. hang up shoes on the fireplace
3. hang up paste with strings tied around the bottoms of the cuffs
4. pour hot maple syrup on snow

An adult North American son in leaving home on a vacation or to be absent a lengthy, generally in departing from his father usually:

1. embraces him
2. kisses him
3. shake his hand
4. leave with no physical contact

North American girl in leaving home to travel or departing from her father would generally:

1. kiss her
2. shake his hand
3. leave with no physical contact
4. [illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]

3. [illegible]

[illegible] determined [illegible]

1. state [illegible]

3. [illegible]

[illegible] present [illegible]

1. Claude [illegible]

3. Marvin Jones [illegible]

An outstanding educational leader of the negro race was:

1. Jacob Riis [illegible]

3. Booker T. Washington [illegible]

The most common political subdivision of the state is:

1. precinct 2. ward 3. county 4. parish

U. S. Census is taken every:

1. year 2. five years 3. ten years 4. fifteen years

The largest national park in the United States is:

1. Jackson 2. Central 3. Yellowstone 4. Mine [illegible]

The conductor of the Boston Symphony Orchestra:

1. Frederick Stock 2. Arturo Toscanini

3. John Barbirolli 4. Serge Koussevitzky

An outstanding American violinist is:

1. Lawrence Tibbett 2. Jose Iturbi 3. Albert Spalding 4. [illegible]

The American Youth Symphony which toured Latin America was directed by:

1. Toscanini 2. [illegible] 3. [illegible] 4. [illegible]

[illegible]

1. Italy [illegible] 2. [illegible] 3. [illegible] 4. [illegible]

7. A well known American composer is:

1. Shostakovich 2. Pablo Casals 3. Paul Hindemith 4. Leonard Bernstein

8. Benjamin Franklin is best known for his:

1. defense of Puritanism 2. devotion to the Protestant [illegible]

3. philosophy of the practical and useful

4. neglect of the material in search of the spiritual

9. Much of the Western half of the territory now [illegible] by the U.S. was gained by means of the:

1. Revolutionary War 2. Civil War

3. Louisiana purchase 4. [illegible]

10. The wars of independence of the Latin American nations that are most closely comparable, in the history of the U.S.A., are:

1. Shay's Rebellion 2. The Revolutionary War

3. The Civil War 4. The War of 1812

11. Emancipation of the Negro slaves was the result of:

1. Revolutionary War 2. The Declaration of Independence

3. Mechanization of American agriculture 4. The Civil War

12. A U.S.A. protectorate over the Philippine Islands, having far-reaching consequences, was established as a result of:

1. The Boxer Rebellion 2. The Spanish American War

3. Allied victory in the First World War 4. The Philippine Revolution

13. One of the states in the U.S.A. which, prior to its incorporation, was an independent power, was:

1. Washington 2. Virginia 3. Illinois 4. Texas

14. The person who best symbolizes inventive genius to the American:

1. Orville Wright 2. Goodyear

3. Benjamin Franklin 4. Thomas Edison

15. In the thinking of North Americans, the name of Henry Ford is inseparable from the idea of:

1. mass production 2. [illegible] for the minority groups

3. [illegible] 4. [illegible]

[illegible]

1. Italy [illegible] 2. [illegible] 3. [illegible] 4. [illegible]

A well known American [illegible]

1. Shostakovich 2. [illegible] 3. [illegible] 4. [illegible]

Benjamin Franklin is best known for his:

1. defense of Puritanism 2. devotion to the [illegible]

3. philosophy of the practical and useful

4. neglect of the material in search of the spiritual

Much of the Western half of the territory now [illegible] by the U.S. was gained by means of the:

1. Revolutionary War 2. Civil War

3. Louisiana purchase 4. Missouri Compromise

The wars of independence of the Latin American countries are quite closely comparable, in the history of the U.S.A., to:

1. Shay's Rebellion 2. The Revolutionary War

3. The Civil War 4. The War of 1812

Emancipation of the Negro slaves was one result of:

1. Revolutionary War 2. The Declaration of Independence

3. Mechanization of American Agriculture 4. The Civil War

A U.S.A. protectorate over the Philippine Islands, having far-reaching consequences, was established as a result of:

1. The Boxer Rebellion 2. The Spanish-American War

3. Allied victory in the Great World War 4. The Philippine Revolution

One of the states in the U.S.A., which, prior to its incorporation, was an independent power, was:

1. Washington 2. Virginia 3. Florida 4. Texas

The person who best symbolizes inventive genius to the American:

1. Orville Wright 2. Goodyear

3. Benjamin Franklin 4. Thomas Edison

In the thinking of North Americans, the name of Henry Ford is inseparable from the idea of:

1. Mass production 2. Equality for the minority groups

3. [illegible] 4. [illegible]

[illegible] Two organizations in the [illegible]

1. John J. Pershing 2. [illegible]

3. Daniel Drewsen 4. [illegible]

[illegible] The farm production area which is most densely populated, [illegible] U.S.A. is the:

1. Cotton belt 2. [illegible]

3. Dairying Area 4. [illegible]

[illegible] The largest river system in the U.S.A. is the:

1. Colorado 2. Columbia 3. Rio Grande 4. [illegible]

[illegible] Located at Rochester, Minnesota, is one of the U.S.A.'s most important medical centers:

1. The Johns Hopkins Medical School 2. The Mayo Clinic

3. Dr. Brinkley's Sanatorium 4. The National Charity Hospital

[illegible] Among the following colleges and universities, the only one which would not be regarded as among the leading institutions in the country would be:

1. University of Chicago 2. College of the Ozarks

3. Princeton 4. University of [illegible]

[illegible] North Americans are particularly impressed with the fact that the U.S.A. shares borders that it has:

1. A separation of two different cultures 2. [illegible]

3. Unfortified 4. Partly irregular, and partly [illegible]

[illegible] The one state among the following which does not border Mexico is:

1. Texas 2. New Mexico 3. Arizona 4. California

[illegible] The present heavy weight champion boxer of the U.S.A. is:

1. Jack Dempsey 2. Max Schmeling 3. John L. Lewis 4. [illegible]

[illegible] Babe Ruth is best known to people in the U.S.A. as:

1. As a child prodigy 2. As a famous child [illegible]

3. As a baseball player 4. As an actor

[illegible] The two leading labor organizations in the U.S.A. are:

1. A. F. of L. and C.I.O. 2. [illegible]

3. [illegible] and U.M.W. 4. F.B.I. and [illegible]

[illegible]

List in order of importance the three [illegible] by the way, [illegible] in your country?

1.

2.

3.

List in order of importance three [illegible] which are not yet [illegible] in your country, but which would be most [illegible]:

1. 2. 3.

4. 5. 6.

[illegible] have listed [illegible]

1. 2. 3.

4. 5. 6.

List in order of importance [illegible] over, you would like to see [illegible]:

1.

2.

3.

[illegible]

CHAPTER V

CHANGES IN ATTITUDES AND OPINIONS OF THE LATIN AMERICAN AGRICULTURAL TRAINEES RESULTING IN A YEAR'S TRAINING IN THE UNITED STATES

The first type of data to be analyzed in this discussion of the trainees' attitudes and opinions at the time of their arrival and after being in this country for a year is based on their expressions concerning similarities and differences which they felt existed between their own country and the United States. There is no demonstrably correct answer or an objective way of determining a valid answer for these items but in most cases there is substantial agreement among informed observers as to what constitutes an informed or erroneous opinion.

The literature on Latin America by North Americans and on North America by Latin Americans was searched for expressions of difference in culture which might be used as items in the instruments designed to permit expression of opinions and attitudes. Also the verbal expressions of persons who, because of travel and experience, were in a position to know the difference in the cultures as well as the stereotypes of one group concerning the other were used in developing the instruments. The items were classified as pertaining to the marital, familial, economic, educational, recreational, religious, scientific and governmental institutions as discussed by Panunzio.[8]

These "attitude" and "opinion" forms were presented to the trainees in their own language so that any handicap in this field would

[8]Panunzio, C., Major Social Institutions, Macmillan Co., New York, 1939.

not effect their ability to accurately express their true feelings. Altogether, 96 items were included on the similarity and difference form. Regarding each item the trainee checked one of three columns to show whether, in his opinion, the item in question was more typical of his own country, more typical of the United States, or there was no difference between his own country and the U.S.A. If he checked either "U.S.A" or his "own country" he was asked further to check whether the item was slightly, moderately, or much more characteristic of the country checked. The trainees were asked to indicate the degree of difference they thought existed between the two countries even in the cases where they did not feel very fully informed. The following analysis of items demonstrates the trainees' ideas concerning similarities and differences existing between their own country and the United States when they first arrived in this country. These expressions will also be compared with the changes in the trainees' opinions after their years training in the United States.

The first types of responses to be discussed are those regarding which substantial majorities of the trainees indicated that, in their opinion, the item was more characteristic of their own country than of the United States. On first taking the test at the time of their arrival, 26 of the 59 trainees answering the question felt that "respect of children for their parents" was more characteristic of their own country, 3 thought that it was slightly more typical of the U.S.A. and 30 registered no difference. A year later 36 of the 62 trainees checking the item thought the situation was more typical of their own country, 23 thought there was no difference,

and 3 still thought it was more typical of the U.S.A. Concerning the "tendency to emphasize the importance of the family as a social unit", 32 of the trainees answering the item the first time felt it was more typical of their country, 9 considered it more typical of our country, and 19 registered no difference. A year later 35 of the 61 trainees responding to the item felt it more typical of their country, 5 listed the U.S.A., and 21 reported no difference. From these items it is seen that the trainees, in visiting in the United States and living with farm families, were not favorably impressed with the family relationships found in their contacts in the United States. In this connection, 24 of the trainees taking the first test thought the "inability to prepare appetizing meals" more characteristic of their own country, 10 said that it was more typical of our country, and 29 felt that there was no difference. After they had eaten here for a year, 16 said that the fault was more typical of their own country, 18 now claimed it for the U. S. A., and 28 registered no difference.

Concerning what the Latin Americans thought about United States women, when they first arrived 55 thought the "chaperonage of young women" more typical of their country, 2 said that it was more typical of the United States, and 4 registered no difference. A year later 62 trainees claimed the practice for their own country while only 1 said that it was more predominant in the United States. At first, 33 of the trainees thought the "tendency of young men to talk about women" was more frequent in their country, 19 gave the practice to the two countries. Later, 24 claimed the habit for their country, 22 felt it more typical of our country, and 17 could see no difference.

On the item of "morality of women", at first, 26 trainees gave credit to Latin American women, 27 said that there was no difference, and 3 claimed the situation for United States women. A year later 38 trainees thought that the "morality of women" was more typical of their own country, 2 checked the United States, and 17 still registered no difference. The "respect for sanctity of marriage" was claimed by 35 trainees for their own country on their arrival and by 45 trainees after they had been here for a year. 8 checked the United States at first and only 4 gave credit to this country on the second test.

"Personal giving to unfortunates" was said to be more typical of Latin America by 44 trainees on their arrival and by 40 trainees a year later. 1 trainee claimed the item for the United States at first and 7 gave credit to this country a year later. On the "tendency to deal with problems philosophically", 28 listed their own country at first and 35 thought it more characteristic a year later. 13 trainees, at first, gave credit to the United States while only 9 placed our country in this category a year later. The rest of the 63 trainees, in both cases, felt that there was no difference. The "tendency to be typically lacking in good taste" was attributed to Latin America by 20 students at first and by 13 a year later. 8 trainees claimed the fault for the United States on their arrival while 19 thought it more typical after they had been here a year. The rest could see no difference between the two countries. At first, 43 trainees thought that Latin America had a "higher valuation of hospitality than business" and 8 thought that the United States did. Later, 5 trainees checked the United States while 48 felt the practice

more typical of their own country. The rest of the 63 trainees could see no difference. The "tendency to acquire social position through inheritance" was thought to be more typical of Latin America by 45 of the trainees at first and by only 34 a year later. "Equality of treatment between negroes and whites" was a situation considered more typical of Latin America by 50 of the trainees on their arrival and by 57 a year later. However, the "tendency to emphasize class distinctions" was felt by 28 trainees, on their arrival here, to be stressed more in their own country. A year later 36 trainees expressed this same opinion. 19 students, at first, considered it a situation more typical of the United States while only 9 had this feeling after they had lived here a year. The "tendency to be revoltingly informal" was checked by 32 trainees for their own country upon their arrival while 20 placed their country in this in this category a year later. Only 2 trainees considered our country in this light when they arrived while 8 checked the United States after they had been exposed to our customs. The rest of the trainees could see no difference between the two countries. The "tendency to consume alcoholic drinks" was considered predominant in Latin America by 28 trainees on their arrival here but by only 15 a year later. The majority of the trainees felt that there was no difference. 19 trainees thought that their country had a greater "tendency of government to be plutocratic" when they came to Washington and 28 expressed this opinion a year later. 24 Latin Americans thought that their country demonstrated a greater "appreciation of European contributions

to civilization" when they arrived while 34 attributed this item to their country a year later. Upon their arrival, 29 trainees considered the "tendency to venerate things spiritual" as more characteristic of Latin Americans. A year later, 41 trainees thought that this was more characteristic of the people of their own country.

In this study of the similarities and differences that the Latin American Agricultural Trainees felt existed between their country and the United States, several more items were considered much more typical of Latin America. However, on these points the trainees registered little or no change of opinions from the time when they first arrived in the United States and after they had completed their year of study here. These statements felt to be much more typical of Latin America include: "indulgence in the sport of cock-fighting", "taking chances in the lottery", "the observance of religious holidays", "lack of etiquette", "tendency to value punctuality too little", "tendency to be lacking in ambition", "tendency of the poorest families to possess no education", "tendency of the lower class to be characterized by miserable conditions", "tendency for politics to be corrupt", and "tendency for the country and city people to be very different".

The following items were considered somewhat more characteristic of Latin America and there were little or no changes in opinions concerning them after the year's training: "tendency of government officials to accept bribes", "emphasis of uncritical memorizing in popular education", "tendency of the illegitimacy rate to be high",

"hampering of the development of popular education by church influences", "tendency to be very idealistic", and "production of literary genius".

The next group of responses to be discussed in this analysis of the trainees' opinions concerning similarities and differences existing between their country and ours will be those items thought to be more typical of the United States and about which the students registered certain changes of opinion after their year in this country.

33 of the trainees considered the "ability to relax" more typical of the United States when they first came here while 26 registered this trait for our country a year later. 16 claimed it to be a characteristic of their country at first while 23 checked their own country a year later. The rest of the trainees felt that there was no difference between the two countries. 41 of the trainees felt that "emphasis on fair play and sportsmanship" more a trait of our country upon their arrival while 46 gave us credit for it a a year later. 4 trainees checked their country on this point at first and 2 still had this feeling a year later. 32 said that the "tendency to place a high value on honesty" was more a part of our culture when they came with 5 claiming the trait for their own country. Later 38 placed the United States in this category with the same number still checking their own countries. The rest of the trainees could see no difference. The "tendency to be cleanly" was first checked for our country by 33 trainees with only 5 attributing it to Latin America. Later only 19 thought the trait more typical of this country and 14 claimed it for their own country.

The rest of the trainees thought that our countries rated the same.

"Glorification of the cult of science among all classes" was considered more characteristic of the United States by 43 trainees at first and by 39 a year later. "The tendency of science to deal with practical problems" was attributed to our country by 49 trainees on the initial test and by 56 after they had lived here a year. The rest of the 63 included in this study claimed that there was no difference. 30 trainees felt that the United States had more of a "tendency to be very materialistic" when they arrived while 44 of the group felt the same way a year later. 57 attributed "proficiency at handling machinery" to the U.S.A. at first with 53 checking this column after their agricultural training here. The "tendency to be imperialistic" was thought to be more typical of the U.S.A. by 26 trainees when they came and by 33 trainees after their stay here. 7 trainees thought the practice more typical of their country at first with 5 still feeling this way later. The rest could see no difference between the United States and Latin America. The "tendency of education to emphasize what is essential to making a living" was considered more typical of the United States by 33 trainees when they arrived and by 51 trainees after they had actual experience in the situation.

The "skillfulness of dentists" was thought to be more characteristic in the U.S.A. when the trainees first came by 35 while only 1 trainee stood by his own dentist. Later a few had changed their opinions as only 26 claimed our dentists to be better. The 1 trainee still liked his own and the rest "felt" no difference.

In contrast to the "respect of children for their parents" thought to be more typical in Latin America, 30 trainees, at first, claimed that the "tendency of children to be well behaved" was more typical of our country with only 5 checking their country. Later, 24 trainees still complimented United States children while 10 decided that the situation was more typical in Latin America. The rest could not see any difference between the situation in the two countries. The "tendency to be law-abiding" was thought to be more characteristic of the United States by 30 trainees at first and by 36 a year later. 5 thought this point to be more typical of their own citizens at first and 4 still felt this way a year later. The rest claimed that they had not noticed any difference.

"Preciseness in expression" was another factor attributed to the United States by 47 trainees at first and later by 38. The "importance of energy and ability in achieving high social position" was claimed for the United States by 39 trainees on their arrival and later 35. 31 trainees regarded the "punctiliousness in observance of amenities" more typical of the U.S.A. when they arrived here as compared to the 11 who thought it more typical of Latin Americans. Later 25 still checked our country and 18 had decided the practice was more in evidence in their country.

The "tendency for religious organizations to foster development of democratic political institutions" was first felt to be more the situation in the United States by 33 trainees. Later 46 were of this opinion. When first coming to the United States, 17 trainees thought that the "tendency of dominant religions to encourage critical thinking among the common people" was more typical of Latin America and the

same number registered the feeling concerning our country. A year later 38 trainees thought the tendency more a part of our religion while 14 still felt it more typical of their dominant religion. 20 trainees claimed the United States' people had more of a "tendency to be lacking in spirituality" when first taking the test compared with the 10 who claimed it for their own people. Later, 30 placed us in this category compared with the 6 who still thought it more characteristic of Latin Americans. "Lack of appreciation for poetry" was also claimed for us by 30 trainees at first and later by 34.

Upon their arrival, 53 trainees thought the "degree of sexual freedom of women before marriage" to be more typical of the U.S.A. as compared to the 4 who thought it more characteristic of their culture. After they had lived here a year, 62 of the 63 trainees included in this study claimed the situation to be more a part of our country. The remaining trainee claimed there was no difference. At first, 55 traineed linked the United States with "ease of obtaining divorces" while 61 placed our country in this category a year later. The "tendency of women to show masculine traits" was felt to be more typical of the United States' women by 49 trainees on their arrival and ny 57 after they had been here a year. Regardless of these points, "greater happiness on the part of women" was considered more typical in the United States by 22 trainees when they first came here and by 25 trainees after they had lived here a year. This is compared to the 13 trainees who considered Latin American women happier when they took the initial test and the 15 who later

held this opinion. The rest of the trainees could not discriminate between the situations in the two countries.

The following items include those which the trainees considered much more typical of the United States and about which there were little or no changes in opinion after the year's training in this country: "tendency to place high valuation on efficiency", "the practice of chewing gum", "tendency to educate boys and girls in the same classrooms", "devotion to the game of baseball", "emphasis of original thinking in popular education", "tendency to regard practical utility as highest criterion of value", "tendency to be sharply aware of time", "worship of speed", "tendency to recognize the dignity of labor", "freedom of women", "tendency to deal with problems scientifically", "tendency to consume soft drinks", and "tendency to contribute materially to the body of science".

The points which were considered somewhat more typical of the United States by the Latin Americans and concerning which little or no changes were registered include the following: "great importance of the middle class", "tendency of newspapers to publicize exceptional events", "tendency to be intellectually realistic", "typical optimistic expectation of self-improvement", "tendency of political reality to conform to constitutional prescription", "tendency of dominant religion to be concerned with solution of serious social problems", "tendency to be typically amiable", and "high valuation of premarital continence for men".

Several of the items included in the form seeking similarities and differences felt by the trainees showed no clear-cut majorities

of opinion. Expressions of this type include the following: "love of the beautiful", "tendency of brutality to characterize sports", "tendency to display insatiable curiosity", "tendency to smug self-satisfaction with own cultures", "tendency of popular music to be disgusting", "tendency to treat foreigners rudely", "tendency to be typically lacking in politeness", "tendency of businessmen to be lacking in cultural refinement", and "lack of courtesy by men toward women".

In listing the similarities and differences which the Latin American students felt existed between their countries and the United States, it was interesting to note that most of the opinions expressed by the trainees conformed to some extent, at least, with what informed observers have written regarding comparisons of Latin American and United States cultures. The divergent answers found on some of the items could be expected as eleven different Latin American countries were represented in the study and many of the customs of these countries differ widely. However, a few items including "greater happiness on the part of women" and "punctiliousness in observance of amenities" claimed to be more typical of the United States and "tendency to be revoltingly informal" attributed to Latin America do not correspond to what many individuals have written concerning the situation in these respective countries.

A second opinion form, given to the agricultural trainees, included eleven statements based on the opinions and attitudes that the students had already expressed regarding certain differences

and similarities between their country and the United States. This type of form called for the respondent to record his degree of agreement or disagreement in three stages with the statement made, that is, "little", "somewhat", or "much".

Concerning the statement that "North Americans who visit us without knowing our language cannot understand our culture", 32 trainees agreed, 11 disagreed, and 10 did not have any opinion or did not respond when taking the initial group of tests upon their arrival in this country. A year later, 48 trainees agreed with the statement, 11 still disagreed, and 5 had no opinion or did not respond.

When first taking the test, 22 trainees agreed that "In general, Latin Americans look upon North Americans with suspicion", 30 disagreed, and 11 had no opinion or did not respond. Later, 28 agreed with this point, the 30 still disagreed, 4 had no opinion, and 1 did not respond.

That "The American cultures of Iberian and Anglo-Saxon origin are basically different" was accepted by 33 trainees when they arrived and by 44 trainees after they had lived here a year. 8 disagreed with the statement at first while only 5 indicated this feeling later. The rest of the 63 trainees had no opinion or did not respond.

"North American motion pictures convey a distorted picture of life in the United States" according to 32 trainees when they arrived in our country. 17 disagreed with this statement and the rest did not respond or did not know. After the students had lived in our country for a year, 54 agreed with the statement while only 9 disagreed. The expressions of opinions on this subject are particularly

interesting since, despite the distortion trainees gave motion pictures, they were considered the most significant of their sources of information about the United States.

"Today the center of civilization is in the United States" was accepted by 48 trainees when they arrived and by 55 a year later. 4 disagreed with the statement at first and 3 still felt this way a year later. The rest did not express an opinion or did not respond.

27 trainees agreed with "I dislike the gum-chewing habit" when they came as compared with the 24 who agreed with the statement a year later. 19 disagreed with the statement at first and 21 disagreed a year later. A great number did not have any opinion on the habit.

"The present treatment which Anglo-Americans of the Southwest in the United States give to Spanish-Americans there operates against the 'Good Neighbor' policy". This statement was considered true by 12 trainees when they first came to the United States and later by 25 trainees. 10 trainees disagreed with the statement both times. The rest did not respond or did not have an opinion.

47 trainees agreed that "United States agricultural machinery is the best in the world" when they first came here and 49 expressed this opinion after they had been a part of the agricultural training program here. Five disagreed with the statement both times. The rest of the 63 did not commit themselves.

"Protestant propaganda from the United States is a menace to the usual faith of Latin America". This was considered true by 14 trainees at first and by 19 later. 32 disagreed with the statement

when they arrived and 33 decided it was not the case a year later. The rest of the 63 did not express themselves on the matter.

That "The general acceptance of Protestant Christianity would be a great misfortune for the Latin American countries" was agreed by 10 trainees at first and by 18 later. 26 disagreed with this statement at first as did 25 later. 7 did not respond on the first form and 20 had no opinion on the subject both times.

According to 33 trainees upon their arrival in this country, "My government, regardless of financial cost, should develop on the part of my country, the most complete possible economic self-sufficiency". 39 trainees agreed with this statement after their year's training here. 16 disagreed with the statement when the arrived as did 17 later. The rest of the 63 trainees did not respond or did not have an opinion on the subject.

The third type of responses included in this group consists of the trainees' expressions of attitude or preference. As in the case of the first list of opinion items, the trainees were asked to discriminate between the situation in their own country and in the U.S.A. In this instance, however, the problem was first to determine whether they preferred the situation in their own country or in the U.S.A. and, second, if they preferred the situation in one country or the other, whether their preferences were "slight", "moderate", or "much".

The first items to be listed are those concerning which a large majority of the trainees indicated a preference for the situation

in the United States and about which there was no significant change in their attitudes after they had lived in this country for a year. The item "tendency to value punctuality too little", was considered much more typical of Latin America but the trainees much preferred the situation in the United States. The following items were considered more typical of the United States and the situations in this country were much more preferred by the trainees: "great importance of the middle class", "importance of energy and ability in achieving high social position", "tendency to regard practical utility as highest criterion of value", "tendency to be sharply aware of time", "worship of speed", "tendency of education to emphasize what is essential to making a living", "tendency to recognize the dignity of labor", and "tendency to deal with problems scientifically".

The following items include those concerning which the trainees somewhat more preferred the situation in the United States but a few less trainees in each case preferred the situation our country after they had live here a year. These items concerning which the situation was slightly more preferred in the United States include: "personal giving to unfortunates", "tendency to deal with problems philosophically", "tendency of young men to talk about young women", "high valuation of pre-marital continence for men", "tendency to display insatiable curiosity", "tendency to acquire social position through inheritance", and "typical optimistic expectation of self-improvement".

Additional items concerning situations which were slightly more preferred in the United States by the trainees and which a few additional trainees preferred, in each case, after they had been here a year

include the following: "tendency to consume soft drinks", "tendency to emphasize class distinction", "tendency of dominant religion to encourage critical thinking among the common people", and "tendency of dominant religion to be concerned with solution of serious social problems".

Upon their arrival, 34 of the trainees preferred the situation in their own country concerning the "degree of sexual freedom of women before marriage" as compared to 14 who preferred the situation in the United States and 15 who stated no difference. After they had lived here a year, 41 trainees preferred the situation in their own country, 11 preferred it in ours and 10 checked no difference.

Concerning the "equality of treatment between negroes and whites" 37 trainees preferred the situation in Latin America when they arrived in the United States and after being here a year 56 preferred the situation in their own country. 9 preferred the situation in the United States upon their arrival while only 1 checked our country a year later.

Regarding "appreciation of European contributions to civilization", 14 trainees preferred the situation in their country and the same number preferred the situation in their country and the same number preferred the situation in our country when they took the initial group of tests. However, a year later, 27 preferred the situation in their country while only 10 preferred it in the United States. The rest of the trainees did not have any preference.

19 trainees, at first, and 24, later, preferred the situation in their country concerning the item of "lack of appreciation for

poetry". 10 preferred it in our country at first while 8 still expressed this attitude a year later. The rest of the 63 did not register any preferences.

Concerning the "higher valuation of hospitality than business", 28 trainees expressed an attitude of preference for the situation in the United States while 19 gave preference to the situation in their country when first filling out the form. Later, 17 preferred the condition here while 26 expressed a preference for their own country.

The situation involving the "tendency to be materialistic" at first was preferred in the United States by 14 trainees and in Latin America by 16 trainees. Later, 23 trainees preferred the situation in their own country while 11 favored our country. A great number did not have any preference oneway or the other.

Regarding the items of "tendency to consume alcoholic drinks" and "tendency to be very idealistic", the situations in the United States were slightly preferred by the trainees when they first arrived here. However, a year later, no clear-cut indications of preference could be determined for the situations in either Latin America or the United States.

The included samples of the attitude and opinion forms used in this study indicates how this group of 63 agricultural trainees from Latin America checked each item. The degree to which the expressed opinions were felt in each case is also tabulated.

As the Latin Americans' English language ability, knowledge and experience in the United States increased due to their year's

training here, certain of their opinions and attitudes towards the United States became more favorable while others were found to be less favorable. After they had lived in the midst of our culture for a year, the trainees demonstrated that they had less respect than when they arrived for some of the following aspects of our way of life. They were not favorable impressed by the lack of emphasis placed on the family as a social unit nor by the respect that United States' children show for their parents. Since family bonds have been considered closer, generally speaking, in our farm families than in our city families, it logically follows that the trainees' attitudes concerning this situation would have become even less favorable had they lived in cities during their entire stay in this country rather than with farm families.

The trainees also became less impressed by the freedom of United States women. The "morality of women" was considered much more typical of their own country after the trainees had been here a year and the situation regarding the "degree of sexual freedom of women before marriage" became even more preferable in Latin America. The trainees were not favorably impressed by the lack of "chaperonage of young women" seen in this country and their attitudes concerning our "respect for sanctity of marriage" and "ease of obtaining divorces" also became less favorable towards the United States after they had lived here a year.

The higher valuation that the people of the United States give to business over hospitality brought more unfavorable attitudes from the Latin Americans after they had been exposed to the situation. In this connection, they also became less impressed with

our "ability to relax".

After the trainees increased their English language ability and knowledge about the United States, they became less impressed by our "appreciation of European contributions to civilization" and our tendency not "to venerate things spiritual". They also expressed this same unfavorable attitude towards our "lack of appreciation for poetry". After seeing the situation here, the inequality "of treatment between negroes and whites" was considered even less desirable by the trainees.

Other attitudes towards the United States which the trainees demonstrated to be less favorable after their year's training here include our "tendency to be materialistic" as well as our "tendency to be imperialistic".

As the Latinos' knowledge and experience in the United States increased, certain of their attitudes and opinions towards this country became more favorable. The trainees became more impressed by our "emphasis on fair play and sportsmanship" and by our "tendency to place a high value on honesty". The same feelings were expressed concerning the "tendency to be law-abiding" found in our country.

Other factors which were preferred in the United States when the trainees arrived here and concerning which they had even more favorable attitudes after they had lived here and learned more about our country, include the following: "great importance of the middle class", "tendency of education to emphasize what is essential to making a living", "tendency to recognize the dignity of labor", and "tendency to deal with problems scientifically".

Other attitudes that improved with the students' stay in this country concerned the value we place on punctuality, less emphasis on class distinction than found in Latin America, the "tendency of dominant religion to encourage critical thinking among the common people", and the "tendency of dominant religion to be concerned with solution of serious social problems".

It was interesting to find that, after they had lived here a year, more trainees agreed with the statement that "North Americans who visit us without knowing our language cannot understand our culture". The trainees, no doubt, expressed this opinion because they felt that they understood the culture in the United States better after they had improved their English language ability.

Other interesting compliments given to the United States by the trainees after they had lived in this country were that more thought that "today the center of civilization is in the United States" and that "United States agricultural machinery is the best in the world".

However, after they had learned more about the situation, nearly twice as many trainees as at first expressed the feeling claimed that the treatment of the Spanish Americans in the Southwest of the United States by the Anglo-Americans operated against the "Good Neighbor" policy. This unfavorable opinion resulting from the trainees' experiences here could not be considered a positive aid in developing inter-American understanding and cooperation.

Also, more trainees later felt that "My government, regardless of financial cost, should develop on the part of my country,

the most complete possible economic self-sufficiency". This opinion could be considered an unfavorable result of their training here for most economists believe that greater economic interdependence between the United States and Latin America would be mutually advantageous.

INTRODUCTION

From your reading, contacts and experience you will have certain conceptions about the similarities and differences between your own country and the United States of America. The following items offer you the opportunity to register your opinions concerning similarities and differences between your country and the United States. Much has been written about such comparisons but there has been no attempt to have trained scientists such as yourselves express themselves about these comparisons. Please register your true opinion on these matters. Even in those cases where you do not feel very fully informed, be sure to indicate the degree of difference you think exist between the two countries.

Expression of your OPINION

ITEM Test VIII: English Translation: Trainees' Responses Upon Arrival In United States	A. Check one of these three columns Is the item MORE TYPICAL OF your country or MORE TYPICAL of the U.S.A., or is there no difference?			B. Check one of these three columns HOW MUCH MORE TYPICAL of the country you checked than of the other country is the item?			No response
	Your country	U.S.A.	no difference*	Slightly more typical	Moderately more typical	Much more Typical	
1. Respect of children for their parents	26	3	30	16 3	8	2	4
2. Ability to relax	16	33	10	7 3	5 19	4 11	4
3. Tendency to emphasize the importance of the family as a social unit	32	9	19	9 4	16 4	7 1	3
4. Emphasis on fair play and sportsmanship	4	41	18	3 13	15	1 13	0
5. Tendency to place high valuation on efficiency	2	53	5	1 8	18	1 27	3
6. Indulgence in the sport of cock-fighting	46	5	7	7 2	14 1	25 2	5
7. Taking chances in the lottery	49	5	8	1 1	18 3	30 1	1
8. The practice of chewing gum		58	3	4	11	43	2
9. The observance of religious holidays	45	4	11	8 3	21 1	16	3
10. Tendency to educate boys and girls in the same classrooms	2	49	10	5	2 20	24	2

*If you check "No difference" under A leave B blank

Expression of your OPINION

ITEM	A. Check one of these three columns: Is the item MORE TYPICAL OF your country or MORE TYPICAL of the U.S.A. or is there no difference?			B. Check one of these three columns: HOW MUCH MORE TYPICAL of the country you checked than of the other country is the item?			NO RESPONS
	Your country	U.S.A.	No difference*	Slightly more Typical	Moderately More Typical	Much more typical	
11. Glorification of the cult of science among all classes	7	43	10	5 7	2 14	22	3
12. Devotion to the game of baseball	1	49	9	1 3	11	35	4
13. Chaperonage of young women	55	2	4	5	15	35 2	2
14. Personal giving to unfortunates	44	1	16	12 1	19	15	2
15. Honesty of advertising	3	23	32	1 4	2 12	7	5
16. Skillfulness of dentists	1	35	19	1 10	16	9	8
17. Proficiency at handling machinery	2	57	3	1 1	12	1 44	1
18. Tendency of government officials to accept bribes	36	4	13	12 2	15	9 2	10
19. Appreciation of European contributions to civilization	24	10	24	9 3	12 5	3 2	5
20. Love of the beautiful	13	16	32	5 5	6 9	2 2	2
21. Emphasis of uncritical memorizing in popular education	32	6	16	6 4	20 1	6 1	9
22. Preciseness in expression	3	47	9	1 14	1 25	1 8	4
23. Tendency to place a high value on honesty	5	32	21	2 12	2 10	1 10	5
24. Tendency to deal with problems philosophically	28	13	16	14 6	8 6	6 1	6
25. Great importance of the middle class	9	34	18	3 7	4 12	2 15	2

*If you check "No Difference" under A, leave B, blank.

ITEM	Expression of your CRITICIS: A. Check one of these three columns: Is the item MORE TYPICAL OF your country or MORE TYPICAL of the U.S.A. or is there no difference?			B. Check one of these three columns: HOW MUCH MORE TYPICAL of the country you checked than of the other country is the item			
	Your country	U.S.A.	No difference*	Slightly more typical	Moderately more typical	Much more typical	No RESPONSE
26. Tendency of young men to talk about women.....	33	19	11	11 5	16 12	6 2	0
27. Emphasis of original thinking in popular education	3	41	15	1 14	1 20	1 7	4
28. Tendency of religious organizations to foster development of democratic political institutions	6	33	18	2 5	1 16	3 12	6
29. Importance of energy and ability in achieving high social position.....	4	39	17	3 10	1 17	12	3
30. High valuation of pre-marital continence for men	8	34	15	3 14	2 9	3 11	6
31. Tendency of newspapers to publicize exceptional events.....	12	23	26	6 7	4 8	2 8	2
32. Tendency to be typically lacking in good taste.	20	8	24	11 5	6 1	3 2	11
33. Tendency of brutality to characterize sport....	18	18	20	7 8	8 7	3 3	7
34. Tendency to regard practical utility as highest criterion of value.....	2	49	9	5	23	2 21	3
35. Lack of etiquette.....	41	10	9	17 5	7 3	17 2	3
36. Tendency to display insatiable curiosity.....	20	19	20	5 8	9 9	6 2	4
37. Lack of appreciation for poetry.....	4	30	23	2 14	2 13	3	6
38. Punctiliousness in observance of amenities.....	11	31	15	8 9	2 12	1 10	6
39. Tendency to be sharply aware of time.....	1	56	3	9	1 26	21	3
40. Higher valuation of hospitality than business..	43	8	12	17 4	16 2	10 2	0

*If you check "No difference" under A, leave B, blank

ITEM	Expression of your OPINION: A. Check one of these three columns — Is the item MORE TYPICAL OF your country or MORE TYPICAL of the U.S.A., or is there no difference?			B. Check one of these three columns — HOW MUCH MORE TYPICAL OF the country you checked than of the other country is the item?			No Response
	Your country	U.S.A.	no difference*	Slightly more Typical	Moderately more typical	Much more Typical	
41. Greater happiness on the part of women	13	22	21	5 7	6 8	2 7	3
42. Worship of speed		59	2	6	11	42 8	2
43. Tendency to acquire social position through inheritance	45	1	16	12	25 1		1
44. Tendency to consume alcoholic drinks	24	10	25	8 6	8 2	8 2	4
45. Degree of sexual freedom of women before marriage	4	53	3	3 10	18	1 25	3
46. Tendency of women to dominate men	7	20	33	4 9	1 8	2 3	3
47. Tendency to smug self-satisfaction with own cultures	18	14	27	9 5	6 8	3 1	4
48. Tendency to be cleanly	5	33	22	4 8	17	1 8	3
49. Tendency of government to be plutocratic	19	7	26	7 1	4 4	8 2	11
50. Lack of regard for people of old age	16	6	37	10 3	5 1	1 2	4
51. Tendency to consume soft drinks	4	37	20	2 12	1 15	1 10	2
52. Tendency of popular music to be disgusting	15	14	27	7 7	5 6	3 1	7
53. Respect for sanctity of marriage	35	8	14	5 5	12 2	18 1	6
54. Tendency to treat foreigners rudely	9	11	40	4 2	2 5	3 4	3
55. Tendency to be lacking in spirituality	10	20	25	7 13	2 6	1 1	8

*If you check "No difference" under A, leave B, blank

Expression of your OPINION

ITEM	A. Check one of these three columns: Is the item MORE TYPICAL OF your country or MORE TYPICAL of the U.S.A., or is there no difference?			B. Check one of these three columns: HOW MUCH MORE TYPICAL of the country you checked than of the other country is the item			No Response
	Your country	U.S.A.	no difference*	Slightly more typical	Moderately more typical	Much more typical	
56. Tendency to be very idealistic	27	14	17	14 4	11 5	2 5	5
57. Tendency to display an insulting attitude of superiority toward foreigners	5	9	39	2 6	3 1	2	10
58. Tendency to value punctuality too little	59	2	2	18 1	26	15 1	0
59. Tendency to be intellectually realistic	4	35	19	2 10	2 10	6	5
60. Tendency to be lacking in ambition	40	6	16	18 3	16 3	6	1
61. Tendency to be typically lacking in politeness	15	16	28	8 9	3 5	4 2	4
62. Tendency of poorest families to possess no education	49		11	14	13	22	3
63. Tendency of lower classes to be characterized by miserable conditions	52		6	9	19	24	5
64. Tendency to venerate things spiritual	29	12	16	13 5	11 7	5	6
65. Equality of treatment between Negroes and whites	50	2	6	12 2	18	20	5
66. Production of literary genius	27	13	14	17 5	7 5	3 3	9
67. Tendency of businessmen to be lacking in cultural refinement	20	18	19	7 8	10 6	3 4	6
68. Typical optimistic expectation of self-improvement	5	26	28	4 8	1 14	4	4
69. Tendency of education to emphasize what is essential to making a living	7	33	20	3 2	2 15	2 16	3

*If you check "No difference" under A, leave B, blank

Expression of your OPINION

ITEM	A. Check one of these three columns: Is the item MORE TYPICAL OF your country or MORE TYPICAL of the U.S.A., or is there no difference?			B. Check one of these three columns: HOW MUCH MORE TYPICAL of the country you checked than of the other country is the item?			No Response
	Your country	U.S.A.	no difference*	Slightly more typical	Moderately more typical	Much more typical	
56. Tendency to be very idealistic	27	14	17	14 4	11 5	2 5	5
57. Tendency to display an insulting attitude of superiority toward foreigners	5	9	39	2 6	3 1	2	10
58. Tendency to value punctuality too little	59	2	2	18 1	26	15 1	0
59. Tendency to be intellectually realistic	4	35	19	2 10	2 19	6	5
60. Tendency to be lacking in ambition	40	6	16	18 3	16 3	6	1
61. Tendency to be typically lacking in politeness	15	16	28	8 9	3 5	4 2	4
62. Tendency of poorest families to possess no education	49		11	14	13	22	3
63. Tendency of lower classes to be characterized by miserable conditions	52		6	9	19	24	5
64. Tendency to venerate things spiritual	29	12	16	13 5	11 7	5	6
65. Equality of treatment between Negroes and whites	50	2	6	12 2	18	20	5
66. Production of literary genius	27	13	14	17 5	7 5	3 3	9
67. Tendency of businessmen to be lacking in cultural refinement	20	18	19	7 8	10 6	3 4	6
68. Typical optimistic expectation of self-improvement	5	26	28	4 8	1 14	4	4
69. Tendency of education to emphasize what is essential to making a living	7	33	20	3 2	2 15	2 16	3

*If you check "No difference" under A, leave B, blank

Expression of your OPINION

ITEM	A. Check one of these three columns: Is the item MORE TYPICAL OF your country or MORE TYPICAL of the U.S.A., or is there no difference?			B. Check one of these three columns: HOW MUCH MORE TYPICAL of the country you checked than of the other country is the item?			No Response
	Your country	U.S.A.	no difference*	Slightly more typical	Moderately more typical	Much more Typical	
70. Morality of women	26	3	27	10	12 1	4 2	7
71. Ease of obtaining divorces	4	55	3	1 2	3 10	43	1
72. Tendency to be very materialistic	6	30	21	3 8	3 11	11	6
73. Tendency of women to show masculine traits	1	49	13	11	1 20	18	0
74. Tendency of children to be well behaved	5	30	27	2 13	2 15	1 2	1
75. Equality of treatment between Indians and whites	25	4	28	12 2	6 1	7 1	6
76. Tendency to emphasize class distinctions	28	19	14	11 8	9 7	8 4	2
77. Tendency for politics to be corrupt	42		14	11	18	13	7
78. Tendency of political reality to conform to constitutional prescription	11	28	16	2 5	6 15	3 8	8
79. Tendency to be imperialistic	7	26	26	4 7	2 9	1 10	4
80. Tendency of dominant religion to encourage critical thinking among the common people	17	17	18	8 2	6 8	3 7	11
81. The tendency of science to deal with practical problems		49	8	2	16	31	6
82. Tendency to recognize the dignity of labor		43	15	1 8	17	18	5
83. Tendency of dominant religion to be concerned with solution of serious social problems	16	31	14	7 6	3 15	6 10	2
84. Freedom of women		58	3	5	11	42	2

*If you check "No difference" under A, leave B, blank

Expression of your OPINION

ITEM	A. Check one of these three columns: Is the item MORE TYPICAL OF your country or MORE TYPICAL of the U.S.A., or is there no difference?			B. Check one of these three columns: HOW MUCH MORE TYPICAL of the country you checked than of the other country is the item?			No Response
	Your country	U.S.A.	no difference*	Slightly more typical	Moderately more typical	Much more typical	
85. Tendency of military power to threaten sovereignty of other American countries	3	6	40	2 2	1 1	3	14
86. Tendency to be typically amiable	6	24	30	4 8	2 10	6	3
87. Tendency of the illegitimacy rate to be high	33	6	19	8 2	17 2	8 2	5
88. Tendency to be law-abiding	5	30	22	2 2	1 13	2 15	6
89. Tendency to deal with problems scientifically	3	49	5	3 7	17	25	6
90. Hampering of the development of popular education by church influences	34	6	14	6 1	16 2	12 3	9
91. Tendency to contribute materially to the body of science		45	8	5	11	29	10
92. ~~Tendency to be typically lacking in good taste~~ Tendency to make a great distinction between physical ~~manual~~ and intellectual work	28	18	11	5 6	15 7	8 5	6
93. Tendency for the country and city people to be very different	41	1	16	9	20 1	12	5
94. Lack of courtesy by men toward women	16	16	25	6 6	8 6	2 4	6
95. Inability to prepare appetizing meals	24	10	29	6 6	12 2	8 2	0
96. Tendency to be revoltingly informal	32	2	18	15 1	14	3 1	11

*If you check "No difference" under A, leave B, blank

Using a different form you have already registered your opinions concerning similarities and differences between your country and the United States with respect to certain items. About these differences you will have certain attitudes. In some cases you will very much prefer the conditions in your own country; in other cases you will prefer the conditions as you conceive them to be here. The following form offers you the opportunity to register your preference for the conditions indicated by the item in your home country or as they exist here. Please register your true feelings on these matters making sure to indicate the extent to which you prefer the situation in your country or in the U.S.A.

Test VIII: B' English Translation
Trainees' Responses Upon Arrival In United States

FACTORS	Expression of your ATTITUDE: A. Check one of these three columns. Regarding each item, which do you prefer; the situation in your country, or in the U.S.A. or is there no difference?			B. Check one of these three columns. HOW MUCH MORE do you PREFER the situation in the country you checked?			
	Your country	U.S.A	No difference*	Slightly prefer	Moderately prefer	Much prefer	No Response
1. Personal giving to unfortunates	12	28	22	8 / 4	8	4 / 16	1
2 Appreciation of European contributions to civilization	14	14	25	5 / 3	7 / 8	2 / 3	10
3. Tendency to deal with problems philosophically	10	29	22	3 / 8	3 / 13	4 / 8	2
4. Great importance of the middle class	6	40	14	2 / 5	2 / 20	2 / 15	3
5. Tendency of young men to talk about women	6	31	22	3 / 8	3 / 13	10	4
6. Importance of energy and ability in achieving high social position	5	45	9	1 / 3	3 / 9	1 / 33	4
7. High valuation of pre-marital continence for men.	11	26	22	4 / 10	4 / 7	3 / 9	4
8. Tendency to regard practical utility as highest criterion of value	6	49	5	1 / 5	2 / 13	3 / 31	3
9 Tendency to display insatiable curiosity	8	27	24	4 / 3	1 / 13	3 / 11	4
10. Lack of appreciation for poetry	19	10	26	6 / 3	7 / 6	6 / 1	8

*If you check "No difference" under A, leave B. blank.

FACTORS	A. Check one of these three columns: Regarding each item, which do you prefer; the situation in your country, or in the U.S.A. or is there no difference?			B. Check one of these three columns: HOW MUCH MORE do you PREFER the situation in the country you checked?			
	Your country	U.S.A.	No difference*	Slightly prefer	Moderately prefer	Much prefer	NO RESPONSE
11. Tendency to be sharply aware of time	5	46	8	4 / 8	15	1 / 23	4
12. Higher valuation of hospitality than business	19	28	14	13 / 9	2 / 14	4 / 5	2
13. Worship of speed	8	48	5	5 / 7	3 / 21	20	2
14. Tendency to acquire social position through inheritance	8	20	34	6	3 / 13	7	1
15. Tendency to consume alcoholic drinks	7	16	35	1 / 4	4 / 4	2 / 8	5
16. Degree of sexual freedom of women before marriage	34	14	15	2 / 6	7 / 6	25 / 2	0
17. Tendency of women to dominate men	13	7	43	1 / 4	4 / 1	8 / 2	0
18. Tendency to consume soft drinks	8	24	28	4 / 3	2 / 11	2 / 10	3
19. Tendency to be very idealistic	16	25	17	8 / 7	5 / 10	3 / 8	5
20. Tendency to value punctuality too little	6	45	11	4 / 2	2 / 11	32	1
21. Equality of treatment between negroes and whites	37	9	13	9 / 2	13 / 4	3	4
22. Typical optimistic expectation of self-improvement	7	38	15	1 / 1	5 / 18	1 / 19	3
23. Tendency of education to emphasize what is essential to making a living	8	46	7	2 / 4	2 / 15	4 / 27	2
24. Ease of obtaining divorces	21	22	18	3 / 13	10 / 4	8 / 5	1

*If you check "No difference" under A, leave B. blank.

Expression of your ATTITUDE

FACTORS	A. Check one of these three columns: Regarding each item, which do you prefer; the situation in your country, or in the U.S.A. or is there no difference?			B. Check one of these three columns: HOW MUCH MORE do you PREFER the situation in the country you checked?			
	Your country	U.S.A.	No difference*	Slightly prefer	Moderately prefer	Much prefer	No RESPONSE
25. Tendency to be materialistic	16	14	31	9 4	4 9	3 1	2
26. Tendency to emphasize class distinction	11	24	23	7 2	1 16	2 6	5
27. Tendency of dominant religion to encourage critical thinking among the common people	8	19	28	6 3	1 6	1 10	8
28. Tendency to recognize the dignity of labor	5	48	8	1 2	3 13	1 33	2
29. Tendency of dominant religion to be concerned with solution of serious social problems	11	31	19	3 5	5 6	3 20	2
30. Tendency to deal with problems scientifically	8	51	3	2 2	3 10	3 39	1

* If you check "No difference" under A, leave B. blank.

similarities between your country and the United States. We would appreciate your reading the following items indicating your agreement or disagreement and the degree of the same.

Test VIII: c' English Translation.
Trainees' Respouses Upon Arrival
In United States

		I agree			No opinion	I disagree			No Response
		7	6	5	4	1	2	3	
		Much	Somewhat	Little		Much	Somewhat	Little	
1	North Americans who visit us without knowing our language cannot understand our culture	17	18	7	4	5	3	3	6
2	In general, Latin Americans look upon North Americans with suspicion	3	8	11	5	19	8	3	6
3	The American cultures of Iberian and Anglo-Saxon origin are basically different	13	13	7	14	2	3	3	8
4	North American motion pictures convey a distorted picture of life in the United States	9	14	9	7	8	4	5	7
5	Today the center of civilization is in the United States	27	15	6	5	1	1	2	6
6	I dislike the gum-chewing habit	12	6	9	11	3	12	4	6
7	The present treatment which Anglo-Americans of the Southwest in the United States, mete out to Spanish Americans there, operates against the "Good Neighbor" policy	5	4	3	30	4	5	1	11
8	United States agricultural machinery is the best in the world	20	20	7	4		1	4	7
9	Protestant propaganda from the United States is a menace to the usual faith of Latin America	3	6	5	11	20	9	3	6
10	The general acceptance of Protestant Christianity would be a great misfortune for the Latin American countries	1	5	4	20	13	9	4	7
11	My government, regardless of financial cost, should develop on the part of my country, the most complete possible economic self-sufficiency	21	8	4	5	8	6	2	9

INTRODUCCIÓN

Por medio de la lectura, la experiencia y el trato personal, usted habrá adquirido ciertos conceptos referentes a las similitudes y las diferencias entre su propio país y los Estados Unidos. A continuación, se le ofrece a usted la oportunidad de indicar sus opiniones personales en cuanto a estas similitudes y diferencias. A pesar de lo mucho que se ha escrito en este sentido, no se ha logrado hasta la fecha de proporcionar una oportunidad a los hombres científicos como usted, para que exterioricen su sentir sobre estas comparaciones. Se ruega que se exprese con franqueza sobre los puntos tratados. Aun en los casos sobre los cuales no se crea bien informado, le agradeceríamos indicar el grado de diferencia que, a su criterio, existe entre los dos países.

Test VIII: A²
Trainees' Responses After Year's Training In United States

	A. Sírvase marcar solamente una de las tres columnas			B. Sírvase marcar solamente una de las tres columnas			
	¿Es más típico de su país?	¿Es más típico de los Estados Unidos?	¿No existe ninguna diferencia? //	¿Cuánto más típico es del país marcado que del otro país? Un poco	Bastante	Mucho	no respondió
1. El respeto de los niños hacia sus padres.....	36	3	23	15 2	13	9 1	1
2. La habilidad de descansar.....	23	26	11	10 3	8 12	5 6	3
3. La importancia de la familia como unidad social.....	35	5	21	8 2	14 1	13 2	2
4. El respeto al proceder con lealtad y honradez en los deportes.....	2	41	20	1 13	1 22	6	0
5. La tendencia a tener un alto aprecio por la eficiencia.....	1	53	9	2	1 31	20	0
6. Ser adicto al juego de gallos.....	49		8	13	13	23	6
7. Corriendo riesgos en la lotería.....	52	2	8	4	16 2	32	1
8. La costumbre de mascar goma.....	2	58	3		16	2 42	0
9. La observancia de las fiestas religiosas.....	45	5	13	7 1	11 2	25 2	2

// En los casos donde se marca "No existe ninguna diferencia" bajo el "A", no hay necesidad de marcar nada bajo "B".

Por medio de la lectura, la experiencia y el trato personal, usted habrá adquirido ciertos conceptos referentes
[illegible] entre su propio país y los Estados Unidos. A continuación, se le ofrece a usted
[illegible] diferencias. A pesar de lo mucho

INTRODUCCIÓN

Por medio de la lectura, la experiencia y el trato personal, usted habrá adquirido ciertos conceptos referentes a las similitudes y las diferencias entre su propio país y los Estados Unidos. A continuación, se le ofrece a usted la oportunidad de indicar sus opiniones personales en cuanto a estas similitudes y diferencias. A pesar de lo mucho que se ha escrito en este sentido, no se ha logrado hasta la fecha de proporcionar una oportunidad a los hombres científicos como usted, para que exterioricen su sentir sobre estas comparaciones. Se ruega que se exprese con franqueza sobre los puntos tratados. Aun en los casos sobre los cuales no se crea bien informado, le agradeceríamos indicar el grado de diferencia que, a su criterio, existe entre los dos países.

Test VIII: A²
Trainees' Responses After Year's Training In United States

	A. Sírvase marcar solamente una de las tres columnas			B. Sírvase marcar solamente una de las tres columnas ¿Cuánto más típico es del país marcado que del otro país?			
	¿Es más típico de su país?	¿Es más típico de los Estados Unidos?	¿No existe ninguna diferencia? //	Un poco	Bastante	Mucho	no respondió
1. El respeto de los niños hacia sus padres.....	36	3	23	15 2	13	8 1	1
2. La habilidad de descansar.....	23	26	11	10 3	8 12	5 6	3
3. La importancia de la familia como unidad social.....	35	5	21	8 2	14 1	13 2	2
4. El respeto al proceder con lealtad y honradez en los deportes.....	2	41	20	1 13	1 22	6	0
5. La tendencia a tener un alto aprecio por la eficiencia.....	1	53	9	2	1 31	20	0
6. Ser adicto al juego de gallos.....	49		8	13	13	23	6
7. Corriendo riesgos en la lotería.....	52	2	8	4	16 2	32	1
8. La costumbre de mascar goma.....	2	58	3		16	2 42	0
9. La observancia de las fiestas religiosas.....	43	5	13	7 1	11 2	25 2	2

// En los casos donde se marca "No existe ninguna diferencia" bajo el "A", no hay necesidad de marcar nada bajo "B".

A. Sirvase marcar solamente una de las tres columnas			B. Sirvase marcar solamente una de las tres columnas	
Lo es mas típico	Lo es mas típico	No existe diferencia	¿Cuanto mas típico es del país marcado que del otro país?	

	A. Sírvase marcar solamente una de las tres columnas			B. Sírvase marcar solamente una de las tres columnas			
	¿Es más típico de su país?	¿Es más típico de los Estados Unidos?	¿No existe ninguna diferencia? //	¿Cuánto más típico es del país marcado que del otro país? Un poco	Bastante	Mucho	No Response
10. La tendencia de educar a los niños de ambos sexos en las mismas aulas..		48	15	6	16	26	0
11. El culto de la ciencia entre todas las clases.....	6	39	18	4 7	2 22	10	0
12. La afición al "baseball".....	3	48	11	1 1	2 7	40	1
13. El acompañamiento de las jóvenes por las madres u otras señoras de mayor edad, a las fiestas y otras reuniones.....	62	1		6	16	40 1	0
14. La costumbre de dar limosnas a los desafortunados.....	40	7	16	9 4	15 2	16 1	0
15. La honradez en los avisos de la prensa.....		14	49	7	6	1	0
16. La habilidad de los dentistas.....	1	26	34	1 4	18	4	2
17. La habilidad en el uso de la maquinaria.....	3	53	7	1 2	2 13	38	0
18. La tendencia de los funcionarios públicos para aceptar sobornos.....	35	1	21	17	13 1	5	6
19. La apreciación de las contribuciones europeas a la civilización.....	34	7	20	15 2	13 2	6 3	2

// En los casos donde se marca "No existe ninguna diferencia" bajo el "A", no hay necesidad de marcar nada bajo

A. Sírvase marcar solamente una de las tres columnas			B. Sírvase marcar solamente una de las tres columnas
Es mas	Es mas	No existe	¿Cuanto más típico es del país de que del otro país?

	A. Sírvase marcar solamente una de las tres columnas			B. Sírvase marcar solamente una de las tres columnas			
	¿Es más típico de su país?	¿Es más típico de los Estados Unidos?	¿No existe ninguna diferencia? //	¿Cuánto más típico es del país marcado que del otro país?			
				Un poco	Bastante	Mucho	no response
20. El amor a la belleza.....	14	6	43	7 3	2 2	5 1	0
21. El hincapié que se hace en la educación popular, en confiar los datos a la memoria sin someterlos a la crítica.....	31	8	19	12 7	13 1	6	5
22. La precisión con que se expresan las ideas.....	5	38	20	2 11	 23	3 4	0
23. La tendencia de darle a la honradez un gran valor.....	5	28	30	1 6	2 13	2 9	0
24. La tendencia a tratar los problemas filosóficamente.....	35	9	18	15 4	14 5	6	1
25. La gran importancia de las clases medias.....	10	35	18	4 3	4 19	2 13	0
26. La tendencia de los jóvenes a tratar temas sexuales.....	24	22	17	12 4	7 10	5 8	0
27. El estímulo que se da en la educación popular, a la reflexión individual sobre los datos aprendidos.....	2	40	18	11	2 23	6	3
28. La tendencia entre las organizaciones religiosas a fomentar el desarrollo de las instituciones democráticas.....	1	46	16	7	1 22	17	0

// En los casos donde se marca "No existe ninguna diferencia" bajo el "A", no hay necesidad de marcar nada bajo "B"

	A. Sírvase marcar solamente una de las tres columnas			B. Sírvase marcar solamente una de las tres columnas ¿Cuánto más típico es del país marcado que del otro país?			
	¿Es más típico de su país?	¿Es más típico de los Estados Unidos?	¿No existe ninguna diferencia? //	Un poco	Bastante	Mucho	no response
29. La importancia de la energía y la habilidad personal para llegar a una posición distinguida en la sociedad	4	35	23	3 8	1 14	13	1
30. El gran valor que se le da a la continencia en el hombre antes de casarse	9	25	28	4 6	5 10	9	1
31. Tendencia de los periódicos a dar publicidad a los acontecimientos especiales	1	21	41	7	5	1 9	0
32. La tendencia generalizada de carecer de buen gusto	13	19	30	8 10	3 5	2 4	2
33. La tendencia de los deportes hacia la brutalidad	16	20	26	12 11	1 4	3 5	1
34. La tendencia a considerar como motivo de gran valer, la utilidad práctica		49	12	6	23	20	2
35. La tendencia a la etiqueta en las relaciones sociales	40	6	16	14 3	12	14 3	1

// En los casos donde se marca "No existe ninguna diferencia" bajo el "A", no hay necesidad de marcar nada bajo "B

	A. Sírvase marcar solamente una de las tres columnas			B. Sírvase marcar solamente una de las tres columnas ¿Cuánto más típico es del país marcado que del otro país?			
	¿Es más típico de su país?	¿Es más típico de los Estados Unidos?	¿No existe ninguna diferencia? //	Un poco	Bastante	Mucho	no response
36. La tendencia a demostrar una curiosidad insaciable	14	23	26	9 9	3 8	2 16	0
37. La falta de apreciación por la poesía	5	34	21	4 13	13	1 8	3
38. La escrupulosidad en cumplimientos sociales	18	25	18	6 10	8 11	4 4	2
39. La conciencia algo exagerada, en cuanto al valor del tiempo	1	57	3	1 9	28	19	2
40. La tendencia de atender primero a la hospitalidad y después al negocio	48	5	10	17 1	18 1	13 3	0
41. La felicidad de la mujer	11	25	19	7 7	4 8	5 10	3
42. El culto de la rapidez	1	54	4	1 7	19	28	4
43. La adquisición de una posición en la sociedad mediante la herencia	34	1	28	9 1	15	10	0
44. La tendencia excesiva a tomar bebidas alcohólicas	15	9	39	6 6	7 3	2	0
45. La libertad sexual en la mujer antes de casarse		62	1	10	21	32	0
46. El dominio de la mujer sobre el hombre	2	40	20	1 9	11	1 20	1
47. La tendencia de creer que la cultura propia es la única que vale la pena	17	17	25	10 5	6 6	1 6	4

//En los casos donde se marca "No existe ninguna diferencia" bajo el "A", no hay necesidad de marcar nada bajo "B".

	A. Sírvase marcar solamente una de las tres columnas			B. Sírvase marcar solamente una de las tres columnas			
	¿Es más típico de su país?	¿Es más típico de los Estados Unidos?	¿No existe ninguna diferencia? //	¿Cuanto mas típico es del país marcado que del otro país?			
				Un poco	Bastante	Mucho	NO RESPONSE
48. La tendencia al aseo personal.....	14	19	29	4 8	9 6	1 5	1
49. La tendencia hacia la plutocracia en el gobierno.....	28	4	29	10 1	13 2	5 1	2
50. La falta de respeto para con los ancianos.....	8	10	43	7 6	1 3	1	2
51. La tendencia excesiva de usar bebidas inocentes. (No alcohólicas).....	3	43	17	1 5	2 24	14	0
52. La música popular de mal gusto.....	8	24	28	5 12	6	3 6	3
53. El respeto hacia la inviolabilidad del matrimonio.....	45	4	13	6 2	15 2	24	1
54. La tendencia de tratar con hospitalidad a los extranjeros.....	9	17	37	6 6	1 8	2 3	0
55. La tendencia a carecer de la espiritualidad.....	6	30	25	4 18	2 6	6	2
56. La tendencia hacia un marcado idealismo	31	11	21	14 5	11 6	6	0
57. La tendencia a demostrar una actitud insolente de superioridad para con los extranjeros.....	4	16	40	2 6	1 3	1 7	3
58. La tendencia a menospreciar el valor de la puntualidad.....	52	1	9	13 1	26	13	1
59. La tendencia hacia el realismo en el campo intelectual.....	3	37	21	1 12	1 21	1 4	2

//En los casos donde se marca "No existe ninguna diferencia" bajo el "A", no hay necesidad de marcar nada bajo "B"

	A. Sírvase marcar solamente una de las tres columnas			B. Sírvase marcar solamente una de las tres columnas ¿Cuánto más típico es del país marcado que del otro país?			
	¿Es más típico de su país?	¿Es más típico de los Estados Unidos?	¿No existe ninguna diferencia? //	Un poco	Bastante	Mucho	No RESPONSE
60. La tendencia a tener poca ambición.....	39	2	21	19 1	15 1	5	1
61. La tendencia generalizada de ser poco cortés.....	13	23	27	5 14	5 6	3 3	0
62. La falta de educación en las familias pobres.....	44	2	17	7	15 1	22 1	0
63. Tendencia a la miseria entre las clases desprivilegiadas.....	53		10	10	22	21	0
64. La tendencia a venerar las cosas de una manera espiritual.....	41	5	16	16 2	14 3	11	0
65. El trato igual para con los negros y blancos.....	57	2	4	8 1	16 1	33	0
66. La abundancia del talento literario.....	29	9	22	10 3	13 5	6 1	3
67. La tendencia, por parte del hombre de negocio, de carecer de refinamiento cultural.....	15	16	32	8 9	5 5	4 2	0
68. La esperanza generalizada de mejorar la situación personal de uno.....	5	28	30	1 7	3 16	1 5	0
69. La tendencia, en la educación, de poner atención preferencial a los estudios necesarios para ganarse la vida.....	6	51	6	2 6	3 25	1 20	0
70. La moralidad en la mujer.....	38	2	17	6	15 1	18 1	6

//En los casos donde se marca "No existe ninguna diferencia" bajo el "A" no hay necesidad de marcar nada bajo "B"

	A. Sírvase marcar solamente una de las tres columnas			B. Sírvase marcar solamente una de las tres columnas ¿Cuánto más típico es del país marcado que del otro país?			
	¿Es más típico de su país?	¿Es más típico de los Estados Unidos?	¿No existe ninguna diferencia? //	Un poco	Bastante	Mucho	NO RESPONSE
71. La facilidad con que se consigue el divorcio		61	2	3	10	48	0
72. La tendencia hacia un marcado materialismo	4	44	14	1 17	2 14	1 13	1
73. La tendencia, por parte de la mujer, de demostrar características masculinas		57	6	15	13	29	0
74. La tendencia hacia la buena conducta en los niños	10	24	28	4 11	4 8	2 5	1
75. El trato igual para con los indios y blancos	29	3	26	14 1	7	8 2	5
76. La tendencia de hacer resaltar las distinciones entre las clases	36	9	17	9 3	21 3	6 3	1
77. La tendencia hacia la corrupción en la política	38	1	23	12	19	7	1
78. La tendencia hacia una conformidad entre la realidad política y los preceptos constitucionales	10	29	19	6 9	3 12	1 8	5
79. La tendencia hacia el imperialismo	5	33	25	1 5	3 13	1 15	0

//En los casos donde se marca "No existe ninguna diferencia" bajo el "A" no hay necesidad de marcar nada bajo "B"

	A. Sírvase marcar solamente una de las tres columnas			B. Sírvase marcar solamente una de las tres columnas			
	¿Es más típico de su país?	¿Es más típico de los Estado Unidos?	¿No existe ninguna diferencia? //	¿Cuanto más típico es del país marcado que del otro país?			
				Un poco	Bastante	Mucho	No RESPONSE
80. La tendencia, por parte de la religión predominante, a fomentar la reflexión crítica entre la gente común.....	14	33	16	7 8	1 19	6 6	0
81. La inclinación por parte de la ciencia a resolver los problemas prácticos.....		56	7	7	20	29	0
82. La tendencia a reconocer la dignidad del trabajo.....		43	18	5	20	18	2
83. La tendencia, por parte de la religión predominante, de preocuparse por resolver los problemas serios de orden social.....	8	33	20	3 3	3 17	2 13	2
84. La libertad de que goza la mujer.....		57	2	1	13	43	4
85. La tendencia del poder militar, a amenazar la soberanía de otros paises americanos.....	2	12	38	1 2	3	1 7	11
86. La tendencia generalisada de ser amable	11	22	29	4 8	6 13	1 1	1
87. La tendencia hacia un alto porcentaje de ilegitimidad.....	34	4	16	17 1	10 3	7	9
88. La tendencia de conformarse a la ley.....	4	36	21	1 8	2 19	1 9	2

//En los casos donde se marca "No existe ninguna diferencia" bajo el "A" no hay necesidad de marcar nada bajo "B"

	A. Sírvase marcar solamente una de las tres columnas			B. Sírvase marcar solamente una de las tres columnas ¿Cuánto más típico es del país marcado que del otro país?			
	¿Es más típico de su país?	¿Es más típico de los Estados Unidos?	¿No existe ninguna diferencia? //	Un poco	Bastante	Mucho	NO RESPONSE
89. La tendencia de tratar científicamente los problemas	1	49	9	1 8	19	22	4
90. El freno que se ha puesto a la educación popular por las influencias eclesiásticas	31	6	22	9	12 1	10 5	4
91. La tendencia de aportar contribuciones fuertes a la ciencia	2	48	10	8	7	2 33	3
92. La tendencia de hacer grandes diferencias entre el trabajo manual y el trabajo intelectual	37	11	14	10 3	17 5	10 3	1
93. La tendencia a hacer grandes diferencias entre el hombre del campo y el hombre de la ciudad	47	1	12	12	19 1	16	3
94. La falta de cortesía del hombre para con la mujer	16	25	21	9 8	5 9	2 8	1
95. La falta de buen gusto para preparar las comidas	16	18	28	8 7	7 8	1 3	1
96. La informalidad repugnante	20	8	28	11 5	5 1	4 2	7

//En los casos donde se marca "No existe ninguna diferencia" bajo el "A", no hay necesidad de marcar nada bajo "B"

En un formulario distinto, usted ya ha registrado sus opiniones referentes a las similitudes y las diferencias con respecto a ciertos factores, entre su país y los Estados Unidos. En algunos casos, usted preferirá las condiciones en su propio país; en otros casos, las de los Estados Unidos. Este formulario le ofrece la oportunidad de registrar sus preferencias por las condiciones de uno u otro país en cuanto a cada factor. Se ruega que indique con franqueza su verdadero sentir sobre estos asuntos, indicando hasta que grado prefiere las condiciones en su país o en los Estados Unidos.

Test VIII: B²
Trainees' Responses After Years Training In United States

	La expresión de su actitud						
	A. Favor de marcar una de las tres columnas: ¿En cuanto a cada factor, prefiere usted la situación en su país o en los Estados Unidos o no tiene preferencia?			B. Favor de marcar una de las tres columnas: ¿HASTA QUE GRADO PREFIERE usted la situación del país marcado en la columna "A"?			
	Su país	Estados Unidos	Ninguna preferencia*	La prefiero un poco	La prefiero bastante	La prefiero mucho	NO RESPONSE
1. La costumbre de dar limosnas a los desafortunados	16	23	24	7 2	6 11	3 10	0
2. La apreciación de las contribuciones europeas	27	10	22	7 6	17 3	3 1	4
3. La tendencia a tratar los problemas filosóficamente	14	28	21	11 6	2 12	1 10	0
4. La gran importancia de las clases medias	10	42	11	4 6	4 17	2 19	0
5. La tendencia de los jóvenes a tratar temas sexuales	14	24	24	6 8	4 10	4 6	1
6. La importancia de la energía y la habilidad personal para llegar a una posición distinguida en la sociedad	5	41	15	2 3	2 18	1 20	2
7. El gran valor que se le da a la continencia en el hombre antes de casarse	12	18	32	4 3	5 12	3 3	1
8. La tendencia a considerar como motivo de gran valor, la utilidad práctica	6	54	2	1 8	2 26	3 20	1

*En los casos donde se marca "Ninguna preferencia" bajo el "A", no hay necesidad de marcar nada bajo el "B"

La expresión de su actitud

	A. Favor de marcar una de las tres columnas: ¿En cuanto a cada factor, prefiere usted la situación en su país o en los Estados Unidos o no tiene preferencia?			B. Favor de marcar una de las tres columnas: ¿HASTA QUE GRADO PREFIERE usted la situación del país marcado en la columna "A"?			
	Su país	Estados Unidos	Ninguna preferencia*	La prefiero un poco	La prefiero bastante	La prefiero mucho	NO RESPONSE
9. La tendencia a demostrar una curiosidad insaciable.....	5	26	29	1 4	3 15	1 7	3
10. La falta de apreciación por la poesía...	24	8	28	13 4	5 3	6 1	3
11. La conciencia algo exagerada, en cuanto al valor del tiempo.....	11	45	7	6 15	5 20	10	0
12. La tendencia de atender primero a la hospitalidad y después al negocio.....	26	17	19	16 5	7 9	3 3	1
13. El culto de la rapidez.....	9	43	5	7 10	2 17	16	6
14. La adquisición de una posición en la sociedad mediante la herencia.....	6	17	35	6 1	11	5	5
15. La tendencia excesiva a tomar bebidas alcohólicas.....	10	12	37	4 2	5 9	1 1	4
16. La libertad sexual en la mujer antes de casarse.....	41	11	10	3 5	14 5	24 1	1
17. El dominio de la mujer sobre el hombre..	31	3	26	3 2	9 1	19	3
18. La tendencia excesiva de usar bebidas inocentes. (No alcohólicas).....	6	29	22	5 6	1 14	9	6
19. La tendencia hacia un marcado idealismo.	14	17	23	8 3	5 11	1 3	9
20. La tendencia a menospreciar el valor de la puntualidad.....	4	45	9	2 3	2 21	21	5
21. El trato igual para con los negros y blancos.....	56	1	5	10	15 1	31	1

*En los casos donde se marca "Ninguna preferencia" bajo el "A", no hay necesidad de marcar nada bajo el "B"

	A. Favor de marcar una de las tres columnas: ¿En cuanto a cada factor, prefiere usted la situación en su país o en los Estados Unidos o no tiene preferencia?			B. Favor de marcar una de las tres columnas: ¿HASTA QUE GRADO PREFIERE usted la situación del país marcado en la columna "A"?			
	Su país	Estados Unidos	Ninguna preferencia*	La prefiero un poco	La prefiero bastante	La prefiero mucho	NO RESPONSE
22. La esperanza generalizada de mejorar la situación personal de uno.....	1	33	23	6	16	11	6
23. La tendencia, en la educación, de poner atención preferencial a los estudios necesarios para ganarse la vida.....	5	49	6	1 10	3 18	1 21	3
24. La facilidad con que se consigue el divorcio.....	28	17	18	5 3	13 6	10 8	0
25. La tendencia hacia un marcado materialismo.....	23	11	28	9 3	10 4	4 4	1
26. La tendencia de hacer resaltar las distinciones entre las clases.....	10	33	20	2 2	6 21	2 10	0
27. La tendencia, por parte de la religión predominante, a fomentar la reflexión crítica entre la gente común.....	5	28	25	2 4	1 13	2 11	6
28. La tendencia a reconocer la dignidad del trabajo	2	49	8	4	2 17	28	4
29. La tendencia, por parte de la religión predominante, de preocuparse por resolver los problemas serios de orden social.....	4	32	24	2 2	2 18	12	3
30. La tendencia de tratar científicamente los problemas.....	3	51	4	5	2 18	1 28	5

*En los casos donde se marca "Ninguna preferencia" bajo el "A", no hay necesidad de marcar nada bajo el "B"

su país y los Estados Unidos. Le agradeceríamos leer los reglones siguientes, indicando su acuerdo o desacuerdo y el grado de ello.

Test VIII: C2 Trainees' Respouses After Year's Training In United States	Convengo: Mucho	Convengo: Bastante	Convengo: Poco	No tengo opinión	Desconvengo: Mucho	Desconvengo: Bastante	Desconvengo: Poco	NO RESPONSE
1 Los norteamericanos que nos visitan ignorando nuestro idioma no pueden comprender nuestra cultura.....	22	21	5	4	5	4	2	0
2 Por lo general, los latinoamericanos miran con sospecha a los norteamericanos.....	4	10	14	4	17	11	2	1
3 Las culturas americanas de origen ibérico y anglo-sajón son básicamente distintas.....	16	21	7	11	1	3	1	3
4 Los cines norteamericanos dan una idea exagerada de la vida estadounidense.....	23	11	20		4	2	3	0
5 Hoy en dia el centro de la civilización está en los Estados Unidos.....	23	25	7	5			3	0
6 A mi me disgusta la costumbre de mascar goma.....	11	5	8	19	4	6	11	0
7 El trato actual de los angloamericanos en el suroeste de los Estados Unidos, para con los hispanoamericanos allá, obra en contra de la política del "Buen Vecino."	11	9	5	21	4	6		7
8 La maquinaria agrícola de los Estados Unidos es la mejor en el mundo.....	25	18	6	9		3	2	0
9 La propaganda protestante que viene de los Estados Unidos es una amenaza a la fé acostumbrada de la América Latina.....	8	6	5	11	16	13	4	0
10 La adoptación generalizada del cristianismo protestante sería un gran desastre para los paises latinoamericanos.....	6	5	7	20	13	7	5	0
11 Mi gobierno, cueste lo que cueste, debe buscar el mayor grado posible de la auto-suficiencia económica...	23	11	5	7	6	10	1	0
	7	6	5	4	1	2	3	

CHAPTER VI

GENERAL CONCLUSIONS OF THE TESTING PROGRAM GIVEN TO THE LATIN AMERICAN AGRICULTURAL TRAINEES

This study of the changes found in the Latin American Students' English language ability, information, attitudes and opinions after their year's training in the United States does not attempt to relate their improvement with the technical facility which they developed during their training in this country. However, such a study was felt justified because of the many non-technical results found and the implications that follow concerning the contribution of this type of training program to the general improvement of relations between the American Republics.

In analyzing the chief sources of information of the Latin American trainees concerning the United States prior to the beginning of their one-year study period here, certain important fields of influence were found. Also, a basis for some of the trainees' knowledge, attitudes and opinions was determined. A knowledge of these more susceptible sources of information could be valuable in promoting better inter-American understanding.

The results of the English language ability tests, taken by the trainees upon their arrival in this country and also after they had lived here a year, demonstrate the need for a more thorough English training for foreign students accepting fellowships to study in the United States. The fellows would benefit more from their periods of study in the United States and would be able to achieve a better

understanding of our people and culture with a more adequate knowledge of the English language. In this connection, a hopeful outlook for the future is seen in the report of the Institute of International Education concerning the steady improvement in foreign students as the methods of selection are becoming more strict and the teaching of English in the other American republics is progressing.

The results of the Cultural Information tests given to the trainees have demonstrated, in a general way, certain aspects of the United States concerning which the students were most familiar in relation to the phases about which they knew little or nothing. The Correspondence found among this information, their sources of information and their previous education is significant. Also, if a training program were set up in the United States to familiarize foreign students with our culture, areas which were found not to have been emphasized in the students' country could be stressed in the information given here.

The most significant part of this study is the understanding of the changes found in the attitudes and opinions of the Latin American students after their year's training in the United States. Some of the attitudes and opinions became more favorable while others were found to be less favorable towards the United States. The reasons for these changes are important in our attempt to establish a wider recognition of American achievements and a better understanding of out life on the part of the Latin American students. Also, such information gives us a clue as to the kinds of impressions that the trainees took back to the people of their own countries.

The fact that the majority of the trainees went back from this

country wanting to develop complete economic independence on the part of their own countries is a negative result of the Agricultural Training Program. Our country sees the need for Pan American co-operation in trade relations and the need for the enlargement and encouragement of the area of mutual action compatible with the larger world economic order. As many of the trainees will be leaders in the fields of agriculture and economics in their own countries, it is disappointing that they did not see the need for developing inter-American trade relations after their year of study in the United States. The trainees' indicated desire for self-sufficiency and their lack of knowledge about Latin American trade relations demostrates the need in this type of training program for more thorough and meaningful instructions in both the fields of Economics and Sociology.

The information gathered in this study on only 63 agricultural trainees from eleven Latin American countries shows the great need and opportunity for future research in this field. A larger sample of foreign students should be used in such a study so that geographical, economic, racial and cultural groupings could be made. A more extensive and detailed classification of the students' backgrounds and educational preparations should be made. An analysis should be made of individual students relating their knowledge of our country upon arrival and improvements made while here with their changes in opinions and attitudes. The exchange of students is a good way to promote better Pan American understanding and any measures of such programs should be of value.

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