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A STUDY OF THE IMPACT OF THE CROSS-CULTURAL EDUCATION
PROGRAM, THE WINTER TERM ABROAD, ON THE ALUMNAE
OF LAKE ERIE COLLEGE FOR WOMEN FROM
1953 THROUGH 1978

presented by

James Forney Pelowski

has been accepted towards fulfillment
of the requirements for

Ph.D. _____ degree in Administration and
Higher Education



Major professor

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A STUDY OF THE IMPACT OF THE CROSS-CULTURAL
EDUCATION PROGRAM, THE WINTER TERM
ABROAD, ON THE ALUMNAE OF LAKE ERIE
COLLEGE FOR WOMEN FROM
1953 THROUGH 1978

By

James Forney Pelowski

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and
Higher Education

1979

ABSTRACT

A STUDY OF THE IMPACT OF THE CROSS-CULTURAL EDUCATION PROGRAM, THE WINTER TERM ABROAD, ON THE ALUMNAE OF LAKE ERIE COLLEGE FOR WOMEN FROM 1953 THROUGH 1978

By

James Forney Pelowski

Since 1953, Lake Erie College has required all of its students to spend one term abroad in its established centers in France, Spain, Germany, Italy, Denmark, The Netherlands, or England. Most students participate in the Winter Term Abroad program during the junior year from January through mid-March. Having sent approximately 2500 students to Europe from 1953-1978, the College faculty and administration believe that the sojourn is an important requirement for graduation. The intent of this exploratory study is to ascertain the impact of the sojourn on former alumnae participants.

A sample of alumnae was drawn from the total population of graduates from the classes 1954-1978. The subjects were sent an extensive questionnaire. Because all students are required to participate in the term abroad, there was no control group of alumnae who did not participate included in the study. Four independent variables were identified as having a potential

influence on the effect of the sojourn as stated by the respondents: (1) type of center attended, English speaking centers or second language centers; (2) length of stay at Lake Erie College, transfer students or four-year students; (3) academic major, foreign language majors or other academic disciplines; and (4) the General Studies program, alumnae who went through this four-year core curriculum and those who did not.

In general, all alumnae assign very high personal value to the sojourn experience. They feel that the term abroad was an integral part of their education and cite personal and social growth as outcomes more often than academic or intellectual outcomes. The variable which seems to play a significant role in the sojourn is the quality of the host-national family relationship with the student. In this study there is a positive correlation between the degree of comfort in the host family and the alumna's assigned value of the sojourn experience.

Although more extensive research is called for, there appears to be a correlation between the type of independent study project and the overall impact of the sojourn. All participants conduct independent study projects while on the sojourn. It seems that those projects which necessitate interaction with host nationals for their completion are likely to have resulted in more positive feelings on the part of the alumna toward the sojourn experience. Greater cognitive and affective learning may result from the conduct of the independent study project if there is

a built-in component in the project which requires the student to use the environment and/or human resources in the WTA center as well as library or museum research.

Based on the independent variables, alumnae who went to a second language center, alumnae who went through the General Studies program, or alumnae who were transfer students placed slightly higher value on the sojourn than did those who went to English speaking centers, those who did not have general studies, or those who were four-year students. (The independent variable of academic major was not used in the analysis because of the low number of subjects in the study who majored in a foreign language.)

The overall results of the study have brought to the fore the significance of the Winter Term Abroad program for former participants. The overall design of the Winter Term Abroad, as an integral part of the Lake Erie College curriculum, beginning with the student's orientation, her term spent abroad, and the reorientation, has provided skills they might not have developed without the sojourn experience. The term abroad has made a difference in the lives of Lake Erie's alumnae and continues to be an experience from which alumnae find both cognitive knowledge and personal resources in their lives. The sojourn is not something that happened last year nor twenty-five years ago: it is continually recreated as a singular event from which further meaning is found as life experiences evolve.

DEDICATION

This study is dedicated to the founder of the Winter Term Abroad, Dr. Paul S. Weaver, President of Lake Erie College from 1952-1976. Through his creativity, leadership, and nurture, the Winter Term Abroad program has seen almost 2500 alumnae live and study in a culture not their own. Begun in 1953, this cross-cultural education program continues to be a requirement for graduation for all students at Lake Erie College.

To have had a moment with Paul Weaver was to have felt his intense love of teaching and learning. I am personally indebted to this humane and high-principled educator, whose teaching touched the lives of countless people. As a former colleague of his, and as his last student in both the formal and informal sense, I dedicate this dissertation to the memory of the late Paul S. Weaver.

ACKNOWLEDGEMENTS

In 1973, Paul Weaver, then President of Lake Erie College, suggested that I do an analysis of the Winter Term Abroad as the focus of my dissertation. Not only is the inspiration for this research his, but the development of the Winter Term Abroad program is a result of his creativity, foresight, and deep interest in international education.

At Lake Erie College, Mrs. Julia T. Bayer, provided much assistance with the initial research and continued to encourage me to complete the project. Her capable secretarial assistance and moral support were influential in my completing the dissertation.

Additional people at Lake Erie College, who in one way or another contributed to this study, are Marjorie Ainsworth, Registrar, whose knowledge of the history of Lake Erie and its students for the past fifty years was invaluable, James L. Norris, Vice-President who always knew how to facilitate a request, Dr. Susan V. Malcolm who helped with the development of the questionnaire, and many other faculty and staff members who gave me moral support as well as constructive criticism during the early stages of the research.

Appreciation must be extended to the College, specifically to Charles E. P. Simmons, the current President, for the grant

which was made available making this year's leave-of-absence possible. There are many people in the Lake County community who extended their friendship and support by keeping the letters arriving, opening their homes for our frequent visits back to Painesville, or providing us with needed resources.

Ten years ago, when I started the Ph.D. program, I found enthusiastic support and assistance from Mr. and Mrs. Seabury Smith Gould IV. Unfortunately, my father-in-law did not live to share in my achievement; however, Mrs. Gould has continued to place a high value on education and has helped immeasurably in making this year possible.

My wife, Barbara Gould Pelowski, and our daughter, Elizabeth, were constantly sensitive to the pressures of this year and seemed to have just the right suggestion when the computer was not cooperating, or the library research was bogging down, or the basement was flooding again, or the writing was becoming tedious and uninspired. It is because of them that there was more laughter and achievement than frustration. In addition, my mother, Alice M. Pelowski, flew to East Lansing from Omaha to type the first draft. Her expert ability to decipher my written copy is matched only by her typing skills and enthusiastic encouragement.

At Michigan State University, Virginia Wiseman, in the College of Education, continued to be the source of the answers to most questions concerning the policies of the College or the University. The Scoring Office staff, the Computer laboratory

personnel, the staff in the Office of Research Consultation in the College of Education, were exceedingly cooperative and efficient in assisting with requests.

The Chair of my Committee, Dr. Richard Featherstone, has for ten years made the Ph.D. seem possible. His constant assistance, his wisdom, his being the humane, caring person he is, have sustained me throughout this last decade. All doctoral students should have a mentor of his quality.

When my committee had to be reformulated, Drs. Floyd Parker and Melvin Buschman agreed to become members during the final year. Their willingness to help me is indicative of the way in which they work with all students.

Finally, no doctoral candidate could have had a more sensitive, thoughtful, hard-nosed, reliable, dissertation director than I have had. Dr. Ruth Hill Useem will always be my friend, a respected individual who will continue to poke holes in my thinking, an educator of the first order who expects nothing less than perfection of herself and her students. More often than not Dr. Useem would comment about what a terrible day it was, nothing was happening in the way it should be (at least for her): for me, having that session with Ruth Useem not only lifted my spirits on that day, but provided the impetus and inspiration to persevere with the research for several more days. It is to Ruth Hill Useem that I am indebted because of her patient, skillful and wise counsel, as I progressed through the maze of the dissertation. And, frankly, she helped to make the whole process fun!

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CHAPTER I

THE WINTER TERM ABROAD

Lake Erie College was founded in 1859 by the pioneers from the Western Reserve (a geographic area which encompassed Connecticut, parts of New York and Massachusetts) who chose the greater Cleveland area in which to establish their homes. The College was patterned after Mount Holyoke College both in the curricular offerings and the traditions of the institution. Until 1898 the College was called The Lake Erie Female Seminary. When the first President was appointed in 1898, replacing the heretofore Principal of the Seminar, the Trustees renamed the Institution, Lake Erie College. Under the leadership of five presidents, and three principals before them, the College has directed its energies and the resources of its faculty and staff toward making higher education available to the American woman.

Located in Painesville, Ohio, an eastern suburb of Cleveland, the College is now the last non-sectarian, private, liberal arts college for women in the State of Ohio. It maintains its viability with the belief that the individual is the important element in the process of education. The College traditionally

has emphasized the value of the individual student in instruction, co-curricular activities, and daily life.

In 1951, when Paul Weaver, the fourth President of the College, took office, he raised with the faculty the question as to why the College should exist. With very few students then enrolled and with an admissions picture which looked bleak, as well as an accumulated deficit, President Weaver asked the faculty and administration to conduct a thorough analysis of the *raison d'etre* of the institution.

So we began the analysis by looking at what students are like when they come to us and what they may be facing in their life times. Consequently, the question was asked, what do you put in those four years of higher education to best equip the student to be ready to handle three potential roles which are interchangeable, consecutive, and contemporaneous? First, if she marries, she will play the role of wife and possibly mother. Second, she may wish to pursue a career and, certainly, she should be prepared to have a career. Third, she should be willing to accept the responsibilities of being a citizen in her community, state, nation and world (Transcribed from an interview with Paul Weaver, 1974).

The faculty marshalled evidence to show that the existing curriculum did indeed provide preparation for the first two roles, marriage and career. They noted, however, that the curriculum was deficient in its offerings to meet the needs of educating the student for her third role - that of citizen.

We, the faculty of the College, asked how are the graduates of our college, or any college for that matter, going to operate intelligently in the next fifty years in light of a split world, a dangerous world, and a world of shrinking dimensions. We cannot afford to turn out provincial people (Weaver interview, 1974).

Alternative approaches to provide cross-cultural educational opportunities for the students were considered.

We put our heads together, gathered experience from both American and European consultants, and decided that all of our students would be sent to another culture for a period of time. Prior to her going to Europe, the student must have acquired a second language facility. There is no point in sending her without language skills. How do you understand another people if you don't understand the songs their children sing, or you don't understand the language in the church, the marketplace, or the university (Weaver interview, 1974).

Resulting from the analysis of the *raison d'etre* of Lake Erie College, the faculty, late in 1951, adopted legislation requiring all students to live in and study at one of the College's established cooperating centers in Europe. With the faculty legislation in hand, Weaver went before the Board of Trustees and convinced them that the concept of a term abroad was educationally sound. The Board approved the program with the proviso that the new President assume the responsibility for the funding of it. With some degree of brashness, Mr. Weaver located the funding source and the first students sailed to Europe in late December of 1952, to spend the winter term of 1953 living and studying in another culture.

Since 1953, when the first students studied in Grenoble, France; Valencia or Madrid, Spain; or Copenhagen, Denmark, almost 2500 Lake Erie College students have participated, usually during the junior year, in the Winter Term Abroad program which encompasses the months of January, February and March.

As an integral part of her academic program, the Winter Term Abroad (which will be referred to as the WTA) was designed to prepare the young woman to become aware of her responsibilities as a citizen of both the United States and the world. It was the intent of the WTA to assist the student in developing her problem-solving ability, to help her become more aware of herself and others, to increase her facility in a second language, and to reduce provinciality by exposing her to another culture.

Initiated at a time when many colleges and universities were establishing study-abroad programs, the WTA embodies several unique features not found in other programs:

1. While participation in the WTA is a requirement for graduation, students must acquire competency in a modern European language before the sojourn.
2. Until the early 1970's, students with few exceptions traveled to Europe in their junior year. In the last several years students have petitioned the faculty (with much greater frequency) to participate in the WTA during their senior year. The College is currently receiving requests from sophomores to study at one center in their sophomore year and another center in their junior year.
3. The majority of students are placed in host national families while they are in the center. Students who elect a specialized center, such as the Kindersdorf Pestalozzi in Trogen, Switzerland, or one of the equestrian schools in England, generally live in a boarding house or dormitory-like accommodations.
4. Students study at the local university and participate whenever possible in the university classes and lectures taught by the faculty of the host university. In many centers, host-national faculty members are appointed by Lake Erie College to teach special courses to the students because the winter term may not mesh with the academic term of the host-national university.

5. While in Europe, the student is under the direction of a host-national center head, appointed by the College to guide the students both in their academic work and in their living environment.
6. All students are required to keep a journal during their sojourn, chronicling their experiences, recording events, and reflecting on both.
7. All students return to the same environment, Lake Erie College, rather than dispersing to other colleges and universities in different parts of the country.
8. There is no additional tuition or fees levied by the College for participation in the WTA program with the exception of a student requesting a specialized center such as the equestrian schools in England and Ireland, or a transfer student.

During the 26 years between 1953 and 1978, the College has maintained centers in France (Caen, Grenoble, Dijon, Nancy, Nice, and Bordeaux); in Germany (Gottingen and Tübingen); in Spain (Madrid, Barcelona, Valencia, and Salamanca); in Italy (Pisa and Florence); in Holland (Leiden and Amsterdam); in Copenhagen, Denmark; in Trogen, Switzerland; in Oxford, England; on a kibbutz in northern Israel; at a number of equestrian schools in England and Ireland; and most recently in Mexico. While most students have participated in the WTA in a regularly established center, in the last several years some students have elected to set up their own term abroad program in Romania, Yugoslavia, Austria, Sweden, Japan, Chili, Australia, and Thailand, to cite a few.

With almost ten years experience administering the Winter Term Abroad, Paul Weaver published a set of guidelines for establishing study abroad programs for undergraduate students (Weaver, 1962). He stated that he felt the undergraduate should spend the

majority of time in one place while on the sojourn, preferably in the winter months when relatively few tourists are clicking cameras and cluttering the museums and historical and cultural places of interest. During the winter months the symphonies are in the midst of their regular seasons, the museums are explored by nationals rather than tourists, and the host-nationals are in the routine of work, family activities and normal daily life - all of which are conspicuously different during the summer months when many study-abroad programs take place.

He called for a close, formal if possible, relationship with a host-national university which would provide students with the opportunity to participate in the normal educational program of the university and provide the student with special lectures and classes (1962:247). Whenever possible, all instruction was to be conducted in the native language of the country. Weaver went on to express the view that students should demonstrate an adequate proficiency in the language of the country in order to be able to communicate with their host-national families and to readily understand the lectures at the university (1962:248). (Given that not all students will acquire an adequate proficiency in a modern European language, Lake Erie College has consistently maintained English-speaking centers in Amsterdam, Copenhagen, and Oxford.) Commensurate with the emphasis on language training, Weaver expressed the importance of providing an extensive orientation program prior to the student's studying abroad (1962:249).

Probably one of the most important principles, according to Weaver, underlying the study abroad program, is that it be integrated into the total four-year curriculum (1962:248-249). Lake Erie College in 1954 began to develop a general studies core curriculum. Until its demise in 1969-70, all students were required to take four courses, each of a year's duration, as follows:

The Freshman year - "The Self in Relation to the Environment"

The Sophomore year - "The Self in Relation to One's Country"

The Junior year - "The Self in Relation to the World"
(The WTA fell in the middle of the year)

The Senior year - An integrating course for seniors in which they were expected to assimilate the previous three years' work with their academic area of concentration.

The general studies program was an attempt to introduce to the student the importance of who she was in relation to what was happening around her, both inside and outside the classroom. Built into this core curriculum was the opportunity to bring each of the four classes together on a regular basis, thus establishing an identification group for each student and encouraging communications between classmates. Thus, the WTA had a logical place in the four-year core curriculum.

The formal orientation for students participating in the WTA in a given year commences with the fall term. All of the students come together for four or five general orientation

sessions during which time the philosophy of the program is discussed and the "nuts and bolts" of international travel are pointed out. The Lake Erie faculty member, who has been delegated the responsibility of overseeing a particular center (most often a language professor), meets with the students assigned to that center an additional four or five times to present information on the particular center and the country in general. Normally, four to ten students are assigned to a center.

During the fall term orientation sessions, course requirements are discussed along with specific reading assignments. Each professor has the freedom to develop his/her own orientation program, and supplements that program with information as well as specific exercises, perhaps in communication skills, which are deemed appropriate. With the fall term orientation comprising one-third of the three-credit course, "Intercultural Studies," the winter term work and the spring term debriefing each comprise another one-third course credits. In addition to "Intercultural Studies" of which keeping a journal is a significant part, each student enrolls in one language course knowing that she will be tested both pre- and post-sojourn. She is required to propose an independent study project which, after receiving approval from a Lake Erie College faculty member to proceed, she will conduct while in her center. The student receives three credit hours for a course in civilization which comprises her lectures and classes at the host university. The faculty at the host university send

written evaluations to the center head in Europe who, in turn, sends them to the director of the WTA program along with comments and observations about each student living in the center. All in all, a student receives three course credits (nine semester hours) while in the center and one additional three-credit course for the year-long "Intercultural Studies."

Included in the year-long course, as mentioned previously, there is the requirement that the student begin a journal in the fall term prior to departure. She is to continue recording her activities and experiences, along with her reactions, the entire time she is on the term abroad. It is expected that she will maintain a schedule of almost daily entries into the journal despite what some students might call a boring, do-nothing day. For such days the student is to record the answer to the question, "How did I feel about this day?"

Students are encouraged to make full use of their talents in writing and the graphic arts as a means of preserving and evaluating their experience in another culture . . .

The essence of the journal is in the selection of dominant impressions for analysis and reflection and a consideration of the whole through an understanding of specific detail . . .

Students should be aware that their perception of significant detail is largely a product of their environment, and, as their awareness of a European culture develops, revision and reconsideration will be necessary (WTA Handbook, 1974).

The journals are submitted for review to the Lake Erie College faculty member in charge of the center when the student returns to the campus for spring term.

After a long, usually dreary winter in Painesville, Ohio, the students who remained at home eagerly look forward to the return of the students who were abroad. The atmosphere on the Lake Erie campus becomes an international one, with dinners and activities centered around the returned students. Sharing their experiences with each other, and the seniors who went the year before, the recent returnees become catalysts in starting the sophomore class to begin looking ahead to the next year when they will normally participate in the WTA.

During the spring term a re-orientation program is conducted with the goal of assisting the student in reflecting upon her experience and providing her the opportunity to discuss feelings and perceptions with students from different centers. This period of time is the beginning point for the recently returned sojourners to start the process of reflection and to attempt to integrate the experience into the gestalt of their education at Lake Erie College.

The Winter Term Abroad (renamed the Academic Term Abroad in approximately 1971) has remained virtually intact since its initiation. Because of the cross-cultural component within the curriculum, the institution as a whole has felt the impact of it. The faculty has a broad international background with most having studied in another country at one time or another. In general the Lake Erie campus has taken on an international focus with students either preparing to depart, being abroad, or just having returned.

The WTA opportunity in the 1950's and 1960's brought students to the campus who might have selected another institution for their undergraduate work. It is believed that the Winter Term Abroad has been a factor in the retention of students in all classes. In 1974 and 1975 the Admissions Director of the College came before the faculty and asked that the program become an optional program rather than a requirement because it was his feeling, and that of his staff, that students were choosing not to matriculate because of the study-abroad requirement. This was a drastic turnabout from the previous years. The faculty discussed the issue each year and clearly stated their support of the program as well as its continuation as a part of the general education requirements of the College.

Originally established as a program for all students during their junior year, there exists more flexibility at the present time in allowing a student to participate in her senior year or in some special situations in the sophomore year. In addition, students may elect a non-traditional program through the process of petitioning the faculty for an independent sojourn, which might meet her individual needs more adequately than the formalized WTA program would.

With the development of the Equestrian Studies program, the Physician's Assistant program, the International Business program, the dance and other preprofessional programs, WTA centers have been established which allow for the on-going career preparation of

students while on the WTA rather than the WTA being a component of the student's general education (although philosophically and pragmatically, that continues to exist).

Currently, the new President of the College has directed a task force of the faculty to evaluate and analyze the *raison d'etre* of the Winter Term Abroad program and to provide recommendations to the faculty of the College. It is apparent that the WTA has had an influence on the College, and it is the belief of the majority connected with the program that the WTA has had a significant impact on the participants. What kind of lasting effect the program has had on Lake Erie's students, no one has thus far ascertained. Thus, the reason for this study.

Published in 1960, the Report of the Committee on the University and World Affairs called for greater concern for world affairs on the part of American universities and colleges.

. . . the greater concern of American universities with world affairs is but an appropriate educational response to matters of paramount concern to the individual American, to the nation in its new role, and to men everywhere. To a greater degree than ever before, world affairs are American affairs, and American affairs are those of the world. These are matters not alone for the specialist. They are a dimension or whole new set of dimensions of the problems with which all American students and all American universities and colleges are, or should be, vitally concerned. In these new dimensions lie not only new public responsibilities and duties, but exciting opportunities for the individual to be enriched as an educated man and citizen (Boeschstein et al, 1960:11).

The committee further concluded that "all students (during their undergraduate years) should get at least an introductory acquaintance with some culture other than their own (1960:11)." Lake

Erie College had been providing that exposure to all its students, not just a select few, for eight years when the 1960 Boeschstein report was published.

John Wallace pointed out a number of "substantial outcomes which can be expected" from an overseas academic sojourn:

1. An awareness of cultural relativity. Things are not always done in the same way.
2. Increased knowledge of and motivation for the study of a foreign language.
3. Greater knowledge of and sense of involvement in the architecture, paintings, sculpture, music and literature of the area in which an individual studies overseas.
4. A sharper understanding of the strengths and weaknesses of our own system of higher education by developing an awareness of the democratization of education in this country, as an example.
5. The opportunity to examine objectively in a new environment one's own personality and characteristics and their effect upon others.
6. A maturing of personality which comes from exposure to a new way of life, a new society, a new culture and completely new challenges in a variety of directions (Wallace, 1962:255-257).

He concluded his article by commenting that an overseas study program "is more demanding of the student's individual personal resources than a similar period of study spent on an American campus (1962:257)."

Irwin Abrams, as part of the report prepared by the United States Task Force on International Education, cited four educational outcomes of foreign study:

1. Language skill,
2. Content learning by acquiring knowledge about the arts, international affairs, and a foreign civilization,
3. Cross-cultural understanding, and
4. The development of personal values - a clearer sense of what one believes about the good, the true, and the beautiful, and of what one knows of oneself (Abrams, 1966:379).

The majority of the faculty and administration of Lake Erie College believes that the Winter Term Abroad is a significant educational venture for the students. Through the experience of observing students before the sojourn and after the sojourn, the faculty believe that each student develops maturity, enhances her self-awareness, increases her capacity to deal constructively with problems, and broadens her outlook, as a result of her ten-week term abroad. It has been a matter of course to pre-test and post-test for language skill acquisition. What are the other outcomes which can be identified, both tangible and intangible, and perhaps long-lasting? What has been the impact as a result of participation in the Winter Term Abroad on the alumnae of Lake Erie College?

By eliciting responses from alumnae who participated in the WTA program from 1952-1978, it is hoped that the following broad questions can be answered:

1. In retrospect, what meaning does the cross-cultural experience have for the alumnae participants after as many as twenty-five years or as few as two or three years?

2. What can be identified as contributing to the alumna's statement of importance of the WTA experience in her life?
3. Does the WTA experience have different meanings in the lives of alumnae who (a) went to an English speaking center rather than a second language center, (b) went through the entire General Studies core curriculum as compared to those who did not, (c) transferred to Lake Erie College as compared with those who spent all four years on the campus and (d) majored in foreign languages as compared with alumnae who chose other areas of concentration.

By addressing the above broad questions, it is hoped that knowledge can be provided on the impact of the program on alumnae, who are at varying stages in their lives, since the inception of the WTA in 1953. It is the purpose of this study to discuss the implications specifically for Lake Erie College and for other institutions of higher education which sponsor similar cross-cultural programs. As a result of this broad exploratory study, it is hoped that specific areas of further inquiry can be identified in the WTA. And finally, the results of this study should aid Lake Erie College in making decisions about the WTA program for students of the 1980s.

In order to clarify the terminology for the reader, the following definitions of key words will hold throughout the study:

1. Winter Term Abroad (WTA) - a cross-cultural education program at Lake Erie College.
2. Cross-cultural education - "The reciprocal process of learning and adjustment that occurs when individuals sojourn for educational purposes in a society that is culturally foreign to them, normally returning to their own society after a limited period (Smith, M.B., 1956:3)."

3. Meaning - the import of the WTA ascribed by the alumnae participants through answers to direct questions and indirectly through activities in which they are, or have been engaged, and through expression of interests and values which they hold.
4. Alumna of Lake Erie College - a female who holds a baccalaureate degree from Lake Erie College and who participated in the WTA.
5. Host-national Center Head - a native of the host country, appointed by the College to direct the Lake Erie students while they are in the host country.
6. Lake Erie College Center Head - a full-time member of the Lake Erie faculty who, when appointed by the President of the College, assumes the responsibility for the orientation, re-orientation after the sojourn, and the evaluation of the student's work conducted in the host country.
7. Ex post facto research - "The research in which the independent variable or variables have already occurred and in which the researcher starts with observation of a dependent variable or variables. He then studies the independent variables in retrospect for their possible relations to, and effects on the dependent variable or variables (Kerlinger, 1964: 360)."
8. Concentree - a term used at Lake Erie College referring to a student who is concentrating in an academic area, e.g. foreign language concentree.

Increasingly, the call for more systematic research on the effects of cross-cultural education programs on American students is emanating from administrators of programs, educational research scholars, and more recently, from individuals actively engaged in the research of experiential learning components in higher education. This study is proposed to be a first step in a series of studies focused on the Winter Term Abroad and, hopefully, in a small way, will add to the knowledge of the ramifications of cross-cultural education programs on the participants. The studies which

have been conducted thus far on American students have concentrated on programs into which students have selected themselves, with a screening process taking place after the initial application. Understanding that all Lake Erie College students are required to participate in the WTA program, it is hoped that some useful information will culminate from the study, not only for Lake Erie College, which is feeling the brutal pinch of inflation in this country and abroad, but also for others concerned about the impact of cross-cultural education programs on the participants.

As a postscript to this first chapter, in the twenty-six years the Winter Term Abroad program has been in existence, there have been no serious accidents on the part of students while abroad and no incidents have occurred which would reflect negatively on either Lake Erie College or the United States. There have always existed the midnight telephone calls from concerned parents to college administrators, or transatlantic calls from students themselves. Minor accidents or broken bones and various illnesses will continue to exist as long as the students continue to be confronted with problems and challenges in the new culture. Not once, however, has the College deemed it prudent to bring a student home for disciplinary reasons. The record illustrates either a conscientiously designed and administered program or it illustrates something short of a miracle. Lake Erie College would like to think a little of both has permeated the Winter Term Abroad.

CHAPTER II

A REVIEW OF RELATED RESEARCH AND LITERATURE

From historical accounts, literature and essays, to anthropological studies, sociological analyses, and reports of psychological experiments, there is frequent mention of individuals finding travel as one means of pursuing education and seeking personal growth, through experiencing the new and the strange in countries other than their own. "The pursuit of learning has traditionally transcended the frontiers of the world. Students flocked to Alexandria, Bologna, and Baghdad, for example, and took home from these centers of learning ideas which changed the course of modern history (Eide, 1970: foreword)." Even before those exchanges were to take place, families of young men in Rome would send their sons to Athens and Rhodes to learn from reputed great teachers (Metraux, 1952:2). "Cross cultural education, the social process of acquiring knowledge of an intellectual or technical nature, under institutionalized conditions, outside one's own social and cultural environment (1952:1) developed into a relatively large-scale migratory process during the 12th century (1952:2)." The great learning centers in Europe became accustomed to having students from other countries in their midst. "The

freedom of movement of students from university to university meant that one might start studying in Padua and later move to Paris or Cordoba (Dunlop, 1966:11)."

According to Foster Rhea Dulles, "American travel abroad is as old as the history of the country (1968:12)." American Colonialists sought specialized study in law, medicine, history, economics, philosophy, and science, at institutions in England, Germany, and France (Metraux, 1952:3; Dulles, 1968:12; Spencer, 1974:328). Prior to the rise of universities in the United States, Americans, albeit a privileged few, returning from study in Europe, made a significant impact upon the cultural history of the new world (Dulles, 1968:12; Earnest, 1968:4). With the opening of Harvard University in 1636, and the advent of the printing press, the opportunity of furthering one's education was made possible to more of the settlers in America. During the mid-1800s, with the introduction of the steamship, reducing travel time to the continent and providing for greater safety for the traveler and comfort while in transit, more individuals looked to Europe, not only for study, but also for the grand tour after formal study was completed (Metraux, 1952:4-5). "The stream began as a trickle when Edward Everett earned a doctor's degree at Göttingen in 1817, swelled steadily to about 300 in the 1850s and to a peak of 1000 in the 1860s (Spencer, 1974:328)." By the late 1800s the number of students had greatly increased (Dulles, 1968:16). "Their roster included the names of a great many of the future leaders of the

American academic world and the more outstanding of the next generation's university presidents (16)."

A major factor in providing impetus to the formalizing of study abroad programs, in the very early stages of their development, was the establishment of the Rhodes Scholarship in 1902. Cecil Rhodes aspired to bring scholars to Oxford University in order to better understand the bonds of the Anglo-Saxon peoples (Metraux, 1952:11).

Prior to World War I there was a continued increase in the number of students who were traveling to Europe for part of their educational programs. American artists, writers and philosophers were spending varying amounts of time in European cities (Earnest, 1968). "A few years before World War I, an Association for the International Exchange of Students was founded in England to encourage travel among students, because without the stimulus of educational travel, the education of the average public school and university man was incomplete (Metraux, 1952:5-6)." It was at this time (late 1800s and early 1900s) that the more affluent university-educated youth could be found combing the beaches in the South Seas. According to Dr. Ruth H. Useem, the distinct area of anthropology had its beginnings when these sojourners began observing the life and daily habits of the native people. World War I brought an abrupt halt to the increasing numbers of Americans traveling to Europe.

In 1923-24, the University of Delaware and Smith College established a formal program allowing students in their junior year to study abroad (Smith, 1933), one of the first formal junior year abroad programs in the United States. Between the two World Wars, there seemed to be a pause in the mobility of students to Europe. The reasons for this can be attributed to "the development of professional societies, ease in continental communications, a profusion of scholarly literature, resulting in a decreased need for the movement of students (Metraux, 1952:7)." Rather, as Metraux points out, professors began to increase their mobility (1952:7).

World War I provided the impetus for private organizations, governmental agencies, and the floundering League of Nations, to directly or indirectly further cultural relations and student exchanges. Metraux expands upon this idea when he points out that "the ideological background of World War I itself contributed to the development of exchange students because joint action on the battlefield was accompanied by the aspiration to achieve unity of purpose among the Allies, and by the humanitarian urge to alleviate suffering caused by the war (1952:13)." The Institute for International Education was established in 1919 to promote student exchange; ethnic groups in the United States promoted study abroad as a way to develop greater appreciation for their heritages; the League of Nations encouraged the exchange of students to promote world peace; and governments began utilizing the exchange of persons

as a vehicle in their foreign relations policies and programs (Metraux, 1952:15). Although there was increased institutional and governmental momentum vis-a-vis the exchange of persons, no dramatic increase in the number of person/student exchanges were reported; however, the stage was set for the explosion of exchange of persons programs after World War II.

American institutions of higher education have a long record of contact with foreign countries and academic institutions. Prior to World War II these contacts were made and developed primarily through the efforts of individual faculty members who had a special interest in a particular area, country, or institution. For the most part these contacts had only limited impact on a particular American university since they were normally outside the university's official institutional concern. Undoubtedly, however, as a result of these contacts, important relationships were established in various subject matter fields between American university faculty members and foreign counterparts and institutions. In a few cases, such as the Yale and Oberlin College programs in China, well-developed, institutionalized relationships materialized in the nineteenth and twentieth centuries. But for the most part, international contacts, related to American universities were almost entirely individual, as opposed to institutional in character. (Institute of Research on Overseas Programs, 1958:14)

After World War II, American colleges and universities began establishing formal study abroad programs as either an elective part of the curriculum, or as in the case of a few institutions, a required part of a student's four-year academic program. The rush to study abroad by the American college or university student was equalled by the dramatic increase in foreign students seeking post-secondary education in the United States.

Prior to World War II, American graduate students were engaged in substantive study at the major university centers in Europe. The objective was to study the original research and learn from the great scholars at the French, Austrian, and German universities. The rapid development of the university system in America just before and after World War II kept Americans home for their substantive study while, at the same time, attracting increasing numbers of foreign students.

The goals for traveling abroad began to change to reflect the society and culture in the United States. The reasons for spending a period of time abroad had more of a social and cultural thrust rather than an academic thrust (Interview with Dr. Ruth Useem, March 9, 1979).

The exchange of persons programs took on many different forms, holding diverse objectives (both overt and covert), sponsored by a variety of public and private institutions of higher education, religious organizations, businesses and corporations, and governments throughout the world. The concept of exchange of persons, specifically, study abroad programs, had received institutional legitimacy.

Why Do Exchange of Persons Programs Exist? The Objectives

The overriding theme of educators analyzing study abroad programs for students has been to establish clear-cut objectives

and goals in the program (Battsek, 1972; Pfnister, 1972-73). And in the same breath, while asking for clearly shared objectives, authors and researchers recognize the very complex nature of living and studying in another culture. Educators, in order to measure the outcomes of the exchange experience, have attempted to isolate specific goals of the sponsoring institution and the individual participant.

As a result of the two World Wars, the first goal most exchange programs have as a stated or unstated objective is to increase international understanding through the cross-fertilization of ideas, working with people of other countries, and studying with students from other nations (Du Bois, 1956; Freeman, 1964; Gullahorn and Gullahorn, 1958; Weaver, 1962; Fulbright, 1970; Metraux, 1952; Klineberg, 1964; Breitenbach, 1970; Boeschstein et al, 1960; Coelho, 1962; Sikkema, 1977). J. William Fulbright expressed the conviction:

I remain convinced that educational and cultural exchange offers one of the best means available for improving international understanding (1970:3).

He elaborates:

What we can do, through the power of creative human interaction in scholarly and other fields, is to expand the boundaries of human wisdom, sympathy, and perception (1970:5).

John Cheever published an essay in The New Yorker Magazine emphasizing a philosophy about travel:

We are born between two states of consciousness; we spend our lives between the darkness and the light; and to climb in the mountain of another country, phrase our thoughts in another language, or admire the color of another sky draws us deeper into the mystery of the human condition (1961:50).

The goal of international understanding as a result of exchange programs would indeed be the ultimate objective. Certainly, this goal transcends the individual participant while, at the same time, putting his role as central in the process.

The second goal in most study abroad programs has been for the participant to acquire language skills (Houle, 1976; Freeman, 1964; Abrams, 1966; Du Bois, 1956). This objective is much more easily tested as a concrete result of a study abroad program than in determining whether international understanding has resulted. The participant is the direct recipient of increased language skills. Many of the study abroad program personnel expect that the student will learn in the language of the country and will utilize his/her language facility both inside and outside the classroom, hopefully resulting in an increased language competency upon the student's return.

While not only being a difficult goal to achieve because of the subtleties of any culture, but also because of the inherent complexity of any culture, one of the more intangible goals held by institutions sponsoring educational exchange is for the participant to learn the intricacies of another culture by immersion in that culture and come to appreciate the same subtleties and intricacies in the American way of life (Abrams, 1966; Freeman, 1964;

Houle, 1976; Michielli, 1972; Sturner, 1970). This is the third broad goal of most exchange of persons programs.

Repeatedly, the literature cites as a goal for the participant in cross-cultural exchanges the opportunity to grow, to develop, to mature as a whole person (Battsek, 1962; Boeschstein, 1960; Abrams, 1966; Coelho, 1962; Du Bois, 1956; Gleason, 1969; Freeman, 1964; Houle, 1976; Michielli, 1970; Sturner, 1970; Weaver, 1962; Metraux, 1952). This fourth goal is a very slippery and elusive goal, to say the least. With all of the complexities of the American young adult who is actively participating in the environment of the undergraduate institution, let alone dealing with the confounding complexities of a period of time spent abroad, it is reasonable to conclude that it is difficult to isolate specific experiences (in a causal relationship) as contributing to the development of the whole person. An educator leading a small private liberal arts institution once commented in a personal conversation that to adopt an older child would be extremely difficult because by five years of age the child would have established the personality set and any efforts on the parents' part to mold and develop that child's personality would be met with frustration and ultimate futility. The question, in response, was, then, what are we doing in higher education, if there is no chance in making a difference in the student at the age of eighteen or nineteen?

While traditional educators emphasize the intellectual growth of the participant, academic opportunities not found on the

home campus are listed as an additional goal of study abroad programs, the fifth broad goal. Administrators of cross-cultural education programs emphasize the academic involvement, and for some programs the opportunity for professional achievement, as high priority objectives (Battsek, 1962; Du Bois, 1956; Freeman, 1964; Michielli, 1972; Pfnister, 1972; Weaver, 1962; Gullahorn and Gullahorn, 1958; Metraux, 1952).

The previously stated five broad goals of cross-cultural education programs can be broken down into many sub-goals. Rather than delineate all of them as goals to be achieved, it seems more appropriate to discuss the broad objectives as well as the narrow objectives in terms of what research has determined as outcomes, or effects, or the impact on participants in cross-cultural education programs.

The Impact of Living and Studying in a Culture Not of One's Own: The Research

There exists in the research literature of education, sociology, psychology, anthropology, history, foreign language study, agriculture, health, communications, organizational behavior, psychiatry, and political science (to name a few) studies discussing various aspects of cross-cultural education programs. A plethora of studies on foreign students in the United States appears in the literature of the previously mentioned fields. Other studies, looking at the effects of study in America on the returned foreign students, examine his role in the work force, and in the communities

in which they live. Researchers have attempted to analyze reasons for foreign students deciding to immigrate to the United States after studying here, as well as describing the type of person (and under what conditions) who might make the decision to live in the United States rather than return home. Although some principles have been extracted from studies on foreign students in the United States which seem applicable to this study, the thrust of the review of the research on the student participant in study abroad programs will center on studies conducted on American students or professional persons living and studying in a foreign country.

A relatively new thrust in recent research is that educators have been interested in the effects of cross-cultural learning experiences within the United States. A student, having been raised on a farm in North Dakota, spending a term in New York City, or a student having grown up in New York City, spending a term in a small town in Alabama, could have many experiences similar to those of the students who leave the United States for work and study in another country. These studies, although few in number, will be cited as a part of the review of related research. Experiential education as a viable component in the undergraduate curriculum has assumed a central focus in these latter studies. Although the term, experiential education, is relatively new, as is the thrust, the principle of providing for off-campus study as a part of a student's education is not.

In analyzing the five broad goals of study-abroad programs, the only one which can be objectively measured is the acquisition of foreign language skills as a result of a term or a year spent abroad. The other four goals exist as "what we hope for" or "what we have observed" goals. Even though the latter four goals are elusive, and are difficult to isolate in a rigid testing situation, they are held as important ideals to be achieved from living and studying abroad.

In much of the research on cross-cultural education programs, probably more questions are raised than conclusions drawn. Micha Battsek, in 1962, raised a number of questions which have been echoed over and over by other educators.

What results can we expect from experiments in the realm of study abroad?

Have participants learned more than they would have learned if they had stayed in America or would they have learned different things?

Can the period of time an impressionable undergraduate spends in a foreign university make him a better person?

Have they been taught their subjects sufficiently well to justify the costs and troubles which have been taken?

How will the undergraduate returning to America have changed?

Will he suddenly become far more aware of international affairs?

Will he be keener, more interested in his own university life as a result of the study abroad experience?

Battsek concludes his article with an admonishment to educators who have observed the results, who have reported their impressions of the returned sojourner, who extoll the virtues of a period of time spent studying abroad:

At the risk of drawing a great deal of criticism, I would maintain that it has yet to be proved that there can be a better method of establishing the results of any academic experience than by written examination. I am not impressed that, upon the return of an American undergraduate to his own institution, his instructors can say that "he appears to have benefitted." (Battsek, 1962:240)

Because of so many confounding variables which complicate a period of off-campus study, and particularly when the subjects of research had their experience as early adults, it is difficult to draw any definitive let alone causal relationships about the impact of study abroad on the participants.

At present, little is known about the impact of collegiate education upon individual's affective concepts or values. When the American undergraduate who studies off campus is specifically considered, even less is known. As has been publicly admitted about overseas programs in particular: Obviously, we are working on faith because we really have very little evidence of what happens as a result of international educational experience. I see no reason to be quite so ignorant as we now are, having been in the business twenty years (Davis as cited in Hull, et al, 1977:111).

What research has been conducted on the impact of a study-abroad experience points out the need for continuing studies on this facet of the undergraduate curriculum. Even though many educators have a bias in support of these programs, research confirmation of the effects on participants is lacking (Kafka, 1968: 121). It has been suggested that the impact of study abroad

programs can only be truly ascertained over a period of time (Pace, 1959; Klineberg, 1970; Riegel, 1953; Hull et al, 1977).

Klineberg and Sikkema refer to this as a "sleeper effect," not being able to understand the full significance of an experience until time has lapsed and the individual has been able to assimilate it and thus have a perspective on it (Klineberg, 1976:62; Sikkema, 1977:70). A non-respondent in this study, in filling out an abbreviated questionnaire sent to non-respondents, commented that she could not complete the original questionnaire which she received in 1975 (four years after her WTA experience) because she was still very bitter about the experience. She said, "I was not ready to think about Salamanca* in 1975." Evidently, she had brought some perspective to her sojourn experience because she wrote in her response to the second mailing quite a detailed account of her sojourn and how she felt about it. At least for this participant, a sleeper effect seemed to be in existence.

Theorizing that a study abroad segment does increase an individual's awareness of international affairs, and provides him with a more global outlook, some researchers have attempted to isolate the variable of "worldmindedness." From the point of view that a college undergraduate who had experienced living abroad under

*Throughout the study, in order to provide anonymity to the subjects, WTA centers and/or year of participation may be changed. The content of comments will remain as respondents wrote them.

the auspices of the Department of Defense, or as a dependent of a person engaged in international business, Gleason looked at the "social adjustment patterns and manifestations of worldmindedness among 157 American overseas-experienced college undergraduate students (1969)." Gleason found that it appeared that the personal background characteristics of the subjects was an important facet "in interpreting subsequent patterns of social adjustment and manifestations of worldmindedness (1969:2)." Some of the results of the analysis of this variable have indicated no increase in worldmindedness compared to a similar group of subjects who stayed home (Kafka, 1968; Purkaple, 1972). In another study, there appeared to be an increased understanding in world affairs and a better sense of American political affairs (Pace, 1959:27). Pace looked at the reading habits and related activities of former study-abroad participants from Sweet Briar College (1959).

Du Bois, in her comprehensive study of foreign students in the United States (1956) remarks that in spite of the close personal contacts for centuries between Frenchmen and Germans, history has shown the lack of peace between those two countries. "To many American citizens the goals of foreign student exchange may be no more clearly defined than 'international understanding' with the associated hope for peace - a relationship, unfortunately, that history can neither prove nor disprove (1956:13)." However, she hypothesizes that without the interpersonal contacts across national boundaries, "hostilities and separatism might have been even greater than they have been (1956:13)." This theory was

reiterated in a report from the United States Advisory Commission on International Educational and Cultural Affairs in August of 1964:

An enduring peace is not just the absence of war, not just a kind of vacuum. Tensions between nations are inevitable, and a lasting peace depends upon widely accepted arrangements for resolving those tensions in a just, orderly and nonviolent way. Such a state of affairs does not require that nations love each other nor even that they trust one another completely, but it does require some base (however modest) of understanding and tolerance. Without that base, extremes of anger, hatred or fear will all too easily push conflict beyond the possibility of orderly resolution.

Exchange of persons is probably the most effective means that has ever been found for creating such a base of understanding. It is not a sentimental gesture. It is not an effort to be generous to foreign students and visitors, nor just a means of providing Americans a personally enriching tour or period of residence abroad. It is a hardheaded investment in our future and the world's future. If the American people really come to understand that fact they will surely invest in these programs far more heavily than they do now (U.S. Advisory Commission, 1964:1).

Whether the exchange of students has been a factor in increased international understanding, or a more worldly outlook on the part of participants, there seems to be some reason to believe (even in the absence of researched, hard data) that such exchanges have benefitted the world community. It has been demonstrated that an individual's attitude toward the host country can be changed as a result of a period of study in a host-national university. However, several individuals have questioned whether an individual's attitude becomes more favorable to the host country as a result of the period of exchange (Klineberg, 1970; Kelman, 1962; de Sola Pool, 1965; Salter, 1974; Selltitz, et al,

1963; Smith, H. P., 1955; Misher, 1965; Selltiz, et al, 1956). In looking at this aspect of foreign exchange, studies have singled out variables which might have the potential to create favorable attitudes toward the host country - close friendships, duration of the sojourn, preconceptions of the host country, satisfaction while on the sojourn (Salter's hedonic theory, 1974:201), perceived status in the host country by the exchangee and by the members of the host country, and the goals of the sojourner.

Coelho suggests that the host family situation, or the development of close friendships, are significant factors in producing favorable attitudes toward the host country (1962:57). And finally, Kafka in his dissertation in 1968, sums up efforts to measure the change of attitudes:

Change in attitudes and values is probably too much to expect from overseas study programs of brief duration. And unless the period of time is extended, the immersion deepened, or the instruments made more sensitive, proof of attitude change will continue to be elusive (1968:122).

The exchange student's ability to speak the language of the host country has been examined as a crucial factor on the impact of the exchange experience. Competency in speaking English for foreign students in the United States has an effect on the student's self-esteem, on adjustment and success in reaching personal and professional goals (Du Bois, 1956). The acquisition of language skills has been held as an important objective of study abroad programs. It has been generally held that a period of study of a language in a foreign culture results in greater competency than in the same amount of time spent studying the language on the home campus.

Willis et al, found that students not only increased their ability to speak and comprehend the second language after a period of study in the country of the language, but also increased their self-confidence in using the language (1977). When he compared students who were in a work placement, with students who were studying in a university (in the same country and over the same period of time), he found that the work placement students showed greater improvement in their general command of the spoken language and in their coming to understand the foreign culture (Willis, et al, 1977).

In a longitudinal study, Billigmeir and Foreman found that 77 percent of the subjects used their second language (German) after studying in Germany six and seven years previously. The participants reported utilizing their ability to speak German to a varying degree (1975). The acquisition of language skills appears to be the most concrete result of study abroad programs as reported in the literature.

Living in a culture in which one was born, individuals take for granted the intricacies of that culture, the subtleties and the blatant, until some event provides them the opportunity to examine closely the context in which it took place. When a young child notices the way in which a French exchange student, newly arrived in America, uses silverware at meals, the child assumes the visitor is eating incorrectly or has substandard table manners. The discussion which takes place after the child has corrected the French student allows the entire family to examine its own culture

and learn about the new one. Through interviews, mailed questionnaires to former exchange students, and self-reporting, students consistently comment on their having had to examine aspects of their home culture as a result of the exchange experience (Abrams, 1962; Brady, 1971; Eide, 1970; Sikkema, 1977). The examination of their own culture provides for learning in very cognitive terms about their home country.

He (the sojourner) has left his homeland as an individual but immediately on his arrival in the new country, he is turned into a representative of his nation. People perceive him and act toward him, by and large, in terms of his nationality, which is a new cognitive category for him (Kelman and Ezekiel, 1970:7).

An American student in Egypt observing the customs of the host family on the occasion of the birth of the first grandchild was asked what customs surround the birth of an American child. After some thought, the American exchange student replied that the new father handed out cigars to his male friends. This was thought to be rather strange to the host family in light of the family celebration which took place in Egypt. Had there not been the birth of a child, the American would neither have had the opportunity for appreciating the unfamiliar Egyptian customs, nor giving any thought to his own customs.

When the host culture is drastically different from the home country, the many, new complexities can overwhelm the traveler. Culture shock, as this phenomenon is called, can be both a positive and negative force in the ability of the exchangee to assimilate

into the new environment. Sikkema suggests that culture shock is a vital ingredient in learning the new culture.

Culture shock is an essential ingredient of culture learning; while it can be damaging to the individual if he is so unprepared as to find the shock traumatic, it can, in smaller doses, be an effective instrument of learning in that it appears to shake the individual out of his own cultural frame of mind (1977:37).

On the other hand, in a study of adjustment patterns of American youth studying abroad, McEvoy viewed culture shock as a negative result, at times creating immobilization on the part of the sojourner (1968). Berger and Luckmann discuss the process of experiencing culture shock as a bombardment of new and strange cues and not having the necessary resources either to react to them or to interact with them. In the home culture, they continue, one's "knowledge of everyday life is taken for granted . . . until a problem arises that cannot be solved in terms of it (1967:44)." Using the telephone, knowing how to meet bodily needs, and a myriad of other a priori known skills, become or can become traumatic problems in a new culture.

Research studies have focused on the way in which individuals overcome culture shock and begin to make all the necessary adjustments and re-adjustments into the new pattern of living. The two factors which seem to be important elements in ease of adjustment are living with host-national families (Houle, 1976; Sturmer, 1970; Abrams, 1961; Kelman, 1962) and close interpersonal relationships with host nationals (Misher, 1965; Selltitz, et al, 1956; Du Bois, 1956; Eide, 1970; Klineberg, 1970). In analyzing

both factors, it appears that having a family or having the opportunity to cultivate friendships, produces more favorable attitudes toward the host country, eases the stranger effect (De Ley, 1975), and reduces culture shock. Hull, et al, in their study, point out that it may not be the existence of a host family or close friends, but the quality of the relationships that are important (1977). Based on a study of American students on a year's study program in France, Nash rejected the theory that:

Overseas experience, particularly that which involves greater association with the host people, will lead towards a more favorable attitude toward the host country (1976: 198).

Again, more research seems to be warranted in this area.

In analyzing a study-abroad program involving social work students, Sikkema observed that a support group (other Americans) was an important factor in the adjustment of the students to the new culture. In a study by Stoffer in 1946, reported by Lundstedt, it was found that:

. . . emotional and intellectual support received from an immediate reference group, was a determining factor in maintaining high morale in infantry combat units living under high stress conditions overseas. Where positive reference groups are not available as a source of psychological support then effective adjustment may be harder to attain (1963:3).

Abrams summarizes the factors which might influence adjustment processes of the sojourner, factors which Cora Du Bois proposed in her study of foreign students in 1956:

What students want, expect, and actually experience, the degree to which their self-esteem is enhanced or diminished, their national backgrounds, their personality structure, and their learning capacities are some of the significant factors (1962:227).

Eide hypothesized that prior cross cultural learning experiences facilitated easier acculturation in a new society (1975:125).

Further, she states that if the foreign student depends too heavily on fellow nationals, there is less adjustment to the cultural setting (1970: 132). McEvoy points out several factors which come into play in the adjustment of the foreign student: the duration of the sojourn, the congruence of the experience (familiar activities in the cross-cultural setting) and of the milieu (degree of difference in home and host culture), the congruence of the expectation, geographical functional relationships (defined as space needs), and the relationship of the participant with the program administration (1968).

Adjustment within the new culture, or more appropriately "coping," has been plotted over time by a number of researchers. In a study of 200 Fulbrighters, Lysgaard suggests that if one learns to cope with personal-social problems, one will also make easier adjustment throughout the stay in the new culture in the professional-educational realm. He further found that if a Fulbright scholar stayed six months or less, his adjustment was good; if he stayed from seven to eighteen months, there appeared to be more adjustment problems; and if he stayed nineteen months or longer, there appeared to be fairly good adjustment (1955).

In the study, conducted by Hull et al, they found that length of stay was closely associated with the outcomes (1977:2). They also found that the most positive outcomes resulted from a stay in the new culture of from twenty-seven to fifty-two weeks with the second most positive outcomes resulting from a stay of ten weeks or less (1977:3).

Du Bois has developed four stages of adjustment and re-adjustment: the spectator phase, the adaptive phase, the-coming-to-terms stage, and the predeparture stage (1956). Another way of looking at the adjustment process is promulgated by M. Brewster Smith. He discusses the spectator phase, the involvement phase, the relatively stable modus vivendi phase, and the final phase of anticipation and re-appraisal, in an attempt to better understand the complex nature of the sojourn adjustment process (1956).

Gullahorn and Gullahorn developed their "U-Curve" hypothesis and then re-evaluated it with the possibility that there might exist a "W" shaped coping process rather than the "U" (1963). They theorized that the first phase of the student exchange program was characterized by high morale and excitement with the novel experience. They called this the spectator phase. The next phase was that of involvement which was at a low point (the first line of the W) followed by another high phase (the peak of the W). The fourth phase was again a low point in the sojourn when the student experienced a re-involvement with the culture. The final phase

of re-adjustment usually is a comparatively high phase (the last line on the W).

It appears that adjustment to a new cultural setting is a very complicated process, entangled with events confronting the sojourner and the sojourner's ability to cope and the modus operandi the sojourner brings with him to the cross-cultural exchange program. To question the recently returned student from a study segment abroad on his/her adjustment while living in the host country, would necessitate categorizing experiences and events which happened and in which the student was involved. The student who broke a leg while in the host culture would have different adjustments to make than the student who experienced good health. Perhaps the foregoing is an extreme example; however, the student with a broken leg, because of personal coping skills, may have made a better adjustment to the new situation than the student who remained in good health.

Research has attempted to isolate those qualities inherent in a person which might predict a successful sojourn experience. Du Bois recognized the "idiosyncratic qualities" of foreign students studying in this country as a major factor in the degree of satisfaction with the period of time spent in America (1956). Gleason pointed out "background" as being a significant confounding variable in his study on worldmindedness (1969). Willis, et al, in the Bradford University study of students who spent a year

abroad studying, compared with students who spent a year abroad working, concluded that for both groups:

. . . the student's personal qualities are an important factor in the amount of progress he makes while abroad (1977:84).

Most study-abroad programs have a selection process which (1) comprises a review of prior academic work, and (2) many times a stated minimal grade point average (although no study surfaced which equated high grade point and successful completion of the sojourn; in fact, it might be reasoned that the opposite would result), (3) psychological stability as another requisite, (4) sometimes age or year in undergraduate school, and (5) an unblemished record in the social realm. One other criteria, for most programs, is that the student can financially afford to cover any additional costs related to the sojourn. Although age may be a factor for success in some programs, generally, at least for foreign students in this country, the purpose of the sojourn, attributed to the age and professional experience of the participant, seems to be a more significant factor (Du Bois, 1956).

In many reviews of study-abroad programs, it has been reported by participants that the level of academic work undertaken while abroad (Americans studying abroad) is not up to the quality of that found on the home campus (Hull, et al, 1977; Pfnister, 1972-73). And 15 percent of the respondents in the Pace study indicated that the academic program on the home campus would have been one advantage of staying home rather than spending a year in France (1959).

Pfnister further comments that a lack of library facilities in study abroad programs (for Americans) hampers the academic growth of the individual (1972-73). In his book relating a series of interviews with Americans living abroad, John Bainbridge states:

It is well known that for the most part American students in Europe do little actual studying, at least compared with what they would do at home. But there seems to be quite general agreement that the experience confers intangible benefits in the way of broadening the student's horizons and adding a dimension to their personalities (1968:246).

If in fact, the academic outcomes of study-abroad programs for Americans are not as significant as they might be expected to be, what are the over-riding outcomes which reinforce the existence of so many cross-cultural educational programs sponsored by American institutions of higher education?

Returned participants report qualities which they have discovered or further developed while on their sojourn. Some of the reported qualities are increased self-confidence (Lake Erie returnees), self-reliance (Houle, 1976), independence (Billigmeier, 1975), enhanced problem-solving ability (Houle, 1976), flexibility (Brady, 1971), greater sophistication, increased self-esteem (Coelho, 1962), enhanced self-image (1962), the discovery of otherness (Hull, et al, 1977; Sturmer, 1970), the development of new empathies and new identities (de Sola Pool, 1965; Sturmer, 1977), the development of the capacity to "think in other categories" (Bainbridge, 1968), open-mindedness (Brady, 1971), increased tolerance (Hull et al, 1977), and enhanced objectivity (Purkaple, 1972). In general the significant result of a period of time

studying abroad appears to be in the realm of personal development. The opportunity to live and study in another culture appears to be a very significant event in the lives of former participants.

As a part of the general education requirements of American academic programs (Abrams, 1961; Weaver, 1962), a number of proponents of study abroad opportunities have suggested that it be well integrated into the four-year undergraduate curriculum (Abrams, 1961, 1966; Weaver, 1962; Siegel, 1956). Rather than the term or the year spent off-campus being a time away from something, it should be an integral part of the academic program. If, in fact, the study-abroad component is incorporated into the general requirements of the curriculum, the impact the institution experiences is almost as significant as it is for the participants.

Otto Klineberg wrote:

All our reports do, however, indicate that there is indeed an impact on the university, and that this should be regarded as a positive gain resulting from exchanges (1976:258).

Writing in 1974, Samuel R. Spencer argues that:

. . . such programs help to keep us (the institution) honest in our educational claims; establish relationships which enable us to carry out an important part of our responsibility to society; and offer us learning resources abroad for institutional self-criticism and consequent self-improvement (1974:328).

Finally, two authors extoll the impact a returned, foreign-educated individual can have upon his culture and his community (Mandelbaum, 1956; Siegel, 1956).

Some research has been done on the return of students to their home country and problems they may experience in the re-adjustment after a period of study in another culture. Most of those studies concentrate on non-Americans having studied in the United States (Du Bois, 1956; Useem and Useem, 1955; Marsh, 1975). Du Bois looks at re-entry difficulties on the basis of reasons for studying abroad (escape motives provide for difficult re-entry), satisfaction during the sojourn, especially if it was a highly positive experience, and the duration of the sojourn (1956). If there is a support group for the returning student, there is less difficulty in re-adjustment to the home culture (Eide, 1970). Irwin Abrams calls for a solid program of reorientation in order to help the returnee become re-assimilated into the home institution and the community at large (1966). Very often one hears the woeful complaint, "None of my friends are really interested in what has happened to me while studying abroad." They may ask the question, "How was it?" and then immediately change the subject to what they are currently interested in.

It is not unusual for the returned student to feel ignored, left out of the main-stream of campus activity, and by-passed since life went on as usual on the home campus while the student was studying in another culture. The Goshen College Study-Service Term Abroad, for fourteen weeks, and the Lake Erie College Winter Term Abroad, are the only two programs discovered which up-root an entire segment of the student population, with those left on the

home campus either having already been abroad the year before, or knowing that they will be going in the near future. These two programs provide an environment which welcomes the returned student and integrates them into the campus life with little difficulty.

CHAPTER III

THE DESIGN OF THE STUDY

Methodologically speaking, this study is classified as ex post facto research, following Fred N. Kerlinger's definition:

Ex post facto research may be defined as that research in which the independent variable or variables have already occurred and in which the researcher starts with the observation of a dependent variable or variables. He then studies the independent variables in retrospect for their possible relations to, and effects on, the dependent variable or variables (Kerlinger, 1964, p. 360).

Using Kerlinger's text, Foundations of Behavioral Research, as the main reference for the design of this study, several cautionary comments need to be made about ex post facto research as well as some possible assets found in this methodology.

The over-riding principle in ex post facto research is that the subjects will be found as they are and it is up to the person conducting the research to attempt to disentangle the many variables which are found. Because there is no control over the independent variables, as there is in experimental research design, there exists a built in weakness in this methodology (Kerlinger). In the analysis of the data no direct cause and effect relationships can be definitively pointed out; however, utilizing appropriate statistical techniques, relationships between the independent and dependent variables may become apparent.

At this juncture in the dissertation, it needs to be reiterated that the WTA program is a requirement for graduation for all students at Lake Erie College. In using Kerlinger's explanation of the methodology of ex post facto research, the Lake Erie student did have some choices prior to her participation in the term abroad program. (1) She selected Lake Erie College for her undergraduate education. (2) She chose the language she would study (French, Spanish, German, and Italian were the choices) in her freshman or sophomore year and by so doing, in most cases, selected the country she would be living in while on the WTA. An exception would be the student who is assigned to an English speaking country because of deficient language skills, or because she selects an English speaking country for other reasons.

The subjects of this research project, the alumnae of Lake Erie College, have assigned themselves to the various groups or classified themselves according to independent variables. In ex post facto research "the subjects and the treatments come, as it were, already assigned to the groups (Kerlinger, 1964:362)."

Kerlinger points out several weaknesses to this methodology: (1) the inability to manipulate independent variables, (2) the lack of power to randomize, and (3) the risk of improper interpretations (1964:371). Emphasizing the limitations of this type of research on the interpretation of the data, he also points out that many situations or problems which call for research would not lend themselves to the experimental research design.

It can be said that ex post facto research is more important than experimental research. The most important social scientific and educational research problems do not lend themselves to experimentation, although many of them do lend themselves to controlled inquiry of the ex post facto kind (1964:373).

Kerlinger concludes his discussion by repeating the need for control in the research situation by the establishment of the hypotheses of interest in the very beginning of the development of the research proposal.

George V. Coelho in an article on working and studying abroad suggested that identification of significant variables and identification of significant relationships between variables can be conducted after the original hypotheses are formed, the data have been collected and the analysis has been initiated. He felt that an individual, without the predisposition to WANT to establish relationships between variables, could with objectivity identify, observe, generalize and communicate results free of value-laden effects. Because of the great difficulty in ex post facto research, "Social scientists have tended to fight shy of longitudinal naturalistic studies of successful cases of lives in progress (Coelho, 1962:69)."

In light of the foregoing discussion, the study of the Winter Term Abroad is a longitudinal naturalistic study of the lives of Lake Erie alumnae in progress. The study contains all of the limitations of the design; however, hopefully, the study contains the assets of the design as well.

Probably the most significant study conducted on alumni prior to this study, and upon which this study relied heavily for the development of ideas for the questionnaire, is C. Robert Pace's study of University of Delaware and Sweet Briar alumni who had participated in a study abroad program. Pace drew a sample of alumnae from the classes of 1923-1953 in an attempt to find out what effects the sojourn had had in their lives. The study was published in 1959. As was done in the initial stages of this research, he developed some ideas, based on theory as well as hunches, about the long-range impact of the sojourn on alumni and converted those ideas and hunches into hypotheses.

In this study four independent variables have been identified:

1. the type of center attended - English speaking or second language speaking (French, Spanish, German, or Italian)
2. area of concentration or major, specifically, foreign language concentrators compared with concentrators in other disciplines
3. length of time at the college - transfer students compared with four-year students
4. the General Studies program - students who participated in it compared with those who did not

It is felt that these four variables may contribute to the impact of the Winter Term Abroad on the participants.

Based on these four variables, and on the basis of prior research studies, and finally, having had direct administrative responsibility for the WTA for several years, the researcher developed a series of questions which will be addressed. Because of the author's personal involvement with preparing students for the sojourn,

visiting them while they were experiencing the sojourn, and working with them in their re-orientation to the college, he developed some questions based on "a hunch." And lastly, having worked closely with the alumnae program at Lake Erie, and having had the opportunity to talk in person with many former participants, the researcher developed some of the questions on the basis of what alumnae had previously reported.

The Research Questions

Using a scale of one to five, alumnae were asked to check the degree of importance (one = low importance, five = high importance) of eleven possible personal objectives. They were then asked to check the possible objectives from the perspective of what the college hoped for its students to achieve. The same scale, one to five, was used. The following questions were developed:

Will alumnae who went to a second language center (Spain, Italy, France or Germany) give more importance to the following personal objectives than will alumnae who went to English speaking centers?

- to increase international understanding
- to develop an awareness of oneself
- to increase the student's second language competence
- to develop an awareness of others
- to develop an awareness of the responsibilities of being an American citizen
- to develop an appreciation of another culture
- to develop an appreciation of another people

Will there be any difference in the ascribed importance on the following objectives when comparing the responses of alumnae who went to a second language center and alumnae who went to an English language center?

- to develop academic interests
- to develop an appreciation of art, architecture, and music
- to develop maturity in the student

to develop an awareness of the responsibility of
being a citizen of the world

Will alumnae who went to a second language center ascribe more importance to the following college objectives than will alumnae who went to English language centers?

to increase international understanding
to develop an awareness of oneself
to increase the student's second language competence
to develop an appreciation of art, music, and
architecture
to develop maturity in the student
to develop an appreciation of another culture
to develop an awareness of the responsibilities of being
a citizen of the world

Will there be a difference in the ascribed importance of the following college objectives when comparing the responses of alumnae who went to second language centers and alumnae who went to English speaking centers?

to develop academic interests
to develop an awareness of others
to develop an awareness of the responsibilities of
being an American citizen
to develop an appreciation of another people

Appreciating the intent of the General Studies core curriculum, it is felt that alumnae who experienced this four-year required program will ascribe greater importance to both the college objectives and personal objectives, than will alumnae who did not have the General Studies curriculum. The General Studies program followed a logical sequence with the WTA being a part of this core program in the junior year.

When looking at the responses of four-year students and transfer students, it is predicted that the four-year students will ascribe greater importance to the personal and college objectives of the WTA than will transfer students.

In analyzing the responses of the alumnae to the questions on college objectives and personal objectives the mean response

will be used to indicate ascribed importance. While analyzing the responses using the three independent variables of general studies, length of time at Lake Erie College, and the type of center attended, the following questions seek information about the ascribed importance of the personal and college objectives for all alumnae respondents.

Will alumnae in general ascribe more importance to the following personal objectives than to the other personal objectives?

- to develop an awareness of oneself
- to develop an awareness of others
- to develop maturity in the student
- to develop an appreciation of another culture
- to develop an appreciation of another people

Will alumnae rank the following personal objectives in lower importance compared to those listed above?

- to increase international understanding
- to increase the student's second language competence
- to develop academic interests
- to develop an appreciation of art, music, and architecture
- to develop an awareness of the responsibilities of being an American citizen
- to develop an awareness of the responsibilities of being a citizen of the world.

Will alumnae ascribe more importance to the College objectives than to the personal objectives?

Will alumnae who went to an English speaking center ascribe higher value to the orientation program than will alumnae who went to a second language center?

Will alumnae who were four year students ascribe higher value to the orientation program than will alumnae who were transfer students.

Will alumnae who completed the General Studies core curriculum attribute greater value to the orientation program than will alumnae who did not have General Studies?

In general, will alumnae who went to English speaking centers express having had less difficulty in adjusting than will alumnae who went to second language centers? Will they indicate less difficulty adjusting to the following variables?

- language
- social life
- customs of the host family
- peer relationships with host-nationals
- family relationships

Will alumnae who went to English speaking centers express more difficulty adjusting to the independent travel time (or tour) and peer relationships with Lake Erie students than will alumnae who went to second language centers?

Will there be any differences in the stated difficulty of adjusting to journal keeping and the alumna's relationship with the host national advisor between the alumnae who went to English speaking centers and alumnae who went to second language centers?

Will having gone through the General Studies program or not having gone through the program make a difference in the students' being able to make the necessary adjustments to the new living environment?

Will there be any difference in the degree of difficulty between the transfer students and the four-year students in adjusting to the following variables:

- social life
- customs of the host family
- peer relationships with host nationals
- family relationships
- peer relationships with Lake Erie peers
- independent travel time or the tour
- relationship to the host national advisor

Will alumnae who were transfer students have more difficulty adjusting to the language and the journal keeping than will alumnae who were four-year students?

In analyzing the adjustment variables, attention will be given to the open-ended questions, or the comments offered by the respondents. One of the factors which might provide insight into the degree of difficulty in adjustment while in the center is

the degree to which students sought each other out at the beginning, during the stay and at the end. In addition, the question will be asked about the degree of difficulty of living in another culture at the beginning, during the sojourn, and at the end.

It is predicted that, over-all, respondents will indicate a higher need to see Lake Erie students at the beginning, and will express greater difficulty making all the necessary adjustments at the beginning than at the end. However, individuals who went to a second language center will express a greater need to see Lake Erie students throughout the sojourn than will alumnae who went to an English speaking center. Further, alumnae who went to a second language center will express more difficulty in adjusting during the sojourn and at the end than will alumnae who went to an English speaking center. There will be no difference in the expressed difficulty during the culture shock stage at the beginning - both groups will express a high degree of difficulty.

There will be no difference in the degree of difficulty in making the necessary adjustments, nor in the expressed need to see Lake Erie students, by the alumnae who had General Studies and those who did not. And finally, transfer students will express less need to see Lake Erie peers throughout the sojourn than four year students, and will express greater difficulty in making all the necessary adjustments throughout the stay than will the four-year students.

One of the most important variables, as cited in the review of the related research, which may account for a successful sojourn, is having a host national family or close relationships with host-national peers. Further, it has been suggested that the quality of those two relationships may play a significant part in the student's adjustment and the feeling of satisfaction after the sojourn.

Because the College ascribes such importance on placing students with families rather than providing dormitory accommodations, it is felt that the family living experience will be a significant factor in the alumnae's ease in adjustment while in the center and the value she places on the WTA experiences.

Will the degree of comfort in the family make a difference in the alumna's ascribed value of the sojourn and her feelings about being a boarder, a guest, or a member of the family?

Will having been asked to share in the daily household chores within the family's home make a difference in the degree of comfort the alumna feels in the home?

If the alumnae perceives that the host family is taking foreign students into the home for financial gain (rather than having an interest in interacting with foreign students), will she feel less comfortable in the family than the alumna who perceives the host-national family taking foreign students into their homes out of interest?

Language skills have been shown to be a significant variable in allowing the student sojourner either to experience a feeling of success or satisfaction after the sojourn (high language skills) or to feel less satisfaction (low language skill ability). Because

of the importance placed by the College faculty on acquiring a second language facility (a requirement for graduation), language ability is an important variable in this study.

Will alumnae who went to a second language center indicate a higher degree of current language skill, hold the study of languages in higher value for themselves and their children, have used their second language facility more often, have studied in a foreign country more often, have read foreign publications more frequently, and have studied a foreign language after graduation more often than will alumnae who went to an English language center?

Will alumnae who were transfer students see less value in the study of a foreign language for themselves and their children, have used their language facility less often, than will the alumnae who were four-year students?

A numbers of questions were developed to elicit information about the alumna's reactions, or her personal reflections, to her feelings while a student in the center. These questions, along with many others, were hoped to generate additional comments from the respondents:

Will alumnae who went to an English speaking center indicate having had more freedom while in the center compared to the freedom in their own families and at the College than those who went to a second language center?

Will those alumnae who went to an English speaking center indicate a higher degree of comfort in the home, recommend their family to be used again, and feel as if they were a member of the family more often than will alumnae who went to a second language center?

Will alumnae who had the General Studies core curriculum more often state feelings of being a representative of the United States than will alumnae who had no General Studies.

Many of the study-abroad programs at colleges and universities are geared to the student majoring in a second language, or a geographical area studies program. It was hoped that a sufficient number of foreign language concentrators would fall into the sample to warrant the testing of additional questions.

Will alumnae who were foreign language concentrators more often indicate reading foreign publications, having involvement in community affairs which have an international dimension, having parent(s) who have a second language facility, than will alumnae who concentrated in other disciplines?

Will alumnae who were language concentrators ascribe more importance to the personal and college objectives of increasing the student's second language competence and developing academic interests than will alumnae who concentrated in other disciplines?

Will alumnae who were language concentrators more often report having experienced less adjustment difficulty, more comfort in the host-family, recommend them for further placement of students more often and consider themselves more often a member of the host family, than will alumnae who concentrated in other disciplines?

Will alumnae who were language concentrators assign greater value to the WTA experience, feel the study of a second language more important for themselves and children, and place greater importance on foreign travel, than will alumnae who concentrated in other disciplines?

In the preceding chapter it was pointed out that many sojourners find the orientation sessions of little value in actually preparing students to assimilate into and accommodate to the new culture. In my experience in planning and executing an orientation program for students going to Oxford, England, I found that while visiting them in the center there was much criticism

of their orientation program, expressing that they did not feel as if relevant information was presented. Questions directly related to orientation were developed earlier in this chapter.

A number of questions concerning the re-orientation program have been developed. Few study abroad programs provide for re-orientation program period. Because participants disperse to many different institutions in many different parts of the country, re-orientation of students has not been extensively studied. All Lake Erie students return to the same environment, and because there is a debriefing program during the Spring term, it is possible in this instance to look at the post return period. How significant is the Lake Erie College re-orientation program in helping students come to terms with their experiences? The following questions are developed to look at this aspect of the sojourn.

In general will all alumnae place a low value on the re-orientation program? Will the alumnae who experienced the General Studies program see more value to the re-orientation program than those who did not have General Studies?

Will There be any difference in the ascribed value of the re-orientation program between the four-year students and the transfer students, and between the alumnae who went to an English speaking center and those who went to a second language center?

All returnees experience the same frustration when friends or family ask the question "Well, how was Europe?" In 25 words or less, because that is about how long the interrogator will listen, the alumna is supposed to capsulize her three month sojourn, Because of the unusual nature of the WTA program, the following questions will be tested:

In general, will alumnae have more difficulty talking to non-Lake Erie College friends, lesser difficulty talking to their own family, and relatively no difficulty talking to Lake Erie students about their WTA experiences?

Will alumnae who went to a second language center have more difficulty talking about their experiences to non-Lake Erie friends, family, and Lake Erie students, than will alumnae who went to an English speaking center?

Upon returning home, and then to the campus, most alumnae will find themselves returning to former friendship groups. It is felt, however, that if a common bond was developed within a WTA group, that individuals might seek each other out, particularly, to talk with each other.

Will alumnae in general indicate more often seeking out members of their WTA group to talk with than seeking them out to do things with or just to be with after the sojourn?

Will alumnae who went to a second language center indicate seeking group members out to talk with, to do things with, and to be with, more often than will alumnae who went to English speaking centers?

Will alumnae who were four-year students indicate seeking out members of the group to talk with, to do things with, and to be with, more often than will alumnae who were transfer students?

Will those who had General Studies seek out group members to talk with, to be with, and to do things with more often than will alumnae who had no General Studies?

Because of the greater degree of language unfamiliarity in the second language centers, alumnae who attended those centers will probably have felt more need to have contact with fellow Lake Erie students, and as a result significant friendships with Lake Erie students within groups may have been formed.

Will alumnae who went to a second language center indicate having made a significant friendship with a member of their group more often than will alumnae who went to an English speaking center?

Will there be any difference in the frequency of making a significant friend between those who had General Studies and those who did not?

Will alumnae who were four-year students indicate making a significant friend among Lake Erie classmates, and making a significant host-national friend more often than will alumnae who were transfer students?

Because of many conversations with alumnae, and because of working with students before, during, and after their participation in the Winter Term Abroad, the researcher is predicting that alumnae in general will have a very positive attitude toward the study-abroad experience, and will place high value on it. However, there may very well be differences between subgroupings.

Will alumnae who went to a second language center place the WTA experience higher in personal value to them, ascribe more importance to travel and the study of foreign languages, than will those alumnae who went to an English speaking center?

Will alumnae who were four year students hold the WTA in higher personal value, and see greater integration of it into their educational program than will alumnae who were transfer students?

Will alumnae who had General Studies place a higher personal value on the WTA experience, hold a higher importance on foreign travel, and indicate greater integration of the program into their four year education, than will alumnae who had no General Studies?

By developing the major questions of interest a number of dependent variables have emerged: areas of concentration or major (foreign language, science/math, social sciences, fine arts, humanities, education, business administration, equestrian studies, and physician assistant); international dimension to employment and to activities, e.g. community activities or reading foreign publications; freedom within the host-national family; husband's prior foreign travel; parents' facility in a second language; prior travel; the country in which the student lived; low-proficiency in a second language; feeling of being a representative of the United States; college and personal objectives (international understanding, awareness of oneself, language competence, academics, awareness of others, appreciation of art, architecture, music, awareness of responsibilities of being an American citizen, maturity, appreciation of another culture, awareness of responsibilities of being a citizen of the world, an appreciation of another people) role the student felt she played while abroad (tourist, quasi-ambassador, student, foreigner); comfort in the host national family; recommend that the family have a student placed in it for another year; role in the family (boarder, guest, member); adjustment (language, social life, customs of the host family, peer relationships with host-nationsl and with other Lake Erie students, family relationships, journal keeping, independent travel time or tour, relationship to host-national advisor, orientation, re-orientation); integration into the curriculum; ease in making friends at Lake Erie and abroad;

importance of contact with Lake Erie students; the importance of orientation and re-orientation sessions; feelings about leaving the WTA center; importance of second language facility; current ability to speak a second language; frequency of use of the second language; return to the WTA country; post-graduation travel; correspondence with host family and host peers; duration of correspondence; current correspondence with foreigner; seeing the host-national family or friends post-graduation; friendship while on WTA; friendship with foreign-born and with individuals of other races; frequency of seeing these friends; importance of second language facility for their children; importance of foreign travel experience for their children; frequency of talking about WTA; overall value of WTA.

Although the objective of the study is first to answer the broad questions of interest, the study will focus on possible differences within the population of alumnae based on the four independent variables.

One of the major limitations of the study is that there is no control group with which to compare responses. If there were a large enough group of alumnae from Lake Erie College who did not experience the Winter Term Abroad, a different type of statement about the impact of the WTA on the participants could be made.

The Questionnaire

Because of the nature of the study and the type of data to be generated, an extensive questionnaire was developed. (The complete instrument is included in Appendix A of this study.) With the assistance of a psychologist/psychometrist, who also had participated on the Winter Term Abroad, each question was analyzed in relation to the kind of data it would generate and its relevance to the whole study. The instrument was pre-tested by three alumnae who were currently working at the College. The instrument was refined on the basis of their responses to questions, or questions they may have raised about specific items.

On March 21, 1975 the questionnaire was mailed to alumnae. A follow-up letter was mailed to non-respondents on April 10, 1975. The up-dated mailing to the alumnae in the classes of 1975-1978, took place on November 15, 1978, with a follow-up letter being sent to non-respondents on December 5, 1978.

In its final form the questionnaire contained 117 questions, with some questions including multiple responses. Some questions were asked in order to get descriptive data about the alumnae. Many open-ended questions were included to further elicit comprehensive responses. The alumnae were encouraged to elaborate on most questions.

Because of the length of the questionnaire and its complexity, it was felt that the response rate would be relatively low. For any mailed questionnaire, a 50-60% return is considered adequate

to conduct the study. In order to be able to generalize about all alumnae of Lake Erie College from the year 1954 through 1978, all non-respondents received an abbreviated questionnaire which was mailed on January 11, 1979.

The Non-Respondents

Wanting to have as complete information as possible about the sample of alumnae, a shortened questionnaire was sent to 151 non-respondents. Of the 151 mailed, 76 questionnaires were returned and 72 were analyzed. The return rate for the non-respondents was 50.3 percent. Several key questions were asked in order to compare the non-respondents with the respondents with the hope that from this study generalizations could be made about all participants in the Winter Term Abroad.

There was no appreciable difference in the two groups in their highest degree earned (Table 3.1) and no major differences in their academic areas of concentration while an undergraduate at Lake Erie College (Table 3.2). The alumnae respondents differed from the non-respondents concerning their reasons for choosing Lake Erie College (Table 3.3); however, the frequency of mentioning the WTA as a reason was similar in both groups.

The rank order of stated reasons of non-respondents for attending Lake Erie College is quite different from the respondents (Table 3.3). It appears that friends and relatives played a much more significant role in the non-respondents choice of colleges than in the respondents. The size of the College takes on more

TABLE 3.1.--Education Level of Alumnae Respondents and Non-Respondent Respondents.

Educational Level (Highest degree earned)	Respondents (N=235)		Non-Respondent Respondents (N=72)	
	Freq.	Adj. %	Freq.	Adj. %
Bachelor's degree	169	71.9	51	71.8
MA/MS	57	24.3	20	28.2
Ph.D.	6	2.6		
MD/DDS	1	.4		
JD	2	.9		
No Responses	-		1	

TABLE 3.2.--Academic Areas of Concentration - Respondents and Non-Respondents

Academic Area	Respondents (N=235)		Non-Respondents (N=72)	
	Freq.	Adj. %	Freq.	Adj. %
Foreign Language	21	9.0	10	14.1
Science/Mathematics	20	8.6	5	7.0
Social Science (Economics, Sociology, Psychology, Government, Anthropology)	52	22.3	14	19.7
Fine Arts (Music, Dance, Art, Theater)	37	15.9	7	9.9
Humanities (Literature, Philosophy, Religion, History)	47	20.2	16	22.2
Education	50	21.5	19	26.4
Equestrian Studies	5	2.1	-	-
Business Administration	1	.4	-	-
No Response	2	-	1	-

TABLE 3.3.--Stated Reasons for Choosing Lake Erie College by Respondents and Non-Respondents.

Stated Reason	Respondents			Non-Respondents		
	Freq.	N=235 %	Rank Order	Freq.	N=72 %	Rank Order
Academic Program	104	44.3 ¹	1	22	31.4	3
Size of the College	97	41.3	2	24	33.8	2
WTA	91	38.7	3	26	37.1	1
Women's College	53	22.6	4	15	21.1	5
Location of the College	41	17.4	5	11	15.5	6
Friends or Relatives	22	9.4	6	16	22.5	4
Riding Program	17	7.2	7	-	-	-
Financial Aid	14	6.0	8	4	5.5	7

¹The respondents and non-respondents could indicate up to three reasons for choosing Lake Erie College. The total number of responses made by the 235 respondents was 439, for the 72 non-respondents the total was 118.

importance for the non-respondents and the academic program less importance. The fact that the College is a women's college was a similarly cited reason for attending Lake Erie by both groups.

When asked if the opportunity to study in Europe was a factor in the alumna's choice of college, 81 percent (n=56) of the non-respondents and 81.1 percent (n=189) of the respondents said yes, that it was a factor.

There is no major difference in the frequencies of participation in the WTA in specific countries. Table 3.4 provides the data which indicate that alumnae non-respondents went to English speaking centers and to Spain with slightly greater frequency, went to France and Italy with slightly less frequency, and went to Germany with almost equal frequency compared to respondents. (Table 3.4 also provides data about all alumnae in the sample as to the country to which they sojourned.)

Non-respondents more frequently placed the tour or independent travel time as the best part of the sojourn (Table 3.5). Their responses may indicate a lower assigned value to the WTA program than respondents. The tour or independent travel time was built into the program to provide relief from host family life and to allow the Lake Erie students time to be by themselves.

Looking at the responses to the question concerning how well integrated the WTA was in the total curriculum, fewer non-respondents (60 percent, n=42) than respondents (74.8 percent,

TABLE 3.4.--Countries in Which Entire Sample Lived while on the WTA.

Country	Respondents (N=235)		Respondents to Shortened Questionnaire (N=72)		Non-Respondents (N=155)		Total Non- ¹ Respondents (N=191)		Total Sample (N=462)	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
France	88	37.4	25	34.7	41	26.5	66	34.5	154	33.3
Spain	39	16.6	15	20.8	20	12.9	35	18.3	74	16.0
Italy	19	8.0	2	2.8	12	7.7	14	7.3	33	7.1
Germany	23	10.0	7	9.7	13	8.4	20	10.5	43	9.3
English Speaking	66	28.0	23	31.9	33	2.13	56	29.3	122	26.4
No WTA	-	-	-	-	22	14.2	-	-	22	4.8
No Information	-	-	-	-	14	9.0	-	-	14	3.0

¹who had participated in the WTA

TABLE 3.5.--The Assigned Importance of the Tour or Independent Travel Time in Relation to the WTA Program.

Category	Respondents (N=235)		Non-Respondents (N=72)	
	Freq.	Adj. %	Freq.	Adj. %
The best part of the WTA experience	11	4.8	9	12.5
An important part of the experience	179	77.8	53	73.6
Just another segment of the WTA	28	12.2	9	12.5
An insignificant part of of the experience	12	5.2	1	1.4
No response	5	-	-	-

n=169) felt it had a logical, important place in their undergraduate program (Table 3.6). It should be mentioned that few individuals in both groups felt that it had no relevance in their undergraduate program. Again, when the variable value of the sojourn is analyzed, between the two groups, it will be apparent that the non-respondents assign less value to the program than do the respondents.

Interestingly, more non-respondents (29.6 percent, n=21) than respondents (23 percent, n=53) had returned to the country of their sojourn since graduating from Lake Erie. As a possible descriptor of value placed on the WTA, the non-respondents frequency of return would indicate a high value on the sojourn experience.

Knowing that transfer students as a group responded less frequently to the request to complete the questionnaire than did four-year students, there was a higher proportion of transfer students in the 72 alumnae who returned the shortened instrument (29.2 percent, n=21 for non-respondents; 24.4 percent, n=57 for respondents) than in the respondent group.

It was planned to analyze statistically the responses of the two groups on four questions: (1) the feeling of comfort in the host national family, (2) the importance of the acquisition of a second language facility for children, (3) the importance of a foreign travel experience for children, and (4) the value of the WTA experience in relation to the total educational program at Lake Erie College. These four questions were chosen to discern any

TABLE 3.6.--Statistical Analyses of the Responses of Respondents and Non-Respondents on Five Variables.

Variable	Number	Mean	Standard Deviation	Standard Error	F Value	2-Tail Probability	Pooled Variance Estimate			Separate Variance Estimate		
							T Value	Degrees of Freedom	2-Tail Probability	T Value	Degrees of Freedom	2-Tail Probability
Degree of comfort in the host-national family												
Non-Respondents	65	2.5231 ^a	.773	.096	1.12	.608	.51	289	.607	.53	108.59	.597
Respondents	226	2.4646	.817	.054								
Importance of children having a second language facility												
Non-Respondents	68	1.1765 ^b	.992	.120	1.65	.007	4.11	299	.000	3.59	91.95	.001*
Respondents	233	.7082	.772	.051								
Importance of children having a foreign travel experience												
Non-Respondents	68	.7647 ^b	.916	.111	1.89	.001	4.08	300	.000	3.44	88.60	.001*
Respondents	234	.3547	.667	.044								
Value of the MTA in relation to total education at Lake Erie												
Non-Respondents	69	3.2609 ^c	.779	.094	1.40	.068	-2.72	299	.007*	-2.48	98.56	.015
Respondents	232	3.5172	.658	.043								
Grade Point Average												
Non-Respondents	72	2.7761	.438	.052	1.01	.971	-2.51	303	.013*	-2.52	118.87	.013
Respondents	233	2.9254	.441	.029								

*significant difference below the .05 level

^aScale = 0-3, 0=low comfort, 3=high comfort^bScale = 0-4, 0=very important, 4=very unimportant^cScale = 0-4, 0=low value, 4=high value

Respondents N=235

Non-Respondents N=72

significant differences in the attitudes held by the two groups. A final factor of grade point average was statistically analyzed.

The t-test was used to determine whether the means between respondents and the nonrespondents on the five variables were significantly different. The results of this analysis indicated that there were significant differences in the two groups (Table 3.6).

Although no significant differences were found in the degree of comfort the student felt in the host national family, the mean comfort level for respondents ($M=2.4646$, $n=224$) was lower than for non-respondents ($M=2.5231$, $n=65$) indicating a higher degree of comfort in the home for non-respondents (0=low comfort, 3=high comfort).

It was found that there was a significant difference in the two groups in the ascribed importance of acquiring a second language facility for children (at the .001 level) and the ascribed importance of a similar travel experience for children (at the .001 level): the non-respondents placed both travel and language facility for children in lower importance than did the respondents. (The scale used in the coding of responses was 0=very important, 4=very unimportant.) Whereas 98.3 percent ($n=229$) of the respondents placed the study of languages in the neutral to very important categories, 92.6 percent ($n=63$) of the non-respondents checked the same categories. The major difference is that 32.4 percent ($n=22$) of the non-respondents ascribed neutral importance

to the study of languages while only 11.6 percent (n=27) of the respondents similarly replied.

When asked about the importance of foreign travel for children, more alumnae non-respondents expressed lower importance than did the respondents (Table 3.6).

Even though a significant difference was found between the respondents and non-respondents on the variable of overall value of the WTA at the .001 level of confidence, the mean of the non-respondents (M=3.2609, n=69) being lower than that of the respondents (M=3.5172, n=232), both groups allocated high value to the WTA experience. The major difference in the two groups appears in the category of high value (respondents, 32.8 percent, n=76; non-respondents, M=49.3 percent, n=34) compared with the frequency of checking the category, exceedingly high value (respondents, 59.9 percent, n=139; non-respondents, 40.6 percent, n=28). Of all the alumnae respondents 92.7 percent (n=215) said that the WTA was either high or exceedingly high in personal value to them. Of the non-respondents, 89.9 percent (n=62) said the sojourn was of high or exceedingly high personal value to them.

The t-test analysis of grade point average (although grade point average is only a descriptor in this study) pointed out a significant difference at the .013 level of confidence between the respondents (M=2.9254, n=233) and the non-respondents (M=2.7761, n=72).

Discussion

The attempt has been made to demonstrate that little difference actually exists in the respondents and the non-respondents. In spite of the statistically significant differences, the non-respondents place high importance on their children having a second language facility and having a foreign travel experience, and hold the WTA in high personal value. The difference between the two groups arises in the degree of high value, either high or exceedingly high, and degree of importance, important or very important.

Not meaning to treat lightly the results of the statistical analysis, it is important to point out that the differences appear at the high end of each scale rather than coming at the high end for respondents and the low end for non-respondents. The large number of subjects in both groups has allowed for a very discrete analysis of the differences between respondents and non-respondents.

If one were to follow logically the lower importance, the lower value, and the lower grade point average of the non-respondents on these four variables, one might predict that the third group, those who did not respond to either questionnaire, would place even lower importance and value on these same variables, and would have an even lower grade point average than the two groups on which data exist.

On the basis of the results of comparing the respondents and non-respondents, care will be taken in making sweeping

generalizations about all Lake Erie alumnae who participated in the Winter Term Abroad.

The Sample

The Alumnae Office of the College maintains an up-to-date list of all alumnae of the College. These lists are organized first by graduating class and then by zip code, lowest numbers to highest numbers. There is a code by each name indicating whether the alumna graduated from the college or left before graduation.

In drawing the first sample in the Winter of 1975, all alumnae who did not graduate, or who were "lost" or who asked to be removed from the mailing list, were eliminated. All transfer students who graduated in the classes of 1954-1974 were included in the study and crossed off the master lists (or were taken out of the population). From the remaining alumnae in the list, a stratified (by class), proportional (20%) sample was drawn. Each member of the class was assigned a consecutive number in order that the table of random numbers could be used to pull a random sample from that class. When 20 percent of the class had been drawn, the sampling was complete.

In order to update the study to include the classes of 1975-1978, the same procedure was used in November of 1978 to draw a sample of each of these classes. Because there were fewer transfer students in relation to the total population of students from 1954-1974 (in this time period), all transfer students were selected for the student. It was felt that this sub-group possessed

a quality which might make a difference in how they felt about the WTA experience. From 1975-78, the College witnessed a dramatic increase in the number of transfer students; as a consequence, it was felt that in drawing the sample from those classes, a representative proportion would fall into the sample.

The total population of alumnae graduates, who current address was known, was 1,839 individuals which encompassed the graduating classes of 1954-1978. The total number of alumnae who were mailed a questionnaire was 462.

The Sample Results

The exact details of the sample, the potential population, the sample drawn, the initial respondents, the non-respondent responses to the follow-up questionnaire, and the non-respondents can be found in Appendix B. The total population of graduates who qualified for this study was 1,839 alumnae. When all of the transfer student graduates were extracted (with the exception of the years 1975-78, the up-date sample), a total of 1,716 alumnae remained. When the 20 percent stratified, random sample was drawn, it resulted in a mailing list of 339 subjects becoming a part of the study. Transfer students, a sub-group of interest, accounted for an additional 123 subjects, and the total number of alumnae selected for the study was 462.

There were 251 responses, sixteen of which could not be used because: there was no name on the questionnaire (n=2), the alumnae did not participate in the WTA Program (n=12), or the

questionnaire arrived after the analysis of the data had been started (n=2). As a consequence, there were 235 valid, completed questionnaires which were included in the study. The total response rate, including those responses which could not be analyzed, was 54.3 percent. The four-year student response rate was higher than the transfer-student response (52.5% compared with 46.3%). The original sample contained 26.6 percent transfer students. The number of transfer students completing the questionnaire was 24 percent. The number of four-year students in the study is 178; the number of transfer-students is 57.

There were 211 alumnae who did not complete the questionnaire - plus two individuals who completed the questionnaire, but did not provide their names (as a consequence their questionnaires could not be used). In 1979, an abbreviated questionnaire was developed and sent to all non-respondents whose addresses were still known, and who had participated in the WTA. Of the non-respondents, 42 alumnae were eliminated from the follow-up because: they had requested that their names be removed from the mailing list (n=2), their addresses were not current (n=23), they had not participated in the WTA (n=15), or they were incorrectly coded as graduates when they were not (n=2).

Because of the recency of the up-dated sample, it was decided not to send the follow-up questionnaire to the members of the classes of 1975, 1976, 1977, and 1978. The initial response rate of the sample of the latter classes was almost 61 percent,

a return rate which reinforced the decision not to send a follow-up questionnaire.

Of the 151 questionnaires sent to non-respondents, 78 were returned (one was returned blank because she had not participated and five questionnaires were returned after the analysis had been started) and 72 were analyzed. The total response rate for the non-respondents on the follow-up questionnaire was 51.7 percent.

Of the 462 alumnae who were initially included in the study, information exists on 324 of them, or 70 percent of the original sample. Of the non-respondents, (those who did not return the original questionnaire or the shortened questionnaire, plus those who were eliminated from the final mailing), it is known which WTA center they attended (Appendix C), what their academic area of concentration was as an undergraduate (Appendix D), and if they were a transfer student or a four year student (Appendix B).

Because such a low number of foreign language concentrees (n=21) appeared in the sample, the independent variable of academic area of concentration was eliminated from the study. The other three independent variables of interest were used in the analysis due to the adequate number of subjects in each group: alumnae who went to an English speaking center (n=66) and alumnae who went to a second language center (n=169); alumnae who were transfer students (n=57) and alumnae who were four year students (n=178); alumnae who went through the General Studies program (n=114) and alumnae who did not go through the General Studies program (n=121).

CHAPTER IV

A DESCRIPTION OF THE ALUMNAE

Your questionnaire has come at a very difficult part of my life. I am searching to find the real me or the freedom within my marriage and family to be me, which has deeply-affected my answers here (on the questionnaire).

My education at Lake Erie College, the WTA program and all the experiences, adventures, prior to this searching have become the basis for which I must select a role that is compatible to me. It is a time of deep soul searching, difficult decisions, and yet constant pressure to fit into and to perform the role of mother and wife. I think of many alternative job opportunities, but realize that they seem interesting and exciting because my option is not to take them. Again, Lake Erie College made possible, I think, the depth of thought and questioning possible.

I cannot specify a particular LEC experience or WTA experience that was and is a highlight that has specifically guided me to what I am today. It has given me the knowledge of a world of adventure and learning that is there for the asking. LEC and WTA offer a world of knowledge if the student wants it. She has only to be receptive in order to receive what the college offers.

My memories of LEC are filled with warm thoughts of friendships shared, with thoughts of nights spent at the typewriter pounding out that hoped-for-A, and with everything that embodies Lake Erie College and the years I spent there.

My thanks to you for including me in your query. Some of my answers seem disjointed as I reread them, but I hope the feeling of appreciation for Lake Erie College comes through (1964 alumna, France).

Addressing the questionnaire, particularly the openended questions, alumnae responded, writing notes of appreciation for being included in the study, expressing still-held anger and frustration about situations experienced years earlier, by noting unfulfilled dreams which provide for a rich fantasy life, by pointing out specific instances which helped to crystallize a professional direction, and by coming to grips with questions they had never addressed (nor had anyone asked them).

In a covering note on the questionnaire, one alumna who went to Amsterdam in 1967 wrote:

It seems I have been waiting all these years for someone to ask me these questions . . .

And other commented, from her experience in Pisa in 1968:

I wanted to take this opportunity to thank you for such a thought-provoking and thoroughly enjoyable questionnaire. I have spent two evenings buried in thought, rereading my journal and recalling so many special memories . . . Again, thank-you for letting a housewife in Birmingham, Alabama, take a quick trip to Pisa, Italy.

The notes of appreciation from alumnae (when this researcher should have sent notes to the alumnae in appreciation for their completing the questionnaire) were balanced by a participant of the WTA in Grenoble in 1976:

Thirteen pages, 117 questions! My callouses have callouses!

And another alumna on page ten of the questionnaire gasped:

My God, there's more - three pages more!

And yet both completed the very long and complicated questionnaire.

It would not have been very difficult to accept the invitation of an alumna who went to Italy in 1968:

. . . if you get bored with your thesis, let me know. I'll organize your findings and you can come and take care of three children and cook Italian meals.

An alumna who spent her WTA in Dijon in 1959 wrote:

Thank you for giving me (and all of us) an opportunity to say some things that have not been said before.

Whether those "things" were positive or critical of the program is not the crucial issue at this juncture. What is important is that the alumnae who responded to the request in 1975 or in 1978 seemed to appreciate the opportunity to talk about what happened to them when they traveled to Europe on the Winter Term Abroad. Their lengthy answers to questions indicated a desire on their part to express how they have assimilated into their lives that experience of one year ago to twenty-five years ago.

Before launching into the detailed results of this exploratory study, it seems appropriate to include one statement from an alumna who went to France in 1966. Her comment reflects the feelings of many of the respondents:

I feel it important to say my Lake Erie College experience truly prepared me for the career I enjoyed and most important gave me the wherewithall as well as the enthusiasm for continued growth as an adult woman. The WTA experience only enhances the basic raw material offered in the General Studies Program at LEC while at the same time provides an important living experience for the student learning to cope with being a responsible human being. For me, it (the WTA) was a catalyst both personally and academically. If I am an interesting person, and an interested person, it is because of my background, as well as my experience at LEC in total - WTA being a most important aspect of the whole educational program.

When attempting to analyze a program, the ramifications of that program for the participants, and a program in which the researcher believes wholeheartedly, it is easy to extract those statements which underscore the hoped-for impact it had on the participants. Later in this study, examples of the critical comments will emerge, with the recognition that not all students may grow as a result of the sojourn experience. Realizing that some weaknesses exist within the WTA, it is hoped that the Winter Term Abroad program can be strengthened as a result of this study.

A Description of the Respondents - Demographic Characteristics

All alumnae included in the study graduated from Lake Erie College with a Baccalaureate degree (n=235). Since graduation, 24 percent (n=57) of the respondents had earned a Master's degree, 2.6 percent (n=6) had received the Ph.D. or Ed.D., and 1.3 percent had graduated from medical school (n=1) or law school (n=2). A number of alumnae indicated that they were completing requirements for a post-graduate degree; however, they were not assigned to an in-progress degree category for this study.

Appendix D shows the spread of the undergraduate areas of concentration as stated by the alumnae in the study and confirmed through the Recorder's Office at Lake Erie College.

In tabulating the alumna's reasons for choosing Lake Erie College for her undergraduate education, only the first three stated reasons were included in the analysis (many alumnae listed

more than three reasons). From the period of time, beginning with 1950, (the graduating class of 1954 was the first to participate on the WTA in 1953) and ending 1978 (the graduating class which entered in 1974), alumnae stated they chose Lake Erie for the following reasons (it needs to be emphasized that these are the first three reasons cited):

44.3% because of the academic program	(n=104)
41.3% because of the size of the college	(n= 97)
38.7% because of the Winter Term Abroad	(n= 91)
22.6% because it is a women's college	(n= 53)
17.4% because of the location	(n= 41)
9.4% because of friends or relatives	(n= 22)
7.2% because of the riding program	(n= 17)
6.0% because of financial aid	(n= 14)
N=230	Total (439)

(All of the above percentages are adjusted percentages reflecting the exclusion of those who did not respond to the question.)

When asked directly if the opportunity to study in France was a factor in the alumna's choice of Lake Erie College, 81 percent of the respondents replied in the affirmative, although only 38.7 percent ranked it as one of their first three choices.

The Lake Erie College alumnae in the study have impressive and extensive continuing education experiences. When asked to list the courses they had taken since graduation, 81 percent (n=191) responded to the question. The respondents listed both formal and non-formal, credit and non-credit courses. A wide range of sponsorship of the continuing education programs was indicated - from corporations and businesses, proprietary organizations, religious institutions, social service agencies, private and public

educational institutions, to community or neighborhood political or special interest groups. A sample of the types of courses and areas of study listed by the alumnae follows:

Social Science Courses:

- death and dying
- social work
- human relations skills
- transactional analysis
- drug and alcohol abuse
- child behavior
- parent effectiveness
- criminology
- women and the world of work

Health Related Courses

- nursing refresher courses
- cancer research
- mental health
- natural childbirth techniques
- biology

Special Education Courses Related to:

- the academically deprived
- blind
- deaf
- remedial reading

Creative Arts and Recreation:

- flower arranging
- silk-screen printing
- pottery
- crafts
- musicology
- voice
- creative writing
- Chinese cooking
- bridge
- small boat piloting

Education:

- Fulbright grant - year of study at the University of Rangoon
- teaching of reading
- physical education
- science education

Business Related Courses:

- executive business management
- computer science
- secretarial courses

Humanities:

- German languages
- public speaking
- archaeology
- philosophy

Other

- church study
- courses sponsored by the Girl Scouts of America
- courses for Army officers' wives
- Great Books

Many of the respondents said that not only were they involved in the taking of these courses, but also many were teaching in these varied areas. Evidently, the alumnae of Lake Erie College have not terminated their education at the Baccalaureate level. From the class of 1954 through the class of 1978, alumnae have been actively furthering their knowledge both in the formal and the informal educational environment.

Since graduating from Lake Erie College, 6.8 percent of all alumnae (n=16) reported that they had studied in another country for a period of time, and 23 percent (n=53) said they had studied a foreign language since receiving their Bachelor's degree. At least four alumnae indicated they had studied signing for deaf since graduating from college, which they classified as a language "other than English."

Employment

At the time of completing the questionnaire, 57.5 percent of the alumnae (n=134) said that they were currently employed outside the home. The types of occupations were as diverse as the continuing education history of the respondents. Only 3.8 percent (n=9) of the alumnae reported no employment since graduating from Lake Erie College. Since the major thrust of this study was to ascertain interest and activities in areas which had an international dimension, no analysis is made of the occupations. The data do exist in the original form.

Of those who had ever been employed, 7.5 percent had been engaged in work which involved an international dimension. The following professions were those listed by the alumnae who had worked or were working in a position with an international dimension:

Education Related Employment:

- Professor of Psychology in Canada coordinating the International Congress of Psychology
- instructor in Spanish, foreign student advisor
- teacher of Spanish
- teacher of German
- program director of English as a second language
- teacher of foreign adults in the United States
- teacher of French
- teaching English as a second language in Uganda and the Bahamas
- teacher of English in Spain
- teacher of comparative governments and economics of the USSR
- elementary teacher to pupils who did not speak English
- director of the World Trade Institute Language School
- counselor for foreign high school students
- tutor in migrant program
- librarian of an Italian book section
- teacher in Switzerland

Business Related Employment:

import/export public relations officer
 travel counselor, travel agency
 travel agency accountant
 international banking trainee
 partner in import business
 translator for an Italian bank in New York
 printer in the office of foreign investments in Ohio

News Media:

secretary/interviewer - Bermuda Television
 patent research, foreign publications
 director of training for foreign publishers
 translator for Realities

Service Industry:

stewardess for International Airlines
 waitress/hostess in France and Switzerland

Social Agency:

social worker for Spanish-speaking youth
 Peace Corps member
 Red Cross counselor in Korea

Almost 41 percent (n=94) of all respondents reported that they had utilized a foreign language in their employment. A few commented that they wished they had studied another language (specifically Spanish) because they found themselves working with Spanish-speaking persons in either a teaching or social work profession.

An alumna who had lived in Holland on the WTA attributed to her sojourn experience her decision to become a social worker. Although alumnae did not indicate a direct relationship between the WTA experience and post-graduation job choices, it is apparent that many alumnae have utilized skills learned at Lake Erie College and particularly on the WTA, such as the ability to speak a second language, in their employment.

Personal Characteristics

At the time they completed the questionnaires (the earlier sample in the winter of 1975 and the later sample in the late autumn of 1978), 75 percent of the alumnae reported being married (n=176), 3 percent being divorced (n=7) and 22 percent (n=52) indicated they were never married. One alumna, in observing the order of the categories (from married, first, to divorced, to widowed, to single) asked why the category "single" was always placed last (an interesting observation). Of those alumnae ever married, 25.7 years was the mean age at which the marriage took place.

Sixty-six percent (n=116) of the husbands of those who were married, had studied a foreign language, and of those, 43 percent (n=50) used their language facility. A total of twenty-one husbands (9 percent) had studied abroad and 54.5 percent (n=96) had traveled abroad prior to their marriage. (Foreign travel excludes Canada in this study.) The married alumnae reported a high incidence of traveling to foreign countries with their husbands after marriage (n=80 or 40 percent).

In looking at the husband's highest degree held, 48 percent (n=84) held a Bachelor's degree, 19 percent had earned a Master's degree (n=33), 6 percent (n=11) had completed the Ph.D. or Ed.D., 6 percent (n=10) held medical or dental degrees, and 5 percent (n=8) had obtained a law degree. It is noted that 19 percent of the husbands did not have a college degree (some high school n=1, high school n=9, and some college n=24).

Given the history and tradition of Lake Erie College, it is not surprising that 78.5 percent (n=183) of the respondents reported being brought up in a Protestant religion, with 17.6 percent having been brought up in the Roman Catholic Church. When asked what their current religious preference was, 61 percent (n=142) listed a Protestant affiliation, 11 percent (n=26) Roman Catholic, and 23 percent (n=53) had no religious preference (compared to 1.3 percent, n=3, who had no religious affiliation while being brought up as a child). Husbands similarly decreased their religious preference as adults compared to their religious preference while growing up (3.4 percent or n=6 reporting no religious preference growing up and 30 percent or n=53 having no current religious preference).

With some understanding of parental influence on children, the alumnae pointed out that 57 percent (n=133) of their parents (one or both) had had foreign travel prior to the alumna's participation in the Winter Term Abroad. The participants in the study stated that almost 48 percent (n=110) of the mothers and 44 percent (n=99) of their fathers had a second language facility. Of the mothers, 59 percent (n=65) used their second language, and of the fathers, almost 70 percent (n=69) used their second language facility. Looking at the parents of the total population of alumnae respondents, 29 percent of their fathers and almost 28 percent of their mothers had the ability to communicate in a second language.

The Lake Erie College students arrive at the College having grown up in different environments. The alumnae reported that 22 percent (n=27) of their families lived either in the country or in a village, 52 percent (n=90) said their families lived in a town or a medium-size city, and 36 percent (n=77) stated their families lived in a suburb of a large city or in a large city (21 individuals did not respond to the question). It is apparent that the Lake Erie student population has its roots in smaller sized communities as opposed to large cities.

In asking the respondents to provide information about their parents' educational and employment backgrounds, the objective was to further reveal the demographic characteristics of the alumnae. An occupational scale, developed by Hollingshead and Redlich (1958; 390-391) was used because it was founded on economic factors. Table 4.1 provides information on the fathers' and mothers' highest degree earned. Table 4.2 points out the occupations of the parents while the alumna was in college. (The category labeled "No Response" in both tables represents a non-response, a deceased parent, or a parent who was retired with no profession indicated.)

Prior to participating on the WTA, 32 percent (n=74) of the alumnae had traveled to a foreign country (excluding Canada). Noting that some of the categories overlap, 71 alumnae reported traveling as tourists, 25 were students studying abroad, three accompanied their parents on business assignments, and eight lived abroad as dependents of military personnel.

TABLE 4.1.--Education Level of Parents of Alumnae Respondents

Degree	Mother (n=216)		Father (n=219)	
	Freq.	Adj. %	Freq.	Adj. %
Some high school	7	3.0	6	2.7
High school	59	25.1	56	23.8
Some college	52	22.1	16	6.8
BA/BS	83	35.3	80	34.0
MA/MS	14	6.0	19	8.1
PhD/EdD MD/JD	1	-	42	17.9

N=235

TABLE 4.2.--Occupation Profile of Parents of Alumnae

Category	Mother		Father	
	Freq.	Adj. %	Freq.	Adj. %
Relief, public/private unemployed	1	.4	2	.9
Unskilled employee	-	-	3	1.4
Machine operator and semi-skilled	-	-	4	1.9
Skilled manual employee	6	2.6	9	4.2
Clerical, sales workers, technicians, and owners of little businesses	30	13.3	37	17.2
Administrative personnel, small independent businesses and junior professionals	21	9.3	48	22.3
Business managers, proprietors of medium sized businesses, and lessor professionals*	28	12.4	66	30.7
Higher executives, proprietors of large concerns, and major professionals	-	-	46	21.4
No employment outside the home	140	61.9	-	
No response	9		20	

N=235

*Lessor professionals include teachers, engineers, pharmacists, accountants, social workers, and similar occupation categories.

Table 4.3 provides the breakdown of the centers in which the alumnae respondents lived while on the Winter Term Abroad. Three of the alumnae in this study (one graduate each of the 1976, 1977, 1978 classes) participated in the WTA twice, each going to centers in two different countries.

Appendix C indicates the spread of years during which time a center was used by the College.

At no time has the grade point average of the alumnae been considered an independent variable which might have some correlation with satisfaction, value, or success; however, grade point average may be used as a descriptor from time to time. The research has shown that two things can emerge from using the grade point average as a selecting device or as a predictor of success: first of all, the student with a high grade point average might become very disillusioned with the academic stimulation or involvement in a foreign setting and might return regretting the decision to have studied abroad; secondly, the person with a high grade point average might find it even more difficult to find satisfaction with a study abroad experience because no time was spent taking advantage of the milieu. Since Lake Erie College sends all of its students on the WTA, even those who might be on academic probation (although these cases are reviewed carefully). The grade point average has become a descriptor of the sample studied, not a selective variable.

TABLE 4.3.--WTA Centers Attended by Alumnae Respondents.

Center	Freq.	Total	%
<u>France</u>		n=88	37.4
Caen	18		
Nancy	13		
Grenoble	31		
Bordeaux	5		
Dijon	13		
Nice	8		
<u>Spain</u>		n=39	16.6
Salamanca	8		
Valencia	14		
Madrid	17		
<u>Germany</u>		n=23	10
Tübingen	10		
Göttingen	13		
<u>Italy</u>		n=19	8
Pisa	18		
Florence	1		
<u>English Speaking</u>		n=66	28
Amsterdam	8		
Leiden	3		
Copenhagen	27		
Trogen	13		
Oxford	3		
Israel	2		
English/Irish	9		
Riding			
Centers			
England	1		
(Special)			

Appendix D describes the range of grade point averages for the respondents, the respondents to the shortened questionnaire, and the non-respondents.

The student, when selecting the language she wishes to study, at the same time selects the country to which she will sojourn on the term abroad. The exception is the student who attends an English speaking center, a variable which will be analyzed later on. All students must meet minimum requirements in a second language prior to graduation. (The only exception to this requirement, about which I am aware, is the student who has a hearing impairment or other known learning disability which does not allow for the acquisition of another language.) Table 4.4 shows the language studied by the alumnae respondents included in the study.

Over 21 percent (n=50) studied more than one language while a student at Lake Erie College. Since graduation, almost 23 percent (n=53) reported having studied a foreign language, explaining that they needed the skill for a job, or to enable them to speak with family members of their spouses, or to ease the adjustment of living in another country, or just out of interest.

TABLE 4.4.--Languages Studied by Alumnae Respondents.

Language	Freq. ¹	Percent ²
French	144	61.3
Italian	38	16.2
German	41	17.4
Spanish	69	29.4

N=292 (accounts for alumnae who had studied more than one foreign language (n=50))

¹ 50 alumnae had studied two or more languages

² adds to more than 100% because 50 reported studying two or more languages

CHAPTER V

IN RETROSPECT ONE FINDS MEANING

It (the WTA) began my travel experiences and was the influencing agent for my future life of international living (1958 alumna, France).

The WTA gave me the opportunity to see beyond my own family, town, state, and country, and to grow as a person (1959 alumna, France).

I feel that security can be found where you look for it, not just where you've always had it (1964 alumna, Spain).

I went (on the WTA) because everyone went and it was supposed to be a good experience. It was only after our return that I realized there was value to it (1965 alumna, France).

I know for sure that I carry about with me, as if in a suitcase, my set of values and expectations and my own sort of enthusiasm and curiosity, and have my own set of preferences all based on this little part of the U.S.A. in which I have lived, and based upon what my parents are and from where they come (1970 alumna, France).

I found that the friendships and acceptances I always strove for weren't as important as my own peace of mind (1964 alumna, Spain).

I learned through WTA that I had absolutely no gift for languages and would never master them (1972 alumna, Spain).

What alumnae learned or found as a result of the WTA experience was generally expressed through insightful, relatively strong statements. From reading and collating the responses to the open-ended questions, it seemed that the further removed an

alumna was from her sojourn, the more perspective she had on her sojourn experience. The assimilation process, or the compounding of one experience on another, allows the individual to draw upon resources which may be derived from an experience years in her past but the meaning of which is only recently discovered. Little did I appreciate the comments about the complexity of the research on study-abroad participants until the task of unraveling and organizing the data alumnae provided was before me.

There seems to be no better way to embark upon a journey than to jump in and begin. Approximately, twenty-five hundred Lake Erie College alumnae have traveled to Europe and survived, perhaps even thrived. For many alumnae of Lake Erie College, the prospect of the study-abroad experience, the unknown, was frightening yet filled with anticipation of finding another family, of learning new ways of living, of coming to terms with themselves as young adults on the threshold of taking the next step into full adulthood. As alumnae have expressed their feelings about the effects of the WTA, one might come to view the experience as a rite de passage which awards the individual, having emerged from it, commensurate privileges and responsibilities in the society in which she lives. Perhaps the returned student finds that she no longer needs to play a role because she has had the opportunity to have to deal with self and what self-hood means. While on the WTA, she is freed of her role expectations, that of being a daughter, a student, or roommate. She has the opportunity to

experiment with her perceptions of herself with a certain degree of anonymity, and yet, feeling a strong sense of responsibility as a guest in a new country, town, and family.

The Winter Term Abroad experience is seen as exceedingly high in personal value to 60 percent (n=139) of the alumnae respondents (N=235). On a five point scale (0=very low, 4=exceedingly high) 32.8 percent (n=76) feel that the experience was high in personal value. Only 6.5 percent (n=15) of the alumnae relegated the experience to the middle category of average. Two individuals rated the WTA as low and no respondents (and only one non-respondent who answer the follow-up questionnaire) placed the WTA in the category of very low (Table 5.1).

With the knowledge that the WTA was a very important part of the student's education and life experience, it seems appropriate to briefly outline the unfolding of this segment of the study:

- I. The Objectives of the Winter Term Abroad
- II. The Sojourn
 - A. Orientation of the students
 - B. The host national family
 - C. Student adjustment
 - D. The host national family relationship
 - E. The independent study projects
 - F. Friendships
 - G. Language competency
 - H. The academic program
 - I. The tour or independent travel
 - J. The departure
 - K. Student readjustment and reorientation to Lake Erie College

TABLE 5.1.--Personal Value of the WTA in Relation to the Total Education at Lake Erie College.

	n	Adj. freq. %
very low	-	-
low	2	.9
about average	15	6.5
high	76	32.8
exceedingly high	139	59.9

n = 232
 N = 235
 M = 3.517
 Md = 3.665
 Std= .658

scale: 0 = very low
 4 = exceedingly high

- L. Value of the sojourn
- M. Summary

The Objectives of the Winter Term Abroad

The stated objectives, outlined by President Weaver in 1952, when the Winter Term Abroad program was conceived, were (1) to prepare the young woman to become aware of her responsibilities as a citizen of the United States and (2) the world, (3) to assist the student in developing her problem solving abilities, to make her aware of herself and others, (4) to reduce her tendencies toward provinciality, (5) to increase her second language competency, and (6) to develop her appreciation of art, music, and architecture. These objectives, along with stated objectives of other cross-cultural education programs were incorporated into a list of eleven possible objectives. Identical lists were used in asking the alumnae to assign a degree of importance to each objective, approaching the question from her own personal goals (as she could recall them) which she hoped to achieve from the WTA as well as approaching the question from the alumna's point of view as to what she perceived the College's objectives to be and the degree of importance placed on each objective.

Probably indicative of many of the respondents, one alumna expressed succinctly her response to the questions asking the importance of selected personal and college objectives to be reached through participation in the WTA:

This is a hindsight observation reflected and re-evaluated from an eleven-year distance.

Appreciating that the "distance" could be one year to twenty-five years, the alumnae assigned relatively high importance to all of the personal and college objectives. Table 5.2 illustrates the relative importance of the personal and college objectives as indicated by alumnae respondents. In all cases, the alumnae ranked college objectives equal to or higher than personal objectives.

It was predicted that the objectives which focused on human factors would rank higher in importance than those which were academic or philosophical in nature. The emphasis on the person, or the person in the context of the culture, is a logical extension of the college's emphasis on the individual student.

The following personal objectives are listed in order of importance as ranked by the alumnae:

To develop an appreciation of another culture
(M=4.720, n=232)

To develop an appreciation of another people
(M=4.611, N=234)

To develop an awareness of others (M=4.348, N=230)

To develop an awareness of oneself (M=4.275,
N=229)

To develop maturity in the student (M=4.244,
N=234)

The former participants elaborated on the objectives in reply to the question: In retrospect, where you find yourself at the present time, and after _____ years (please insert the number

TABLE 5.2.--Possible Objectives of the Winter Term Abroad Assigned Importance by All Alumnae Respondents.

Objective	Ascribed Personal Importance	Rank Order	Perceived College Importance	Rank Order
To increase international under- standing	M=3.931 Md=4.173 Std=1.126 n=232 R=4.0	6	M=4.447 Md=4.668 Std= .769 n=228 R=3.0	4
To develop an awareness of oneself	M=4.275 Md=4.598 Std= .977 n=228 R=4.0	4	M=4.420 Md=4.657 Std= .845 n=231 R=4.0	5
To increase the students' second language competence	M=3.959 Md=3.959 Std=1.389 n=232 R=4.0		M=4.351 Md=4.625 Std= .881 n=231 R=4.0	7
To develop academic interests	M=2.996 Md=2.976 Std=1.159 n=231 R=4.0	11	M=3.786 Md=3.864 Std=1.044 n=229 R=4.0	11
To develop an awareness of others	M=4.348 Md=4.622 Std= .892 n=230 R=4.0	3	M=4.402 Md=4.626 Std= .830 n=229 R=4.0	6
To develop an appreciation of art , architecture, and music	M=3.793 Md=3.967 Std=1.132 n=232 R=4.0	8	M=3.951 Md=4.146 Std=1.088 n=226 R=4.0	10

(continued)

TABLE 5.2.--Cont.

Objective	Ascribed Personal Importance	Rank Order	Perceived College Importance	Rank Order
To develop an awareness of being an American citizen	M=3.303 Md=3.288 Std=1.249 n=228 R=4.0	10	M=3.991 Md=4.081 Std= .920 n=230 R=4.0	9
To develop maturity in the student	M=4.244 Md=4.517 Std= .952 n=234 R=4.0	5	M=4.522 Md=4.728 Std= .757 n=230 R=4.0	3
To develop an appreciation of another culture	M=4.720 Md=4.859 Std= .569 n=232 R=2.0	1	M=4.738	1
To develop an awareness of being a citizen of the world	M=3.811 Md=4.0 Std=1.155 n=233 R=4.0	7	M=4.323 Md=4.584 Std= .874 n=229 R=4.0	8
To develop an appreciation of another people	M=4.611 Md=4.925 Std=1.076 n=234 R=4.0	2	M=4.605 Md=4.801 Std= .706 n=228 R=3.0	2

Scale = 1 low importance
5 high importance

M=Mean
Md=Median
Std=Standard Deviation
n=number
R=Range

of years), what is the most important ramification of the WTA to you?

The discovery of personal resources (1956 alumna, France)

The sameness of peoples' needs and drives, despite differences of race and culture (1956 alumna, France)

The opportunity to experience such a wide range of emotions and discover potential for growth (1958 alumna, Denmark)

More confidence in meeting the unknown (1958 alumna, France)

A chance to "do it on your own," by being completely responsible for oneself and the chance for self-discovery in terms of the world out there (1962 alumna, Spain)

I found a freer, happier me (1965 alumna, Spain)

After being a minority member, I can better understand minority members (1974 alumna, France)

Probably the greatest "residual" lesson was the knowledge that I could handle unpleasant and frightening experiences, adapt to them and regard them as experiences to learn from (1964 alumna, France)

The experience afforded me an opportunity for personal growth and adjustment not duplicated before or since, and the opportunity to experience and become a small part of a culture other than that which I had known (1954 alumna, France)

LEC always stressed the self and its relationship to the world in all facets. WTA was perhaps the biggest dose of "self-learning" each of us had (1966 alumna, Italy).

Although those same five objectives were considered to be important, the rank order of them changed when the alumnae assigned importance to what she perceived to be the college objectives. To develop maturity in the student was ranked number three (number five in personal objectives) and the alumnae ranked the development of personal awareness of others as number six (number three on

personal objectives). The alumnae perceive the college objective of increasing international understanding as more important for the College than for themselves, as it is ranked number four on College objectives (number six on the personal objectives). This is consistent with the comments and statements of alumnae about their experiences at Lake Erie College and on the Winter Term Abroad.

It is important to point out that there seems to be a consistency in what the college hopes the student will achieve and what the student (in retrospect) feels she should have achieved. There is close similarity in the ranking of the final six objectives, both on the personal scale and college scale (Table 5.2).

All alumnae ranked the various objectives relatively high when one considers that the five-point scale provided was "one equals low importance" and "five equals high importance." Although an analysis of the academic aspects of the sojourn will be dealt with later in this chapter, it seems appropriate to make the generalization that most alumnae saw personal outcomes as having far greater value to them than did the academic outcomes.

There are three objectives which speak to the very elusive goals of increasing international understanding, and developing an awareness of being an American citizen, and a citizen of the world. Although ranked low in comparison to other objectives, these objectives are keenly felt by the students while they are in their centers. Some alumnae reported defensive reactions when questioned about the civil rights movement and the United States involvement

in Viet Nam. Other alumnae expressed feelings of guilt when queried by host nationals on these same issues. Most alumnae became poignantly aware of their national heritage and the individual role they must play in order not to be labeled the "ugly American." And many alumnae discovered a sense of being an American which they expressed with some pride and comfort.

I can see a close correlation between a course of events in this country today and the effects it has abroad (1957 alumna, Denmark).

I felt a pride in America and in being an American (1971 alumna, France).

I felt a sense of the whole world and its diversity and my small role in the new culture was but a small part of achieving mutual understanding (1964 alumna, France).

A relative had just escaped from East Germany and a party was held in his honor. I can remember how thankful I was that I never had to experience their problems (1960 alumna, Germany).

We attended a showing at a Dutch museum with our Dutch mother. As we came around a corner, there was a life-sized figure of a Japanese soldier. She (our mother) reacted automatically to her war camp internment (in Indonesia) and bowed from the waist. At such a time one is overcome with gratitude for life in the United States and having been spared the brutality of wars past (1960 alumna, Netherlands).

It was not easy to explain states' rights and Little Rock to Papa (1960 alumna, France).

Many Spanish students were sure they knew all about the United States and much of their information was misinformation. Kennedy's murder was much on everyone's mind. It was often difficult to convince a Spaniard that we were not all cowboys with a thirst for blood, especially when the papers constantly ran pictures of Johnson in his mauve cowboy outfit (1965 alumna, Spain).

I'll have to admit I had difficulty explaining the Pueblo spy ship incident and the Battle of Hue (1969 alumna, France).

I had the usual response of shame when speaking of the United States Viet Nam peace marches, civil rights, women's lib -- all issues which were made somehow looming when I was introduced as, "Here is (name) the American." I carried a considerable amount of guilt in my knapsack. There was a positive side to these forced considerations. I had to compare the values and ended up with an affirmation of, if nothing else, my country's immense energy. I mourned our lack of scruple, but praised the youth (1970 alumna, The Netherlands).

In analyzing further the ascribed importance of the perceived college and stated personal objectives, the independent variables type of center (English and second language), General Studies (those who experienced the core curriculum and those who did not), and length of time at Lake Erie College (transfer student compared with four-year students) were used to determine any differences within the population.

General Studies. It was hypothesized that those alumnae who had gone through the General Studies program (n=114) would place greater importance on both the college and personal objectives than those alumnae (n=121) who did not have the General Studies curriculum. In analyzing the results, it can be seen that, in general, the hypothesis was not supported (Table 5.3).

Because of the intent of the General Studies program, the self in relation to one's community, nation and world, it was felt that the objectives (1) of increasing international understanding, (2) of developing an awareness of being an American citizen, and (3) developing an awareness of being a citizen of the world, would have greater importance to the alumnae who went through this required core program than alumnae who did not have General Studies

TABLE 5.3.--Possible Objectives of the Winter Term Abroad Assigned Importance by Alumnae Who Went Through the General Studies Program and Those Who Did Not.

Objective	Ascribed Importance by Alumnae who had General Studies (N=114)				Perceived Importance by Alumnae who did not have General Studies (N=121)			
	Personal Objective	Rank Order	College Objectives	Rank Order	Personal Objectives	Rank Order	College Objectives	Rank Order
To increase international understanding	M=3.902 Md=4.20 Std=1.193	n=112 R=4.0	M=4.387 Md=4.619 Std=.800	n=111 R=3.0*	M=3.959 Md=4.156 Std=1.064	n=120 R=4.0	M=4.504 Md=4.709 Std=.738	n=117 R=3.0*
To develop an awareness of oneself	M=4.369 Md=4.633 Std=.852	n=111 R=4.0	M=4.478 Md=4.657 Std=.733	n=113 R=4.0	M=4.186 Md=4.963 Std=1.078	n=118 R=4.0	M=4.364 Md=4.657 Std=.940	n=118 R=4.0
To increase the students' second language competence	M=3.757 Md=4.105 Std=1.343	n=111 R=4.0	M=4.274 Md=4.526 Std=.889	n=113 R=4.0	M=3.579 Md=3.806 Std=1.430	n=121 R=4.0	M=4.424 Md=4.703 Std=.871	n=118 R=4.0
To develop academic interests	M=2.791 Md=2.804 Std=1.059	n=110 R=4.0	M=3.593 Md=3.574 Std=1.015	n=113 R=4.0	M=3.182 Md=3.171 Std=1.218	n=121 R=4.0	M=3.974 Md=3.974 Std=1.042	n=116 R=4.0
To develop an awareness of others	M=4.378 Md=4.646 Std=.821	n=111 R=3.0*	M=4.375 Md=4.551 Std=.784	n=112 R=4.0	M=4.319 Md=4.598 Std=.956	n=119 R=4.0	M=4.427 Md=4.688 Std=.874	n=117 R=4.0
To develop an appreciation of art, architecture, and music	M=3.712 Md=3.863 Std=1.123	n=111 R=4.0	M=3.866 Md=4.00 Std=1.070	n=112 R=4.0	M=3.868 Md=4.086 Std=1.140	n=121 R=4.0	M=4.035 Md=4.328 Std=1.105	n=114 R=4.0
To develop an awareness of being an American citizen	M=3.297 Md=3.279 Std=1.283	n=111 R=4.0	M=3.821 Md=3.890 Std=.961	n=112 R=4.0	M=3.308 Md=3.297 Std=1.221	n=117 R=4.0	M=4.153 Md=4.256 Std=.834	n=118 R=3.0*
To develop maturity in the student	M=4.142 Md=4.391 Std=.990	n=113 R=4.0	M=4.523 Md=4.696 Std=.672	n=111 R=2.0*	M=4.339 Md=4.583 Std=.909	n=121 R=4.0	M=4.521 Md=4.756 Std=.872	n=119 R=4.0
To develop an appreciation another culture	M=4.696 Md=4.841 Std=1.143	n=112 R=4.0	M=4.717 Md=4.835 Std=.832	n=113 R=4.0	M=4.742 Md=4.875 Std=1.169	n=120 R=4.0	M=4.759 Md=4.876 Std=.916	n=116 R=4.0
To develop an awareness of being a citizen of	M=3.750 Md=3.906 Std=1.143	n=112 R=4.0	M=4.330 Md=4.551 Std=.832	n=112 R=4.0	M=3.868 Md=4.097 Std=1.169	n=121 R=4.0	M=4.316 Md=4.614 Std=.916	n=117 R=4.0
To develop an appreciation of another people	M=4.593 Md=4.802 Std=.798	n=113 R=4.0	M=4.595 Md=4.779 Std=.693	n=111 R=3.0*	M=4.628 Md=4.805 Std=.697	n=121 R=4.0	M=4.615 Md=4.820 Std=.741	n=117 R=3.0*

Scale: 1=low importance
5=high importance

On the personal objective scale, alumnae who had General Studies attributed more importance to developing an awareness of oneself and others, and curiously, the objective of increasing the student's second language competence than alumnae who did not have General Studies. The development of the language program at the College was in full bloom in the late fifties to the latter sixties, the same period of time when the General Studies program was a required part of the curriculum. It was also during this period of time in which the College saw its most significant growth -- in the number of students, in the building of the physical plant, and in the increase of faculty members. The commitment to an international approach to education resulted in students learning second languages as a matter of course, and not questioning the requirements (1950-57 saw a modest effort in creating excitement for languages, and 1969 to 1972 saw students rebelling against the requirements, while 1973-78 saw quiet antipathy, but acquiescence to the study of languages). And finally, those who did not have General Studies may have felt that language study was a necessary evil in order to participate in the WTA. It is for these reasons, and it is my hunch, that those who had General Studies felt greater importance in acquiring a second language facility than those who did not experience General Studies.

Unsolicited, alumnae offered comments relating the importance of the WTA vis-a-vis the General Studies program.

Because of the General Studies program, it seemed only natural that in order to gain a well-rounded education, we had to go beyond our own little campus (1960 alumna, Germany).

General Studies led and helped us to grow towards the WTA experience (1962 alumna, Denmark).

Each year provided continuity in the four-year program; the WTA "fit in" (1964 alumna, Spain).

The whole emphasis at the time seemed to be three years of anticipation and one year of reflection (1965 alumna, Spain).

Perhaps, the impetus of the General Studies program provided for the student's taking for granted the process of assimilating the objectives (both personal and college) of the WTA. In contrast to the alumnae's statements related to the General Studies program, students who did not have General Studies offered the following observations:

It was like a pause in the curriculum. Although the initial language preparation was related, nothing else at LEC related to it (1971 alumna, Italy).

The WTA was a separate experience, a kind of novelty or break from the routine. Things continued spring term as always (1972 alumna, France).

It was the agreement of most (with whom I talked) that essentially it was a paid vacation (1973 alumna, France).

At the time, it did not seem to bear a great deal on what I was doing at LEC (1974 alumna, England).

I think it would help if the WTA was promoted more from the very start of the freshman year (1977 alumna, England).

The WTA not being an integral part, perhaps even being a "paid vacation" or "pause in the curriculum," might allow for an alumna to place greater importance on the "vacation" from the

the routine of campus life. It needs to be emphasized that the above comments do not necessarily reflect a serendipitous attitude toward the WTA experience: They reflect a different approach to the experience than was indicative of the General Studies students.

The hypothesis that alumnae who experienced General Studies would ascribe more importance to the perceived college objectives than would those who did not have General Studies was generally not supported. The four college objectives which were perceived to be more important by those who had General Studies were (1) develop an awareness of oneself, (2) develop an awareness of others, and (3) develop an awareness of being a citizen of the world. There was equal importance placed by both alumnae groups on the objective of the WTA to develop maturity in the student. Table 5.3 provides the complete information on the alumnae response to the perceived college objectives. It should be noted that compared with alumnae who did not experience General Studies the alumnae who had General Studies ascribed greater importance to perceived college objectives than to personal objectives, except for developing an awareness of others which was equal.

Alumnae who did not have General Studies also attributed greater importance to the perceived college objectives than to their own personal objectives.

In summation, the enrollment in General Studies seems to have allowed the WTA to fit comfortably in the student's undergraduate program to the extent, possibly, of taking for granted the overt and covert objectives as a normal part of the

curriculum and having assimilated them because of the two-and-one-half years of preparation.

Transfer vs. Four-Year Students. The transfer students (N=57) provided a surprising response when compared to the four-year students (N=178) on the importance of both the college and personal objectives (Table 5.4). The original hypothesis was that four-year students would place greater importance on the objectives to be attained from the WTA than would transfer students because the four-year students had observed two classes' participation in the sojourn, had experienced the language preparation, had vicariously experienced the WTA through the stories and descriptions of the returned students. The hypothesis was not supported.

A possible explanation for the reversal of the prediction is that the novelty of the program, the tales of the seniors who had completed their sojourns six months earlier, and the prospect of being up-rooted to Europe in three short months, may have resulted in the transfer students' need to work much harder to assimilate the objectives of the WTA, and consequently to ascribe greater importance to the objectives than did four-year students.

Transfer students generally entered the college in their junior year. In order to be ready for the departure only three months in the future, intense language preparation took place and the formal orientation program occurred.

Transfer students did not mention the WTA (n=18, 31.6 percent) as a reason for selecting the College more often than

TABLE 5.4.--Possible Objectives of the Winter Term Abroad Assigned Importance by Alumnae Who Were Transfer Students and Alumnae Who Were Four-Year Students.

Objective	Ascribed Importance by Alumnae who were transfer students (N=57)			Ascribed Importance by Alumnae who were four-year students (N=178)		
	Personal Objectives	Rank Order	College Objectives	Personal Objectives	Rank Order	College Objectives
To increase international understanding	M=4.143 Md=4.50 Std=.999 R=3.0**	7	M=4.604 Md=4.821 Std=.743 R=3.0*	M=3.864 Md=4.075 Std=1.158 R=4.0	6	M=4.400 Md=4.607 Std=.773 R=3.0*
To develop an awareness of oneself	M=4.182 Md=4.613 Std=1.107 R=4.0	6	M=4.519 Md=4.750 Std=.795 R=3.0*	M=4.594 Md=4.624 Std=.934 R=4.0	5	M=4.390 Md=4.624 Std=.860 R=4.0
To increase the students' second language competence	M=3.544 Md=3.813 Std=1.477 R=4.0	10	M=4.500 Md=4.729 Std=.818 R=4.0	M=3.703 Md=4.00 Std=1.362 R=4.0	8	M=4.305 Md=4.588 Std=.897 R=4.0
To develop academic interests	M=3.193 Md=3.200 Std=1.231 R=4.0	11	M=4.151 Md=4.316 Std=.949 R=4.0	M=2.931 Md=2.920 Std=1.131 R=4.0	11	M=3.676 Md=3.696 Std=1.049 R=4.0
To develop an awareness of others	M=4.509 Md=4.769 Std=.928 R=4.0	3	M=4.623 Md=4.838 Std=.765 R=3.0*	M=4.295 Md=4.560 Std=.876 R=4.0	4	M=4.335 Md=4.533 Std=.839 R=4.0
To develop an appreciation of art, architecture, and music	M=4.211 Md=4.581 Std=1.048 R=4	5	M=4.327 Md=4.633 Std=.923 R=3.0*	M=3.657 Md=3.815 Std=1.128 R=4.0	9	M=3.839 Md=3.991 Std=1.111 R=4.0
To develop an awareness of being an American citizen	M=3.589 Md=3.667 Std=1.233 R=4	9	M=4.296 Md=4.536 Std=.861 R=3.0*	M=3.209 Md=3.198 Std=1.244 R=4.0	10	M=3.898 Md=3.971 Std=.920 R=4.0
To develop maturity in the student	M=4.386 Md=4.662 Std=.921 R=4.0	4	M=4.691 Md=4.860 Std=.663 R=3.0*	M=4.198 Md=4.436 Std=.960 R=4.0	5	M=4.469 Md=4.785 Std=.779 R=4.0
To develop an appreciation of another culture	M=4.768 Md=4.891 STD=.539 R=2.0*	1	M=4.755 Md=4.884 Std=.551 R=2.0*	M=4.705 Md=4.848 Std=.579 R=2.0*	1	M=4.733 Md=4.848 Std=.515 R=2.0*
To develop an awareness of being a citizen of the world	M=3.947 Md=4.235 Std=1.171 R=4.0	8	M=4.509 Md=4.743 Std=.800 R=3.0*	M=3.767 Md=3.913 Std=1.150 R=4.0	7	M=4.267 Md=4.522 Std=.889 R=4.0
To develop an appreciation of another people	M=4.684 Md=4.837 Std=.686 R=4.0	2	M=4.704 Md=4.872 Std=.690 R=3.0*	M=4.588 Md=4.792 Std=.765 R=4.0	2	M=4.575 Md=4.775 Std=.723 R=3.0*

Scale: 1=low importance
5=high importance

four-year students (n=73, 41 percent), nor did they state that the opportunity to study in Europe was a factor in choosing the College to finish their education program any more often than did the four-year students (Transfer, n=36, 63.2 percent; four-year, n=153, 86 percent). It might be explained that some transfer students were unaware of the required sojourn experience and, upon arriving on campus, discovered the unique opportunity. One last comment concerning the transfer students attributing greater importance to the objectives is that the College levied a surcharge on all transfer students for the WTA since these students were not paying four years of the comprehensive fee. When one makes an outright payment for a commodity or service, that commodity or service often takes on added significance. When the charge for a commodity or service is included, in an overall fee, (as is the case with four-year students), it may be ascribed less significance.

Type of Center. It seems appropriate at this juncture to relate the reasons alumnae gave for attending an English language center rather than a second language center. Of the 66 alumnae who spent their sojourn in a center in which English was generally understood as often as the national language, 34.8 percent (n=23) indicated that they had a low proficiency in their second language; 3.0 percent (n=2) chose an English speaking center because of their family background; 33.3 percent (n=22) wanted to pursue an academic interest in the specific center; and 7.6 percent (n=5) had other

reasons for choosing an English speaking center while 23.2 percent (n=14) did not respond to the question.

Because of the added dimension of being required to use a second language to exist in a non-English speaking country and family, those students who lived in France, Germany, Spain, or Italy would have to expend more energy on a daily basis in order to survive than would students in English-speaking countries. Under those conditions, it was hypothesized that alumnae who went to a second-language center would place more importance than would alumnae who went to English speaking countries on the following personal objectives:

- to increase international understanding
- to develop an awareness of oneself
- to increase the student's second language competence
- to develop an awareness of others
- to develop an awareness of the responsibilities of being
an American citizen
- to develop an appreciation of another culture
- to develop an appreciation of another people

With the exception of the objective to develop an awareness of others, the hypothesis was supported. A possible explanation for the lower importance given to developing an awareness of others is that surviving through use of a second language may preoccupy the sojourner to the extent that self is the pervading priority, not allowing for much time or energy to be sensitive to others.

Initially, it was hypothesized that alumnae would (based on the type of center) ascribe equal importance to the following objectives:

to develop academic interests
 to develop an appreciation of art, music, and architecture
 to develop maturity in the student
 to develop an awareness of the responsibilities of being a
 citizen of the world

In analyzing the responses, alumnae who sojourned to second language centers placed more importance on developing an appreciation in the arts. Both groups supported equally the importance of the objective of developing maturity in the student.

Studying in one's own language, rather than constantly having to struggle with another language, is the apparent explanation for the responses of alumnae who went to English speaking centers who placed greater importance on the objective, to develop academic interests. When the academic thrust of the WTA is discussed, and specifically, the independent study projects, more clarity will be gleaned concerning the objective to develop academic interests.

Those alumnae who lived and studied in an English speaking center consistently ascribed more importance to the college objectives than to the personal objectives (Table 5.5). The most dramatic shift in degree of importance was on the objective to increase the second language ability. English center sojourners attributed low importance ($M=2.40$) to the personal objective, and yet ascribed a mean of 4.281 to the college objective of increasing the second language competence. For them having a second language facility was relatively unimportant; on their sojourn however, they perceived the College as placing fairly great stress on language study, which it has done.

TABLE 5.5.--Possible Objectives of the Winter Term Abroad Assigned Importance by Alumnae Who Went to English Speaking Centers and Alumnae Who Went to Second Language Centers.

Objective	Ascribed Importance by Alumnae who went to English speaking centers (N=66)			Ascribed Importance by Alumnae who went to second language centers (N=169)		
	Personal Objectives	College Objectives	Rank Order	Personal Objectives	College Objectives	Rank Order
To increase international understanding	M=3.831 Md=4.053 Std=1.180 n=65 R=4.0	M=4.468 Md=4.639 Std= .718 n=62 R=3.0*	6	M=3.970 Md=4.242 Std=1.105 n=167 R=4.0	M=4.440 Md=4.678 Std= .790 n=166 R=3.0*	7
To develop an awareness of oneself	M=4.242 Md=4.529 Std= .929 n=66 R=3.0*	M=4.406 Md=4.586 Std= .791 n=64 R=4.0	5	M=4.288 Md=4.624 Std= .998 n=163 R=4.0	M=4.425 Md=4.681 Std= .867 n=167 R=4.0	4
To increase the students' second language competence	M=2.40 Md=2.036 Std=1.456 n=65 R=4.0	M=4.281 Md=4.559 Std= .934 n=64 R=4.0	11	M=4.156 Md=4.529 Std=1.00 n=167 R=4.0	M=4.377 Md=4.648 Std= .862 n=167 R=4.0	6
To develop academic interests	M=3.308 Md=3.417 Std=1.158 n=65 R=4.0	M=3.905 Md=4.025 Std=1.027 n=63 R=4.0	10	M=2.873 Md=2.848 Std=1.140 n=166 R=4.0	M=3.741 Md=3.80 Std=1.050 n=166 R=4.0	11
To develop an awareness of others	M=4.375 Md=4.586 Std= .807 n=64 R=3.0*	M=4.391 Md=4.611 Std= .809 n=64 R=3.0*	3	M=4.337 Md=4.635 Std= .925 n=166 R=4.0	M=4.406 Md=4.632 Std= .840 n=165 R=4.0	3
To develop an appreciation of art, architecture, and music	M=3.708 Md=3.917 Std=1.247 n=65 R=4.0	M=3.984 Md=4.048 Std= .904 n=61 R=3.0*	8	M=3.826 Md=3.982 Std=1.087 n=167 R=4.0	M=3.939 Md=4.193 Std=1.151 n=165 R=4.0	9
To develop an awareness of being an American citizen	M=3.262 Md=4.50 Std= .900 n=66 R=4.0	M=3.095 Md=4.649 Std= .854 n=63 R=4.0	9	M=3.319 Md=4.523 Std= .974 n=168 R=4.0	M=3.952 Md=4.754 Std= .716 n=167 R=4.0	10
To develop an appreciation of another culture	M=4.591 Md=4.750 Std= .632 n=66 R=2.0*	M=4.635 Md=4.784 Std= .604 n=63 R=2.0*	1	M=4.771 Md=4.894 Std= .535 n=166 R=2.0*	M=4.777 Md=4.881 Std= .485 n=166 R=2.0*	1
To develop an awareness of being a citizen of the world	M=3.738 Md=3.824 Std=1.094 n=65 R=3.0*	M=4.328 Md=4.460 Std= .778 n=64 R=3.0*	7	M=3.839 Md=4.65 Std=1.180 n=168 R=4.0	M=4.321 Md=4.622 Std= .911 n=165 R=4.0	3
To develop an appreciation of another people	M=4.515 Md=4.733 Std= .827 n=66 R=4.0	M=4.54- Md=4.713 Std= .692 n=63 R=3.0*	2	M=4.649 Md=4.828 Std= .710 n=168 R=4.0	M=4.630 Md=4.829 Std= .726 n=165 R=3.0*	2

Scale: 1=low importance
5=high importance

The college objectives were given more importance that were the personal objectives by alumnae who went to second language centers, with the exception of the objective to develop an appreciation of another people which was ascribed equally high importance by both groups.

The hypothesis that second language center alumnae would place greater importance than would English language center alumnae on the college objectives of increasing international understanding, developing an awareness of self, developing an appreciation of the arts, and developing a more global awareness, was not supported. Both groups placed equal importance on those objectives. There appears to be little divergence from the responses of all alumnae when analyzing the responses of the English speaking group and the second language group. These perceived college objectives appear to transcend any differences between the two groups.

Predicting that alumnae who had been in a second language center would place greater importance than those who went to an English speaking center on the objectives to increase competence in a second language, to develop maturity in the student, and to develop an appreciation of another culture, were predictions which were supported; however, when comparing the means, very little difference was discerned.

Little difference in the means was noted on the objectives to develop academic interests, to develop an awareness of others, to develop an awareness of the responsibilities of being an

American citizen, and to develop an appreciation of another people when comparing the responses of second language center and English language center alumnae. It was hypothesized that there would be no differences in the ascribed importance of those four objectives. Comparison of the means would indicate slightly more importance being ascribed to developing an appreciation of another people by the second language center alumnae (having experienced greater cultural differences), and slightly more importance to the objectives to develop academic interest and create an awareness of American citizenship by the English language alumnae.

At least on the college objectives, the responses show close similarity in the ascribed importance of all objectives by alumnae who went to second language centers and English language centers. The independent variable, type of center, did not discriminate appreciably between the two groups.

During the seven years I was at the College, the language faculty felt that a sojourn in an English language center was a dilution of the original intent of the Winter Term Abroad. It is apparent that the English language center alumnae ascribe the same degree of importance of the objectives of the WTA as do the second language center alumnae.

The Sojourn

There are two variables which were predicted to be significant regarding the degree of personal value an alumna would

ascribe to her stay in another culture: the first, and the more important of the two, is the quality of the family relationship; the second, and a more difficult variable with which to contend, is the type of independent study the student elects to conduct while in the center.

Orientation of the Students

The orientation program, an integral part of the total sojourn experience, was discussed in some detail in Chapter I. It was hypothesized that alumnae who went to an English language center, who had General Studies, and those who were transfer students, would ascribe greater value to the orientation program. Table 5.6 illustrates that all alumnae (N=235) felt the orientation program was of average value (0=high value, 4=low value) to them (M=2.028, n=215).

Because the information in orientation would be more easily transferable to an English language center (few students comprehend the degree of difficulty they will have in communicating in a second language and thus see the orientation program as being deficient in preparing them for the shock), those alumnae (n=66) who went to Copenhagen, Leiden, Trogen, Amsterdam, or the various centers in England, would see more value to the orientation program (M=2.08, n=62) than alumnae (N=169) who went to a second language center (M=2.007, n=153). This hypothesis was neither supported nor rejected in that the means are almost equal.

TABLE 5.6.--Assigned Value of the Orientation Program

	All Alumnae (N=235)	English Center Alumnae (N=66)	Second Language Center Alumnae (N=169)	Transfer Students (N=57)	Four-year Students (N=178)	Alumnae with General Studies (N=114)	Alumnae with no General Studies (N=121)
How valuable were the orientation sessions?	M=2.028 ³ n=215 ²	M=2.08 ³ n=62	M=2.007 ³ n=153	M=1.833 ³ n=54	M=2.093 ³ n=161	M=1.952 ³ n=105	M=2.10 ³ n=110

¹ Scale: 0=high value
4=low value

² 14 alumnae could not remember them and 6 alumnae did not respond.

³ Adjusted mean, excluding the alumnae who could not remember the sessions.

No one could have prepared me for my own responses and no one could have prepared me for the family situation and strike at the university (1976 alumna, Spain).

In looking at the value placed on orientation by the transfer students in Table 5.6, they considered orientation more valuable than did the four-year students. The transfer student would, out of necessity, become immersed in the orientation program more than would the four-year student who had been vicariously experiencing the WTA for two years.

Finally, those students who went through the General Studies program (Table 5.6) attributed more value to the orientation program ($M=1.952$, $n=105$) than the alumnae who did not have General Studies ($M=2.10$, $n=110$).

A wise professor at Lake Erie College would comment to the students, prior to their embarkation, that by the time anyone is truly ready for a given experience, it is already over. Perhaps the frequency of alumnae stating that by the time they became comfortable moving about the host city, interacting with family members, and, in essence, living a normal daily life, it was time to return to the United States. By the end of their sojourn, they were probably ready to experience it!

The Host National Family

A number of questions were asked concerning the alumna's host national family. Tables 5.7 and 5.8 provide the data on the families of the sojourners. It should be pointed out that twenty-one students did not live with families. Some students

TABLE 5.7.--The Host-National Family All Alumnae

In your host family was there a	yes	no	
father?	76.4% n=162	23.6% n=50	N=212
mother?	98.6% n=209	1.4% n=3	N=212
extended family?	15.6% n=33	84.4% n=179	N=212
other students or non-family members? ¹	40.3% n=85	59.7% n=126	N=211

¹ 38 alumnae reported having another Lake Erie College Student living in the family.

TABLE 5.8.--Number of Siblings in the Host Family.

	n
no siblings	18
one sibling	50
two siblings	56
three siblings	43
four siblings	24
five siblings	8
six siblings	8
seven siblings	2
ten siblings	3

212 responses, 21 alumnae had no family/Mean number of siblings= 2.448

with no families lived in a boarding house in Trogen and commuted to the Kinderdorf Pestalozzi (n=8); or they went to Madrid in 1969 (n=4), the last year the College used that center; one student attended a center, Dijon, and did not have a family; some elected a riding center in England or Ireland (n=8). The students who had no family placement will be looked at more closely later in this chapter. Of the 212 students who lived with families, 162 of those families (76.4 percent) had fathers who were present, 209 had mothers (98.6 percent), 194 had one or more siblings living at home (91.5 percent), 15.6 percent (n=33) of the families had extended family (a grandparent, aunt or uncle, or cousin living with them), 40.3 percent (n=85) reported other students living in the home, and 38 (44.7 percent) of those 85 being other Lake Erie students. The average number of siblings in a host family was 2.448. The range was from no siblings (n=18) to ten siblings (n=3). The details can be seen in Table 5.8.

Of those alumnae (n=217) who responded to the question as to the type of housing in which their host families resided, 42.4 percent (n=92) lived in a private home, 53.9 percent (n=117) lived in an apartment. Some alumnae (3.7 percent, n=8) indicated they lived in dormitories. The size of the population center in which the student's host family lived varied a great deal (Table 5.9).

The alumnae disclosed that 58.6 percent of the families (n=126) brought foreign students into their homes on a regular basis; 27 percent (n=58) believed their families did not; and

TABLE 5.9.--Type of Host Family Home and Size of Population Center
in Which the Alumnae Lived while on the Winter Term
Abroad.

	n	Adj. %
in an apartment ¹	117	53.9
in a private home	92	42.4
in a dormitory	8	3.7
	N=217 ²	
in the country	5	2.3
in a village	16	7.2
in a town	25	11.3
in a medium sized city	87	39.2
in a suburb of a large city	24	10.8
in a large city	65	29.3
no response	13	-
	N=235	100.0

¹ some alumnae who had no family checked this category

² excludes those who indicated no family (n=7) and those who provided no response (n=11)

14.4 percent (n=31) did not know. When the alumnae were asked why they thought the families hosted foreign students, 19.3 percent (n=41) thought it was out of interest in foreign students or for enrichment opportunities for the host family; 17 percent (n=36) felt it was for financial gain; and 14 percent (n=30) believed there was both an interest in the foreign student and also need for financial gain.

From her perspective, the alumna was asked to judge her host family's economic status. The economic status of the families was described as follows: lower economic status, 4.2 percent (n=9); lower-middle, 13.7 percent (n=29); middle, 48.3 percent (n=102); upper middle, 26.5 percent (n=56); and upper, 6.6 percent (n=14). The mean economic status was figured to be 2.17 or slightly above the middle economic level (0=lower, 4=upper).

The quality of family life for the students might depend upon whether any members of the family spoke English (and certainly the fluency of the sojourner in the language would also have an effect). Sixty (27.8 percent) lived in families in which no one spoke English.

Tables 5.10, 5.11, and 5.12, describe the frequency with which the host families and the alumnae communicated in English. More frequently than other family members, the students' siblings spoke English (Table 5.10). Host fathers spoke English more frequently than did host mothers. In only 18.8 percent (n=39)

TABLE 5.10.--Frequency of Host-Family Members Speaking English.

		n	Adj %
<hr/>			
Did anyone in your host family speak English?			
	no one	60	27.8
	yes	156	72.2
		N=216 ¹	
Did your host-father?			
	no	96	60.8
	yes	62 ¹	39.2
		N=158 ¹	
host-mother?			
	no	133	65.8
	yes	69 ¹	34.2
		n=202 ¹	
host-siblings			
	no	74	40.0
	yes	111 ¹	60.0
		n= 65 ¹	
Did all members of your host family speak English?			
	no	168	81.2
	yes	39 ¹	18.8
		n=207 ¹	
<hr/>			

¹Accounts for no responses, or the category marked not applicable, or the alumna did not have a family.

TABLE 5.11.--Frequency of Alumnae Communicating in English with the Host National Family.

	n	Adj %
Did you communicate in English with your host family?		
no	65	35.0
all of the time	48	22.4
some of the time	41	19.2
only under special circumstances	50	23.4
	N=214	100.0
Did you host family communicate in English with you?		
no	74	34.3
all of the time	53	24.5
some of the time	42	19.4
only under special circumstances	47	21.8
	N=216	100.0

TABLE 5.12.--Frequency of Communicating in English with Host National Peers and Other Lake Erie Students.

	n	Adj %
When in the WTA center, did you generally communicate in English with fellow Lake Erie students?		
never	1	.5
rarely	6	2.6
some of the time	62	27.2
all of the time	159	69.7
	N=228	100.0
When in the WTA center did you generally communicate in English with your host-national friends?		
never	46	20.8
rarely	60	27.2
some of the time	56	25.3
all of the time	59	26.7
	N=221	100.0

of the families did all family members speak English. Almost the exact same number of alumnae said that they never communicated with their host families in English (35 percent, n=75) and that their host families never communicated with them in English (34.3 percent, n=74). On the other hand, 22.4 percent (n=48) communicated with their families solely in English and 24.5 percent (n=53) of the families spoke to the sojourner in English (Table 5.11).

Table 5.12 provides the details on the frequency of communicating in English with fellow Lake Erie students and with host national friends. As would be expected, the students (69.7 percent, n=159) generally talked with each other in English; however, in spite of the desire of many host-national friends to practice their English competency with Americans, 48 percent (n=106) of the alumnae reported that they never or rarely communicated with host-national friends in English.

Student Adjustment

Before discussing the significance of family relationships, it seems appropriate to provide the detailed results of the alumnae response as to the degree of difficulty they experienced in adjusting to various facets of the sojourn. Table 5.13 delineates the response based from all alumnae (1=low difficulty, 5=high difficulty), then on alumnae by the type of center (Table 5.14), alumnae who did not have families (Table 5.15) and alumnae on the basis of being a transfer student or four-year student (Table 5.16).

TABLE 5.13.--Degree of Difficulty in Adjusting to Certain Facets of the Sojourn

	All Alumnae	Rank Order
language	M=3.233 Md=3.378 n=227 Std=1.482 R=4.0	1
social life	M=2.286 Md=2.094 n=227 Std=1.245 R=4.0	4
customs of the host family	M=2.237 Md=2.111 n=224 Std=1.310 R=4.0	6
peer relationships w/host nationals	M=2.267 Md=2.105 n=221 Std=1.182 R=4.0	5
family relationships	M=2.316 Md=2.091 n=221 Std=1.450 R=4.0	3
peer relationships with LEC students	M=1.713 Md=1.274 n=223 Std=1.150 R=4.0	8
journal keeping	M=2.398 Md=2.050 n=226 Std=1.436 R=4.0	2
independent travel time or tour	M=1.518 Md=1.216 n=222 Std= .950 R=4.0	9
relationship to host national advisor	M=2.220 Md=1.932 n=223 Std=1.267 R=4.0	7

Scale: 1=low, 5=high difficulty

TABLE 5.14.--Degree of Difficulty in Adjusting to Certain Facets of the Sojourn: English Language Center Alumnae and Second Language Center Alumnae

	English language Center	Rank Order	Second Language Center	Rank Order
language	M=2.540 Md=2.150 n=63 Std=1.554 R=4.0	2	M=3.50 Md=3.671 n=164 Std=1.368 R=4.0	1
social life	M=2.113 Md=1.808 n=62 Std=1.203 R=4.0	6	M=2.352 Md=2.188 n=165 Std=1.258 R=4.0	3
customs of the host family	M=2.116 Md=2.028 n=61 Std=1.292 R=4.0	5	M=2.296 Md=2.153 n=163 Std=1.320 R=4.0	5
peer relationships w/host nationals	M=2.150 Md=1.857 n=60 Std=1.219 R=4.0	3	M=2.331 Md=2.186 n=161 Std=1.169 R=4.0	4
family relationships	M=2.137 Md=2.031 n=59 Std=1.331 R=4.0	4	M=2.381 Md=2.115 n=162 Std=1.491 R=4.0	
peer relationships with LEC students	M=1.952 Md=1.426 n=63 Std=1.250 R=4.0	7	M=1.619 Md=1.227 n=160 Std=1.098 R=4.0	8
journal keeping	M=1.952 Md=2.542 n=63 Std=1.410 R=4.0	1	M=1.619 Md=1.434 n=163 Std=1.788 R=4.0	6

(continued)

TABLE 5.14 continued

	English language Center	Rank Order	Second Language Center	Rank Order
independent travel time or tour	M=1.590 Md=1.303 n=61 Std= .955 R=4.0	8	M=1.491 Md=1.138 n=161 Std= .949 R=4.0	9
relationship to host national advisor	M=2.115 Md=1.925 n=61 Std=1.082 R=3.0	5	M=2.259 Md=1.936 n=162 Std=1.331 R=4.0	7

TABLE 5.15.--Degree of Adjustment Difficulty of Those Students Who Did Not Live with a Host Family

Facets of Adjustment	Students with no families	Rank Order
language	M=2.800 Md=2.750 n=20 Std=.1436 R=4.0	2
social life	M=1.667 Md=1.400 n=18 Std= .907 R=3.0	6
peer relationships w/host nationals	M=2.313 Md=2.571 n=16 ¹ Std=1.078 R=3	5
peer relationships with LEC students	M=2.526 Md=2.417 n=19 Std=1.172 R=4.0	3
journal keeping	M=3.053 Md=3.583 n=19 Std=1.580 R=4.0	1
independent travel time or tour	M=1.667 Md=1.318 n=18 Std=1.085 R=4.0	6
relationship to host national advisor	M=2.421 Md=2.143 n=19 Std=1.305 R=4.0	4

¹ very small number

TABLE 5.16.--Degree of Difficulty in Adjusting to Certain Facets of the Sojourn; Transfer Students and Four-Year Students.

	Transfer Student	Rank Order	Four-Year Student	Rank Order
language	M=3.164 Md=3.438 Std=1.512	1	M=3.256 Md=3.365 Std=1.476	1
social life	M=2.393 Md=2.071 Std=1.397	3	M=2.251 Md=2.103 Std=1.194	7
customs of the host family	M=2.000 Md=1.735 Std=1.166	6	M=2.394 Md=2.284 Std=1.343	4
peer relationships w/host nationals	M=2.148 Md=1.917 Std=1.188	4	M=2.305 Md=2.156 Std=1.181	5
family relationships	M=2.054 Md=1.912 Std=1.034	5	M=2.409 Md=2.171 Std=1.552	2
peer relationships with LEC students	M=1.804 Md=1.300 Std=1.205	8	M=1.683 Md=1.266 Std=1.104	8
journal keeping	M=2.582 Md=2.286 Std=1.572	2	M=2.339 Md=2.00 Std=1.390	3
(continued)				

TABLE 5.16 Continued

	Transfer Student	Rank Order	Four-Year Student	Rank Order
independent travel time or tour	M=1.400 Md=1.125 n=55 Std= .915 R=3.0	9	M=1.557 Md=1.252 n=167 Std= .961 R=4.0	9
relationship to host national advisor	M=1.982 Md=1.647 n=55 Std=1.209 R=4.0	7	M=2.298 Md=2.048 n=168 Std=1.279 R=4.0	6

For all alumnae (N=235), the greatest difficulty came in adjusting to the language of the host country (M=3.233, n=227). In degree of difficulty, the next facet was (2) keeping their required journal (M=2.398, n=226) followed by (3) family relationships (M=2.316, n=221), (4) social life (M=2.286, n=227), (5) relationships with host national peers (M=2.267, n=221), (6) customs of the host family (M=2.237, n=224), (7) relationship to host national advisor (M=2.220, n=223), (8) peer relationships with Lake Erie students (M=1.713, n=223) and, finally, (9) the tour or independent travel time.

Type of Center. Alumnae who went to an English speaking center had less difficulty adjusting to the new situation than did students in the second language centers (Table 5.14). It stands to reason that not having the complication of sustaining an existence in a second language allows the individual to become a part of a family more quickly, to move more easily in the town or city in which she lives and to feel more comfortable understanding most of what is happening around her.

One of the adjustment factors which was more difficult for students in English language centers (as compared with students in second language centers) was peer relationships with Lake Erie students. First of all, the second language center alumnae reported needing contact with other Lake Erie students to a greater degree throughout the sojourn than did students in the English language centers. Having the need to see a fellow student, to

speaking English and understanding another person could have diminished any inter-personal problems or competition in a center between and among individuals.

The English language center alumnae expressed having more difficulty with the journal-keeping in comparison to the second language center alumnae. Not being able to express verbally their feelings in a second language is probable that the journal became a means of fuller expression for the second language center students and, in some way, a solace to the constant challenge of communicating in a language other than English.

Finally, English language center alumnae expressed slightly more difficulty adjusting to the tour or independent travel time. Alumnae in English language centers expressed a higher degree of comfort in the family and, as a result, may have wished to stay in the family longer. Further, being confronted on the tour with languages other than English could have provided some difficulty for those students who did not need to speak a second language while in their study center.

No Host Family. Having no family seems to complicate the student's adjustment process or perhaps her ability to cope. (It should be noted that those alumnae who did not live in a family during the sojourn placed the lowest value on the WTA experience.) These alumnae expressed greater difficulty (compared to the alumnae who were comfortable in the home) in adjusting to host

national peers. Either there was little opportunity to meet other young people; no catalyst for introductions; or the Lake Erie students in the group stayed together rather than striking out on their own. Or, without family guidance, students may have blundered through situations, having to learn the customs by experience. And yet, students not living with families expressed less difficulty in adjusting to the social life in the center (either there were fewer opportunities to adjust to or, perhaps, there was greater freedom without expectations and constraints of a family) (Table 5.15).

Transfer vs. Four-Year Students. It was thought that transfer students would indicate greater adjustment difficulties than would the four-year students. In general (Table 5.16), that prediction was supported, but looking at specific adjustment factors, it was not. In an attempt to discover the reasons for the incorrect prediction, it was found that 33 percent (n=22 of N=66) of the transfer students went to English language centers, in which difficulty in adjustment was not as great as in the second language centers. The second language centers were comprised of 20.7 percent (n=35 of N=169) transfer students in the alumnae sample.

The three factors which were made the most difficulty for transfer students to adjust to were the language, journal keeping, peer relationships with host nationals. One alumna who was a transfer student saw herself at a disadvantage in not knowing Lake Erie students in her center and thus,

was not being included in the social activities of the group, both with host national peers and Lake Erie students alone. Particularly for the transfer student attempting to understand the faculty expectations for the journal would be difficult, in comparison to the four-year students who had prior familiarity with the expectation (Table 5.16).

Table 5.17 depicts the stated need (1=low need, 5=high need) by participants to see other Lake Erie students while in the center during the first part, the middle, and the end of the sojourn. All alumnae, (the four-year students compared to transfer students, and English language center students compared with second language center students) had a much stronger need to see each other at the beginning rather than at the end. The prediction that the second language center students would have a higher need for Lake Erie peer contact than would the English language center students was correct.

Transfer students expressed the same degree of need to see other Lake Erie students at the beginning, slightly greater need to see Lake Erie students during the sojourn, and less need to see Lake Erie peers at the end, than did the four-year students. Students who were not living with a host national family, when compared to all alumnae, had much less need to have contact with Lake Erie students, mainly, because they generally lived with them. The need to have contact with other Lake Erie students is an indicator of the adjustment the student makes while in the center. All alumnae said that there was less felt need to have contact with Lake Erie students

TABLE 5.17.--Expressed Need to See Other Lake Erie Students During the Sojourn

	All Alumnae	English Speaking Center Alumnae	Second Language Center Alumnae	Transfer Students	Four-Year Students	Alumnae with No Families
At the beginning of the sojourn	M=4.036 Md=4.530 n=225 Std=1.249 R=4.0	M=3.688 Md=3.971 n=64 Std=1.344 R=4.0	M=4.174 Md=4.634 n=161 Std=1.186 R=4.0	M=4.036 Md=4.306 n=55 Std=1.154 R=4.0	M=4.035 Md=4.576 n=170 Std=1.282 R=4.0	M=3.900 Md=4.300 n=20 Std=1.33 R=4.0
During (the middle) the sojourn	M=3.084 Md=3.124 n=225 Std=1.179 R=4.0	M=2.656 Md=2.75- n=64 Std=1.211 R=4.0	M=3.255 Md=3.262 n=161 Std=1.125 R=4.0	M=3.140 Md=3.160 n=57 Std=1.093 R=4.0	M=3.065 Md=3.109 n=168 Std=1.209 R=4.0	M=2.700 Md=2.875 n=20 Std=1.218 R=4.0
At the end of the sojourn	M=2.553 Md=2.389 n=228 Std=1.358 R=4.0 (N=235)	M=2.185 Md=1.875 n=65 Std=1.286 R=4.0 (N=66)	M=2.699 Md=2.537 n=163 Std=1.361 R=4.0 (N=169)	M=2.404 Md=2.125 n=57 Std=1.387 R=4.0 (N=57)	M=2.602 Md=2.464 n=171 Std=1.348 R=4.0 (N=178)	M=2.000 Md=1.409 n=20 Std=1.298 R=4.0 (N=21)

Scale: 1=low need
5=high need

at the end ($M=1.634$, $n=232$) than during the sojourn ($M=2.235$, $n=230$), and certainly less than at the beginning ($M=3.203$, $n=232$).

The hypothesis that second language students would generally express greater difficulty in making all the necessary adjustments throughout the sojourn than would English language center students (Table 5.18) was supported. For the reasons cited earlier, English language center sojourners did not have to cope with the confounding factor of using a second language.

The prediction that transfer students would have more difficulty making all the necessary adjustments over time was reversed (Table 5.18). The explanation probably is based on the fact that more transfer students comprised the English speaking group than were in the second language group. Also, it could be reasoned that transfer students, having adjusted to the transition of home to college, then having adjusted to another college, would have higher coping skills than the student who had not experienced the several changes.

In looking at the degree of difficulty in adjusting for those students who did not have families, it was discovered that they had more difficulty adjusting at the beginning ($M=3.238$, $n=21$) compared to all alumnae ($M=3.203$, $n=232$), more difficulty during the sojourn ($M=2.300$, $n=20$) than all alumnae ($M=2.235$, $n=230$), and slightly less difficulty at the end (no families, $M=1.619$, $n=21$; all alumnae, $M=1.634$, $n=232$). It can be reasoned from these data, that the host family can make a difference in helping the student to make the necessary adjustments to be able to live in a new culture.

TABLE 5.18.--The Mean Difficulty Level of Making All the Necessary Adjustments to the New Culture.

	All Alumnae	English Speaking Center Alumnae	Second Language Center Alumnae	Transfer Students	Four-Year Students	Alumnae With No Families
At the beginning	M=3.203 Md=3.394 n=232 Std=1.379 R=4.0	M=2.955 Md=3.045 n=66 Std=1.246 R=4.0	M=3.301 Md=3.609 n=166 Std=1.420 R=4.0	M=3.140 Md=3.273 n=57 Std=1.329 R=4.0	M=3.223 Md=3.431 n=175 Std=1.398 R=4.0	M=3.238 Md=3.250 n=21 Std=1.480 R=4.0
During (the middle) of the sojourn	M=2.235 Md=2.163 n=232 Std=1.092 R=4.0	M=2.031 Md=3.045 n=65 Std=1.015 R=4.0	M=2.315 Md=2.293 n=165 Std=1.114 R=4.0	M=2.228 Md=2.133 n=57 Std=1.118 R=4.0	M=2.237 Md=2.178 n=173 Std=1.087 R=4.0	M=2.300 Md=2.50 n=20 Std=1.261 R=4.0
At the end of the sojourn	M=1.634 Md=1.295 n=232 Std= .998 R=4.0	M=1.455 Md=1.233 n=66 Std= .768 R=3.0*	M=1.705 Md=1.322 n=166 Std=1.069 R=4.0	M=1.561 Md=1.561 n=57 Std= .982 R=4.0	M=1.647 Md=1.310 n=175 Std=1.004 R=4.0	M=1.619 Md=1.308 n=21 Std= .921 R=3.0*
	(N=235)	(N=66)	(N=169)	(N=57)	(N=178)	(N=21)

Scale: 1=low difficulty
5=high difficulty

The Host National Family Relationship

Very often alumnae would indicate that the high point in their WTA experiences centered around the host national family. Indicating what their peak experience was, three alumnae commented:

becoming a part of a family (1955 alumna, France)

my relationship with my family (1954 alumna, Denmark)

seeing my family for the first time (1955 alumna, France)

On the other hand, when identifying what was the "low point" in their sojourn, some alumnae pointed to the family relationship:

Sometimes felt left out because I could not speak Danish (1954 alumna, Denmark).

The first two days - no heat, bleak room, no clean sheets, inadequacy of language . . . (1954 alumna, France).

I was never really made to feel wanted or more than a boarder (1959 alumna, Germany).

A very emotional quarrel that arose between me and my host family over customs and dating. My host family had really adopted me as a daughter and I wanted more independence (1962 alumna, Spain).

One day I brought some flowers into the house as a gesture of friendship, in recognition of our cool relationship. They were received without response of any kind. To me this symbolized our relationship (1968 alumna, Netherlands).

Living with my Spanish family, but learning to cope in spite of it. My Spanish family saw me as a dollar sign. Room and meals were all the family ties I saw. I constantly heard about how the money was not enough to feed me (1973 alumna, Spain).

Some very unpleasant conflicts with my host family culminated in my moving out of the house (1974 alumna, England).

The significance of the family relationship, specifically the quality of the home environment, becomes an important factor when the alumnae ascribe a degree of value to the WTA experience. There seems to be a positive relationship between feeling of comfort in the home and the ascribed value of the WTA experience (Table 5.19).

Realizing that 30.6 percent (n=53) of the alumnae (who had families) have had a continuous correspondence with their host national families and 26.6 percent (n=57) of the alumnae (who had families) have seen their host national families since the WTA, one can draw the conclusion that the WTA provided the opportunity for a lasting relationship for both the host national family and the student. The duration of correspondence between the alumna and the host family and host national friends is depicted in Table 5.20.

In retrospect, the most significant outcome of the WTA seems to be to have had the opportunity to come to terms with the self in a strange environment with a whole new set of rules, customs, language, subtle innuendos, and to have had to resolve the feelings of frustration and loneliness resulting from that immersion. In that context, the host national family plays a pivotal role in the sojourn experience.

My host family had been reluctant to have an American and I wanted to change their image. I must have been successful because we still correspond at Christmas (1955 alumna, France).

TABLE 5.19 --Assigned Value of the Sojourn Experience on the Basis of Degree of Comfort in the Family

	Mean Value of the WTA ¹		
Most of the time feel comfortable in the home	M=3.571 Md=3.695 Std= .589	n=140 R=2.0	
Sometimes feel comfortable in the home	M=3.630 Md=3.750 Std= .560	n=54 R=2.0	
Seldom feel comfortable in the home	M=3.100 Md=3.136 Std= .788	n=20 R=3.0	
Never feel comfortable in the home	M=3.333 ² Md=3.600 Std= .866	n=9 R=2.0	
Alumnae with no families	M=3.190 Md=3.313 Std= .873	n=21 R=3.0	

¹Scale: 0=low value
4=high value

²very small n

TABLE 5.20.--Frequency of Correspondence between Alumnae and Host National Families and Friends.

	n	Adj %		n	Adj %
After the sojourn did you correspond with your host family?			After the sojourn did you correspond with host national friends?		
yes	173	76.9	yes	92	40.5
no	52	23.1	no	135	59.5
If yes, how long did you correspond with your family/friends?			If yes, how long did you correspond with your family/friends?		
6 months	27	15.9	6 months	12	16.0
1 year	25	14.7	2-3 years	25	33.3
2-3 years	52	30.6	4-5 years	20	26.7
4-5 years	15	8.8	6-7 years	5	6.7
6-7 years	11	6.5	8-9 years	3	4.0
8-9 years	5	2.9	over 10 years	8	10.7
over 10 years	35	20.6			
	N=170 ¹	100		N=75 ²	100.1 ³
Have you corresponded continuously with your family/friends since the sojourn?			Have you corresponded continuously with your family/friends since the sojourn?		
yes	53	30.6	yes	22	23.9

¹excludes 52 who did not correspond, and those who did not have families or did not respond to the question (n=13)

²excludes 135 who did not correspond, and those who did not respond to the question (n=25)

³rounding error

We were boarders - the dog, an Irish setter - took a bath weekly in the tub - full! We were allowed an inch of water. The woman meant nothing by this; she didn't understand (1958 alumna, Denmark).

very ethnocentric, narrow-minded, lacking understanding of culture shock to the student - extremely strict. They often treated me like live-in help, but their own children were expected to pull their weight too (1967 alumna, France).

My host family was the reason my WTA experience was such a positive one (1969 alumna, France).

My French mother hated American Americans. I was a typical American (1975 alumna, France).

Oh, I guess everyone feels that their family had special pluses and minuses that not everyone would appreciate. Like recommending one's own family . . . (1975 alumna, England).

It appears that there may be a positive relationship between sharing the tasks in the host family and feeling comfortable while living with the family (Table 5.21); however, there could very well be resentment produced (as implied by the alumna's comment stated previously) in having to share the daily tasks.

Using the dimension of comfort in the home applied to the student's perception of the family's motives for opening their home to foreign students, it is apparent that there is a positive relationship between degree of comfort in the home and the perception that a family has an interest in the student rather than only in the monetary gain derived by hosting the student (Table 5.22).

TABLE 5.21.--Sharing in the Household Tasks and Degree of Comfort in the Family.

	asked to share the household tasks		
	yes	no	N
most of the time feel comfortable	n=39 28.5	n=98 71.5	137
some of the time feel comfortable	n=10 20.4	n=39 79.6	49
seldom feel comfortable	n=5 26.3	n=14 73.7	19
never feel comfortable	n=2 22.2	n=7 77.8	9
			N=214

TABLE 5.22.--Perceived Reasons for Taking Foreign Students into the Family and Degree of Comfort Felt in the Family.

	Perceived reasons for taking foreign students in the home			
	interest	financial gain	interest and financial	
most of the time feel comfortable	n=32 47.1%	n=20 23.5%	n=20 29.4%	N=68
some of the time feel comfortable	n=8 32.0%	n=11 44.0%	n=6 24.0%	N=25
seldom feel comfortable	n=1 12.5%	n=7 87.5%	n=0 -	N= 8
never feel comfortable	-	-	-	-
				N=101
don't know	n=53	n=16	n=8	
no family	5	2	2	
no response	17	11	0	
Total	75	29	10	N=114
			TOTAL	N=215

The family took us for the monetary end of it and were not interested in us that much. They had a basic dislike for Americans due to the soldiers of W.W. II (1958 alumna, France).

The College does, in fact, reimburse the family for room and board, and there are families (particularly in the fatherless families) in which the added income from boarding students helps maintain the standard of living. With the feeling of being an outsider, and being particularly sensitive to the needs of the self, the knowledge that one is being housed and fed for financial gain, could easily reduce one's sense of security and sense of being wanted.

On all of the adjustment factors, with the exception of journal keeping, alumnae who felt a high degree of comfort in the home, had less difficulty adjusting overall than alumnae in general (Table 5.23). It was undoubtedly difficult to enter (or to take the time to write) comments, on a regular basis in the journal for those alumnae who were having a positive experience. There was always too much going on to take the time to keep a record.

As was predicted, those alumnae who had larger families (greater number of reported siblings living at home) felt less comfortable than the alumnae who had fewer siblings in the family (Table 5.23). In order to substantiate this conclusion, the variable of value of the WTA experience was compared with the number of siblings in the host national family. From the second part of

TABLE 5.23.--Alumnae Who Felt a High Degree of Comfort in the Home Compared to All Alumnae Respondents

	All Alumnae	Rank Order	Alumnae Who Felt a High Degree of Comfort	Rank Order	Felt Comfortable Some of the Time	Rank Order
language	M=3.233 Md=3.378 Std=1.482 n=227 R=4.0	1	M=3.101 Md=3.185 Std=1.495 n=139 R=4.0	1	M=3.769 Md=4.063 Std=1.293 n=52 R=4.0	1
social life	M=2.286 Md=2.041 Std=1.245 n=227 R=4.0	5	M=2.036 Md=1.726 Std=1.147 n=140 R=4.0	5	M=2.692 Md=2.571 Std=1.213 n=52 R=4.0	3
customs of the host family	M=2.299 Md=2.111 Std=1.310 n=224 R=4.0	4	M=1.935 Md=1.643 Std=1.128 n=137 R=4.0	6	M=2.577 Md=2.674 Std=1.016 n=52 R=4.0	5
peer relationships w/host nationals	M=2.267 Md=2.105 Std=1.182 n=221 R=4.0	6	M=2.066 Md=1.800 Std=1.152 n=137 R=4.0	4	M=2.654 Md=2.625 Std=1.083 n=52 R=4.0	4
family relationships	M=2.394 Md=2.091 Std=1.450 n=221 R=4.0	3	M=1.775 Md=1.523 Std=1.018 n=137 R=4.0	7	M=3.077 Md=3.079 Std=1.281 n=52 R=4.0	2
peer relationships with LEC students	M=1.713 Md=1.274 Std=1.150 n=223 R=4.0	8	M=1.667 Md=1.1250 Std=1.110 n=138 R=4.0	8	M=1.694 Md=1.242 Std=1.176 n=49 R=4.0	9
journal keeping	M=2.398 Md=2.050 Std=1.436 n=226 R=4.0	2	M=2.540 Md=2.313 Std=1.461 n=139 R=4.0	2	M=2.038 Md=1.429 Std=1.357 n=52 R=4.0	7
independent travel time or tour	M=1.518 Md=1.216 Std= .950 n=222 R=4.0	9	M=1.423 Md=1.192 Std= .802 n=137 R=3.0*	9	M=1.720 Md=1.333 Std=1.357 n=50 R=4.0	8
relationship to host national advisor	M=2.220 Md=1.932 Std=1.267 n=223 R=4.0	7	M=2.095 Md=2.095 Std=1.200 n=137 R=4.0	3	M=2.549 Md=1.390 Std=1.390 n=51 R=4.0	6
	(N=235)		(N=143)		(N=54)	

Scale: 1=low difficulty
5=high difficulty

Table 5.24, it can be seen that the fewer the number of siblings in a family, the higher the assigned value of the sojourn experience. It becomes possible for a newcomer in an established family to make an impact if the student is not overwhelmed by sheer numbers. The foreign student has a chance to carve out her niche when there are opportunities to be a "special person" and when there are times when special needs can be met not at the expense of a large family's complex needs.

The more comfortable a student feels in the family, the less need she has for seeing the Lake Erie students in her group during the sojourn (Table 5.25) and she has an easier time making all the necessary adjustments while in her center (Table 5.26). The family can become the safe refuge, the known, when the outside world appears to be confusing and rather overwhelming.

Family life in an English speaking center will hold fewer complications for the student than family life will be for those students living in a family in which English is not generally spoken. Alumnae who went to an English speaking center expressed feeling a high degree of comfort in the home and feeling as if they were a member of the family more frequently than did those alumnae who lived with a family in a second language center (Table 5.27). The embarrassment attached to the possibility of making mistakes in a second language can provide a high degree of anxiety for the student whereas the student in an English speaking center more readily can express herself with some accuracy. Interestingly, when asked about recommending their families for another Lake Erie

TABLE 5.24 --Degree of Comfort Felt in the Host Family and the Mean
Number of Siblings in the Host Family

	Number of Mean Siblings
most of the time feel comfortable	M=2.102 n=137
some of the time feel comfortable	M=2.654 n=52
seldom feel comfortable	M=3.444 n=18
never feel comfortable	n=7
Assigned Value of the WTA and the Number of Siblings in the Host National Family	
exceedingly high personal value	M=2.203 n=128
high personal value	M=2.67 n=70
average personal value	M=2.75 n=15

TABLE 5.25.--Adjustment in the Center: Need to See Other Lake Erie Students and Degree of Comfort Felt in the Host Family.

	Need to have contact in the beginning	Need to have contact during	Need to have contact at the end
most of the time feel comfortable	M=3.787 n=136	M=2.862 n=138	M=2.317 n=139 (N=143)
some of the time feel comfortable	M=4.528 n=53	M=3.50 n=52	M=2.830 n=53 (N=54)
seldom feel comfortable	M=4.400 n=20	M=3.789 n=19	M=3.350 n=20 (N=21)
never feel comfortable	M=3.625 n=8	M=3.250 n=8	M=3.375 n=8 (N=9)
no family (N=21)	M=3.900 n=20	M=2.700 n=20	M=2.00 n=20 (N=21)

Scale: 1=low need
5=high need

TABLE 5.26.--Degree of Comfort in the Family and Degree of Difficulty in Making All the Necessary Adjustments while in the WTA Center.

	Degree of Difficulty in Adjusting		
	Beginning	During	End
most of the time feel comfortable	M=2.922 Md=2.966 Std=1.342 n=141 R=4.0	M=1.950 Md=1.808 Std= .947 n=140 R=3.0	M=1.404 Md=1.198 Std= .756 n=141 R=4.0 (N=143)
some of the time feel comfortable	M=3.623 Md=3.882 Std=1.304 n=53 R=4.0	M=2.615 Md=2.682 Std= .953 n=52 R=4.0	M=1.887 Md=1.481 Std=1.103 n=53 R=4.0 (N=54)
seldom feel comfortable	M=3.800 Md=3.929 Std=1.105 n=20 R=4.0	M=2.900 Md=2.875 Std=1.119 n=20 R=4.0	M=2.050 Md=1.900 Std=1.099 n=20 R=4.0 (N=20)
never feel comfortable	M=4.111 Md=4.750 Std=1.537 n=9 R=4.0	M=3.111 Md=3.00 Std=1.90 n=9 R=4.0	M=2.556 Md=1.800 Std=1.944 n=9 R=4.0 (N=9)
no family	M=3.238 Md=3.250 Std=1.980 n=21 R=4.0	M=2.300 Md=2.50 Std=1.261 n=20 R=4.0	M=1.619 Md=1.308 Std= .921 n=21 R=3.0 (N=21)

Scale: 1=low difficulty
5=high difficulty

Table 5.27.--Degree of Comfort Felt While Living with the Host Family.

	All Alumnae		English Speaking Centers		Second Language Centers	
	n	Adj%	n	Adj%	n	Adj%
most of the time feel comfortable	143	63.8	42	73.9	101	60.1
some of the time feel comfortable	54	24.1	12	21.1	42	25.0
seldom feel comfortable	20	8.9	2	3.5	18	10.7
never feel comfortable	7	3.1	1	-	6	3.6
	224		57		167	

Table 5.27a.--Perceived Role on the Part of the Student While Living with the Host Family

	All Alumnae		English Speaking Centers		Second Language Centers	
	n	Adj%	n	Adj%	n	Adj%
Member	93	45.6	24	51.1	69	54.4
Guest	64	31.4	14	24.6	50	31.4
Boarder	47	23.0	9	19.1	38	23.9
	204		47		157	

student, both groups, the English speaking and second language, were almost identical in the frequency of recommending the family (Table 5.28). The major difference, however, appears in not recommending the family: almost 20 percent of the alumnae who went to second language centers (n=34) could not recommend the family or said it would depend (usually on who the next student would be), whereas only 7 percent of the alumnae who went to an English speaking center had misgivings about recommending the family.

The alumnae who had no families expressed considerably less need to see Lake Erie students during the sojourn (Table 5.25) and experienced more difficulty making all the necessary adjustments (Table 5.26) while abroad than did the alumnae who had families. However, when analyzing the mean difficulty in making the adjustments during the term spent abroad, those students who felt less comfortable in the home had more difficulty than those who had no families. It appears that it is the quality of family life which makes a difference, not the presence or absence of the family experience.

In the absence of the family relationship, an alumna without a family, compared to all alumnae, more frequently established a significant friendship with another Lake Erie student in another group, and with a host national peer (Table 5.29).

Table 5.28.--Frequency of the Alumnae Recommending that the Host Family be used the Following Year.

	All Alumnae		English Speaking Centers		Second Language Centers	
	n	Adj%	n	Adj%	n	Adj%
Without reservation	135	61.1	36	61.0	99	60.0
With some reservations	48	21.7	16	27.1	32	19.4
It would depend	16	7.2	3	5.1	13	7.9
I could not recommend the family	22	10.0	1	2.0	21	12.7
	n=221 N=235		n=59 N=66		n=165 N=169	

TABLE 5.29.--Frequency of Establishing Significant Friendships while on the WTA

	All Alumnae (N=235)		English Speaking Centers (N=66)		Second Language Centers (N=169)		Transfer Students (N=57)		Four-Year Students (N=178)		Students Who did Not Have Families (N=21)	
	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no
Did you find one or more significant friendships												
with Lake Erie students in your WTA center	70.1% n=148	29.9% n=63	64.5% n=40	35.5% n=23	72.5% n=108	27.5% n=41	69.8% n=37	30.2% n=16	29.7% n=111	29.7% n=47	81.0% n=17	19.0% n=4
with Lake Erie students in other centers	48.4% n=89	51.6% n=95	45.1% n=23	54.9% n=28	49.6% n=66	50.4% n=67	47.9% n=23	52.1% n=25	48.5% n=66	51.5% n=70	52.9% n=9	47.1% n=8
with host national friends	66.1% n=123	33.9% n=63	75.0% n=39	25.0% n=13	62.7% n=84	37.3% n=50	73.5% n=36	26.5% n=13	63.5% n=87	36.5% n=50	77.8% n=14	22.2% n=4

The fact that these sojourners also placed the lowest value ($M=3.190$, $n=21$ compared with all alumnae, $M=3.517$, $n=232$) on the WTA experience coincides with other research which has pointed out that having a significant relationship with a host family or a host national friend has an effect on creating a positive attitude toward the sojourn and the host country.

Compared to all alumnae, and to those who felt high comfort in the home, the alumnae who had no families had higher proportions of those who were anxious to return home, on the one hand, and of those who expressed the desire to stay another term. This bimodal distribution is not puzzling in the sense that one could become quite accustomed to the independence, could learn to move easily in the new environment and, as a result, not wish to leave. If, however, a student never did realize the potential for freedom and independence, and missed the security of roots and the known, she would be ready to leave after three months. Given that a good relationship with the host family is a pivotal factor for creating positive attitudes in students toward the experience, the alumnae with no families think it less important ($M=1.190$, $n=21$) for their children to have a second language facility than all alumnae ($M=.708$, $n=233$). (The scale is 0=very important, 5=very unimportant.)

They think it is less important for their children to have a foreign travel experience ($M=.476$; $n=21$; all alumnae $M=.355$, $n=234$).^{*} They talk about the WTA experience less often and hold the sojourn in lower personal value than those alumnae who expressed high comfort in the home.

Because the number of no-family students is low, care must be taken in making definitive conclusions in comparing them to all alumnae and alumnae who felt high comfort in the home. However, the consistent repetition of lower value, lower importance, and more difficulty in adjusting, would lead one to believe that the host family is an important variable in the sojourn.

Independent Study Topics

The independent study project is one of the course requirements for all students while they are on the Winter Term Abroad. A Lake Erie College faculty member approves the project in the fall term prior to the student's departure. The objective of this facet of the WTA is to have the student conduct a study which could not be done on the Lake Erie College campus. The independent study topics are as diverse as the students' interests.

The following are representative of the scope and variety of the independent topics:

^{*}The scale is 0=high importance, 4=low importance

A study of the local government
 The educational system of the country
 Disciplinary methods in the home
 Social institutions in the country
 Survey of local industry
 Girl Guides
 Toys of the country
 Physical education practices
 Juvenile delinquency in the country
 Host national interest in America
 Study of the old masters (artists, musicians, poets,
 writers)
 Church architecture
 Food and food preparation
 Educational radio and television
 Status of women
 Care of the aged
 Student life in the university
 Teaching of English as a foreign language
 Contemporary music, art, dance, theatre
 Religious practices and religion
 Foreign relations
 Judicial system of the host country
 National holidays
 Journalism in the host country
 Facets of World War II
 Children's services
 Athletics
 Non-verbal communication patterns of the host nationals
 Historical studies of specific times, people, movements

Although the information provided in the responses to questions about the independent study were not analyzed by the computer, there seems to be a relationship between the type of independent study, the feeling of success in completing the study, and the ascribed value of the sojourn experience. A hunch derived from "eyeballing" specific comments about the independent study suggests that the existence or absence of the alumna's having met a significant person in the process of completing the study could have a direct effect on the personal value of the WTA as ascribed by the alumna.

It seems that the more a student is forced to have a purposeful entrance into a personal relationship, the more quickly she begins to feel comfortable and at ease in moving in the new environment. Library research, or projects which are not people-oriented are more frequently cited as the source of feelings of frustration and dissatisfaction. Working totally in the written word in the second language can be an overwhelming experience when the technical terms as well as the library system may be unfamiliar.

A very surprising result is that the alumnae remembered in some detail the subject of the independent study if not the specific title. Those individuals who expressed feelings of success from the conduct of the independent study more often reported meeting a significant person or people who provided assistance.

We were introduced to social workers,

An industrialist, private families -- all experiences were significant (1954 alumna, France).

Meeting many interesting and friendly people, several of whom I corresponded with a few years after our return (1956 alumna, Denmark).

Met many devoted, caring, well-educated people, interested in their work -- a real growth experience (1957 alumna, Denmark).

Woman who was editor of a magazine, also my Spanish tutor became a good friend (1958 alumna, Spain).

A handicapped-scout weekend was an awakening experience (1959 alumna, The Netherlands).

I worked closely with a woman from the Ministry of Justice who made out an itinerary for me and I traveled extensively through Holland (1959 alumna, The Netherlands).

I had only eight short questions. Once they were answered, I could chat and learn about the people interviewed (1961 alumna, Tübingen).

The sister and brother of the Dalai Lama of Tibet (1966 alumna, Switzerland).

My French mother and sister spent many days showing me tiny, tucked-away, forgotten churches in both Nice and northern Italy (1968 alumna, France).

Specific studies which alumnae recalled as having allowed them to meet a significant person, as a result of requiring them to move in the new environment, included the following examples:

Contemporary Theater in Grenoble
 The Girl Guides of Denmark
 Education for the Handicapped in Denmark
 The Status of Spanish Women in Madrid
 Hans Christian Anderson
 Child Welfare in The Netherlands
 Use of Leisure Time in Tübingen
 Women's Organizations in Grenoble
 The Student Theater at the University of Valencia
 Spanish Music: La Tuna
 The Resistance in France
 Teaching English as a Foreign Language in Copenhagen
 A Study of the Local Celebrations in Valencia
 The Flower Industry of Nice
 The Importance of Religion in Salamanca

By comparison, the following examples of independent studies did not allow for the meeting of a significant person, and were reported to be unsuccessful by the student researcher:

French Magazines
 Survey of Industry in Grenoble
 Danish Toys
 History of Film Making in France
 Use of Radio and Television for Educational Purposes
 Spanish Interest in American Literature
 The Training of Nurses in Göttingen

The El Prado Museum
 Health Problems in France
 Architecture in Valencia
 Religion in Holland
 Theater in Caen

Some of the reasons cited for having a difficult time with the independent study topic were a lack of competency in the second language, too broad a topic which could not be completed in a short span of time, no natural way to meet people who could help with the project, people would not talk about the subject (the classic example was attitudes of Spanish people toward the Franco regime!), and no easy entree into the organizations which could facilitate the study. The successful independent study projects appeared to be narrower, specifically defined, more people oriented, and of real interest to the student researcher.

Further research needs to be conducted on this facet of the sojourn. Greater cognitive and affective learning may result from the conduct of the independent study project if there is a built-in component in the project which requires the student to use the environment and/or human resources in the WTA center as well as library or museum research.

Friendships

Another dimension to the sojourn which appeared in a number of alumnae responses, was discover of a more than platonic relationship with a host national male friend. It seems relevant to comment on friendship patterns as related by the alumnae:

My sister had lived with the same family two years prior when she participated in the WTA. Also, one brother had

moved to the United States and was living with us - and is now my brother-in-law (1959 alumna, Germany).

I am married to one of "my friends" (1961 alumna, Denmark).

I corresponded with a young man for a year - this was probably why I had difficulty readjusting (to Lake Erie College) - the young man came to this country, lived with my family, and the relationship ended (1958 alumna, Denmark).

Being in love with love - feeling in love (innocent relationship) with a French boy (1955 alumna, France).

Visiting another family and getting to know them well - their way of life - the struggles mixed with history, national pride - their warmth and appreciation of things I had always (taken) for granted (1958 alumna, Denmark).

(the peak experience was) a personal experience with a very sensitive Italian man (1959 alumna, Italy).

Falling in love (1961 alumna, Italy).

Meeting a young doctor who introduced me to a Spain the tourist couldn't possibly see (1965 alumna, Germany).

Alumnae have the opportunity to let their hearts do more leading that their minds as they experiment with friendships while on the WTA. The host-national men tend to find the American students more attractive than the local young women, and the young female sojourner is able to romanticize the attentiveness of the young men she meets. Considering the age of these students, and the information they provided about the friendships established while in the center, this outcome of the term abroad appears to add a very happy, thoughtful dimension to the sojourn.

There is an element of truth to the adage that one can see another country more completely through the eyes of someone with whom one is in love. And, with some frequency, alumnae

related discovering a romantic relationship which opened a whole new perspective on themselves and their host country. Although no hard data exist, I am aware of perhaps twenty to thirty alumnae who married a host national friend.

Of all alumna, 40.5 percent (n=92) reported corresponding with host national friends after the WTA. Of those who had corresponded, twenty-four percent had been writing continuously since meeting the person on the WTA. One alumna, in response to the question about seeing host national friends since the WTA commented that she sees one of her friends every day: "I married him!"

The human element in a sojourn plays a vital role and, from these data, it obviously transcends distance and time. If the goal of increasing international understanding is achieved from student sojourns, the Lake Erie alumnae have indicated through their continuous contact with host nationals that some sort of mutual appreciation has resulted.

Language Competency

I understood so little. By the end of the first day I was almost in tears. And, by the time I could readily understand and was comfortable, it was time to return to the United States (1958 alumna, France).

(The low point) was being ill and unable to tell anyone in detail about how I felt, where I hurt. My French sister took me to a doctor and translated from English to French (1965 alumna, France).

Recalling their fluency in a second language, alumnae in general reported a marked improvement in their language skills as a result of the WTA. Table 5.30 provides the mean skill level before, at the beginning, at the end of the sojourn. Table 5.30a provides the mean skill level of the alumnae's current language facility (1=low, 4=high). Noting the number of no responses to this section of the questionnaire, I found that alumnae who went to English speaking centers (N=66) more often left it blank.

When comparing the current language skill level of alumnae who went to an English speaking center and those who went to a second language center, the mean skill level is higher for alumnae who went to Germany, France, Italy, or Spain (Table 5.30a) than those who went to an English speaking center.

The alumnae who sojourned in a second language center indicated that they used their second language more often (within the past year) than did the English speaking center alumnae (Table 5.31). They hold the study of languages for themselves and their children to be more important (Table 5.32), have studied more frequently another language since graduation (Table 5.34) and read foreign publications with greater frequency (Table 5.34) than alumnae who went to an English speaking center.

The question about transfer students (compared to four-year students) seeing less value in the study of foreign languages for themselves and their children was affirmed (Table 5.35). Because of the frequency with which transfer students attended

TABLE 5.30.--Mean Language Skill Level

	All Alumnae mean	n
Before the sojourn		
ability to read	2.605	220
ability to write	2.264	220
ability to talk	2.083	216
ability to comprehend	2.380	216
During the sojourn		
ability to read	2.755	184 ¹
ability to write	2.124	185
ability to talk	2.628	188
ability to comprehend	2.812	186
After the sojourn		
ability to read	2.957	188
ability to write	2.663	187
ability to talk	2.894	188
ability to comprehend	2.860	186
Current ability		
ability to read	2.066	212
ability to write	1.741	212
ability to talk	1.897	213
ability to comprehend	2.100	210
	(N=235)	

¹ Large non-response category due to alumnae who went to English speaking centers.

Scale: 1=low ability
2=fair

3=average
4=excellent

TABLE 5.30a.--Current Language Ability - Mean Skill Level

	English Language Centers		Second Language Centers	
	mean	n	mean	n
Current ability				
ability to read	1.522	46	2.217	166
ability to write	1.261	46	1.873	166
ability to talk	1.413	46	2.030	167
ability to comprehend	1.543	46	2.256	164
	(N=66)		(N=169)	

Scale: 1=low ability
 2=fair
 3=average
 4=excellent

TABLE 5.31.--Use of Second Language in Last Year

	All Alumnae		English Language Centers		Second Language Centers	
	freq	Adj%	freq	Adj%	freq	Adj%
never	80	36.2	28	51.9	52	31.1
seldom	66	29.9	12	22.2	54	32.3
occasionally	58	26.2	12	22.2	46	27.5
daily	17	7.7	2	3.7	15	9.0
	n=221		n=42		n=167	
	(N=235)		(N=66)		(N=169)	

TABLE 5.32.--Assigned Value of the Study of Languages by Alumnae

	All Alumnae		English Speaking Centers		Second Language Centers	
for themselves	M=1.106		M=1.694		M=.885	
	Md= .981	n=227	Md=1.6822	n=62	Md=.775	n=165
	Std=1.021	R=4.0	Std=1.139	R=4.0	Std=.879	R=3.0
for children	M= .708		M= .831		M=.661	
	Md= .619	n=233	Md= .874	n=65	Md=.545	n=168
	Std= .772	R=4.0	Std= .821	R=4.0	Std=.749	R=4.0
	(N=235)		(N=66)		(N=169)	

Scale: 0=very important
4=very unimportant

TABLE 5.33.--Frequency of Studying a Language Other than English After Graduation.

	All Alumnae		English Language Centers		Second Language Centers	
	freq	adj%	freq	adj%	freq	adj%
have studied another language	53	22.8	4	6.1	49	29.5
have not studied another language	179	77.2	62	93.9	117	70.5
	n=232		n=66		n=166	
	(N=235)		(N=66)		(N=169)	

(Of all those who studied a second language (n=53) after graduation from Lake Erie, 92.5% (n=49) went to a second language center.)

TABLE 5.34.--Frequency of Reading Foreign Publications

	All Alumnae		English Language Centers		Second Language Centers	
	freq	adj%	freq	adj%	freq	adj%
do not read	195	83.7	56	87.5	139	82.2
regularly read a foreign publication	38	16.3	8	12.5	30	17.8
	n=233		n=64		n=169	
	(N=235)		(N=66)		(N=169)	

TABLE 5.35.--Assigned Importance of the Study of Languages Other than English.

	All Alumnae	Transfer Students	Four-Year Students
for themselves	M=1.106 Md= .981 n=227 Std=1.021 R=4.0	M=1.158 Md=1.043 n=57 Std=1.014 R=4.0	M=1.088 Md= .956 n=170 Std=1.025 R=4.0
for their children	M= .708 Md= .619 n=233 Std= .772 R=4.0	M= .696 Md= .620 n=56 Std= .672 R=4.0	M= .712 Md= .618 n=177 Std= .770 R=4.0
	(N=235)	(N=57)	(N=178)

Scale: 0=very important
4=very unimportant

English speaking centers, this is consistent with the preceeding results in comparing the responses from English center and second language center alumnae.

Although not the most important outcome of the WTA, the development of an improved language facility, the creation or perhaps reinforcement of a positive attitude toward the study of languages, and the ability to currently read, write, or speak in that language are definite effects of living in a second language center.

The degree of freedom a student will feel while on the WTA may have to do with the necessity of her using a second language in order to function while in the center. Alumnae who went to an English speaking center said they felt greater freedom* while in the center compared to their freedom within their own American family ($M=1.373$) and freedom at the College ($M=1.286$), than did alumnae who went to second language centers (freedom in the host family $M=1.115$, to the College $M=1.137$). The alumnae sensed a protective feeling on the part of their host families and a desire to please that family through increased sensitivity toward the family's needs. Added to this awareness of self in the new environment is the confounding factor of knowledge of the language of the host country. Even the alumnae who went to English speaking centers reported difficulty in understanding the language and the subtleties of the new culture, which could reduce the sense of freedom.

*Scale: 0=less freedom; 1=some freedom; 2=more freedom

In spite of the fact that alumnae placed the personal objective of increasing international understanding in low importance (in comparison to all objectives), 46.2 percent (n=104) reported feeling as if they were a representative of the United States as a mind set which was always present. Those who had General Studies evidently assimilated the intent of the General Studies program because they more frequently expressed the feeling that they were representatives of the United States than did those who had no General Studies (Table 5.36).

Table 5.37 provides the alumnae's responses to how they perceived their roles while in the center. Not willing to burden the student with complex and sometimes conflicting roles, the faculty at Lake Erie emphasized that the students are first and foremost students, and that they are in their centers and with families to learn. Alumnae appreciated the fact that the Center had been used before and would be used again which allowed her to feel a certain sense of personal responsibility for herself and her actions. Similarly, she knew that the family with whom she was living would either have other students in ensuing years or would be influential in recruiting other families, a situation in which the sojourner played a key role.

Even though the alumnae felt these responsibilities in securing the continuity of the WTA program in the established centers, there appeared to be no heavy, college imposed burdens placed on the student sojourner. As was emphasized earlier, not

TABLE 5.36.--Alumnae Feelings of Being a Representative of the United States

	All Alumnae		English language Centers		Second language Centers		General Studies		No General Studies	
	freq	adj%	freq	adj%	freq	adj%	freq	adj%	freq	adj%
always in the back of my mind	104	46.2	28	45.2	76	46.6	53	48.6	51	44.0
sometimes I thought about it	84	37.3	25	40.3	59	36.2	40	36.7	44	33.9
never really thought about it	20	8.9	4	6.1	16	9.8	9	7.9	11	9.5
sometimes I was forced to think about it	16	7.1	5	7.6	11	6.7	6	5.3	10	8.5
	n=225		n=62		n=163		n=108		n=116	
	(N=235)		(N=66)		(N=169)		(N=114)		(N=121)	

TABLE 5.37.--The Roles Felt by the Alumnae While in the Center.

	All Alumnae	
	freq	adj%
tourist	2	.9
quasi-ambassador	21	9.2
student	141	61.6
foreigner	11	4.8
other	12	5.2
checked more than one	42	18.3
	(n=231)	-
	N=235	

one student has ever been brought back to the United States for disciplinary reasons, nor has any student put herself or the College in an embarrassing predicament.

The Academic Program

Consistently, alumnae placed the academic facet of the WTA low when ranking both personal and college objectives, low in difficulty in adjusting to the expectations, and yet, felt that the WTA was an important segment, a logical part in the four-year educational experience at Lake Erie College (Table 5.38). They pointed out that the personal and social aspects were far more important than the substantive learning which may have taken place while on the WTA.

It (the WTA) was at least partially responsible for my current MA thesis topic. At the time, it did not seem to bear a great deal on what I was doing at LEC. In retrospect, it was more valuable than I could have known at the time (1974 alumna, England).

It was not really at all related to my course of study, but I learned a lot that I otherwise would not have (1978 alumna, France).

I don't feel that attending the University of Dijon had much academic value, but I have always maintained that there is much to be learned outside the classroom (1959 alumna, France).

Three months abroad were enough . . . I had missed many of the psych courses I should have had before taking the GRE's (1969 alumna, France).

The informal learning, the experiential learning, is an often cited result of living and studying in another country:

TABLE 5.38. --Integration of the Sojourn into the Undergraduate Curriculum

	All Alumnae		English language Center		Second language Center		General Studies		No General Studies		Transfer Students		Four-year Students	
	freq	adj%	freq	adj%	freq	adj%	freq	adj%	freq	adj%	freq	adj%	freq	adj%
no logical place in the curriculum	5	2.2	1		1.6		1	.9	4	3.4	3	5.5	2	1.2
requirement for graduation and little logical place	5	2.2	-		-		3	2.7	2	1.7	1	1.8	4	2.3
some relevance to my educational experience	47	20.8	22		34.4		22	20.0	25	21.6	10	18.2	37	21.6
an important segment, a logical part in my educational experience	169	74.8	41		64.1		84	76.4	85	73.3	41	74.5	128	74.9
	n=226		n=64		n=162		n=110		n=116		n=55		n=171	
	(N=235)		(N=66)		(N=169)		(N=114)		(N=121)		(N=57)		(N=178)	

I came to appreciate history. The subject came alive for the first time when previously I had hated it (1958 alumna, France).

I had a greater interest in the fine arts than I had thought (1957 alumna, Denmark).

I learned about war, human suffering, and history (1954 alumna, Denmark).

I got a different feeling of space -- one hour and I was in another country (1972 alumna, France).

I found myself nearly alone in St. Peter's Basilica and could feel the full impact of its sculpture, art, architecture, and beauty (1964 alumna, France).

Repeatedly, alumnae saw the WTA as that single opportunity to "round out" the total educational program by providing for learning about the self:

The value (of the WTA) was coming to terms with a strange place, a strange people, and educating oneself, continuing (1970 alumna, The Netherlands).

To learn self-reliance and importance in a foreign country (1954 alumna, Denmark).

I learned to listen, carefully (1954 alumna, France).

It seems to me that the whole idea of a college education, in addition to the academic, is to teach a person to be a person, independent and able to be in control in any situation (1962 alumna, Italy).

The experience changed me from a nice, bright, provincial person into an aware, thinking, cosmopolitan person, and provided an intellectual fascination that led me into graduate work (1966 alumna, France).

WTA gives a person a chance to experiment with thoughts, practices -- and see how they work (1970 alumna, France).

I learned how stubborn I could be (1976 alumna, Spain).

I could live without all the comforts in the U.S. (1955 alumna, France).

I learned to be alone and not lonely. I could really deal with me (1959 alumna, Denmark).

I learned to see and feel and react as though each day and moment were precious. I learned to enjoy and accept differences (1962 alumna, Spain).

I could cope with the unknown; could succeed independent of supervision, had strengths and convictions never tested before (1964 alumna, France).

Not to be afraid to look at my faults, analyze them, and try to improve on them (1966 alumna, France).

Much research has focused on changes in attitudes, changes in participants, as a result of the sojourn experience. Most alumnae responded to the question concerning perceived changes in themselves after their WTA. A very frequent observation was that the alumna had gained weight as a consequence of changes in diet and coming to enjoy pastries and sweets. Having self-confidence, more independence, more self-sufficiency, and more maturity were additional outcomes.

I became a more active, outgoing, positive person. (I began) expressing myself in a more mature, thoughtful and considerate manner (1962 alumna, Spain).

Most changes were inner things -- a couple of male friends said I was different, but did not pin-point how (1970 alumna, France).

While I was becoming more uncertain of myself in some areas, I was gaining confidence in others, a curious mix, the effects of which are still visibly (to me, at least) present (1973 alumna, France).

A larger percentage of alumnae who went to the second language centers (79.0 percent, n=128) felt that the WTA was an important segment, a logical part in the curriculum compared to 64.1 percent (n=41) of those who went to an English speaking center.

A possible explanation for this is that the study of the second language all of a sudden took on significance: many alumnae were surprised that they actually could carry on a conversation in their second language. Another reason might be that the WTA in the second language centers required hard work every waking moment of the sojourner's day.

There were no major differences between the transfer students and four-year students and the General Studies students and those who did not have General Studies. It was predicted that because of the General Studies program, alumnae who went through it would feel more strongly about the WTA's place in the overall curriculum than would alumnae who did not go through this core program. This prediction was not supported.

The Tour or Independent Travel

The WTA provides one week to ten days of independent travel time, or prior to 1969-70, organized tours which could include visiting one country or several. Almost 78 percent of the respondents (n=179) feel this segment of the WTA was just another part of the sojourn. It seemed to fit into the total program and was neither the highlight nor the worst part.

I did not want to leave the center, but the period of transition between the study center experience and returning to the United States was important and very much needed (1964 alumna, Spain).

For many alumnae, the tour was a period of time in which they could "wind down" and begin to reflect on the sojourn. It was

an opportunity to be totally independent, void of host family expectations and the pressure of family life, and a time to share experiences with other Lake Erie students. For some alumnae, it was a welcome relief from a difficult family situation. For a few others, it was completely anti-climactic. However, looking at the whole of the WTA, the travel time is an integral part of its design.

Some second language center students saw the tour as a transition time between the intensity of family life and the return to the United States:

As part of the center experience, it was anti-climactic; but it was fun and worthwhile. To me, there was no relationship whatsoever -- my Grenoble experience had roots, the tour was superficial, but a good way to come down before coming home (1963 alumna, France).

Some students saw the tour as the final escape from a difficult family situation.

It was very anxious to go on tour. I was very sorry I hadn't gained more from the experience at the center. I felt I was partly to blame but also the student center program was poorly planned and the host family a poor choice (1963 alumna, France).

The Departure

In ten weeks one just begins to really get into things. It was frustrating and very upsetting to be torn up at that time (1965 alumna, Spain).

Table 5.39 illustrates the reactions of the alumnae to their impending departure. Mostly with ambivalence and reluctance,

TABLE 5.39.--Alumnae Feelings About Departing from the Center

	All Alumnae		General Studies		No General Studies		English Speaking Centers		Second Language Centers		Transfer Students		Four-Year Students	
	freq	adj%	freq	adj%	freq	adj%	freq	adj%	freq	adj%	freq	adj%	freq	adj%
I was ready to return home	47	20.5	22	19.6	25	21.4	12	18.5	35	21.3	12	21.4	35	20.2
I could not wait to get home	5	2.2	1	.9	4	3.4	1	1.5	4	2.4	1	1.8	4	2.3
I was ambivalent	46	20.1	21	18.8	25	21.4	15	23.1	31	18.9	12	21.4	34	19.7
I was unhappy about leaving	58	25.3	31	27.7	27	23.1	12	18.5	46	28.0	15	26.3	43	24.9
I wanted to stay for another term	57	24.9	30	26.8	27	23.1	20	30.8	37	22.6	14	25.0	43	24.9
I attempted to get per- mission to stay	4	1.7	1	.9	3	2.6	1	1.5	3	1.8	1	1.8	3	1.7
other	12	5.2	6	5.4	6	5.1	4	6.2	8	4.9	1	1.8	11	6.4
no response	6	-	2	-	4	-	1	-	5	-	1	-	5	-
	N=235		N=114		N=121		N=66		N=169		N=57		N=178	

alumnae concluded their sojourn. From the above response, and many similar comments, the ten-week period seems to be an ideal length of time. For the most part, alumnae have reached a high point in the term abroad, have become comfortable in the new culture, and are becoming assimilated into the new way of living.

In suggesting changes in the program, alumnae often recommended that the length of time be increased. This would suggest that, for at least the goals of the Lake Erie program, ten-week's duration is neither too long nor too short.

There were no great differences in the alumnae's feelings about leaving when the independent variables of General Studies, transfer and four-year students, and type of center were analyzed (Table 5.39).

Looking at the stated feelings about departure, using the degree of comfort in the home, it appears that those with the feeling of lowest comfort in the family are much more ready to leave (Table 5.40). Again, the quality of the family life is a significant variable in wanting to stay or having ambivalent feelings about leaving.

Re-adjustment and Reorientation to Lake Erie College

How you gonna keep 'em down on the farm after they've seen Paree (1967 alumnae, France)?

For the returned sojourners the cross-cultural experience, for which most had been preparing for well over two years, was

TABLE 5.40.--Degree of Comfort Felt in the Host Family and Feelings About Leaving the Center

	Most of the time feel comfortable		some of the time feel comfortable		seldom feel comfortable		never feel comfortable		no host family	
	freq	adj%	freq	adj%	freq	adj%	freq	adj%	freq	adj%
I was ready to return	19	13.6	15	28.8	7	35.0	3	37.5	6	28.6
I could not wait to get home	1	.7	-	-	2	10.0	1	-	1	4.8
I was ambivalent	30	21.4	10	19.2	4	20.0	1	-	2	9.5
I was unhappy about leaving	40	28.6	13	25.0	3	15.0	1	-	3	14.3
I wanted to stay for another term	41	29.3	12	23.1	1	5.0	1	-	8	38.1
I attempted to get permission to stay	3	2.1	1	1.9	-	-	-	-	-	-
Other	6	4.3	1	1.9	3	15	1	-	1	4.8
	n=140 (N=143)		n=52 (N=54)		n=20 (N=20)		n=8 (N=9)		n=21 (N=21)	

suddenly and dramatically concluded. The reality of the resumption of the academic schedule was a shock after the ten weeks in which the student had been immersed in a different kind of learning milieu characterized by a high degree of self-freedom and independence.

(The most difficult facet was) the regimentation of classes after so much freedom to plan and occupy our time (1955 alumna, Denmark).

. . . rules, regulations (1957 alumna, Spain)!

The return to the strictly academic atmosphere seemed boring and fruitless at first (1962 alumna, Denmark).

. . . the shelter and unreality of the academic world, the restrictions of classes and schedules, the pressure of performance academically, the restrictions of campus living and boredom with the routine (1964 alumna, Germany).

Along with the frustrations of the academic routine, alumnae expressed personal readjustment difficulties:

I missed the fun and excitement and felt sort of let down that it was over, but once the reliving of memories took over, it (the readjustment) wasn't hard. There were lots of others in the same boat (1964 alumnae, Spain).

Push, go, hurry! (1964 alumna, Spain)

Culture shock in general. The College seemed so removed from the world at large (1964 alumna, Spain).

I'd forgotten how grey and ugly Painesville was. I hated the prevalent negativism, the lack of accessible museums, plays, coffee houses, and stimulating conversations (1964 alumna, France).

I felt like Cinderella back from the ball, once again in rags (1970 alumna, France).

I didn't have it all together - too many loose ends. I was still living my experiences and trying to integrate them into some new me - unsuccessfully (1958 alumna, Germany).

As was explained in Chapter I, alumnae return to Lake Erie College as a group and, as a consequence, receive constant individual and group support for their feelings of not wanting to be home. Spring term is spent telling stories, sharing experiences, and, in general, reliving the sojourn. Because of this group support, it is not surprising that alumnae expressed low readjustment difficulties when asked to check the degree of difficulty (1=low difficulty, 5=high difficulty) in readjusting to the Lake Erie College campus and the academic routine (Table 5.41). The written remarks provided for greater insights into specific readjustment problems than did the scale questions. The general consensus was that it was anti-climactic to be back in the United States, and more particularly, in Painesville.

The alumnae were asked to describe the degree of difficulty they had in talking with family, friends other than Lake Erie students, and Lake Erie students about their sojourn. The hypothesis that it would be easier for the returned travelers to talk with Lake Erie students in comparison to family and other friends was supported. On a scale of one to five (1=low difficulty, 5=high difficulty) the mean difficulty in talking with family was 1.658 (n=229), to friends the mean was 1.690 (n=229) and to Lake Erie students the mean was 1.432 (n=227). Table 5.42 amplifies the results. The reported low mean difficulty in talking with people about the sojourn experience contradicts written comments by alumnae concerning their ability to explain what had happened to them.

TABLE 5.41.--Mean Difficulty in Readjusting to Lake Erie College After the Sojourn.

All Alumnae	General Studies	No General Studies	English Speaking Centers	Second Language Centers	Transfer Students	Four-Year Students
	M=1.938 Md=1.411 Std=1.263 R=4.0 (N=114)	M=1.839 Md=1.343 Std=1.212 R=4.0 (N=118)	M=1.908 Md=1.403 Std=1.247 R=4.0 (N=66)	M=1.880 Md=1.403 Std=1.235 R=4.0 (N=169)	M=1.947 Md=1.365 Std=1.245 R=4.0 (N=57)	M=1.868 Md=1.370 Std=1.235 R=4.0 (N=178)

Scale: 1=not difficult
2=very difficult

TABLE 5.42.--Mean Difficulty in Talking to Family, Friends, and Lake Erie Students about the Sojourn.

	All Alumnae	General Studies	No General Studies	English Speaking Centers	Second Language Centers	Transfer Students	Four-Year Students
family		M=1.652 Md=1.191 Std=1.206 R=4.0 n=112	M=1.664 Md=1.208 Std=1.174 R=4.0 n=119	M=1.652 Md=1.233 Std=1.143 R=4.0 n=66	M=1.661 Md=1.188 Std=1.207 R=4.0 n=165	M=1.807 Md=1.292 Std=1.246 R=4.0 n=57	M=1.609 Md=1.174 Std=1.167 R=4.0 n=174
	friends	M=1.775 Md=1.304 Std=1.181 R=4.0 n=111	M=1.610 Md=1.202 Std=1.102 R=4.0 n=118	M=1.677 Md=1.293 Std=1.062 R=4.0 n=63	M=1.695 Md=1.232 Std=1.174 R=4.0 n=164	M=1.754 Md=1.270 Std=1.199 R=4.0 n=57	M=1.669 Md=1.241 Std=1.124 R=4.0 n=172
		Lake Erie students	M=1.382 Md=1.125 Std= .888 R=4.0 n=110	M=1.479 Md=1.143 Std=1.055 R=4.0 n=117	M=1.391 Md=1.115 Std= .953 R=4.0 n=64	M=1.448 Md=1.142 Std= .989 R=4.0 n=163	M=1.509 Md=1.163 Std=1.071 R=4.0 n=57
		(N=114)	(N=121)	(N=66)	(N=169)	(N=57)	(N=178)

Scale: 1=low difficulty
5=high difficulty

Trying to share experiences with others was frustrating (1955 alumna, Denmark).

At home there were so many questions (1958 alumna, Denmark).

In my small farming community you did not talk about international travel when in public (1962 alumna, France).

I was unable to communicate in depth about my experiences and to keep any problems of readjusting in perspective. I spent my last year (at Lake Erie) literally running away - but I didn't know at the time what or why or much of anything (1958 alumna, Denmark).

Hard to share experiences, to tell family and friends about the trip. They would politely say "Well, how was Europe?" and there was no way to answer in 25 words or less (1963 alumna, France).

Transfer student vs. Four-year student. In talking about their experiences to family, friends, and Lake Erie students (Table 5.42), transfer students had more difficulty than did four-year students in all three categories. Four year students have a much longer period of time to anticipate the WTA and to share their feelings about their impending sojourn. They have had more opportunity to experience vicariously what prior sojourners have told them. If four-year students felt difficulty in talking about their experiences, they probably had heard the same frustration expressed by other returnees, and concluded that it was a natural, normal reaction to being home. Finally, four year students chose Lake Erie for their college education because of the WTA more frequently than did the Transfer students (Table 5.42); consequently, there existed a mind set for a longer period of time than existed for the transfer students.

Type of Center. There was no major difference in the stated degree of difficulty between the English speaking and second language center students in communicating with family, friends, and Lake Erie students. Students returned from an English speaking center expressed slightly less difficulty in talking about the WTA, but not as much as was anticipated. It was thought that English speaking center returnees would have a much easier time relating their experiences than would the second language center returnees. It was predicted that the confounding factor of language skills in the host center would become significant in being able to assimilate the sojourn experience, translate it into English, and to express feelings and relate stories to individuals who did not know what it was like not to understand what was happening around you. Apparently, this was not the case.

General Studies. There was no difference between the General Studies group ($M=1.652$, $n=112$) and the group who did not have General Studies ($M=1.664$, $n=119$) in degree of difficulty in talking to family about the WTA. There are differences in the degree of difficulty in talking about the WTA to friends ($M=1.775$, $n=111$, for those with General Studies; $M=1.610$, $n=111$, for alumnae without). Those who went through the General Studies program had more difficulty talking about the sojourn to friends than did the students without General Studies. In talking to Lake Erie students, those with General Studies expressed less difficulty

($M=1.382$, $n=110$) than did those who had not gone through the program ($M=1.479$, $n=117$). It would be very difficult to make a friend (who had not experienced the Lake Erie curriculum during the years when General Studies existed) understand the context in which the WTA existed let alone what happened while on the WTA, if the friend had not had a similar experience. For those who did not have General Studies, as was pointed out earlier, the sojourn was more of a "pause" in the curriculum (but no less valuable or important), and when it was over it was up to the student individually to gain perspective as to what happened. She was not expected to assimilate the experience for others. Further, it is my feeling that because of the class spirit generated by coming together as a unit through the vehicle of the General Studies program, there existed a greater esprit de corps in the General Studies groups, and consequently, greater ease in being able to talk to LEC students about the WTA.

The level of difficulty of readjustment of students varies slightly when one looks at the independent variables of General Studies, type of center, and length of stay at Lake Erie College (Table 5.41).

General Studies. Those who had had the General Studies program expressed slightly more difficulty in readjusting ($M=1.938$, $n=113$) than did those who did not have General Studies ($M=1.828$, $n=118$). For the General Studies students the WTA was a capstone experience. It was one that would have to be integrated into the

required senior paper in which the student was to express who and where she was at that time vis-a-vis her educational program at Lake Erie. She was expected to integrate into the senior paper her activities and experiences while at the college, and draw upon her background prior to embarking on her higher education program. For the student who did not have General Studies, the WTA was over, and it was time to get on with the work at hand. There is very little difference in the ascribed value of the WTA by the two groups (page 101) but the General Studies students were expected to reflect upon the experience, in essence, make some sense out of what happened to them before they graduated from Lake Erie College, whereas for the students who did not have the General Studies curriculum, nothing further was expected. Being required to attempt to assimilate the experience, in a relatively short span of time, might provide for an acute awareness of readjustment and an awareness, generally, of self.

Transfer Students vs Four-year Students. Transfer students expressed slightly more readjustment problems ($M=1.947$, $n=57$) than did the four-year students ($M=1.868$, $n=174$). Perhaps they did not fully understand the expectations of re-orientation; perhaps the transfer students did not have the established friendship groups to return to as did the four-year students; perhaps the return to Painesville was even more painful to them after the positive WTA experience; and perhaps, they never became solidly oriented to the College upon their transferring from another institution.

Type of Center. There was basically no difference in the readjustment difficulty between the students who went to the English speaking center ($M=1.908$, $n=65$) and the students who went to the second language centers ($M=1.880$, $n=166$).

In general, the reorientation sessions were considered by the alumnae to be more valuable than the orientation sessions. It needs to be pointed out, however, that a large percentage of alumnae either left the questions dealing with reorientation blank or checked the category, "I do not remember them."

It could be that the respondents may have developed "questionnaire-itis" by the time they reached the last part of the questionnaire. Because of a desire to finish the lengthy instrument, they passed over several questions toward the end. On the other hand, the ability to recall this part of the WTA could have been difficult given that the return to Painesville was a let down in comparison to the term in Europe.

When asked if the students in the individual groups met as a group to discuss readjustment problems, 28.6 percent ($n=50$) said yes. When asked if individuals met to discuss readjustment problems, 49.2 percent ($n=93$) said yes. When asked if the students in the center met as a group to discuss impressions of the host country, 52.8 percent ($n=105$) responded in the affirmative. It is my belief that these percentages do not accurately reflect the conduct of the reorientation program. The time and distance away from the reorientation program may be a factor in this part of the study.

In looking at how valuable the post-sessions were and how important they were in coming to understand fully the impact of the sojourn experience, the same level of non-response occurred. It is important, however, to analyze the responses and very tentatively suggest some conclusions (Tables 5.43, 5.44, 5.45, 5.46).

On a scale of 0-4 (0=very valuable to 4=very low value), the mean value of the post sessions was 2.634 (n=172) for all alumnae. Students who went to second language centers (Table 5.46) considered the post sessions more valuable (M=2.449, n=127) than those who went to English language centers (M=2.60, n=45). The comparative complexity of existing in a culture and communicating in a second language might explain the higher degree of value placed on the post sessions by second language participants (Table 5.46). They could share the problems, frustrations, and humorous stories resulting from speaking in a second language).

General Studies alumnae (M=2.571, n=84) and transfer alumnae (M=2.512, n=41) placed higher value on the post sessions (Tables 5.44 and 5.45) than did those who did not have General Studies (M=2.625, n=88) and those who were four year students (M=2.672, n=131). For those who had General Studies, the reorientation was an extension of that core-curriculum, a course which naturally followed the WTA. The fact that the WTA was an integral part of the four-year requirement (General Studies) for all students may have been a factor in their finding the post-sessions more valuable.

TABLE 5.43.--In Relation to the Total WTA Experience, the Assigned Value of the Reorientation Sessions for All Alumnae

	Value of the Meetings		Value in Sharing Impressions		Value of the Sessions in Coming to Understand the Sojourn Experience	
	freq	Adj%	freq	Adj%	freq	Adj%
very valuable	3	1.3	7	3.3	4	1.9
valuable	17	7.6	53	25.4	31	14.5
neutral	57	25.4	39	18.7	75	35.0
not valuable	58	25.9	5	2.4	41	19.2
worthless	37	16.5	2	1.0	32	15.0
I don't remember	53	23.2	21	.0.0	29	13.6
Not Applicable (groups did not meet)	-	23.2	21	10.0	29	13.6
No responses	11	-	26	-	21	-
	M=2.634* n=172		M=1.459* n=106		M=2.361* n=183	

*excludes the responses in the categories of "I don't remember" and "Not Applicable"

TABLE 5.44 --In Relation to the Total WTA Experience, the Assigned Value of the Reorientation Sessions for Those Who had General Studies and Those Who Did Not.

	General Studies						No General Studies					
	value of the meetings		value in sharing impressions		value of the sessions in coming to understand the sojourn experience		value of the meetings		value in sharing impressions		value of the sessions in coming to understand the sojourn experience	
	freq	adj%	freq	adj%	freq	adj%	freq	adj%	freq	adj%	freq	adj%
very valuable	-		2	1.9	2	1.9	3	2.7	5	4.7	2	1.9
valuable	6	5.4	31	30.1	15	13.9	11	9.7	22	20.8	16	15.1
neutral	33	29.7	23	22.3	39	36.1	24	21.2	16	15.1	36	34.0
not valuable	30	27.0	4	3.9	20	18.5	28	24.8	1	.9	21	19.8
worthless	15	13.5	1	1.0	17	15.7	22	19.5	1	.9	15	14.2
I don't remember	27	24.3	11	10.7	14	13.0	25	22.1	10	9.4	15	14.2
Not applicable (groups did not meet)	-		31	30.1	1	.9	-		51	48.1	1	.9
No response	3	-	11	-	6	-	8	-	15	-	15	-

TABLE 5.45.--In Relation to the Total WTA Experience, the Assigned Value of the Reorientation Sessions for Transfer and Four-Year Students

	Transfer				Four-Year							
	value of the meetings		value in sharing impressions		value of the sessions in coming to understand the sojourn experience				value in sharing impressions		value of the sessions in coming to understand the sojourn experience	
			freq	adj%	freq	adj%	freq	adj%	freq	adj%	freq	adj%
very valuable	3	5.4	3	5.9	1	1.9	-	-	4	2.5	3	1.9
valuable	4	7.1	11	21.6	7	13.0	13	7.7	42	26.6	24	15.0
neutral	13	23.2	7	13.7	20	37.0	44	26.2	32	20.3	55	34.4
not valuable	11	19.6	1	2.0	10	18.5	47	28.0	4	2.5	31	19.4
worthless	10	17.9	1	2.0	7	13.0	27	16.1	1	.6	25	15.6
I don't remember	15	26.8	5	9.8	8	14.8	37	22.0	16	10.1	21	13.1
Not applicable (groups did not meet)	-	-	23	45.1	1	1.9	-	-	59	37.3	1	.6
No response	1	-	6	-	3	-	10	-	20	-	18	-

TABLE 5.46 --In Relation to the Total WTA Experience, the Assigned Value of the Reorientation Sessions for English Language Center Students and Second Language Center Students

	English Language Centers				Second Language Centers							
	value of the meetings		value in sharing impressions		value of the sessions in coming to understand the sojourn experience		value in sharing impressions		value of the sessions in coming to understand the sojourn experience			
	freq	adj%	freq	adj%	freq	adj%	freq	adj%	freq	adj%		
very valuable	1	1.6	-	-	-	-	2	1.2	7	4.6	4	2.5
valuable	5	8.1	13	22.4	6	10.7	12	7.4	40	26.5	25	15.8
neutral	17	27.4	13	22.4	20	35.7	40	24.7	26	17.2	55	34.8
not valuable	10	16.1	3	5.2	13	23.2	48	29.6	2	1.3	28	17.7
worthless	12	19.4	-	-	9	16.1	25	15.4	2	1.3	23	14.6
I don't remember	17	27.4	5	8.6	8	14.3	35	21.6	16	10.6	21	13.3
Not applicable (groups did not meet)	-	-	26	41.4	-	-	-	-	58	38.4	2	1.3
No response	4	-	8	-	10	-	7	-	18	-	11	-

the transfer students, however, might perceive the post sessions as being more valuable to them (as they did the orientation program), because of their not having witnessed prior classes returning from Europe, and thus not experiencing the let-down in being home, and also the excitement in the sharing of the sojourn experiences. Further, the transfer students may have felt a stronger need to sort out their feelings about the sojourn than would the four-year students.

A second question concerning reorientation was asked: How valuable was the sharing of impressions of the sojourn with other returnees? On a scale of 0=low value and 4=high value, the response of all alumnae (Table 5.43) would indicate relatively low value ($M=1.459$, $n=106$). The General Studies (Table 5.44) group assigned a slightly higher value to the sharing of impressions ($M=1.525$, $n=61$) than did those who did not go through the core program ($M=1.386$, $n=44$). The four-year students (Table 5.45) felt these sessions were of more value ($M=1.470$, $n=83$) than did the transfer students ($M=1.391$, $n=23$). Finally, the second language (Table 5.46) center group assigned higher value ($M=1.377$, $n=77$) than did the transfer students. In all cases the assigned value was low and there was a high incidence of non-responses, or "I do not remember" or "these sessions were not held."

For the General Studies group the post sessions were an integral part of the third year of the core program. For the transfer students, the post sessions seemed to assist them in making some sense out of the sojourn experience. And for the

second language center group, the sharing of impressions would help them gain perspective on a more complicated sojourn than the English speaking group experienced.

A third question on the reorientation was asked to elicit additional information from the alumnae. When queried about how important the post-sessions were in coming to fully understand the WTA experience (the scale was 0=very important to 4=very unimportant), all alumnae ascribed a mean of 2.361 (n=183) (Table 5.43). Consistent with the relative value of the post sessions, both transfer students (M=2.33, n=45) and second language center students (M=2.304, n=135) placed more importance on the post sessions than did the four year students (M=2.422, n=135) and the English speaking center students (M=2.521, n=48), Tables 5.45 and 5.46. The General Studies (M=2.376, n=93) and no General Studies (M=2.344, n=90) groups placed equal importance (Table 5.44) on the post sessions in helping them come to understand the WTA experience.

Although lower than anticipated, and recognizing the high degree of non-response and "I do not remember" categories, it could be reasoned that the post-sessions become just another part of the spring term activities, many of which are oriented toward the returned sojourners. Two major occasions for the entire campus have as their themes the recognition of the participants in the WTA: the first is an international dinner during which student groups sing songs learned in the host center and display their knowledge of the customs of the host-national country such as

folk-dances and skits which depict the culture. The dining room is filled with projectors showing slides of the host countries. The second major event is honors convocation when excerpts of the student journals are read, allowing both the juniors and the seniors a moment of nostalgia and instilling in the sophomores the growing anticipation of their sojourn which will take place the next year. These two events, probably more than the formal re-orientation program, allow the WTA participants moments of reflection and an opportunity to briefly relive the Winter Term Abroad.

More students reflect on their experiences in an informal way, recall details when talking with friends, and glean insights into themselves and the WTA rather than through the formalized program. The important point is that the opportunity for reflective thought and discussion exists because all students participate in the Winter Term Abroad and return together to a very supportive environment.

Even though transfer students expressed some disadvantage in not knowing other Lake Erie students very well, they indicated seeking out their group members after the sojourn to talk with them as frequently as did the four year students; however, transfer students more frequently sought out members in their centers to do things with and to be with more often than did the four year students. It appears that four year students returned to their established friendship groups while transfer students continued

to cultivate possible friendships initiated on the term abroad (Table 5.45).

Having gone through the general studies program seems to have made a slight difference in recent returnees seeking out group members to talk with them and to do things with them but not just to be with them.

As a result of the WTA, it was predicted that students upon their return to the campus would make an effort to have contact with their WTA group members. The prediction that all alumnae would seek out group members to talk with more often than seeking them out to do things with them or just be with them was correct (Table 5.4). When looking at the variable, type of center, those alumnae who went to a second language center sought out their group members more often than did those who went to an English speaking center. It appears from this analysis and the analysis of establishing friendships (Table 5.27) that the term abroad experience for those who went to a second language center helped to formulate friendships, or instigated a need to have contact with fellow group members after the sojourn. The opportunity to be with classmates was built into the General Studies program. And because of closeness of each returned class who went through the General Studies program, it seems logical that the class members would seek each other out to talk with more often than those who did not have General Studies (Table 5.45).

TABLE 5.47.--Frequency of Seeking Out WTA Group Members More Often Than Other Lake Erie Students Upon Returning from the WTA

	All Alumnae		English speaking centers		Second language centers		General studies		No General studies		Four-year students		Transfer students	
	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes	no	yes
To talk with	n=102 47.4%	n=113 52.6%	n=30 53.6%	n=26 46.4%	n=72 45.3%	n=87 54.7%	n=49 45.8%	n=58 54.2%	n=53 49.1%	n=55 50.9%	n=77 47.5%	n=85 52.5%	n=25 47.2%	n=28 52.8%
To do things with	n=146 72.3%	n=56 27.7%	n=38 73.1%	n=14 26.9%	n=108 72.0%	n=42 28.0%	n=73 71.6%	n=29 28.4%	n=73 73.0%	n=27 27.0%	n=112 74.2%	n=39 25.8%	n=34 66.7%	n=17 33.3%
To be with	n=132 65.7%	n=69 34.3%	n=36 69.2%	n=16 30.8%	n=96 64.4%	n=53 35.6%	n=68 67.3%	n=33 32.7%	n=64 64.0%	n=36 36.0%	n=103 67.8%	n=49 32.2%	n=29 59.2%	n=20 40.8%

Value of the Sojourn

On a scale of 0=low value to 4=high value, all alumnae placed exceedingly high value on the WTA experience ($M=3.517$, $n=232$). Those who went to a second language center place greater value on the WTA ($M=3.548$, $n=166$) than do alumnae who went to an English speaking center ($M=3.429$, $n=66$). Alumnae who were enrolled in the General Studies program place greater value on the WTA ($M=3.522$, $n=113$) than those who did not have General Studies ($M=3.513$, $n=119$), although there is very little difference in the mean response. Although the question was raised, do four year students hold the sojourn in higher value compared to transfer students, from the data it is clear that transfer students ($M=3.696$, $n=56$) place a higher value on the sojourn than do four-year students ($M=3.460$, $n=176$).

As was reported earlier, transfer students had to work harder to prepare for the sojourn and saw the WTA as a more significant experience, perhaps, because of a shorter stay at the College. It may be that having attended at least two institutions of higher education, and having finished their degrees at Lake Erie College, with the one term abroad, resulting in uprooting and change, which led the alumnae who were transfer students to place a higher value on the experience.

From the inception of the program in 1953, it can be generalized that all Lake Erie alumnae (from the responses of the respondents as well as data generated by the non-respondents) place

high value on the sojourn experience. The General Studies program and attending a second language center seem to have made slight differences in the ascribed value of the WTA; however, the overwhelmingly positive response should indicate the importance of this segment of the cross-cultural program at Lake Erie College.

Another indicator of value of the experience is the duration of correspondence with host-national families and peers (which has been discussed), the frequency of returning to the host country and visiting the family after the sojourn. Many alumnae expressed the wish to return, but had not, and some stated they had plans in the future to return to their centers. Of all the alumnae respondents, 23 percent (n=53) had returned to the country of their sojourn (not necessarily to the center). When asked about their foreign travel since graduating from College, 49.4 percent (n=114) had visited other countries (excluding Canada) and 25.3 percent (n=57) of those who responded to the question had seen either their host families or friends since the WTA.

As time passes, talking about those undergraduate years not only becomes less frequent for most people but also becomes more romanticized when reminiscing. The Lake Erie alumnae reported that they quite frequently talk about the WTA (61.6 percent, n=143), and an additional 37.5 percent (n=87) said they talked about their experiences once in awhile. Only two individuals reported that they never talked about the WTA. At alumnae reunions, for those classes which participated in the term abroad program, the subject of the Winter Term Abroad is frequently the topic of conversation.

Summary

The overall results of this study have brought to the fore the significance of the Winter Term Abroad program for the former participants. This unique sojourn opportunity has made a difference in the lives of Lake Erie's alumnae, and continues to be an experience from which the alumnae find both cognitive knowledge and personal resources in their lives. The sojourn is not something that happened last year nor twenty-five years ago: it is continually recreated as a singular event from which further meaning is found as life experiences evolve.

CHAPTER VI
THE WINTER TERM ABROAD IN PREPARATION
FOR THE YEAR 2000

In 1952, Lake Erie College conducted an analysis of its *raison d'etre* resulting in the creation of the Winter Term Abroad. After almost a quarter of a century of sending students to Europe, it seems appropriate to draw some conclusions about the impact of the WTA during those years, highlighting those qualities which should be maintained (if not enhanced), suggesting some changes on the basis of the results of this study, and offering some alternative ideas which might be incorporated in the WTA in order to better prepare today's students for their lives in the year 2000.

In the last eighteen months, under the direction of President Simmons, the faculty have assisted in a thorough analysis of Lake Erie College. Few stones were left unturned as every constituent of the College was brought into the process: the students, the faculty and administration, the alumnae, the Trustees, and members of the Painesville community. The comprehensive document which was written as a result of the study is the master plan for the continued growth and development of the College. It is hoped that this study will contribute, in some small way to the College's strategies in the 1980's.

If in 1952-53, the world could have been described as dangerous, shrinking, and interdependent, then, certainly in 1979, we could reiterate those adjectives with equal if not greater emphasis. On the basis of its pioneering leadership in cross-cultural education, Lake Erie has a responsibility to continue to expect that its students will be prepared for the complicated responsibilities of adult life and as a consequence, must insist that future students come to know and appreciate other cultures as an integral part of their higher education. A College should not exist without instilling in its students an appreciation of history, literature, science, the arts, human behavior, the great writers and thinkers of the past and present, while putting the thrust of that liberal education into the context of this dangerous, shrinking, and interdependent world. As a college for women, it becomes even more pressing that the faculty reiterate Lake Erie College's commitment to international education, placing the woman as the central focus in the educative process.

Perhaps, the overriding principle which has existed at Lake Erie College and to which alumnae made frequent reference, has been the education of the individual. Repeatedly, an alumna made comments about her academic program, her Winter Term Abroad, and her personal growth as a result of the activities both inside and outside of the classroom. To sustain and nurture the priority of providing for the individual needs of its students must

continue to be an inherent quality within the philosophy of the institution.

Lake Erie College has been able to achieve its stated goals of preparing women for the world of work, has met its objective of providing a foundation for women to assume the roles of wife and mother, and has achieved the goal of instilling an awareness of being a responsible citizen in America and in the world. Alumnae alluded to all three goals identifying specific experiences which would illustrate some of the ways in which they were better prepared to function as responsible adults in all three areas - work, family and community.

The College has instilled in its alumnae a degree of importance in the study of languages. With the high percentage of alumnae who have used a second language in their work, or have studied another language since graduation, the College requirement of acquiring a second language competency becomes a useful tool after graduation. Put in the setting of living and studying in another culture, the second language competency is a means of survival and as a result comes alive for alumnae, giving them the opportunity to feel the relevance of that one requirement. As a result of the sojourn experience, looking at their total undergraduate education, the alumnae feel it important for their children to have a second language competency. Very often alumnae would report helping their children study a second language with the hope their children would have a similar cross-cultural experience at some point in their education.

The Winter Term Abroad program includes for most participants a home placement with a host national family. This study has pointed out that it is the family, and more importantly, the quality of family life which makes a difference in the assigned value of the WTA by former participants. Whenever possible, the family experience should be the primary component of the term abroad. Opportunities should also be provided for the Lake Erie students to meet and interact with host-national peers, another significant facet of the sojourn experience.

Based on the comments by the respondents, it seems that the term abroad would be strengthened if the families were to receive a stronger orientation in preparation for the arrival of the Lake Erie student. There are families in each of the centers who have brought students into their homes on a regular basis for many years, another indication of the strength of the Lake Erie program. Their commitment to the WTA is demonstrated by the frequency of maintaining correspondence with alumnae who lived with them. However, new families should be oriented to the objectives of the term abroad and become familiar with Lake Erie College in general.

One of the ways this familiarity could be engendered is bringing the host-national center heads to the Lake Erie campus on a regular basis. Their exposure to the ambience of Lake Erie College would enhance the way in which they directed the students while in their centers. One of the real strengths of the WTA is the delegating of responsibility for the students to a host-national rather than sending a Lake Erie faculty member to the center to act

as director. His or her knowledge of the resources of the town or city has consistently opened doors to the sojourner which never would have been available to the students. To bring about a closer relationship between the host-national center head and the faculty of Lake Erie College would only enhance the opportunities for the student sojourner.

In general, very little difference was noted in the assigned value and importance of the WTA between the alumnae who went to the English speaking centers and those who went to the second language centers. The option to study in Oxford or Amsterdam should continue to be a valid one, just as the option to study in Florence or Nancy should continue. Optional centers might be explored in the Far East, the Middle East, and Latin and South America. The opening of a new center in Mexico in 1978 is indicative of the current thrust of the Winter Term Abroad. Just as it was relevant to the periods of history from 1952-1978 when the College was sending students to Europe (and a few each year to Israel), it seems important to develop centers in the Third World cultures. Commensurate with those alternatives, the opportunity to study Arabic, Persian, Chinese, Portuguese, and Japanese, should be made available to the students. The impact of creating these alternative centers would have important ramifications to the viability of the College as well as the Winter Term Abroad.

One possible direction these alternative programs might take is the placing of Lake Erie students with families other than the host-national families. An example might be selecting a German national family currently living in Japan for a student who had a German language competency. If that family were involved in a professional field such as education or journalism or the diplomatic corps, the Lake Erie student would find opportunities open to her, otherwise not available, given the short period of time of the WTA. The College would have to develop very carefully a network of resource persons, although to a large extent that network already exists.

The last few years have witnessed a somewhat different direction in the conduct and substance of the WTA: the opening of equestrian centers in England and Ireland and Mexico; the placement of physician assistant concentrators in health agencies in other countries; the opportunity for international business administration students to have an internship in a corporation or business in another country; or the opportunity to study at a world renowned dance school in London. The original intent of the WTA was to enhance the general education of the Lake Erie student. That intent will always exist; however, the additional thrust of a specific internship opportunity which would have direct bearing on the student's undergraduate program, would take on added meaning to the sojourner.

The independent study project, which the student conducts while on her sojourn, has emerged as a vital component in the WTA experience. When the independent study project became a vehicle for the alumna's learning to move in the new environment, it appears that the feeling of a successful sojourn was greatly enhanced. Much more research should be conducted on this one facet of the WTA because of the potential significance it has for the student.

Independent study projects should be carefully reviewed by the Lake Erie faculty. Alumnae reported that they could not find the resources needed for the study; they had no logical entree to the people who could help; and they were unrealistic in their goals for the project. Realizing that the student will have the challenge of conducting this study in her second language, the more definitive and the more narrowly defined the project is, the greater the frequency of success will be.

In general, the academic program of the WTA should be analyzed. Alumnae placed the lowest importance on the academic part of the sojourn, although most felt that the term abroad was highly integrated into the curriculum and was an important part of their total education at Lake Erie College. The present name of the sojourn, the Academic Term Abroad, does not reflect the student's perceived objective either for herself or as an important objective of the College. The alumnae did report increasing their language competency and a few indicated that they found

direction for their graduate work as a result of the sojourn. For the majority of alumnae, the opportunity to grow and develop as a person is the most important outcome of the WTA.

As another part of the academic thrust of the WTA the journal requirement should be maintained. In spite of the fact that some alumnae found the journal to be a very difficult assignment, 82.4 percent (n=163) still have their journals, have re-read them (73.4 percent) since graduating and considered them to be an important document from their undergraduate years. Each student should have the opportunity to learn field methodology prior to the sojourn. Students need to be taught to observe, to write about those observations, and to reflect on them. The journal would then take on even more importance to the alumnae. When so many details of the past become blurred, the journal sharpens the memory and, for many alumnae, becomes a resource document for subsequent travel or a reference for them in their lives.

The orientation program and re-orientation after the sojourn should include both the cognitive and affective ramifications of living and studying in another culture. As in other studies, alumnae in general either placed low importance on their preparation for the sojourn and their re-orientation to the College or did not remember either experience. Perhaps, one can never be fully prepared for living in another culture until it is happening; on the one hand, with the vast background of the faculty at Lake Erie, it seems highly important to emphasize this

facet of the program beginning in the freshman year or upon the student's entry into the College community. Alumnae did find the re-orientation program more important than the orientation program. Students need assistance in dealing with the "let-down" upon their return home, as well as expert guidance in beginning to reflect upon the sojourn, gaining perspective on what happened to them and what continues to happen to them as a result of the WTA.

Although the focus of this study has been on the Winter Term Abroad, it has also been concerned with the setting, Lake Erie College, and the historical periods during the years 1953-1978. Whether alumnae mentioned the General Studies program, or specific faculty and staff members, or activities in which they were engaged as students, they put the WTA in the context of their total education at the College, making frequent references to significant historical events in the United States or the world which took place before, during, and after their sojourn. The goals of the College and the objectives of the WTA to create an international awareness and an awareness of being an American citizen seem to have been achieved. In retrospect, the alumnae have found meaning in the one specific time frame in their undergraduate education - The Winter Term Abroad.

A rededication to the principles of the Winter Term Abroad, reflecting changes in the world situation, recognizing the changing needs of the undergraduate student, not only seems to be in order but also possesses a sense of urgency.

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APPENDICES

APPENDIX A

APPENDIX A-1

ORIGINAL LETTER - MARCH 21, 1975

LAKE ERIE COLLEGE
Painesville, Ohio 44077

Office of the President

March 21, 1975

Dear Alumna,

This year, 1974-75, marks the twenty-second anniversary of the Winter Term Abroad program at Lake Erie College. In those twenty-two years, more than two thousand students have participated in programs in Holland, Denmark, England, Israel, Switzerland, Spain, Italy, France, and Germany. It has been our feeling at the College that the Winter Term Abroad program has provided an exceptional opportunity for each of our graduates. Yet, we lack the concrete information concerning the ramifications of this unique experience.

During the past four years, Mr. James F. Pelowski, Assistant to the President, has been working with me in a variety of areas including the Winter Term Abroad. Mr. Pelowski's experience with Lake Erie College, combined with his participation as an exchange student in Egypt some years ago, has developed his keen interest in cross-cultural education programs. Now in the process of completing his PhD, he has received approval from his advisors at Michigan State University, along with my whole-hearted endorsement, to use the Winter Term Abroad Program as the focus of his research.

Enclosed with this letter is a questionnaire which I ask you to complete and return to Mr. Pelowski. A self-addressed, stamped envelope is also included. I am confident that you will give your assistance and cooperation in this project in order that we may understand more fully what the Winter Term Abroad program has meant and means to each alumna.

Sincerely yours,

Paul Weaver
President

PW:jb

Enclosure

APPENDIX A-2

QUESTIONNAIRE

1. Name _____
2. Street Address _____ City _____ State _____ Zip _____
3. Year of birth _____
4. Your Educational Background: (please check the appropriate spaces)

BA	Major	_____
BFA	Major	_____
MA	Major	_____
MS	Major	_____
PhD	Major	_____
EdD	Major	_____
Law	Specialty	_____
MD	Specialty	_____
Other	(please explain)	_____
5. Why did you choose Lake Erie College for your undergraduate education?
6. Was the opportunity to study in Europe a factor in your selecting LEC for your undergraduate education?
____yes ____no (please check)
7. Since graduating from LEC, have you studied outside the USA?
____yes ____no If yes, where, for how long, and for what purpose?
8. Are you currently employed? ____yes ____no If yes, please describe your responsibilities.
9. If you have graduated from LEC in the last 5-10 years, what are your career ambitions? What do you hope to be doing in a career related field?
10. Since graduating from LEC, list the positions you have held, briefly describe them, and the years during which you held them.

<u>POSITION</u>	<u>DESCRIPTION</u>	<u>YEARS</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

11. Have you ever utilized a foreign language in your employment?
 ___yes ___no. If yes, please elaborate.
12. Please list all of the continuing education experiences (credit and non-credit courses, seminars, information educational experiences, short courses, etc.) which you have had since graduation.
13. What is your nationality background? (e.g. German-American, Italian-American, etc.)

 Have you ever identified with an ethnic group or culture?
 (please check one)
 ___a significant part of my background
 ___a part of my background
 ___not at all
14. Within what religious framework were you brought up as a child? What is your religious preference at the present time?
 ___ Baptist
 ___ Roman Catholic
 ___ Congregational
 ___ Episcopal
 ___ Jewish Faith
 ___ Lutheran
 ___ Methodist
 ___ Presbyterian
 ___ None
 ___ Other

15. When you were in your WTA center, did you attend a church service?
 ___yes ___no ___once ___a few times
 ___regularly
 If you attended, what was the denomination of the church?

 What prompted you to attend? Please explain.

16. Please list any magazines, newspapers or journals you regularly read which are from a country other than the USA and/or which are written in another language.

25. What is your husband's current occupation? _____
Please describe his responsibilities.
26. Did your husband ever study a foreign language? ____yes
____no.
If yes, which one? French____, German____, Italian____,
Spanish____, Other____.
If other please state it._____
If yes, does your husband ever use his second language?
____yes ____no. If yes, under what circumstances, please
explain.
27. What is your husband's educational background?
 ____BA Major_____
 ____BFA Major_____
 ____MA Major_____
 ____MS Major_____
 ____PhD Major_____
 ____EdD Major_____
 ____Law Specialty_____
 ____MD Specialty_____
 ____Other (Please explain)_____
28. Has your husband ever studied in a country other than the
USA? ____yes ____no. If yes, which country._____
For how long?_____
For what purpose?_____
29. Prior to your marriage, did your husband have any foreign
travel experience? ____yes ____no. If yes, please state the
country(ies) visited, the purpose of his trip(s), and whether
he was a tourist, student, on business, on an assignment,
etc.
30. Have you and your husband traveled to a foreign country
together? ____yes ____no. If yes, please describe the
purpose of the trip, the country(ies) visited, etc.

31. Prior to your participation on the WTA, had your parents (one or the other or both) traveled to a foreign country?
☐yes ☐no. If yes, please state the country(ies) visited, the purpose of the trip, etc.
32. Does (did) your mother have a second language facility?
☐yes ☐no. If Yes, does (did) your mother ever use her second language? ☐yes ☐no. If yes, under what circumstances would she use it? Please explain. Which language _____
33. Does (did) your father have a second language facility?
☐yes ☐no. If yes, does (did) your father ever use his second language facility? ☐yes ☐no. If yes, under what circumstances would he use it? Please explain. Which language _____
34. What was your father's occupation when you were in college?

35. What was your father's highest degree/diploma earned?

36. What was your mother's occupation when you were in college?

37. What was your mother's highest degree/diploma earned?

38. Did you have any foreign travel prior to the WTA experience?
☐yes ☐no. If yes, please state the country(ies) visited, the purpose of the trip, with whom you traveled, etc.
39. While you were a student at LEC, did you (check one)
☐live in a college-owned residence hall
☐live at home
☐a combination of both
40. Which language(s) did you study at LEC? ☐French
☐Italian ☐Spanish ☐German ☐Other (Please State) _____

41. Have you studied a foreign language since graduating from LEC?
 yes no. If yes, which language _____
 Please explain your reasons for this additional study of a
 foreign language.
42. Which WTA study center did you attend on the Winter Term
 Abroad? _____
43. During which year did you participate in the WTA? _____
44. When you participated in the WTA, were you a (check one)
 junior senior?
45. If you went to an English language center, would you state your
 reasons for choosing it, or why the college recommended you
 go to it.
46. While you were in your host country, did you feel as if you
 were a representative of the United States? (check one)
 always in the back of my mind
 I sometimes thought about it
 I never really thought about it
 I was sometimes forced to think about it.
- Would you elaborate on your response?

47. The following statements may or may not be objectives of the
 WTA. In your opinion, how important are each of the state-
 ments in terms of what your personal objectives were while you
 were on the WTA? Please check above the appropriate space.
 (5 = very important, 1 = not important at all.)
- | | | | | | |
|--|----------|----------|----------|----------|----------|
| 1. To increase international under-
standing | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 2. To develop an awareness of oneself | — | — | — | — | — |
| 3. To increase the student's second
language competence | — | — | — | — | — |
| 4. To develop academic interests | — | — | — | — | — |
| 5. To develop an awareness of others | — | — | — | — | — |
| 6. To develop an appreciation of art,
music, architecture | — | — | — | — | — |
| 7. To develop, an awareness of the
responsibilities of being an
American citizen | — | — | — | — | — |
| 8. To develop maturity in the student | — | — | — | — | — |

- | | | | | | | |
|-----|---|----------|----------|----------|----------|----------|
| 9. | To develop an appreciation of another culture | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 10. | To develop an awareness of the responsibilities of being a citizen of the world | ___ | ___ | ___ | ___ | ___ |
| 11. | To develop an appreciation of another people | ___ | ___ | ___ | ___ | ___ |
| 12. | Other (please specify) | ___ | ___ | ___ | ___ | ___ |
48. The following statements may or may not be objectives of the WTA. In your opinion, how important are each of the statements in terms of what you feel are the objectives of the College for students while they are on the WTA? (5 = very important, 1 = not important.)
- | | | | | | | |
|-----|---|----------|----------|----------|----------|----------|
| 1. | To increase international understanding | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 2. | To develop an awareness of oneself | ___ | ___ | ___ | ___ | ___ |
| 3. | To increase the student's second language competence | ___ | ___ | ___ | ___ | ___ |
| 4. | To develop academic interests | ___ | ___ | ___ | ___ | ___ |
| 5. | To develop an awareness of others | ___ | ___ | ___ | ___ | ___ |
| 6. | To develop an awareness of the responsibilities of being an American citizen | ___ | ___ | ___ | ___ | ___ |
| 7. | To develop an appreciation of art, music, architecture | ___ | ___ | ___ | ___ | ___ |
| 8. | To develop maturity in the student | ___ | ___ | ___ | ___ | ___ |
| 9. | To develop an appreciation of another culture | ___ | ___ | ___ | ___ | ___ |
| 10. | To develop an awareness of the responsibilities of being a citizen of the world | ___ | ___ | ___ | ___ | ___ |
| 11. | To develop an appreciation of another people | ___ | ___ | ___ | ___ | ___ |
| 12. | Other (please elaborate) | ___ | ___ | ___ | ___ | ___ |
49. While you were in the host-country, did you consider yourself (check one)
 ___ a tourist
 ___ a quasi-ambassador from the United States
 ___ a student
 ___ a foreigner
 ___ other (please explain)
50. In your host family was there (please check the appropriate spaces)
 ___ a father, ___ a mother,
 ___ a brother (if more than one, how many?___) age(s)___,
 ___, ___, ___
 ___ a sister (if more than one, how many?___) age(s)___,
 ___, ___, ___

50. (cont)

_____extended family (cousins, grandparents, aunts, etc.)
Please describe.

51. Were there other students or non-family members in your host family? ____yes ____no. If yes, please describe.

52. In your own American family, when you were in college, was there (please check the appropriate spaces) ____a father,
____a mother,
____a brother (if more than one, how many?____) ages____,
____,____,____
____a sister (if more than one, how many?____) ages____,
____,____,____
____extended family, (cousins, grandparents, aunts, etc.)
Please describe.

53. Did your WTA host family live in (please check by the appropriate spaces)
____an apartment
____a private home (did they rent____ or own____their home?)
____a suburb of a large city
____a large city
____a medium size city
____a town
____the country
____a village

54. When you were in college, did your American family live in (check by the appropriate spaces)
____an apartment
____a private home (did they rent____ or own____their home?)
____a suburb of a large city
____a large city
____a medium size city
____a town
____the country
____a village

55. When you were living with your host family, did you (check one only)
____most of the time feel comfortable and at home
____sometimes feel comfortable and at home
____seldom feel comfortable and at home
____never feel comfortable and at home
(Please explain your response)

56. If you were to recommend your host family to be used for another LEC student the subsequent year, would you recommend it?
(check one only)
☐ without reservation
☐ with some reservations
☐ it would depend
☐ I could not recommend the family.
 Please elaborate on your response.
57. When you were living with your WTA host family, did you feel as if you were (check one)
☐ a boarder
☐ a guest
☐ a member of the family
58. Were you ASKED to share the responsibilities of caring for the home and family when you lived with your WTA host family?
☐ yes ☐ no If yes, please describe.
59. Would you say your WTA host family was (check one only)
☐ of lower economic status
☐ of lower-middle economic status
☐ of middle economic status
☐ of upper-middle economic status
☐ of upper economic status
60. To your knowledge, did your host family take international students on a regular basis? ☐ yes ☐ no
☐ don't know (If yes, what do you think were their reasons for doing so? Please explain.)
61. Did anyone in your family speak English?
☐ no one (go on to question 64); ☐ father; ☐ mother;
☐ brother(s); ☐ sister(s); ☐ other residents:
☐ all the people in my family
62. Did YOU communicate with him/her/them in English? ☐ none of the time; ☐ all of the time; ☐ some of the time;
☐ only under special circumstances.
63. Did HE/SHE/THEY communicate with you in English? ☐ none of the time; ☐ all of the time; ☐ some of the time;
☐ only under special circumstances.

64. When you were in the WTA center, did you generally communicate in English with the other LEC students? all of the time; some of the time; rarely; never.

65. When you were in the WTA center, would you say you generally communicated in English with your host national friends? (check one)
 all of the time; some of the time; rarely; never.

66. What was your independent topic/project while you were on the WTA?

What special facilities did you take advantage of while you were in the center to complete the project/study?

While you were working on the independent topic, did you meet any significant people, or have any significant experiences? yes no. If yes, please elaborate.

67. In relationship to the total WTA experience, how important was the tour or independent travel segment(s). (check one only)
 the best part of the experience
 an important part of the experience
 just another segment of the WTA
 an insignificant part of the experience
Please elaborate on your response

68. Each student has certain adjustments to make while on the WTA. What feel were the most difficult to adjust to and the least difficult to adjust to.
5 = very difficult 1 = not difficult (check one space on each line)

1. language	<u> </u> 5	<u> </u> 4	<u> </u> 3	<u> </u> 2	<u> </u> 1
2. social life	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
3. customs of the host family	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
4. peer relationships with host nationals	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
5. family relationships	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
6. peer relationships with LEC students	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
7. journal keeping	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
8. independent travel time or tour	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
9. relationship to the host national advisor	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
10. orientation	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
11. re-orientation to LEC	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

69. In looking back at your experience at Lake Erie College, how well integrated into the total curriculum was the WTA experience? (Check one only)
- ☐ It had no logical place in my four-year educational program
- ☐ It was a requirement for graduation, but had little logical place in my four-year program
- ☐ It had some relevance to my educational experience
- ☐ It was an important segment, a logical part in my four-year educational experience.
- Please elaborate on your response.
70. While you were in Europe, what was your "peak" experience? Please elaborate.
71. While you were in Europe, what was the "low point" in your experience? Please explain.
72. While you were in Europe, what new things did you learn about yourself?
73. While in Europe, what changes did you see in yourself?
74. When you returned home and then to LEC, did any of your teachers, classmates, your family members, your friends at home, comment on changes they observed in you? Please elaborate.
75. How easy was it for you to make friends at Lake Erie College? (check one)
- ☐ very easy ☐ easy ☐ difficult ☐ very difficult
- (please elaborate)
76. How easy was it for you to make friends with your host-national peers? (check one)
- ☐ very easy ☐ easy ☐ difficult ☐ very difficult
- (please elaborate)
77. While on the WTA, how often did you see other LEC students in your group? (check one)
- under what circumstances
- ☐ seldom _____
- ☐ daily _____
- ☐ weekly _____

78. How important was it for you to have contact with other members of the LEC group? (5 = very important 1 = not important)
 At the beginning 5 4 3 2 1 (check one)
 During _____ (check one)
 Toward the end _____ (check one)
79. Looking at the total WTA experience, how difficult was it for you to make all the necessary adjustments to living and studying in another culture? (5 = very difficult 1 = not difficult)
 At the beginning 5 4 3 2 1 (check one)
 During _____ (check one)
 Toward the end _____ (check one)
80. When you returned from Europe, how difficult was it for you to make all the necessary adjustments to LEC? (check one)
 (5 = very difficult 1 = not difficult)
5 4 3 2 1 (please elaborate)
81. When you returned from Europe, how difficult was it for you to talk about your WTA experiences with (5 = very difficult 1 = not difficult)
 family 5 4 3 2 1
 friends _____
 LEC students _____
82. In relation to the WTA experience, how valuable to you were the orientation sessions prior to your going on the WTA? (check one)
 _____ very valuable
 _____ valuable
 _____ some very valuable, some were not
 _____ not valuable
 _____ worthless
 Please elaborate on your response.
83. In relation to the WTA experience, how valuable to you were the post-WTA center meetings (those held during the spring term)? (check one)
 _____ very valuable
 _____ valuable
 _____ some valuable, some were not
 _____ not valuable
 _____ worthless
 Please elaborate on your response.

84. Please check the ONE statement which most accurately describes your feelings about leaving your WTA center.
- ☐ I was ready to return home.
- ☐ I could not wait to get home.
- ☐ I was ambivalent.
- ☐ I was unhappy about leaving.
- ☐ I wanted to stay for another term.
- ☐ I attempted to get permission from LEC to stay another term.
- ☐ Other (please state it)
- Please elaborate on your response.
85. During the spring term after the WTA, did you seek out students who were in your WTA group more often than other students?
- | | | |
|-------------------|------------------------------|-----------------------------|
| to talk with | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| to do things with | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| to be with | <input type="checkbox"/> yes | <input type="checkbox"/> no |
- Please elaborate.
86. Did you find one or more significant friendships (check one)
- | | | |
|---|------------------------------|-----------------------------|
| with LEC students in your WTA group | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| with Lake Erie Students in other groups | <input type="checkbox"/> yes | <input type="checkbox"/> no |
| with host national friends | <input type="checkbox"/> yes | <input type="checkbox"/> no |
- Please elaborate.
87. Upon your return to campus, did students who were in your center meet to discuss your impressions of your host country?
- ☐ yes ☐ no
- If yes, how valuable were these sessions?
- ☐ very valuable
- ☐ valuable
- ☐ neutral
- ☐ not valuable
- ☐ worthless
- Please elaborate.
88. How important were the post WTA center meetings in terms of your coming to fully understand the WTA experience?
- ☐ very important
- ☐ important
- ☐ neutral
- ☐ unimportant
- ☐ very unimportant

89. Did the students in your center discuss readjustment problems
 as a group ☐yes ☐no (check one)
 as individuals ☐yes ☐no (check one)
90. Please describe some of the facets you found most difficult to
 adjust to upon your return to your own home and the campus.
91. In your opinion, how important is it for you to have a second
 language facility? (check one)
☐very important
☐important
☐it depends
☐unimportant
☐very unimportant
92. Prior to your leaving for Europe, would you say your second
 language competency was (check in each category)
- | | excellent | average | fair | poor |
|------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| in reading | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| in writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| in speaking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| in comprehension | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
93. When you were living in your study center, did you find that
 your competence in your second language was
- | | | | | |
|------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| in reading | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| in writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| in speaking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| in comprehension | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
94. After the WTA experience, would you say your competence in
 your second language was
- | | | | | |
|------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| in reading | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| in writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| in speaking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| in comprehension | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
95. Would you say your current ability in your language was
- | | | | | |
|------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| in reading | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| in writing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| in speaking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| in comprehension | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

96. Within the last year, how often did you utilize your second language and under what circumstance? (check one)
 ___ daily (please describe the circumstances)
 ___ occasionally
 ___ seldom
 ___ never
97. Have you returned to the country in which you lived while on the WTA? ___yes ___no If yes, how many times? _____
 What was your reason for returning?

Would you describe your reaction(s) to your return visit?

98. If you have had any additional foreign travel since graduation from LEC, would you please list the country(ies) you visited, the purpose of your going there, and the year(s) you went.
99. After your WTA did you correspond with any members in your host family? ___yes ___no If yes, please answer the following
- | Family member | frequency of correspondence | duration of correspondence |
|---------------|-----------------------------|----------------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
100. After you returned home from the WTA, did you correspond with any host-national friends? ___yes ___no
 If yes, would you comment on your relationship you and your friend had and the duration of your correspondence.
101. Do you currently correspond with someone in another country? ___yes ___no If yes, did you meet this person on the WTA? ___yes ___no If no, would you please comment on the relationship, how you met him/her, and the duration of your correspondence.
102. Have you seen either your host-family or your host national friends since you returned from the WTA? ___yes ___no
 If yes, would you elaborate under what circumstances and the frequency with which you have seen them.

103. Do you still have your journal which you kept on the WTA
 ___yes ___no If yes, have you re-read it since you
 returned from Europe? ___yes ___no If you have re-read
 it, what prompted you to do so?

104. Have you kept a journal at any time since leaving LEC?
 ___yes ___no If yes, under what circumstances?

105. Do you currently keep a journal? ___yes ___no

106. If confidentiality were maintained, would you share your
 journal to further the inquiry about the WTA? ___yes
 ___no

107. Please name your closest friends from LEC (not more than
 three) and check the appropriate columns after their names.

NAME	WHEN FRIENDSHIP BECAME CLOSE			
	Pre Jr. year	Pre WTA	During WTA	Post WTA
1.				
2.				
3.				

NAME	CURRENT COMMUNICATIONS WITH FRIEND				
	weekly	monthly	yearly	by letter	in person telephone
1.					
2.					
3.					

108. In your current circle of friends, are there any foreign born,
 or people with citizenship of another country? ___yes
 ___no If yes, how often do you see them (check one)
 ___weekly ___monthly ___twice a year ___once a year

109. In your current circle of friends, are there any people of
 other races? ___yes ___no If yes, do you see them (check
 one)
 ___weekly ___monthly ___twice a year ___once a year

110. How many of your current friends would place a high priority on foreign travel?
 ___all of them ___many of them ___a few of them
 ___none of them
111. How many individuals in your current friendship group have had foreign travel similar to yours?
 ___all of them ___many of them ___a few of them
 ___none of them
112. If you have, or were to have, children, how important would it be for them to have
- | | |
|----------------------------------|------------------------------------|
| <u>a second language fluency</u> | <u>a foreign travel experience</u> |
| ___very important | ___very important |
| ___important | ___important |
| ___neutral | ___neutral |
| ___unimportant | ___unimportant |
| ___very unimportant | ___very unimportant |
113. In talking to others about your college experience, do you mention the WTA?
 ___frequently ___once in awhile ___never
114. In terms of your total education at LEC, where do you place the WTA in personal value to you. ___exceedingly high
 ___high ___about average ___low ___very low
115. In retrospect, where you find yourself at the present time, and after ___year (please insert the number of years), what is the most important ramification of the WTA experience to you? Please elaborate.
116. As a former participant in the WTA, what changes, if any, would you make in the program. Please elaborate.
117. If requested, would you agree to a personal interview concerning your WTA experience? ___yes ___no

APPENDIX A-3

FOLLOW-UP LETTER TO NON-RESPONDENTS

APRIL 10, 1975

LAKE ERIE COLLEGE
Painesville, Ohio 44077

OFFICE OF THE PRESIDENT

April 10, 1975

Dear

Two weeks ago President Weaver sent to you a questionnaire related to the Winter Term Abroad Program. The replies have been coming into the office, and have been very helpful, and equally interesting.

Appreciating the length of the questionnaire, I have been very pleased with the response. I am hopeful that you will take the time to complete your questionnaire, as it is very important to have as many responses as possible. You were selected as a part of a small random sample of all alumnae who have participated in the Winter Term Abroad Program.

I look forward to receiving your questionnaire in the next few days. Thank you for your assistance and cooperation.

Sincerely,

James F. Pelowski
Assistant to the President

JFP:jb

APPENDIX A-4

LETTER TO GRADUATES OF THE CLASSES OF

1975, 1976, 1977, 1978

NOVEMBER 15, 1978

645 Beech Street
East Lansing, Michigan 48823
November 15, 1978

Dear

After seven years in administrative positions at Lake Erie College, Barbara and I have accepted leaves-of-absence from the College in order to complete our Ph.D.'s at Michigan State University. While Barbara is pursuing additional course work this year, I am writing my dissertation which is an analysis of the Academic Term Abroad program from 1953 through 1978.

In March of 1975, I completed research on the graduating classes of 1954 through 1974, using a random sample of alumnae from each class. I now am updating the data to include the classes of 1975 through 1978, again having selected a random sample of graduates. Hence, the reason for this letter.

You are being asked to complete the enclosed questionnaire, the results of which will be used for several purposes. Your response and the responses of the other alumnae will contribute to the validity of my research and provide the up-to-date information on the ATA program. On an institutional level, your assistance in filling out the questionnaire will provide Lake Erie College with substantive data on the ATA program which will help in the North Central accreditation process which will take place at the College in the spring of 1979.

In spite of the rather lengthy questionnaire, response from the earlier classes was prompt and enthusiastic. I now need your help by responding as quickly as possible. For your convenience I have enclosed a stamped, self-addressed envelope for you to return the questionnaire to me.

November 15, 1978
Page Two

Thank you in advance for taking the time to reflect and respond on a topic of great importance to me and to the College.

Sincerely yours,

James F. Pelowski

PS: The Academic Term Abroad (ATA) was earlier called the Winter Term Abroad (WTA). You will note the latter term is used in the questionnaire.

APPENDIX A-5

FOLLOW-UP LETTER TO NON-RESPONDENTS

DECEMBER 5, 1978

645 Beech Street
East Lansing, Michigan 48823
December 5, 1978

Dear

In the last two weeks, Barbara and I have heard from almost 50% of the recipients of my questionnaire. The personal notes from your classmates have brought us up to date on their many interests and activities. As a by-product of needing the questionnaires returned, the notes have been a highlight for both of us.

We are looking forward to hearing from you, too. As I am anxious to begin bringing all of the data together, I am hopeful that you will take the time to complete the rather long and involved instrument.

Both Barbara and I send our wishes to you for the happiest of holiday seasons and a very productive new year.

Sincerely yours,

James F. Pelowski

APPENDIX A-6

LETTER TO ALL NON-RESPONDENTS

JANUARY 10, 1979

645 Beech Street
East Lansing, Michigan 48823
January 10, 1979

Dear

In 1975, I sent to you a very long and detailed questionnaire concerning your participation in Lake Erie College's Winter Term Abroad program. For whatever reason, your questionnaire was not returned. I am writing to you again with the hope that you will take a few minutes to respond to the shortened version which is enclosed. Currently on leave-of-absence from the College, I am in the final completion stage of my doctoral dissertation which centers on the Winter Term Abroad since its inception in 1953.

As Assistant to the President of Lake Erie College from 1971-1978, and as Vice-President from 1975-1977, I was closely associated with the many students who participated in the WTA program. In addition to my administrative responsibilities of the program, being married to a graduate of LEC who participated in the WTA in Madrid in 1963, I am cognizant of the many complexities of this study abroad program.

Your response to the enclosed questionnaire will help immeasurably in developing a complete picture of the Winter Term Abroad program, both for my dissertation and for the North Central accreditation team who will be looking at the results of my study when they come to the campus in April.

Thank you in advance for your assistance. I have enclosed a stamped, self-addressed envelope for your convenience in mailing back the questionnaire.

Sincerely yours,

James F. Pelowski
Executive Assistant
to the President (on leave)
Lake Erie College

and

Doctoral Candidate
Michigan State University

APPENDIX A-7

SHORTENED QUESTIONNAIRE

1. Why did you choose Lake Erie College for your undergraduate education?

2. Was the opportunity to study in Europe a factor in your selecting LEC? ____yes; ____no.

3. When you were living with your host family while on the Winter Term Abroad, did you (Check one)

- ____most of the time feel comfortable and at home
- ____sometimes feel comfortable and at home
- ____seldom feel comfortable and at home
- ____never feel comfortable and at home

4. In relationship to the total WTA experience, how important was the tour or independent travel segment(s)? (Check one.)

- ____the best part of the experience
- ____an important part of the experience
- ____just another segment of the WTA
- ____an insignificant part of the experience

5. In looking back at your experience at Lake Erie College, how well integrated into the total curriculum was the WTA experience? (Check one.)

- ____It had no logical place in my educational program
- ____It was a requirement for graduation, but had little logical place in my educational program.
- ____It had some relevance to my educational program
- ____It was an important segment, a logical part in my educational program.

Please elaborate if you wish.

6. Please check the ONE STATEMENT which most accurately describes your feelings about leaving your WTA center.

- ____I was ready to return home.
- ____I could not wait to get home.
- ____I was ambivalent.
- ____I was unhappy about leaving.
- ____I wanted to stay for another term.
- ____I attempted to get permission from LEC to stay for another term.
- ____Other (please state it)

7. Have you returned to the country in which you lived while on the WTA? ____yes; ____no.

8. In your opinion, how important is it for you to have a second language facility (the ability to read, write, speak and comprehend another language)?

- ☐ very important
- ☐ important
- ☐ it depends
- ☐ unimportant
- ☐ very unimportant

9. How important is it for college/university students to have a foreign travel/study experience during the undergraduate years?

- ☐ very important
- ☐ important
- ☐ neutral
- ☐ unimportant
- ☐ very unimportant

10. In talking with others about your college experience, do you ever mention the Winter Term Abroad?

- ☐ frequently
- ☐ once in awhile
- ☐ never

11. In terms of your total education at LEC, where do you place the WTA in personal value to you?

- ☐ very low
- ☐ low
- ☐ about average
- ☐ high
- ☐ exceedingly high

12. In retrospect, where you find yourself at the present time, and after _____ years (please insert the number of years since your participation in the WTA), what is the most important ramification of the WTA experience to you? Please elaborate.

13. Since graduating from LEC, please list the positions you have held, briefly describe them, and the years during which you held them.

Thank you for your assistance in completing this questionnaire.
JFP

APPENDIX B

THE SAMPLE

APPENDIX B.--THE SAMPLE

Class ^A	Number of Graduates	Total Sample	Total Response	Responses not Analyzed	Total Non-Responses	Response to the Follow-up	Total not Included in Follow-up	No Response to Follow-up
1954	35 ^B	7(1) ^C	3(1)		4	3	1	-
1955	30	15(11)	8(6)		7(5)	3(3)	1(1)	3(1)
1956	35	17(8)	7(2)		10(6)	2(1)	3(3)	5(2)
1957	53	14(3)	7(1)		7(2)	1(1)	2	4(1)
1958	64	17(8)	11(5)		6(3)	1	2(1)	3(2)
1959	69	21(6)	10(3)		11(3)	4(2)	2	5(1)
1960	90	26(6)	17(4)	3 ^D	9(2)	3	2	4(2)
1961	70	16(2)	7(1)	1 ^D	9(1)	5(1)	1	3
1962	88	20(4)	11(1)		9(3)	5(2)	3(1)	1
1963	88	21(4)	13(3)		8(1)	5(1)	-	3
1964	100	24(2)	13(1)	1 ^D	11(1)	5(1)	1	5
1965	83	19(4)	10	1 ^D	9(4)	4(1)	1(1)	4(2)
1966	92	19(5)	11(3)	1 ^D	8(2)	1	2(1)	5(1)
1967	94	23(5)	16(4)		7(1)	2	2	3(1)
1968	103	23(3)	14(2)	1 ^D	9(1)	5	-	4(1)
1969	101	26(6)	14(2)		12(4)	5	3(2)	4(2)
1970	97	28(10)	13(4)		15(6)	7	2(1)	6(1)
1971	86	24(7)	7(1)		17(6)	1(1)	3(1)	9(1)
1972	86	24(7)	11(2)	1 ^E	13(5)	5	4(1)	4(1)
1973	52	13(5)	5(3)		8(2)	2	3	3(1)
1974	77	14(0)	10		4(0)	0	4	-
1975	67	14(5)	9(4)		5(1)	-	5(1)	-
1976	42	9(4)	5(2)	1 ^E	4(2)	-	4(2)	-
1977	75	15(4)	9(1)	3 ^D	6(3)	-	6(3)	-
1978	62	13(3)	8(1)	2 ^F	5(2)	-	5(2)	-
1839		462(123)	249(57)	14 ^G	213(66) ^H	73(22)	62(21)	78(23)

^AYear of graduation. Fourteen alumnae (6 percent) participated in the WTA their senior year, all others, in their junior year. Those graduating in 1954 went on the WTA in 1953; those graduating in 1955 went in 1954, and so on.

^BNumbers exclude those alumnae whose address was unknown or were deceased.

^CNumbers in parentheses indicates number of transfer students included in the sample.

^DDid not participate

^EDid not graduate from Lake Erie College

^FLate response

^GAdd 2 responses with no name and therefore not analyzed; 249 + 2

^HOne respondent did not participate in the WTA

APPENDIX C

YEARS IN WHICH WTA CENTERS WERE
USED BASED ON THE INFORMATION
OF ALL ALUMNAE IN THE SAMPLE

APPENDIX C

YEARS IN WHICH WTA CENTERS WERE USED BASED ON THE INFORMATION OF ALL ALUMNAE IN THE SAMPLE

Bordeaux	1969-1974
Caen	1962-1974
Nancy	1966-present
Grenoble	1954-present
Dijon	1956-1965
Nice	1965-1970
Salamanca	1971-present
Valencia	1954-1957; 1962-1973
Madrid	1954-1970
Tübingen	1960-1978 present
Göttingen	1956-1970
Pisa	1958-1977
Florence	1978-present
Amsterdam	1963-1971; 1976-present
Leiden	1959-1962
Denmark	1954-1967
Trogen	1955-present
Oxford	1972-present
Israel	1971-present
England/Ireland Equestrian	1973-present

APPENDIX D

APPENDIX D.--Grade Point Average

	Respondents		Respondents to Follow-Up		Non Respondents		All Non Respondents	
	n	Adj%	n	Adj%	n	Adj%	n	Adj%
2.00-2.24	15	6	12	17	10	7.5	22	11
2.25-2.49	32	14	7	10	22	16	29	14
2.50-2.74	37	16	15	21	29	22	44	21
2.75-2.99	45	19	14	19	22	16	36	17
3.00-3.24	49	21	13	18	18	13	31	15
3.25-3.49	49	21	13	18	18	13	30	15
3.50-3.74	19	8	3	4	6	4	9	4
3.75-4.00	6	3	1	1	4	3	5	2
Not known	<u>2</u>	—	—	—	<u>21</u>	—	—	—
	235	100	72	100	155	100	206	99*

*rounding error

APPENDIX D.--Academic Area of Concentration

Area of Concentration	Respondents f adj%	Respondents to follow-up f adj%	All Respondents f adj%	Non Respondents f adj%
Foreign language	21 9.1	10 14.0	28 15	18 16
Science/Math	20 8.6	5 7.0	11 6	6 5
Social Sciences - Economics, Sociology, Psychology, Government, Anthropology	52 22.4	14 20.0	40 22	26 23
Fine Arts - Music, Dance, Theatre, Arts	37 15.9	7 10	22 12	15 13
Humanities - Literature, Philosophy, Religion, History	47 20.3	16 23	42 23	26 23
Education	49 21.3	27 41	22 22	22 19
Equestrian Studies	1 .4	-	2 1	1 -
Not Known	3	1 -	27 -	26
Total	235 100.0	72 100.0	213 100.0	141 99