

UNIVERSITY OF HOUSTON  
DEPARTMENT OF PSYCHOLOGY

Thesis

The Group-Team-Counseling Approach in  
International Student Orientation

Submitted by

Jeanne Tebo Pfeifer

(B.S., University of New Hampshire, 1948)

In Partial Fulfillment of Requirements for  
The Degree of Master of Arts

January, 1968

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## ABSTRACT

Thesis: Group-team-counseling is an effective approach to learning in international student orientation at the University of Houston.

Defining the Thesis: The term group-team-counseling means that a small group of persons under the leadership of learner-sensitive peers undertake a re-educative process which is directed toward meeting individual needs of the learners. Group-team counselors have provided a superior and thereby effective vehicle for learning in international student orientation at the University of Houston.

Supporting the Thesis: The writer has served as developer-director of six international student orientation programs at this university. In such capacity, the writer served as change agent or trainer. Evaluation and re-evaluation is an essential tool for small group training and development, therefore, soundings have been taken over the three year period to test the validity of the work involved in programming international student orientation. The writer will report data from questionnaires, opinion surveys and anecdotal criticisms in defense of the thesis. Data collecting has been an ongoing process for three years. In addition to this, the writer developed a research instrument to measure the validity of the thesis and submits the following findings:

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# of persons surveyed	# who had attended orientation	# who had not attended
94	62	32

Response to the statement that the University should/should not continue to hold international student orientation:

% who responded should	97%
% who responded should not	2%
% not responding	1%
Total	100%

The attenders (Group A) and the non-attenders (Group B) were surveyed as to whether international students can learn most in small groups where discussion is possible or in lecture classes. The responses are as follows:

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	Group A	Group B
% who responded small groups	85%	88%
% who responded lecture classes	11%	12%
% not responding	2%	
% responding both (not an option)	2%	
Total	<u>100%</u>	<u>100%</u>

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Responses to the statement: In my opinion, international student orientation helps most students adjust to their new environment.

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	None	A little	Some	Quite a bit	Very much	No answer
Group A	2%	6%	19%	29%	42%	2%
Group B	-0-	13%	20%	30%	34%	3%

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Group A was asked to compare the following statements. Their responses are indicated in percentages.

Statement	% Response
A. I learned most from my contact with student counselors in small groups.	68%
I learned most from lectures given by faculty and staff.	19%
No response (not an option).	13%
Total	<u>100%</u>
B. I was given most help by student counselors in small groups.	60%
I was given most help by faculty and staff	32%
No response (not an option).	8%
Total	<u>100%</u>
C. I enjoyed the relationship with student counselors in small groups most.	48%
I enjoyed the relationship with the faculty and staff most.	26%
No response (not an option).	26%
Total	<u>100%</u>

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Research, feed-back and reconnaissance all support the thesis that group-team-counseling is an effective approach to learning in international student orientation.

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## CHAPTER I.

### AN EFFECTIVE APPROACH TO INTERNATIONAL STUDENT ORIENTATION

Group-team counseling is an effective approach to learning in international student orientation on the campus of the University of Houston.

The term "group-team" may appear as redundantly descriptive, but it purposefully describes two distinctive processes which interact within the process of international student orientation. The term "group-team counseling" means that a small group of persons under the leadership of learner-sensitive peers undertakes a re-educative process which is directed toward meeting individual needs of the learners.

The development of this thesis was directly related to the discovery of the need to use a group situation for disseminating information to newly entering international students (or participants) at the University of Houston. Diadic counseling has been the means of orienting new international students in their roles in the life of the University. This was a time-consuming process and ineffective in reaching many students because of time pressures. It was, however, the only method employed for participant orientation prior to the fall of 1964. The need to inform all participants was critical and some form of group work was the only obvious solution in terms of time and staff.

By examining existing freshmen orientation programs on this and other campuses and by reviewing international orientation programs conducted by other institutions, the international student adviser discovered that a study of needs was essential if a program were to be developed which would have meaning to the participants. It was necessary to draw upon what international student advisers knew about participants, what other interna-



tional students knew about participants' needs, and what other institutions knew and were doing about orientation of international students. It was also necessary to consider the impact of the University experience on enrolled international students. All planning had to be done within the context of the philosophy and objectives of the University. Participants needed to adapt to the University, primarily, but also had to adapt to the community and to the American culture. Their own cultural adaptation was assumed so their need was to adapt to a new environment or culture; the process was one of re-education.

Publications by group therapists and practitioners were major resources in planning, evaluating, and directing international student orientation. Both process and content are considered in a re-education process. The tools of group learning which serve to evaluate the dynamics of a program must be constantly employed. Opinions, feelings, and learning experience information were sought from every available source. Participants were asked to feed back their reactions to plans and developed programs, group-team counselors were frequently solicited for reactions both during, after and prior to programs, and observations of staff were noted and considered both during and after programs. The process of refinement is a continual aim with needs being the strongest focus for dynamic program development.

The major change in the international student orientation program since its inception has been the role of the group-team counselors. At first, group-team counselors were employed as aides in the educative process. Initially, programs were more content centered. In later programs

group-team counselors were the educators or facilitators; they both conducted lectures and acted as clarifiers and discussion leaders.

International student orientation at the University of Houston uses a horizontal approach to teaching and learning as opposed to the classical vertical or authority-to-student relationship. Learning is achieved by experiencing rather than by intellectualizing.

## CHAPTER II.

### DISCOVERING THE NEED FOR ORIENTATION

In 1964, the staff of the International Student Office at the University of Houston was aware that counseling with newly entering international students involved repetitive statements of an informational nature which was time-consuming and inefficient. The numbers of newly entering students were growing beyond the point where the staff could meet the needs of individual students in any adequate way. In the one-to-one, or diadic, counseling situation, countless hours were spent in trying to educate each person as a newcomer to the United States. It was apparent that some kind of educational program was necessary if time were to be saved, if each participant were to be reached, if these students were to be helped at the outset to become effective students, and if these persons were to adapt to their new environment with any expediency. It was obvious that the staff would have to work with these people as a group or in small groups if timely information were to be provided. Some form of orientation program was obviously the solution to the problem.

Developing such a program implied many ramifications with which the staff would have to deal. Solutions had to be found for such problems as: What type of program would be most feasible?, Which program would produce maximum results in whatever time could be made available?, How could such a program be financed?, How could such a program be directed and staffed?, What facilities would be available for such a program?, To what extent would the University be willing to support such a program?, and, Where would an orientation program fit into the total University schedule?

Information was needed about existing programs which oriented international students for background material for planning a program for the University of Houston. Available literature had to be researched and agencies whose primary concern is international students had to be queried for advice and counsel for developing a program. Such information was sought to learn how to design a program which would be effective within the framework of the University.

A preliminary design was created in order to secure the authority and support of the University administration. In the spring of 1964, a memorandum was addressed to the dean of students, to whom the international student adviser was administratively responsible, outlining the premises made by the international student adviser that orientation was needed because:

1. International students need information about the American way of life.
2. Specific information is needed by internationals about living and working on the campus.
3. Cultural adaptation is a necessary part of learning for international students.
4. The University has to assume host responsibilities for internationals as representative Americans involved in world affairs.
5. International students are best served as integrated members of the University community and an orientation program could begin the integrative process.

A tentative program agenda included a pre-orientation contact with an international student orientation counselor acting as a "pen-pal" and informant to the admitted student who had not left his home country. Areas

of information included in the design were:

1. Environment--campus, city, and the United States.
2. Customs--social, personal hygiene, clothing and grooming, dating, religious.
3. Services--transportation, housing, food, banking, medical.
4. Legal responsibilities--as a student, to the University, as an alien visitor to the city, state, and nation.

The program was detailed as to planned time slots; proposed lecturers' names were included and social functions outlined. The program was designed for a three day period which preceeded regularly scheduled freshman orientation and to which the participant would be asked to attend as part of his total orientation to the life at the University.

## CHAPTER III.

### RESOURCES FOR PROGRAM PLANNING

#### 1. Professional Organizations and Institutions as Resources in Program Planning.

The National Association for Foreign Student Advisers (now Affairs) is the professional organization which coordinates and disseminates information pertaining to administering international student affairs. It is the central clearing house for persons who seek help and information in working with international students. At the time of inquiry, in 1964, there was no available information about planning orientation programs. Such information was in the gathering and research stage and guideline material was not then available.

The Institute of International Education, supported by various philanthropic foundations and individuals, was supervising and designing orientation programs for selected colleges and universities. Their programs were generally of two weeks' duration. Their programs offered the essential content of international student orientation, but this content had to be condensed to fit into a three day program. The I.I.E. has conducted a two week program at Rice University for many years. They offered counsel but could not assist the University of Houston because of their program at Rice.

The University of Texas was conducting a summer-long program for Saudi Arabian students in Austin, but had no experience with short-term orientation programs. Other colleges and universities who offered orientation programs were mostly providing extensive programs which frequently were conducted by outside agencies and were supported by federal government grants. Many colleges and universities seemed to be in a similar

situation to that of the University of Houston--they, too, were starting to come to grips with the need for international orientation. It seemed clear that the international student office would have to look to its own resources and ingenuity if a program were to be developed.

## 2. Adapting Literature on Freshmen Orientation as a Resource.

There was a great deal of available information about freshman orientation programs which were being conducted in a three day time period at this and other institutions. The professional student personnel journals and publications were including many articles about orientation programs which indicated the current thinking on philosophies and values placed by institutions of higher learning on their orientation programs. This material was helpful in deciding the program's scope and in deciding that any institution had to meet the needs of its own student body. Thus, the international student adviser discovered that the University of Houston was no better off, nor any worse off, than any other group faced with meeting student orientation needs.

## 3. University of Houston Freshman Orientation Committee as a Resource:

Freshman Orientation at the University of Houston was undergoing the re-evaluation of the Student Personnel Division (now Student Life Division) at the time the international student adviser was trying to develop and plan international student orientation. She was invited to membership in the committee which was planning and designing a program for entering freshmen. This provided a splendid opportunity to keep abreast of current University planning and philosophy of orientation. Freshmen needs were also international student needs and much was learned from the work of this committee.

#### 4. University Objective as a Resource:

University objectives had to be a major consideration in planning an international student orientation program. They represent the mores of the culture to which the international student was to be oriented. At the time of planning, there was formulating in the Student Personnel Division and throughout the University administration the philosophy of educating the "whole person." Stated as a University objective, this formulated philosophy appears in the General Information Catalog as follows: "... to influence the student so that he may become a completely integrated person, fitted to assume appropriate roles in society and quickened and equipped to move toward those ends he selects." Thus the culture into which the international student was entering was attempting to see him as a whole, integrated person and the impact that the culture would make upon him would be directly related to its basic philosophy. If there were differences in this ideology and in his own culture, he would thus have to be re-educated.

#### 5. Leadership Conferences as a Resource:

Circa 1964, the University of Houston's Omicron Delta Kappa, men's honorary fraternity, and the Office of Religion and Leadership Activities were sponsoring leadership development conferences. The style of these conferences was the group approach to learning. The international student adviser attended several of these conferences and was impressed that the group situation worked effectively with persons of college age and observed that barriers to communication were removed in a group situation. It appeared that a great deal of learning resulted from the free interchange of ideas as students met and wrestled with weighty problems affecting



the ongoing student life of the University. The students would apparently undergo real changes in attitudes and develop more mature perceptions when they worked together on student life problems. These observations reinforced the international student adviser's previous experience with small group work and fortified the belief that group training could be an effective vehicle for educating internationals. She had worked with children of kindergarten age in a private school which emphasized small group teaching and with junior high school students and adults in a church school whose curricula was developed around a group dynamics approach to learning. She had been trained with others by a National Training Laboratory trainer to be a group discussion leader and had had a brief but intensive course in the training of trainers. This previous experience and the leadership training program of the University directly influenced program planning and the decision to employ small groups as the vehicle of learning for international student orientation.

#### 6. International Students as a Resource:

The most important resource for planning a program to meet the needs of newly entering international students was the international student body who had faced adjustment problems and had adapted to living and learning at the University of Houston. A questionnaire was therefore prepared and circulated to 150 students. Only 24 persons responded, but they were representative of all continents and 14 different countries. Of the 24, 10 students had relatives living in the United States. Only 8 had come directly to the University from their countries. 13 reported that they had had very little information about the University before arriving, 4 reported that they had had some information, 4 reported good information and 2 reported no information. Describing the sources of information

about the University, 8 said that the University informed them, 9 said that friends had informed them, 2 reported that family had informed them, 1 reported the athletic department had informed him, 1 reported "other", and 2 did not answer.

Figure 1. shows responses made to the questionnaire about specific problem areas for international students.

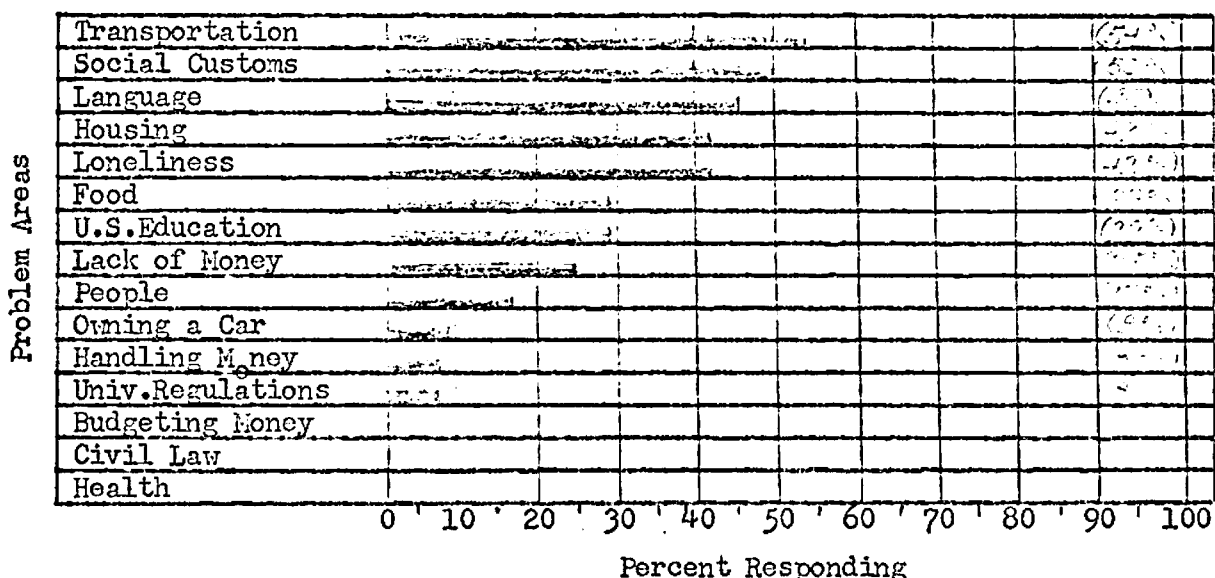


Fig.1. Chart showing problem areas of newly arrived international students as recalled by 24 enrolled international students at the University of Houston.

Although the responses were in general what the international student adviser could have expected from information gleaned in diadic counseling, she had not been aware of the critical transportation problem.

To the question, "If you had had an orientation program to help you adjust to living in the U.S., what would you have liked to learn about?", American people and social customs were mentioned 3 times; the U.S. educational system and how to study were mentioned twice; intensive language (English), financial assistance, and employment were each mentioned once. It is interesting to note that although transportation was the problem

area of utmost concern, those students responding to this question did not feel that transportation information was needed at orientation.

Among suggestions made on the questionnaire for helping new students arriving from abroad were: require an American roommate, have an American friend meet him upon arrival, provide intensive English, properly evaluate previous education, provide a relationship with an American family, give him academic advising, teach him about American values and one response which was undefined "someone from home".

Many interviews were held with international students to obtain information about needs they had felt upon arriving at the University. International students were invited to criticize and comment about the tentative program for 1964. Candid responses and suggestions from these students did much to formulate the agenda for the first orientation program.

#### 7. Literature as a Planning Resource:

Literature of the sociologists, social psychologists and the group psychologists added further support to the premise that the group approach to learning could be effective with international students. One sociologist says (Wilson, 1966, p. 133)

"We turn now to the agency of cultural transmission, the group, and to the evidence of its influence upon the person. Such an influence we have implied in our characterization of the concept, culture. Culture is social, it is learned, it is inculcated. So much is this so, so imperative are the demands of others upon us to abide by the dictates of Emily Post and the mandates of democratic beliefs, that we both anticipate and suffer severe sanctions for nonconformity. The group, through its agents, shapes the person. There is no 'natural' unfolding of the personality without human intervention."

A group as an "agency for cultural transmission" would provide the vehicle for learning which was necessary for orientation of internationals. Because the process of orientation for internationals is essentially a process of enculturation, the small group would be the vehicle for learning in order to ensure maximum socialization. Wilson says,

"To know is to experience, selectively, those objects deemed relevant within a culture, and to interpret such experiences in terms dictated by the culture as mediated in the socialization process....Many of our most important attitudes are learned in contact with others' attitudes, rather than in contact with the object of the attitude." (Wilson, 1966, pp. 96, 97.)

## CHAPTER IV.

### RECRUITING AND DEVELOPING A GROUP-TEAM STAFF

The group-team approach for international orientation was adapted not only for the socialization process it afforded but because it provided a flexible situation in which communication could be facilitated. Communication is a major hurdle to overcome within an international community because of language and cultural barriers.

Group training techniques require the direction of a trainer. The international student adviser assumed this role. Matthew Miles (Miles, 1959), Kurt Lewin (Lewin, 1945) and others such as Bradford, Gibb and Benne (Bradford, Gibb, Benne, 1964) were the "behind the scene" guides for designing the program and training personnel.

The first step was to recruit leaders or group-team counselors and to present them with a task. Students had volunteered from time-to-time to help newly entering international students adjust to campus life. These students had frequently been socially involved in other programs for international students. The volunteers were contacted and were interviewed. The trainer informally evaluated them for quality of adjustment to University life, academic success, ease of expressing themselves, clear speech, good appearance, flexible attitudes, and interest in the task of helping newly entering international students. In cases where there were no volunteers from geographic or linguistic groups which needed to be represented on the orientation staff, students were contacted and given an explanation of the proposed program. During the course of the interview, the demands of the role of a group-team counselor were explained. The interviewee was asked to reflect upon the demands of the task as explained in the interview session and then to report back to the trainer about his decision

to commit himself to the program.

To develop teams, representatives of the major geographic and linguistic groups were recruited. It was hoped that no participant would find himself without an interpreter should he find the need of one during the orientation program. To introduce the American culture, an American student counselor was teamed with an international counterpart. Originally it was planned that a participant coming from a Latin American country would be placed in a group led by a Spanish speaking counselor; from Greece, he would be part of a group led by a Greek student, etc.

Training letters were sent to group-team counselors in May, 1964 to prepare them for the fall orientation. In the training letter for international counselors, specific tasks and expected attitudes were described. They were told, "The University has chosen you because, in our opinion, you have something worthwhile to offer these newcomers based on your personal adjustment to living in the United States and upon your contribution to the University."...and..."The University is not asking that you be a salesman, it is asking that you be a host." They were charged to "Remember that your main purpose as a counselor is to be a source of information and an educator."

American counselors were sent a separate training letter. These counselors were instructed as follows:

"Each of you will work as part of a team. For every eight new students there will be an American student counselor. Your international student teammate has been selected because he or she has made a successful academic and social adjustment to the United States. You will act mainly

as a resource person to your teammate....From the time they arrive, the International counselors will stay with the group at all times. You are only responsible for counseling periods and social activities as noted on the schedule."

The training letters provoked sufficient interest among the group-team counselors that they frequently met with the trainer with questions and suggestions for the program. It was decided that a training session was both necessary and of interest to the recruited staff. The trainer held an informal meeting at her home. Most of the American counselors were campus leaders and although interested in them, they were not well acquainted with most of the international counselors with whom they were to work. The counselors were lured to the meeting with the offer of hamburgers, cokes and conversation. The task for the meeting was to discuss and revise the planned program for a last time.

An amusing incident occurred at the first training session. The incident graphically portrays some of the misconceptions under which the trainer worked at first. Three very impressive male counselors from Hong Kong had been recruited to assist with the program. Not only were these three men outstanding scholars, but they were outgoing persons. They were involved in campus life and they had made good contacts with the Houston community. They had a wide variety of expressed interests and all had travelled extensively. It was important to the trainer that these young men be well-received, for approximately one-third of the international student population on the campus was Chinese and three Chinese were needed on the counseling staff if there were to be an even distribution of counselors who were representative linguistically and geographically. The trainer had expected that the Chinese counselors would be withdrawn

and reserved, so she made provision with some of the more gracious and outgoing American counselors to be certain to draw out these Chinese counselors and to help them feel accepted. This proved a needless concern. Before the evening was over, one Chinese counselor sat with a too-small cowboy hat on his head playing the guitar and the trio was teaching the rest of the group the words to "Beautiful, Beautiful, Brown-eyes"--all seven verses. It was the Chinese counselors who later remarked that the group-team counselors were a group of "swingers".

It was discovered from that meeting that the heterogeneity of background cultures provided an impetus for dialog and interpersonal communication which led to very early rapport between the group-team counselors. They began to work together at the outset. Any illusions that the American counselors may have had that they would be doing "good works" were quickly dispelled. They expressed themselves as believing to be involved with an exciting, intelligent group of international young people whose alertness and divergent backgrounds were fascinating and adventuresome.

The training session for the group-team counselors used small group discussions of the projected orientation program. The international counselors shared their first impressions and reactions to the University and to the United States with the American counselors. The groups then evaluated the program in terms of the "feelings" expressed by the international counselors and modified it where necessary. Generally it was felt that the program as proposed was representative of the kinds of adjustment problems which confront international students and the tentative program was adopted by the group who shared in the decision to proceed as planned.

The group-team counselors performed their tasks at the first orienta-



tion program with good will and efficiency. A significant outcome of their contribution to the orientation program was that other students observed them and expressed interest in working with participants in the future. Since that first program, there has never been a need to solicit anyone to serve as a group-team counselor. Most group-team-counselors have served in more than one program and frequently consider the orientation program a regular semi-annual extra-curricular activity. Because of this, most of the group-team-counselors are highly skilled and committed.

During the orientation program, written evaluations were requested from the group-team counselors and briefing sessions and evaluation sessions were held frequently to check direction and progress. As emergencies or planning errors were discovered, the counselors and the trainer met in "quickie" sessions to make necessary changes or adjustments. The counselors were eager to assist wherever possible. They willingly evaluated their own participation and contributions. Wherever they could sense that process and content were not effective, they initiated corrective measures. Thus, training of group-team counselors was "on-the-job" as well as prior to and after programs.

Training sessions for group-team-counselors has included D-Group (discussion group) training, sensitivity sessions which have been designed to help the counselors become aware of the needs of participants, role-playing exercises, individual counseling and guidance, and listening to taped discussions and lectures. In addition, the International Student Handbook published by the International Student Office of the University of Houston is made available for practical information of interest to participants.

## CHAPTER V.

### PROGRAM DEVELOPMENT

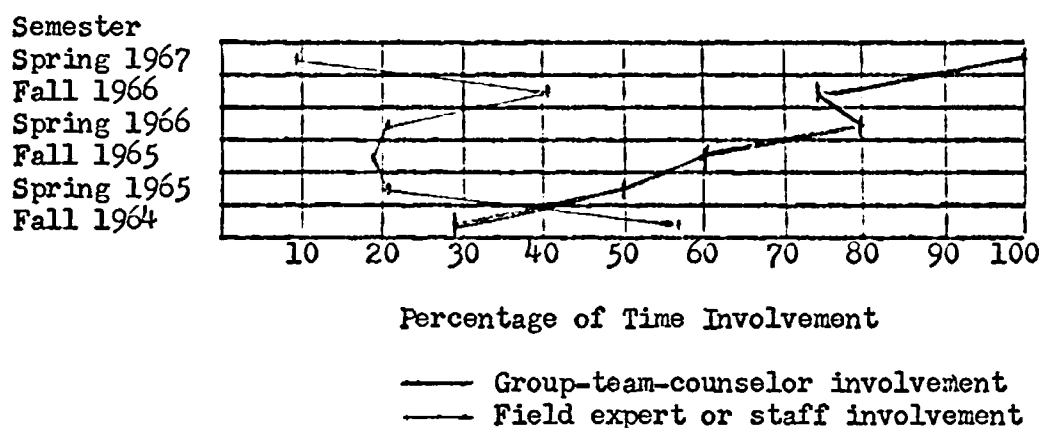
Developing a program for International Student Orientation was both dynamic and evolutionary. Initial programs were largely content centered with little emphasis given to the group team process as a re-educative opportunity. Subsequent programs shed more and more of the authority or vertical type teaching method and allowed more group interaction or horizontal teaching. Such an evolution was not initially conceived by the trainer, but was the result of insights gleaned through the evaluations made of each program. Feedback consistently pointed toward the value of the interrelationships between the participants and the group-team-counselors as a preferable climate for learning.

A mere reading of the program agendas from the fall 1964 through the spring 1967 shows the evolution of the International Student Orientation Program at the University of Houston from a content centered program to a process centered program which placed its emphasis on the improved communications afforded by the group-team-counseling approach. The change is particularly apparent if comparing the program for the fall 1964 with the program for spring 1967. In the fall 1964 program, group-team-counseling was a helpful auxilliary to the total program; in the spring 1967, group-team-counseling was the essential process of the program and was the vehicle for content.

In the fall 1964, there were eleven periods of involvement for group-team counselors out of thirty-seven possible periods. This represented 29% involvement in the total program. The spring of 1965 program involved group-team-counselors 50% of the time. At this pro-

gram, counselors were involved 16 out of a possible 32 periods. The fall 1965 program involved group-team-counselors 61% of the time or 23 out of 35 possible periods. In the spring 1966 orientation program, the counselors were involved 24 times out of a total of 30 possible periods or for 80% of the total program. The fall, 1966 orientation program was conducted and developed by a different international student adviser. For this program, the trainer played a consultative role. In this program the counselor contact was 75% of the time or 28 times out of 37 possible periods. In the spring orientation 1967, the group team counselors were involved 100% of the time or in 33 periods out of 33. For the fall program in 1964, 20 staff persons or field experts were used to convey information or direct portions of the program. By contrast, in the spring of 1967, only three staff or field experts were employed to convey information to to direct portions of the program.

Figure 2. shows group-team-counselor involvement and field expert or staff involvement in six international student orientation programs.



The content of the orientation program was related, from the beginning, to needs of participants. Information was provided in six general categories; the American educational system, life in the United States, girl talk/boy talk, immigration regulations, campus opportunities, and registration information. There have been excursions around these major

topic areas and various means of presenting content, but these six need areas were consistently presented at various orientation programs. There are detailed programs for each semester in the Appendix. It is interesting to note that content presentation methods for the fall 1964 and the fall 1966 similarly used more field experts and staff in the program. Both periods were the first attempt at developing orientation programs for two different international student advisers.

## CHAPTER VI.

### EVALUATING THE PROGRAM

In their book Individual in Society, Krech, Crutchfield and Ballachey (1962, p.206) propose a framework within which group effectiveness may be studied. The University of Houston International Student Orientation has been analyzed within this framework. (See Figure 3.) The components of the program have been systematically measured against their framework to obtain an over-view of the group-team-counseling system and to justify the statement that group training is the process which re-educates or encultures international students. The components will be analyzed against "The Interrelations among the Determinants of Group Effectiveness" (Krech, Crutchfield and Ballachey 1962, p.206).

Independent Variables: Analysis of the group, task, and environment.

#### A. Structural Variables: Nature of the group

1. Size of Group. The number of participants in orientation groups has ranged from 35 to 100. The whims of geography, politics, weather, human perversity and transportation companies play an important but elusive part in determining how many accepted participants will arrive for any given program and frequently determine when the participants will arrive. Customarily, the fall orientation program has been the largest, but frequently the number of acceptances for spring as reported by International Admissions indicate that large numbers could be expected. There has been a tendency to over-staff the spring orientation program because of this. Nonetheless, a great deal of leeway must be built into plans and

preparations must be made to accommodate as many as may arrive. This, of course, directly affects the recruitment of group-team-counselors and facilities arrangements. Because of the many volunteers wishing to work as group-team-counselors there has been a large staff available to work with participants and group size has remained small with excellent opportunity for interpersonal contact.

## 2. Heterogeneity of members in psychological characteristics and personal characteristics of members.

The differences among international students are more apparent than real; their differences are in degree rather than in kind. The trainer's observations from working with them make this truism obvious. It is not difficult to see that a student coming to Houston from one of the world's large cosmopolitan cities could have more in common with a student from Houston than the Houstonite might have with his west Texas small-town fellow statesman.

Physically, although they generally tend to be smaller in stature than Americans, they are part of a continuum which would not cause any difference in behavior in an academic setting.

The International Student Office counseling staff at the University roughly profiles an international student as follows: An international student is frequently an adventuresome person. He has already achieved academically in his own country. He is alert intellectually. He looks different from most Americans, he behaves differently. He has a different system of values. He speaks English, even though it may be his native tongue, with

strange sounds. He dresses himself and grooms himself differently than Americans. He has often travelled extensively and he prides himself in having attained a solid classical cultural background. He usually comes from a very privileged social strata and has not often been gainfully employed. He is fairly sophisticated about politics in his own country and is usually interested and informed about world affairs. He has some strong preconceptions about the United States, some of which are not necessarily complimentary. He arrives on campus excited, anxious and sometimes exhausted. He most frequently has difficulty in arranging his finances to meet our very exacting payment of obligations standards and often worries about money. He knows little or nothing about the mechanics of operating a household--how to cook, wash, or clean. His attitudes and values about these chores must be overcome in order to adapt to his new home environment. He is likely to become engulfed by his racial or national group once he gets here: this group will attempt to protect him from the necessity of becoming involved, in any real sense, with the American culture. Although he is probably deficient in the English language, he is forced to communicate with the University community in English and is therefore somewhat frustrated in expressing himself adequately.

### 3. Pre-existing status hierarchy.

Because participants are all strangers in a new situation, status hierarchy is not a very important consideration or influence in a three-day orientation program. In the 1964 program where participants were grouped according to cultural background, it was found that striving for status hierarchy in these homogenous groups was

a deterrent to task. Within the groups, individuals were striving to establish status hierarchy to the neglect of task so important was the need to define social position. Heterogeneous groups with many cultures represented seem to eliminate the need to jockey for status within cultures. This and the concentrated nature of the program and the demands of the task seem to eliminate the pre-existing hierarchy factor.

#### 4. Pre-established channels of communication.

Participants communicate with the University of Houston through the International Student Office from the initial inquiry to the final acceptance of the credentials for admission. Information is purposefully limited to minimum facts essential to admission and arrival at the University. Participants receive an International Student Information Bulletin and an orientation letter prior to orientation. Only in rare instances are catalogs of the University sent to overseas students. Occasionally, participants have friends or relatives who have attended the University and will have received information via these sources.

Where participants have friends or relatives living in the City of Houston, they will frequently have received assistance with housing, banking and other physical arrangements prior to orientation. Such arrangements can serve to "ghettoize" participants at the outset of their education and can have adverse effects on his orientation and subsequent adjustment.

#### B. Environmental Variables:

##### 1. Physical setting of the group.

Two major considerations are taken into account when deciding upon



the appropriate environmental setting for the program. It is important that maximum use be made of the available period and it is necessary that the participants be free to meet, work, eat, and socialize to the maximum extent. In order to provide maximum interchange, facilities must be flexible enough to accommodate a number of small groups simultaneously and to provide space for plenary sessions and socialization activities for the entire group. At first, it appeared as if the campus and dormitory housing would be an ideal setting. Apparently everything was at hand and costs would be minimal. What was not realized at the beginning was that the campus itself created anxiety about familiarizing oneself with a new environment and served to block the program when participants could wander off to handle problems individually. It was too easy for a participant to seek out his major department and to take up the time of a person who might not be equipped to deal with his needs. The proximity of the program to the academic departments brought telephone calls and disruptive visits from well-intentioned faculty and staff members who found a strayed participant on their doorstep. Frequently, enrolled international students would visit the program and disrupt the ongoing process while trying to locate fellow countrymen. There were no adequate means of avoiding these disruptions. Such contacts with the campus community and with interested friends are of real value, but only at a later stage of a participant's adjustment period.

Because of a fire in the dormitories, a solution was found for this problem. It was necessary to conduct the spring 1965 orientation program away from the campus. The participants emerged

from Camp Allen in Baytown, which had been rented for the program, as a much more cohesive, well-instructed, and well-integrated group than had been the group oriented on the campus. It is important to mention that the facilities of Camp Allen were designed to accommodate group work for much of the educational program of the Episcopal Church Camp has been developed around the group training theory for both summer camps programs and for adult retreats and training. Subsequent programs have been held away from the campus. Facilities evaluations have shown the wisdom of such a decision.

## 2. Functional place of group in organization.

The functional place of international students in the University is ideally a two-way street. Internationals are supposed to receive the best possible education that the United States can offer them in order that they can return to their home countries better equipped to meet the problems confronting their nations. The other direction of this international student exchange is cultural stimulation, comparison and analysis. These students most frequently arrive here with these ideals. Although there is some experience of intercultural interchange with Americans, the usual situation is for internationals to identify with and among one another and form what in essence is a minority group. For purposes of identifying with the campus community, personnel for the orientation staff includes counselors from the participants' own general cultural background, counselors from vastly different cultural backgrounds, and Americans. In this way, the participant has a selection of persons with whom he may identify.

### 3. Interrelation of group with other groups in community.

The larger community outside the University takes a great deal of interest in international students. The ideals of Americans regarding the great value of international exchange are frequently better displayed by the community-at-large than is possible for the University to display. Financial support, home visits, speaking engagements, and plain human hospitality are provided by the community rather than by the University. Orientation provides information and experiences of the larger community by introducing participants to the opportunities afforded them by civic and philanthropic organizations. For example, the I.I.E. Host Family Program prepares a buffet for the orientation participants to introduce them to American families who will act as their Host Families. Participants are given an opportunity to learn that they will be warmly received by business leaders, church groups, and an interested community.

#### C. Task Variables: The Nature of the Task, Degree of Difficulty of the Task.

To learn the needs of participants, hypothetical questions were projected which any person in a new situation would likely ask himself such as: "Where am I?", "Who are these people?", "Where do I live?", "Where can I get food?", "What is this going to cost me?", "Is this a safe environment?", "What rules must I obey?", and "Who will help me?". The nature of the orientation task is to try to answer as many of these questions and to meet as many individual participant needs as three days can possibly allow. Needs must be

anticipated, unanticipated needs must be listened for and met, and enculturation must be facilitated. To complete a program which can accomplish these goals, linguistic and cultural communications barriers must be broken through. Needs are seemingly best met by allowing a maximum number of one-to-one encounters in a small group situation which reduces the number of times the questions must be asked, but which increases the opportunity for answers to be personal and explicit.

### Intermediate Variables:

#### A. Leadership Style:

In international student orientation, learner-sensitive peers work with small heterogeneous groups of participants. This style of leadership seems to produce maximum learning opportunity. Students selected as leaders, or group-team-counselors, first identify themselves as persons wanting to help. Secondly, leaders who have been trained to be certain of their facts about University life and about living in the United States and who have demonstrated their easy adaptation to their roles as students provide personal characteristics which facilitate learning.

Kurt Lewin (1945 p. 67, 68) has described the educational process which is used in international student orientation as a re-educative process. International student orientation is cultural re-learning..

"One of the outstanding means used today for bringing about acceptance in re-education...is the establishment of what is called an 'in-group' i.e., a group in which the members feel belongingness. Under these circumstances, the individual accepts the new systems of values and beliefs by accepting belongingness to a group.

Allport formulated this point as a general principle of teaching people when he says, 'It is an axiom that people cannot be taught who feel at the same time that they are being attacked.' The normal gap between teacher and student, doctor and patient, social worker and public, can therefore be a real obstacle to acceptance of the advocated conduct. In other words, in spite of whatever status difference there might be between them, the teacher and the student have to feel as members of one group in matters involving their sense of values.

The chances for re-education seem to be increased whenever a strong we-feeling is created. The establishment of this feeling that everybody is in the same boat, has gone through the same difficulties, and speaks the same language is stressed as one of the main conditions facilitating the re-education of the alcoholic and the delinquent...Re-education influences conduct only when the new system of values and beliefs dominates the individual's perception. The acceptance of the new system is linked with the acceptance of a specific group, a particular group, a definite source of authority as new points of reference. It is basic for re-education that this linkage between acceptance of new facts or values and acceptance of certain groups or roles is very intimate and that the second is frequently prerequisite for the first. This explains the great difficulty of changing beliefs and values in a piecemeal fashion. This linkage is a main factor behind resistance to re-education, but can also be made a powerful means for successful re-education."

Because of this, a reasonable approach to international orientation is the group approach to learning. Students who had been "in the same

boat" were logically the desired kind of leaders for they had clearly had the subjective experience which could, with proper attitudes, help to produce the "we-feeling" so necessary to the re-education process. It is also necessary that these leaders share the values and attitudes which the University deems important.

It was reasoned that if leaders were to use a group approach, it would be necessary for them to have group experience. Leaders were required to participate in a learning process aimed at reaching beyond themselves. They hypothesized about a given task (feelings and problems of newly entering international students) and proposed solutions to the task (planned orientation program agenda). These tasks and solutions were presented to small groups of group-team-counselors and the group process served as the vehicle of learning.

Matthew Miles (1959) describes an evaluative or reconnaissance technique which provides for a dynamic program.

"Reconnaissance or fact-finding has four functions. First it should evaluate the action. It shows whether what has been achieved is above or below expectation. Secondly, it gives the planners a chance to learn, that is, to gather new general insight, for instance regarding the strength and weakness of certain weapons or techniques of action. Thirdly, this fact-finding should serve as a basis for currently planning the next step. Finally, it serves as a basis for modifying the 'over-all plan.'

The next step again is composed of a circle of planning, executing, and reconnaissance or fact-finding for the purpose of evaluating the results of the second step, for preparing the rational basis for planning the third step, and for perhaps modifying again the overall

plan.

Rational social management, therefore, proceeds in a spiral of steps each of which is composed of a circle of planning, action, and fact-finding about the result of the action."

Leaders have been trained to keep the principles of Lewin and Miles in mind in order to develop learner-sensitivity.

#### B. Group task motivation.

Occasionally participants with negative feelings block the groups in which they find themselves because of their dissident attitudes. Most frequently these are students whose late arrival required them to sign a waiver that they would participate in the ensuing orientation program. Having had to cope with their new environment and educational experience without the benefit of orientation, they are hostile about having to fulfill the requirement even though they had gratefully signed the agreement when they were allowed to register in spite of a late arrival. These students occasionally disrupt the program and are upsetting to the newly arrived participant. The usual situation, however, is that participants are highly motivated because of the degree of their need and become deeply involved with the orientation program. Most groups have shown a very high level of motivation to learn.

#### C. Friendship relations among members.

Strangers who have never met before coming from far-flung parts of the world are unlikely to have established prior friendships with others who are entering the University. Participants do, however, tend to cluster with other members of their own cultural or language group. "Ghettoizing" such as this can act as a deterrant to learning.

#### D. Distribution of member participation.

Member participation is usually fairly evenly distributed because of the total participant motivation to learn. Cultural traits of aggressiveness and reticence are noticeable, but do not seriously affect the group effort to learn. Group-team-counselors are sensitive to these cultural characteristics and know how to deal with aggressive participants who might block group effort and how to draw out the reticent participant whose needs may not be made manifest without their facilitation.

#### Dependent Variables:

##### A. Group productivity.

Group productivity appears to be directly related to the number of needs which are heard and dealt with during the course of orientation. Quality of communication is another factor which affects productivity. Much care must be taken that what is said is understood as well as heard. PMR's (post meeting reports) and evaluation questionnaires have indicated that group productivity has been good when small groups are used.

##### B. Member satisfaction.

Member satisfaction like group productivity has been positively reported in PMR's and questionnaires.

Evaluations of past international student orientation programs have been made with reconnaissance and fact-finding in mind. They have not been leveled at pure research. Nonetheless, an analysis of the evaluations reveals progression from the authority to student, or vertical, type of teaching to the horizontal or facilitating type of teaching. Group response and criticism reflect near consensus that the latter type of teaching is a more satisfying experience for the participant group.



## CHAPTER VII.

### RECONNAISSANCE

Reconnaissance, or feedback, for each orientation program from the fall, 1964 through spring, 1967 brought new insights, criticisms, and observations which resulted in change. Content was modified as needs appeared to change. Process underwent the more radical change as the various groups throughout the six programs shared their feelings and critical evaluations.

The fall, 1964 program evaluations indicated that:

(1) The program was too long if it were to be so highly concentrated. Freshman orientation had followed international orientation and all participants had been required to attend both. Both programs were highly concentrated and intensive. The theory had been that this would be a natural transition from first identifying with international students to identifying with American students. Because freshman orientation was aimed at describing university life to Americans, it was felt that this kind of orientation would eliminate the necessity of going into detail about the American educational system at international student orientation. There was, however, too much cultural lag between educational systems to have made that assumption and it was decided to include more basic information about the American educational system at future international student orientation programs.

(2) Personal needs had to be met in order of their importance to participants. Problems which involved permanent housing, preregistration, testing, banking, shopping, and departmental instructions were of uppermost

concern to the newly arrived student. When this agenda was unresolved it became "hidden agenda" and blocked learning. Future programs dealt with first needs first.

(3) American counselors should be bona fide members of the counseling teams. The American counselors had had an auxilliary role. Their contribution was recognized as an important one. They were given equal responsibility and equal status as group-team-counselors in future programs.

(4) Pre-orientation contacts with pre-admitted overseas candidates could create confusion if not kept to a minimum. A pen-pal pre-orientation letter from a group-team-counselor had been sent to the participant prior to his coming to the United States. This was to allow for maximum information and personalization. The answers which came back from the overseas students had reflected that they had not been understood. This kind of concept about pre-orientation information was very American in nature and the future participants could not help but wonder what the letter was all about. Frequently they thought the counselor was some kind of University official. After they arrived they described the confusion such letters had created for them. Pen-pal pre-orientation letters were therefore discontinued.

(5) Random groups work together more effectively than do culturally homogeneous groups at international orientation. Great care had been taken that students from geographic locations be placed in a team with a fellow countryman counselor or at the very least with someone who spoke his own language. Some late arrivers were placed into a heterogeneous group rather than into a homogeneous cultural group. The intergroup relationship of these participants appeared to be more involved and more lively and the group appeared to learn more quickly than did the homogeneous groups. Future groups

were all assembled on a random or heterogeneous basis.

The spring, 1965 program evaluations indicated that:

(1) Facilities for the program which were away from the campus were most effective. Camp Allen in Baytown was obtained for the orientation program because there was no available space on the campus. Going into retreat, so to speak, proved to be a happy solution to the distractions which had resulted from the proximity of academic departments, the lure of the campus itself, and well-meaning friends or relatives of participants who sought them out during the program.

(2) Peers might well be more satisfactory teachers than older authority figures. The most helpful and interesting part of the program was reported to be a discussion lecture on the American educational system given by an American graduate student. The group felt that they could identify with him and learned much from the session which he led.

(3) Orientation is socialization which leads to identification with a group. Enthusiastic comments were frequently made by participants about meeting people, meeting students from other countries, promoting friendships, helping people adjust, solving personal problems, being with American students and they frequently expressed gratitude for the assistance of the group-team-counselors. This led to the conclusion that the identification process was of utmost value to participants and that enculturation was being achieved through the group counseling process.

The fall, 1965 evaluations indicated that there were no serious flaws in the program. The group meetings and the counselors were favorably and enthusiastically received. The campus facilities arrangement again proved to cause disruptions to the program and henceforth orientation was held off campus.

Evaluations of the spring, 1966 program again rated orientation as

having been good to excellent. This program was held in the Ramada Inn, a motel. The main complaint was about the insufficiency of the food, but the general atmosphere was approved by the group. Comments indicated that the staff or field experts who lectured left something to be desired. Group-team-counselors were again most enthusiastically received by the group.

Evaluations for the fall, 1966 brought into being a food talk done by one of the counselors who described at each meal the food that participants were eating. This was all done in a light-hearted manner and was informative to the group. Positive criticisms made about the overall program frequently were that the program was helpful, beneficial, and informative. There were many positive comments about the group-team-counselors and some criticism about the staff or field experts who lectured to the groups. Because of the consistent criticism of the latter experts throughout previous orientation evaluations, the post-meeting evaluation and planning group decided to eliminate wherever possible such individuals and to use group-team-counselors as lecturers and discussion leaders and to convey all content through small group sessions for the ensuing program, spring, 1967.

Both counselors and participants were asked to give anecdotal evaluations of the spring, 1967 program. Special feedback was requested on the student counselor approach (group-team-counselors) and comments were verbally solicited for candid criticism.

Participants stated in their general comments that the basic idea of orientation is a most essential and rewarding experience for the new student. Orientation offers the new student an opportunity to make friends not only with other participants, but also with the counselors. They com-

mented that the orientation program is excellent in that it introduces the "American Way of Life" in a few days time and that orientation is a great help when the new student begins university life and is faced with problems. Student counselors, rather than faculty counselors, excel in communicating with the new student and help him in his adjustment. Student counselors are able to encourage new student participation and interest. Lectures were considered helpful because students who are not fluent in English can still benefit from the lectures and the general fellowship. There were the usual criticisms of time pressures, food, and not enough rest. Counselors were seen as sometimes a bit confused and not knowing what to do with extra time after team meetings.

The counselors felt that the spring, 1967 program was much improved in every aspect over previous orientation programs. They observed that participants were more involved than previously. They felt a partner system in lecturing and counseling teams is a more objective approach and helps to avoid personal opinion on subjects discussed. They saw participants as more at ease and more willing to comment or give their opinions. They also felt that counselors need to have good organization of lecture materials. They observed that there is a great waste of time and material in all of the printed material which was distributed and which went unread or was discarded. They felt that counselors should try to avoid "sticking together."

Post meeting evaluations indicated that the spring, 1967 orientation program was the most effective system of orientation ever tried and recommendations were made that the group-team-counselors as lecturers and discussion leaders become the training technique used for future orientation programs.

## CHAPTER VIII.

### CONCLUSIONS

Program evaluations, reconnaissance and feedback from programs conducted at the University of Houston for international students led to the conclusion that orientation for them is effectively accomplished by using the group-team-counseling approach, a small group situation in which learner-sensitive peers present educational materials in a free, but informed, encounter with participants. The factors which seem to effect positive communication are:

(1) The types of persons acting as group-team-counselors. Those persons who have made healthy social and academic adjustments and who have assumed leadership roles at the University and who then volunteer their services for orientation seem to be most suited to the role of group-team-counselors.

(2) Evaluating the needs of participants. Keeping a constant finger at the pulse of orientation and participant reaction maintains a dynamic and vital program. On-going critical analysis or reconnaissance reveals errors and strong points of the orientation process and allows for maximum learning.

(3) Meeting the immediate needs of participants. When the anxiety level of participants includes such questions as: Where am I going to live?, What will I do with this big check I'm carrying around?, Where's my luggage?, Will I pass my English test?, etc., effective learning is blocked. Relieving immediate needs first allows for the enculturation process to become the primary need of participants and it is at this point that maximum learning can take place.

(4) Trained group-team-counselors. Counselor training must be such that the group-team-counselors are made sensitive to the needs of newly entering international students. They must also be responsible representatives of the student body. They must be very familiar with the kinds of information the participants need to know and they must be willing to seek answers to questions they cannot answer. Group-team-counselors can be trained as specialists in certain areas of international student interest so that the entire staff can present content of an orientation program as well as be responsible for process.

(5) Physical location and facilities. A setting where persons are least aware of their surroundings, can be informally comfortable, and which can accommodate small groups for working without distraction seems to be the best climate for learning.

To measure the effectiveness of these observations which formed the basis for program design and development, an overall orientation evaluation study was conducted. A questionnaire was designed to measure the effectiveness of the orientation program. The questionnaire was distributed at random to 100 international students. A total of 94 questionnaires was returned. Of those 94, 62 had attended orientation and 32 had not. The findings of the study are as follows:

<u>Number of persons surveyed</u>	<u>Number who had attended orientation</u>	<u>Number who had not attended orientation</u>
94	62	32

Response to the statement that the University should/should not continue to hold international student orientation:

Percent who responded should	97%
Percent who responded should not	2%
Percent not responding	1%
Total	<u>100%</u>

The attenders (Group A) and the non-attenders (Group B) were surveyed as to whether international students can learn most in small groups where discussion is possible or in lecture classes. The results are as follows:

	<u>Group A</u>	<u>Group B</u>
Percent who responded small groups	85%	88%
Percent who responded lecture classes	11%	12%
Percent not responding	2%	--
Percent responding both (not an option)	2%	--
Total	100%	100%

Response to the statement: In my opinion, international student orientation helps most students adjust to their new environment.

	<u>None</u>	<u>A little</u>	<u>Some</u>	<u>Quite a bit</u>	<u>Very much</u>	<u>No answer</u>	<u>Total</u>
Group A	2%	6%	19%	29%	42%	2%	100%
Group B	--	13%	20%	30%	34%	3%	100%

Group A was asked to compare the following:

<u>Statement:</u>	<u>Percent Response</u>
A.-I learned most from my contact with student counselors in small groups.	68%
-I learned most from lectures given by faculty and staff.	19%
-No decision.	13%
Total	100%
B.-I was given most help by student counselors in small groups.	60%
-I was given most help by faculty and staff.	32%
-No decision.	8%
Total	100%
C.-I enjoyed the relationship with student counselors in small groups most.	48%
-I enjoyed the relationship with the faculty and staff most.	26%
-No decision	26%
Total	100%

An interesting observation was made by the Director of International Student Services at the University of Houston when he reviewed the results of the overall orientation study questionnaire. He described the lecture training to which participants have been traditionally exposed as follows:

"I believe that the numbers reporting appreciation of and learning from small group discussions is even more significant for our inter-



nationals students than for an American student who has become used to this type of school atmosphere. Most of our international students have been trained by only the lecture method. Therefore, they would tend to believe that learning could be done chiefly, even solely, by that method. The fact that 68% of the orientation participants responding stated that they learned most in small groups means that they have answered against their tradition."

Thus, the fact that such a brief encounter with small group training can produce general participant acceptance of this technique gives additional substantiation to the claim for group-team-counseling.

By starting with basic needs of participants and evolving a program which has met with success and by keeping the program a need-oriented process the prerequisites of group learning are met. The thesis "group-team-counseling is an effective approach to learning in international student orientation at the University of Houston" stands valid on the basis of the overall orientation evaluation study. Reconnaissance and the observations of the trainer which reflect participation appreciation of the group-team-counseling approach lend additional support to the validity of the thesis.

## APPENDICES

# APPENDIX A Study Questionnaires

## OVERALL STUDY OF INTERNATIONAL STUDENT ORIENTATION WITH RESULTS OF SURVEY

I respectfully request your cooperation in filling out the following questionnaire. It is the remaining portion of my research for my master's thesis. You will remain anonymous so feel free to answer your questions candidly.

(Mrs.) Jeanne T. Pfeifer  
International Student Adviser

Have you attended orientation for international students at the University of Houston? 62 32 (Total responses 94)  
Yes No

If so, when? 37 25 (Year 1964 1965 1966 1967 ?)  
Fall Spring Year (Number 5 16 19 13 8)

Please check:

1. The University should 97% should not 2% continue to hold international student orientation. (no answer 1%)
2. International students can learn most in: (A=Attended: N=Did not attend)
  - A. Small groups where discussion is possible. A=85% N=88%
  - B. In lecture classes. A=11% N=12% (A=2% no answer, A=both)

Please check the appropriate answer:

In my opinion, international student orientation helps most students adjust to their new environment:

A	2%	6%	19%	29%	42%
N	-	13%	20%	30%	24%
	None	A little	Some	Quite a bit	Very much

(2% A, no answer: 3% N, no answer).

Please compare and rate the following by using numbers (1) or (2): (1) = most, (2) = least.

- I. I learned 68% from my contact with student counselors in small groups. I learned 19% from the lectures given by faculty and staff members. (No decision, 13%)
- II. I was given 60% help by student counselors in small groups.. I was given 32% help by faculty and staff members. (No decision 8%)
- III. I enjoyed the relationship with student counselors 48% in small groups. I enjoyed the faculty and staff 26%. (No decision 26%)

# INTERNATIONAL STUDENT NEEDS STUDY QUESTIONNAIRE WITH RESULTS OF SURVEY

Dear International Student:

This questionnaire has been enclosed in the bulletin in order that we may get a complete sampling of your opinion about problems and difficulties which arise for international students when they first arrive in the United States. Aimed at planning an informative orientation program, the answers you give to this questionnaire will be used as guides for this program. We request that each of you commit yourselves to completing the questionnaire and returning it to the International Student Office, Room 25 Ezekiel Cullen Building. You will personally be helping someone from your home country to adjust to the educational experience he will have in the United States and at the University of Houston. We urge you to take this request seriously and want to thank you for your much needed cooperation. Please PRINT or TYPE your answers.

NATIONALITY: 14 countries, all continents TYPE OF VISA 16 student, 8 immigrant  
Classification: 5 3 4 2 6 4 Do you have relatives in the US? Yes 10 No 14  
F S J Sr Gr PB

Did you come directly from your country to the University? Yes 8 No 16  
When you arrived, were you met by (check one) Relative? 7 Friend? 7  
Sponsor? 0 No-one? 9 Other? U. of Texas representative.

When you arrived, what kind of information did you have about the U. of H.?  
Very little 13 Some 4 Good 4 Excellent 2

\*Where and how did you obtain this information? U of H. 8: Friend, 9:  
UH Athletic Dept., 1: Family, 2: Other, 1: No answer, 2.

\* What were your greatest problems when you arrived? (Check as many as necessary)

Language	<u>11</u>	University Regulations	<u>2</u>
Money		Housing	<u>10</u>
Handling	<u>2</u>	Food	<u>7</u>
Budgeting	<u>-</u>	Health	<u>-</u>
Lack of	<u>6</u>	Civil Law	<u>-</u>
Transportation	<u>13</u>	Owning a Car	<u>1</u>
Immigration Regulations	<u>1</u>	People	<u>4</u>
Loneliness	<u>10</u>	U.S. Education	<u>7</u>
Social customs	<u>12</u>		

\*If you had had an orientation program to help you adjust to living in the U.S., what would you have liked to learn about? How to understand American people, Social customs, U.S. educational system, Intensive language, How to study, Financial assistance, Employment, American social customs.

\*List any suggestions you think would be of help to the student coming from overseas or abroad to the U.S. for the first time which would make his adjustment an easier one for him. Require American dormitory roommate, Have American friend greet him on arrival, Intensive English, Proper evaluation of previous education, Relationship with American family, Academic advising, Someone from home. American values.

\* Use additional sheets, if necessary.

Return to International Student Office, Room 25, Ezekiel Cullen.

APPENDIX B  
INTERNATIONAL STUDENT ORIENTATION PROGRAMS  
FALL, 1964 THROUGH SPRING, 1967

INTERNATIONAL STUDENT ORIENTATION PROGRAM  
UNIVERSITY OF HOUSTON  
FALL, 1964

<u>Time</u>	<u>Event</u>
4:00 p.m.	Registration and room assignment.
6:00	Buffet Dinner.
7:00	Girls' Dormitory Orientation--Staff of Housing Office. Boys' Dormitory Orientation--Staff of Housing Office.
7:30	Student counselors assist with budgets and banking.
8:30	Recreation and getting acquainted.
	*****
7:00 a.m.	Breakfast.
9:00	Tour of City and Industry--I.I.E. Volunteer Drivers.
12:30	Lunch. Guests of Houston Endowment Inc., Rice Hotel.
1:30	Tour resumes.
5:30	Dinner.
	*****
7:30 a.m.	Breakfast.
8:30	Welcome: Dr. Walter P. Allen, International Student Adviser.
9:00	Immigration Responsibilities, Inspector Wood, USI&NS.
10:00	Coffee Break.
10:30	Employment in the U.S. Miss Russell, UH Placement Office.
11:00	The Host Family Program. Miss Mewhirter, I.I.E.
12:00	Lunch.
1:00 p.m.	The American Educational System. Dr. Schnitzen, Counseling and Testing, UH.
2:00	Campus Tour.
3:00	Social Customs in the U.S.--Dean Yardley for men students. Dean Ebaugh for women students. Office of Stu. Pers. Servs.
4:30	Health and Hygiene. Dr. Whitehurst. Medical Services UH.
5:30	Free Time
7:00	Host Family Picnic.--I.I.E. Host Families.
	*****
7:30 a.m.	Breakfast.
8:30	Civil Law in the U.S., Inspector Fultz, Houston Police Dept.
9:00	Bus Travel in Houston, Mr. Skorpenskie, Houston Transit Co.
9:30	Banking in the U.S.,--Representative from MacGregor Park Bank
10:00	Loans and Scholarships. Mrs. Georgia Robinson, Loans and Scholarship Dept., UH.
11:00	Personality Workshop. Miss Tully, Drama Dept., UH.
12:30	Lunch.
1:30	Styleshow. Joske's of Houston and Counselors.
2:30	Coffee Break.
3:00	Religion in America. Rev. Bennett, Religious Activities UH
4:00	Educational Testing in U.S., Dr. Schnitzen, Counseling and Testing, UH.
5:00	Evaluation.
5:30	Dinner.
8:00	Reception: President and Mrs. Hoffman. President's Home.

INTERNATIONAL STUDENT ORIENTATION PROGRAM  
CAMP ALLEN, BAYTOWN  
SPRING, 1965

<u>Time</u>	<u>Event</u>
8:00 a.m.	Registration and Coffee.
9:30	Banking and Budgets.
12:00	United Church Womens' Lunch.
1:00	Housing problems and needs settled.
8:00 p.m.	Dinner O.B. Cafeteria (optional) *****
8:00 a.m.	Breakfast.
9:00	English Test.
10:00	Coke Break.
10:30	Campus Tour.
12:00 p.m.	Lunch: O.B. Cafeteria (optional).
1:00	Free afternoon.
7:00	Host Family Dinner. *****
9:00 a.m.	Shopping tour of city with Host Family Sponsor.
3:00 p.m.	Bus leaves for Camp Allen.
4:00	Registration and Relaxation.
6:00	Dr. Allen's Welcome Address: Dinner: Mrs. Pfeifer explains orientation: Evaluation.
8:00	I.S.O. Party. *****
8:00 a.m.	Breakfast.
9:00	American Education Workshop: Mr. Clay Moore, Inst. Psych.
12:00	Lunch.
1:00	Social Customs in U.S.: Dean Yardley, Dean of Students.
3:00	Coke Break.
3:30	Reading Assignment: Small group discussions.
5:30	Dinner.
6:45	Political Structure of U.S.: Prof. Manns, Pol. Sci. Dept.
8:30	Hootenanny and recreation. *****
7:30 a.m.	Religious Service: Fr. Pen Hirst: Episcopal Chaplain UH.
8:30	Breakfast.
9:30	Discussion Groups.
10:30	Break.
11:00	Discussion Groups--final questions.
12:00	Return to Houston.

INTERNATIONAL STUDENT ORIENTATION PROGRAM  
UNIVERSITY OF HOUSTON  
FALL, 1965

<u>Time</u>	<u>Event</u>
8:00 a.m.	Registration.
9:00	Poolside Party and Getting Acquainted.
10:00	Coke Break.
10:30	Diving Exhibition.
11:00	Free time.
12:00 p.m.	Lunch.
1:30	Orientation Instruction: Mrs. Pfeifer.
2:00	Group Meetings with Counselors for Interview of Needs.
4:30	Free time: Skit preparation.
5:30	Dinner.
8:00	Welcome: Dr. Walter P. Allen.
9:00	Skit presentation.
	*****
7:00 a.m.	Breakfast.
8:00	English Test.
9:00	Campus Tour.
11:00	Banking and Budgeting: Victor Sim, Counselor.
12:30 p.m.	Lunch.
2:00	"Something for the Girls" Mrs. Innis, Asst. Dean of Women.
	"Man Talk" Dean Yardley, Dean of Students.
4:00	Soccer Game: Old World vs. New World.
5:30	Dinner.
8:00	Reception: President Hoffman's Home.
	*****
7:00 a.m.	Breakfast.
8:30	Announcements.
9:00	"All about Immigration": Inspector Wood I&NS.
10:30	Coffee break.
11:00	Transportation in Houston: Jimmy Cantarovici, Counselor.
12:00 p.m.	Lunch.
2:00	Education in the United States: Mr. Clay Moore, Inst. in Psych.
4:00	Free time or shopping.
6:00	Faculty Dinner.
	*****
7:00 a.m.	Breakfast.
8:30	"A Look at American Life" Mrs. Pfeifer and Panel.
10:30	Coffee Break.
11:00	Group Meetings and Evaluation.
12:00	Adjourn until 7:00 p.m. for Host Family Dinner.



INTERNATIONAL STUDENT ORIENTATION PROGRAM  
RAMADA INN  
SPRING, 1966

<u>Time</u>	<u>Event</u>
1:00 p.m.	Registration.
3:30	Coffee Break.
4:30	Small groups--counselor interviews.
5:00	Skit preparation.
	*****
7:30 a.m.	Breakfast.
8:30	Immigration: Inspector Harpole, I&NS.
9:30	Host Family Program: Mrs. Alice Pratt, I.I.E.
10:30	Coffee Break
11:00	Finances: Victor Sim, Counselor.
12:30 p.m.	Lunch.
1:30	Recreation and Housing for Undergraduates.
	Graduate School Session: Mrs. Baarghoorn, Graduate School.
3:30	Coffee break.
4:00	Man Talk: Dean Whitehead and Panel.
	Girl Talk: Mrs. Pfeifer and Miss Clay, Counselor.
7:00	Dinner.
8:00	I.S.O. Party.
	*****
7:30 a.m.	Breakfast.
8:30	English Test.
10:00	Insurance: Mr. Leo Levine, Medical Assistance Plan.
11:00	Tour of City.
12:30 p.m.	Lunch.
1:00	American Educational System: Dean Brannen, Col. of Business.
3:30	Coffee.
4:00	Tour of the Campus.
7:00	Host Family Dinner.
	*****
8:30 a.m.	Mexico Tour: Joel Wong, Counselor
9:00	UH Soccer: Peter O'Connor, Counselor
10:00	Coffee break.
10:30	Cultural Events: Miss Clay, Counselor
11:00	ISO: Jimmy Cantarovici, President of ISO and Counselor.
12:30	Lunch.

INTERNATIONAL STUDENT ORIENTATION PROGRAM  
RAMADA INN  
FALL, 1966.

<u>Time</u>	<u>Event</u>
9:00 a.m.	Counselor Training Session.
9:30	Budget Training Session.
10:00	International Student Handbook Training Session.
11:00	Registration.
12:30 p.m.	Lunch and Introductions.
2:00	First Team Meeting: Counselor Interview Sheets.
3:00	Orientation to Orientation: Mrs. Pfeifer.
4:00	Rest break.
4:30	Second Team Meeting: Skit Preparation
7:00	Dinner: Dr. Walter P. Allen, Master of Ceremonies Speaker: Dean Brannen, College of Business.
8:30	President's Reception: President's Home. *****
7:00 a.m.	Breakfast.
8:00	Class. American System of Education: Mrs. Tackaberry.
9:00	English Test.
11:00	Rest Break.
11:30	I.I.E. Host Family Program: Mrs. Alice Pratt, I.I.E.
12:30 p.m.	Lunch.
1:30	Girl Talk: Mrs. Pfeifer. Boy Talk: Dean Whitehead.
2:30	Graduate School Talk: Mrs. Barghoorn. Graduate School. Undergraduates: Housing and Shopping: (After meeting of graduates, housing and shopping for them.)
7:00	Supper.
8:30	I.S.O. Party. *****i,
7:00 a.m.	Breakfast.
8:00	Insurance: Mr. Levine, Medical Assistance Plan.
8:45	Banking: Mr. Kenneth Wood, MacGregor Park National Bank.
9:00	Budgeting: Mr. Asit Sarkar, Counselor.
9:30	Team meetings on budgets.
10:00	Rest Period.
10:30	Immigration, Social Security, Income Tax, Driver Responsi- bilities. Dr. Walter P. Allen
11:30	Food Facts: Mrs. Tackaberry.
12:30 p.m.	Lunch.
1:30	Swim or Siesta.
2:30	Campus Tour.
3:10	Tour of Library and Film "Four Families".
3:30	Tour of Houston.
7:00	Host Family Picnic. *****
7:00 a.m.	Breakfast.
8:00	Soccer Talk: Rolando Espinosa. ISO: Jimmy Cantarovici, President ISO. Student Association: Richard Gagahan, President. Social Activities: Miss Rozzy Lilly. Campus Activities: Miss Rozzy Lilly. English in Action: Mrs. Horton.
9:45	Rest break.
10:00	Registration: Mrs. Tackaberry

INTERNATIONAL STUDENT ORIENTATION PROGRAM  
RAMADA INN  
SPRING, 1967

<u>Time</u>	<u>Event</u>
9:00 a.m.	Counselor Training Session.
10:30	Registration and Social Hour
12:30 p.m.	Lunch: Introductions, W. Estremadoiro; Food Talk, N. Wilson. Orientation Talk, Mrs. Pfeifer.
2:00	Siesta, Final Registration.
2:30	First Team Meeting: Counselor Interview Sheets.
3:30	Second Team Meeting and First Lecture.
4:30	Skit Preparation.
5:30	Break.
6:30	Host Family Dinner
9:00	Chocolate Party and Hootenanny. *****
7:00 a.m.	Breakfast
8:00	English Test: Campus tour when completed.
12:30 p.m.	Lunch at U of H Cafeteria.
1:30	Film "Four Families".
2:30	Film Discussion.
3:30	Coke Break.
4:00	Skit Practice.
6:30	Faculty Dinner and Skit Presentation. *****
7:00 a.m.	Breakfast.
8:00	Second Lecture Session.
9:00	Third Lecture Session.
10:00	Coke Break.
10:30	Graduate School Talk. Undergraduates may leave.
12:30 p.m.	Lunch: Afternoon free for housing, banking, visiting I&NS or shopping.
4:00	Fourth Lecture Session.
5:00	Fifth Lecture Session.
6:30	I.S.O. Dinner.
8:00	I.S.O. Party. *****
8:00 a.m.	Breakfast.
9:00	Sixth Lecture Session.
10:00	Seventh Lecture Session.
11:00	Last Team Meeting.
11:30	Final wind-up.

Note: Student group-team-counselors were responsible for all lectures and discussion groups. One team was responsible for each of the following areas: American Educational System, Registration, Life in the U.S.A., Boy Talk, Girl Talk, Immigration, and Campus Opportunities.

APPENDIX C

INTERNATIONAL STUDENT ORIENTATION EVALUATIONS

FALL, 1964 THROUGH SPRING, 1967

## ORIENTATION EVALUATION FALL, 1964

	Most Helpful	Most Interesting	Least Helpful	Least Interesting
Dean of Women	1	4	-	1
Bus Service	10	-	2	2
Tour	2	1	2	1
Loans and Scholarships	2	-	2	4
Immigration	8	2	-	-
American Educational System	3	3	3	1
Banking	5	1	2	6
Civil Law	8	1	-	-
Style Show	-	1	-	-
I.I.E. Host Family	4	8	1	-
University Tour	2	2	-	1
Counseling	4	-	-	-
Employment in U.S.	3	2	-	1
Meals	-	-	-	1
Coffee Breaks	-	-	-	1
Dormitory	-	-	1	-

## Suggestions:

1. Separate graduate students.
2. Tour did not exactly acquaint with city.
3. Too intensified a program--need more free time.
4. Academic orientation needed early.
5. Need personal time

NOTE: These are participant evaluations for one day's program only. The rest of the evaluation data were destroyed inadvertantly.

## POST MEETING EVALUATION DATA FALL, 1964

## I. Dates:

## A. Critique:

1. Pro-registration and Orientation overlap--time should have been allotted for pre-registration during Orientation.
2. Overall six days--too lengthy.
3. Error in communique regarding orientation. Some students arrived late.
4. Was sufficiently far in advance of registration that most personal problems could be dealt with prior to registration.

## B. Recommendations:

1. Need arrival time to be 8:00a.m.
2. Permanent housing arrangements should be first item of business. Sheets, blankets and personal items should be secured. Transportation needs discussed.
3. Banking and scholarships arrangements should be cleared up on first day.
4. Propose development of a check list.

## II. Counseling:

## A. Critique:

1. Team counseling a very good arrangement. For most part counselors did a magnificent job. American girls very responsive and added a good bit to make students aware of American hospitality.
2. Counselors insufficiently trained in some instances.
3. Not enough time spent with newcomers.
4. Prior correspondence initiated with counselors was ineffective.

## B. Recommendations:

1. Maintain team counselors, i.e., International Student-American Student teams, male and female counterparts.
2. Plan program with more counselor involvement.
3. Increase and upgrade counselor training.
4. Do not expect International Student Orientation counselors to participate in Freshman Orientation.

## III. Facilities:

## A. Critique:

1. Fire practically devastated program continuity because of mass housing change in middle of program.
2. Housing and Food Services were more than cooperative under the circumstances.
3. Campus is large and personal needs tended to distract students away from group and assignments. Many were late or lost.

## B. Recommendations:

1. Permanent domiciles at the beginning would tend to alleviate much of the problem.
2. Suggest Camp Allen for two day intensive program. Charge students for costs. (Estimate \$10.00-12.50/person including 5-6 meals.) Bus transportation recommended. Approximately 75 persons maximum.

## IV. Program:

## A. Critique

1. Immigration information - valuable.
2. Dean of Students and Dean of Women - valuable.
3. Bus information--of information to only a few.
4. Banking information - waste of time.
5. Host family information and picnic -- huge success.
6. Tour--waste of time.
7. Style show--poorly executed. Could have been of value if less commercial.
8. Lecture on American education - very interesting.
9. Personal grooming - valuable, but might have been handled by Dean of Students/Dean of Women in conjunction with Miss Tully.
10. Placement--not sufficiently vital at point of orientation.
11. Scholarships--not sufficiently vital at point of orientation.
12. Tour of city - waste of time.
13. Dormitory orientation - no feedback.
14. Budget session - valuable.
15. Civil law in the U.S. -- most interesting.

B. Recommendations:

1. Increase academic information. How to register. What words like grade point average, course load, etc., mean. Suggest assignments in General Information Catalog.
2. Handle such problems as insurance, English testing, and counseling in context of orientation.
3. Cancel out tour of city. Perhaps arrange tours on weekend.
4. Give testing workshop--use multiple choice, kinds of tests.
5. Need to give registration information.
6. Arrange groups at random. Do not keep persons from one country together.

## INTERNATIONAL STUDENT ORIENTATION EVALUATION, SPRING, 1965

January 29, 1965

Agenda Item	Most Helpful	Most Interesting	Least Helpful	Least Interesting
Host Family Program	10	8		
Lectures	1	1		
Housing Information	6	1	1	
Introductory Talk	2	2		
Camp Allen Facilities	1	10		1
Meeting people	3	3		
Coffee break	1			
Learning about UofH	2	1		
Meals	1			
Helping people adjust	2	1		
Campus tour	2	1		1
Banking	1	1	1	
Counseling	1	2		
Registration	2	1	1	
U.S. Customs		1		
American students		2		
I.S.O. Party		1		
Shopping and City Tour		1	1	20
All	25			
Free time			1	
Transportation			1	

January 30, 1965

American Educational System	13	3		4
Lectures	2			3
Food	1			
None	6	1		
Soccer game		6		
"What makes Americans Tick"	7	1		
Friendly atmosphere	6	4		
American customs	2			
Boy-talk	2			
Counseling	3			
Meeting other internationals		1		
Hootenanny		1		
Meeting Americans	1			



## INTERNATIONAL STUDENT ORIENTATION EVALUATION, SPRING, 1966

Wednesday:

<u>Agenda Item:</u>	<u>RATINGS</u>			
	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>
Registration	--	3	12	12
Small groups	2	7	9	8
Dinner (Faculty)	--	1	15	12
Skits	1	3	10	12
Counselors' attitudes	--	1	4	16

Comments: Thank you, I am indeed grateful, speed up skits, no further scope for improvement, repeat as is in future, need more girls, scheduling confused, registration and headquarters confused, staff and faculty turnout disappointing, how do I change room temperature? 7:30 too early to get up, have skits last day, coffee breaks and games good.

Thursday:

Immigration	1	6	27	8
I.I.E.		1	23	21
Finances		9	17	15
Graduate session			15	9
Man/Girl Talk	1	7	17	19
Dinner		11	16	16
I.S.O. Party	2	6	11	26
Counselors' attitudes		1	5	37

Comments: Session on finances not organized, party music not good, Inspector Harpole frightening, give prices of most important things in finance session, counselors don't have to be that excellent, Graduate school spoke too fast, need blackboard for diagramming and emphasis, hold party at a home, need more girls, need to talk about American education.

Friday:

Insurance		5	8	4
Tour of city	5	7	6	3
U.S. Educational system		4	15	15

Comments: Need to explain American educational system, UH in particular, larger space for Host Family Dinner, Students not attending, Return to Ramada Inn, Need to mix families and students at Host Family Dinner, Dean spoke too fast.

Saturday:

Mexico Tour	1	7	10	5
U of H Soccer		4	10	3
Registration		1	11	10
Cultural activities	1	2	9	7
I.S.O.	1	4	8	9
Counselors' attitudes		1	6	14

Comments: Need more registration information. Too many jokes about drunken condition.

## INTERNATIONAL STUDENT ORIENTATION EVALUATION, FALL, 1966

## I. Positive Statements:

a. Statements of appreciation	48
b. Helpful and beneficial	28
c. Informative and interesting	28
d. Dean Brannen's talk	26
e. Good counselors	10
d. Social contacts good	7
e. President's reception	5
f. Party good	4
g. Food good	2
h. Food facts talk good	1
i. Boy talk good	1
j. Host family dinner	1
k. Orientation registration good	1

## II. Negative Statements:

a. Food not good	12
b. Housing information not good	7
c. Have to get up too early	3
d. Too many lectures	4
e. Party not good	2
f. Need more scholastic information	2
g. Officials can't be found	1
h. Orientation should only be for those who cannot speak	1
i. Social activities should involve all	1
j. Orientation should not be required for students who have attended the University for one semester.	1
k. President's reception not good	1
l. Punctuality lacking	1
m. Counselors involved with themselves	1
n. Banking information not good	1
o. Mosquitos in room	1
p. Food speech useless	1
q. Immigration speech too detailed	1
r. Too long	1
s. Three persons in room are too many	1
t. Dull	1
u. Too expensive	1

III. Comments: need information about table manners, cars; need more Americans; need movies; need more team meetings; need more personal time; counselors should stay overnight; more games needed; more counselors needed; should explain food at meal-time; and need some kind of University provided transportation.

## INTERNATIONAL STUDENT ORIENTATION EVALUATION, SPRING, 1967

Participants' Evaluations

## I. Positive Statements:

a. Orientation good	22
b. Student counselors good	22
c. Food talk good	13
d. Team lectures helpful	6
e. Skits good	4
f. Making friends good	4
g. Learn American Way of Life good	3
h. Orientation registration good	2

## II. Negative Statements:

a. Program should be held on campus	3
b. Too long	2
c. Too little rest time	1
d. All students' personal problems not solved before orientation	10
e. Counselors sometimes confused	3
f. Counselors stick together	1

III. Comments: need more nighttime activities, room arrangements for team lectures confusing, need to print menus, need to give lectures in students' native tongues, need to meet more faculty, optional activities should be offered such as sight-seeing-tours.

Counselors' Evaluations

## I. Positive Statements:

a. Best program and system ever	18
b. Increased student participation	10
c. Counselors benefitted as well as students	8
d. Partner system of lecturing and counseling eliminates personal bias	2
e. Film good for communication	2
f. Food talk interesting	5
g. Faculty dinner good	3
h. Skits and party good	4

## II. Negative Statements:

a. Counselors need more preparation	10
b. Too many interruptions during lectures	8
c. Room assignments for groups confusing	7
d. Some counselors did not assist regis- tration	3
e. Host Family Dinner at church not good	3
f. Counselors stuck together	3
g. Film discussion not always good	3
h. Poor faculty turnout	2
i. Wated material in printed matter which went unread or was discarded	2

III. Comments: need more training for counselors; counselors should not criticize one another in front of students; lecture-discussions should simulate classroom, e.g., take attendance, test, etc; explain how to eat American food; counselors should encourage more socialization; emphasize availability of games and cards in headquarters; make UH yearbooks available.

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