students were to present a 5-10 minute talk on one topic which was covered in the presentations of the resource people. A speakers evaluation form was developed and students in the English classes were instructed in the use of the form (See Attachment D).

Informal Evaluation

Donald Campbell, a noted Northwestern University psychologist, recently wrote that if one wants a positive evaluation of any innovative program he should ask the opinions of those who have a vested interest in the success of the program. However, in view of the reputation todays' student has for being candid I am not so sure that they are predisposed to telling the establishment what they think it wants to hear. It is felt, at least by this evaluator, that opinions freely and anonymously solicited from student participants in innovative programs are a valuable source of information not to be overlooked. Therefore, a brief questionnaire was devised soliciting students' reactions to this program (Attachment E). Specifically the students were asked which leaders were most and least successful and why, which session did they gain most from and why, which aspects of the program were most worthwhile and which were most disappointing, and what improvements they would suggest. Forty-one White Plains High School students responded to the questionnaire.

FINAL PROGRAM REPORT

ASIAN-AFRICAN PUPIL RESOURCE PROJECT

PART I — STATISTICAL REPORT

SUMMARY OF FINDINGS

Several conclusions were evident as a result of this Title III project:

1. Student resources can learn a great deal about Africa and
   Asia in a series of seminars designed to provide them with such
   information.

2. For the most part, teachers are not anxious to utilize student
   resources in their classes.

3. Students can effectively transmit information, as instructors,
   to other students.

4. The new three-year sequence for ESEA, Title III programs is
   much superior to the plan we operated under. We were hindered
   greatly throughout the three years in not knowing when our
   funding would come in. There were gaps when we were operating
   without funds.

STATEMENT OF THE PROBLEM

Early in 1967 the City School District of White Plains applied for and received a planning grant under ESEA Title III "for the purpose of establishing a program for highly able students in the three high schools in White Plains— directed toward the persistent problem of how to develop international understanding by planning and establishing an innovative program for able high school students." The program devised under this planning grant became operational during the academic year 1968-1969.

The White Plains schools, both public and parochial, devised a plan whereby selected students were given special training in the study of African-Asian cultures through the utilization of community resources. The purpose of this training was to provide a corps of trained students who would disseminate throughout the community a better understanding of the African-Asian influences on, and contributions to world history. Differences and similarities between the culture of the two continents with the cultures of the United States was to be emphasized. These student resources were to be used primarily to work with students in the schools and also as speakers in the community. The specific objectives of the program both procedural and behavioral were evaluated and a report submitted.

ATTACKING THE PROBLEM

The White Plains Schools, both public and parochial, instituted a plan under
E.S.E.A., Title III whereby selected students were given special training
in the study of African-Asian cultures through the utilization of community
resources. The purpose of this training was to provide a corps of trained
students who would disseminate throughout the community a better understanding
of the African-Asian influences on and contributions to world history.
Differences and similarities between the cultures of the two continents with
the cultures of the United States were emphasized. These student resource
personnel were available for use primarily to work with students who are
studying world history and also as speakers in the community whenever the
opportunity to utilize their training occurs. In the final year 200 students
were trained in the three schools.

After thorough study of the evaluation instruments and techniques which
were used in the evaluation of the pilot project the evaluator suggested
that he meet with the projector director and one of the evaluators who worked
on the pilot project. After considerable discussion it was determined (and
agreed to by all three participants) that the instruments used in the pilot
study were largely inappropriate for use in any evaluation that we would
undertake of the operational project. Specifically it was felt that the
multiple choice tests that were available were too superficial and 'textbookish'
and were not really able to assess the attainment of the knowledge that the
resource people were trying to provide. The attitude measure that was
developed for the pilot project was too 'transparent' and consequently its
use had caused considerable ill feelings both in the schools and the community.

Also, because the evaluator was brought in after the program had already

begun there was not enough time to develop and administer an appropriate

pre-measure against which gains could be assed. As a consequence of these

time constraints it was decided that the evaluation effort be exploratory,

i.e., aimed at identifying specific observable behaviors which could then

be used as the basis for future evaluations.

ANALYZING THE DATA (EVALUATION)

The stated procedural objectives of the program were as follows:

1. To develop a curriculum for the study of African and Asian
    cultures by utilizing student resources.

2. To place the student resources in different classrooms for their
    regular study of history.

The first of these objectives has been met satisfactorily (see Attachment F).
Reactions to this curriculum were solicited from student participants and
are reported and discussed later in this report. The second of these
objectives was not met due to scheduling conflicts.

Teachers could request a student resource person to attend their
classes on a given day to discuss what he (the student) had learned. A
request form was developed (see Attachment A) which solicited the teachers
comments on the effectiveness of the student resource person. Unfortunately,
this teacher evaluation was instituted too late to be of any use in
evaluating this aspect of the program at this time (only one teacher made use
of the form). It is recommended that a revision of this procedure be included
in any subsequent evaluation of the program.

The behavioral objectives of the program were as follows:

1. To develop within the students selected for this program a
    background of information about Africa and Asia by utilizing
    community resources.

2. To develop positive attitudes toward these cultures within the
    students involved in the program.

3. To develop within the selected students library research skills.

4. To develop within these students communication skills so that information about the cultures studied could be disseminated throughout the schools.

5. To develop within teachers the ability to be coordinators of learning rather than transmittors of information.

It was decided that objectives 1 and 4 above would be the basis of the evaluation and even then that the effort would be directed at instrumentation rather than assessment. Objective 2 above was not investigated because of lack of good sensitive instruments and the existence of strong community objections to attitude measurement in the schools. Perhaps in the future some effort can be made to assess these attitude changes using a structured interview technique. Objective 3 above was not included in the evaluation because there was no attempt to directly teach library skills. Since this was the case no existing instrument would be sufficiently sensitive to measure any change. Also, specific observable behaviors identified that would allow the constructing of a sufficiently sensitive measuring tool. A survey of existing library skills tests was undertaken by our evaluator and three potential instruments were identified. One or more of these could be used in a subsequent evaluation if observable behaviors could be identified. Objective 5 above is not included for reasons very similar to those ruling out objective 3. Since no specific training of teachers was involved in the program observable behaviors would be virtually impossible to identify. The intent of this objective was to help teachers change their method of teaching from teacher-centered to class centered which could probably be assessed using Interaction Analysis. Such a research project however would have to be elaborate to be of any benefit. Teachers would be required to submit to observation several times both

at the beginning and the end of the school year, there would have to be a control

group of teachers, and observation of classroom behavior whether using Interaction

Analysis, Multidimensional Analysis of Classroom Interaction, or the OSCAR method

developed by Medley require highly trained observers. To expect that any changes

classroom behavior as a result of this program could be observed using the above

mentioned instruments was judged by this evaluator to be naive.

Objective-1 - To develop within the selected students background of information

about Africa and Asia using community resource people. It was decided that the

multiple choice tests developed and used in the pilot study evaluation were too

superficial and not really representative of the kinds of information the

resource people were trying to convey. There were probably two reasons for this;

first, the tests were constructed by social studies after they heard the resource

people; and second, the multiple choice format does not really lend itself to

measuring the kinds of knowledge that the program intended the students to learn.

In order to develop a suitable measuring instrument a series of telephone

interviews of several resource people was conducted.

The telephone interviews had several purposes. First, and attempt was made

to determine the broad objectives of the resource person's presentation. A

second purpose was the identification of some specific facts, concepts and/or

ideas he (the resource person) expected the students to retain. Using these

stated objectives and observable behaviors a test could be written and a key

developed so that teachers could grade them (see Attachments B1 - B3). Another

purpose of the interviews was to determine if these resource people could

effectively communicate their objectives and specify observable behaviors.

Five different speakers were interviewed by telephone. The interviews

took from 30 minutes to one hour and 30 minutes to conduct. The evaluator

began each interview by stating his purpose and then asking the resource person to briefly describe his program and its objectives and to enumerate several pieces of information he felt a student should have learned from his presentation. Careful notes were kept during the interview and referred to from time to time for further clarification. In most cases the resource person was able to specify his objectives quite clearly and to provide several specific facts or ideas that he felt students should have learned.

After the interviews the evaluator used his notes to construct 30 short answer test items. A key in the form of a short list or brief description of an idea was provided for each question. These questions were divided into three sets and administered to three groups of high school students who had participated in the program. The 'tests' were administered during the final days of the 1969-70 academic year. Each question was graded on a 1-5 scale by a White Plains High School social studies teacher using the key which was provided by the evaluator.

The test items represented the presentations of all five resource people who were interviewed. However, two of these five were more frequently represented than the others probably because the subject matter of their presentations was more amenable to their specifying facts and ideas that the students should have learned. The scores on each item were recorded and means and ranges were computed (attachment C1 and 2).

Objective 4 - Objective 4 is related to teaching of communication skills to participants. In order to assess the effectiveness of the program in meeting this objective the following plan was devised. Twenty student participants were selected at random to attend the eleventh grade English classes of a White Plains High School teacher who specializes in public speaking. These

students were to present a 5-10 minute talk on one topic which was covered in the

presentations of the resource people. A speakers evaluation form was developed

and students in the English classes were instructed in the use of the form

(See Attachment D).

Informal Evaluation

Donald Campbell, a noted Northwestern University psychologist, recently wrote

that if one wants a positive evaluation of any innovative program he should ask

the opinions of those who have a vested interest in the success of the program.

However, in view of the reputation todays' student has for being candid I am

not so sure that they are predisposed to telling the establishment what they

think it wants to hear. It is felt, at least by this evaluator, that opinions

freely and anonymously solicited from student participants in innovative programs

are a valuable source of information not to be overlooked. Therefore, a brief

questionnaire was devised soliciting students' reactions to this program

(Attachment E). Specifically the students were asked which leaders were most

and least successful and why, which session did they gain most from and why,

which aspects of the program were most worthwhile and which were most disappointing,

and what improvements they would suggest. Forty-one White Plains High School

students responded to the questionnaire.

FINDINGS

OBJECTIVE 1 — Inspection of the means and range for each test item reveal that some students did retain a substantial proportion of the material that the resource people were trying to convey. Eleven of the items had high scores of 5 and means of between 2 and 4. On the other hand 8 items had high scores of 2 or less and one of these produced no score other than zero for all 18 students who responded. No real analysis of the total impact of the program on the students' knowledge of the material represented on the tests can be made with these data and such was not the intent. As a result of this exercise, however, it is felt that in a program such as this that the resource people can and should provide the content material for evaluation of the effectiveness of their presentations insofar as what specific facts and/or ideas were retained.

In tallying the scores of these items it was noted that items dealing with the most recent presentations tended to produce higher scores which suggests that most students may not be retaining the information for an extended period of time. It seems reasonable that if students are not retaining the information for extended periods of time it may be because they are unable to decide what information is important. If this is indeed the case it seems reasonable that a short evaluative test after each presentation would help the students determine which aspects of a given presentation are most important.

OBJECTIVE 4 — This plan, unfortunately, was not successful for several reasons. There was a scheduling conflict which forced scheduling of these speakers for the final two days of the academic year. Also, speakers were given neither specific instructions as to what was expected of them or adequate notice to

.< are a topic. As a result only three of the twenty students kept their

speaking appointments and two of these chose to describe the African-Asian

project rather than to discuss one specific presentation.

In the _informal evaluation_ questions 6 and 8 were directed at the students'

reactions to the worthwhileness of the program. From the responses to the questions

it can be said that the students' reactions to the program were overwhelmingly

positive. Of 39 students answering these two questions 38 of them gave positive

evaluations of the worth of the programs while only one gave a negative reaction.

The lone negative reaction was concerned that time spent in these sessions was

a waste of valuable classroom time. The two main comments that were associated

with positive reactions were (1) that the program afforded an opportunity to

learn something that was not generally available in a typical classroom setting

and (2) that they were learning about other cultures from people who had lived

in those cultures. The latter is a theme that seemed to run through the informal

evaluations. Other comments associated with these questions were related to the

change in atmosphere from the classroom situation, and the fact that the programs

were interesting, inspirational, and provided a different slant because they

were learning about people and not governments.

Two questions on the questionnaire were directed at the students feelings

about which programs were most successful and why, and which they gained most

from and why. It is not really appropriate to consider with these data which

individual speakers were thought to be the best.

It is interesting to note that the open-ended questions in the informal

evaluation did produce a marked preference for two of the leaders, a Chinese

scholar and a young African girl. Inspection of the reasons why individuals

were specified as successful reveals a pattern similar to that which was noted

in the responses to the overall worthwhileness of the program, i.e., they learned

information that they would not have learned in the classroom and that these

people seemed to know and understand the culture they were describing because

they had lived there. Other reasons for leaders being designated as successful

seemed to be related to the effectiveness of their presentation. Such things as use of

visual aids, displays of artifacts and pageants, organization and presentation of

the topic, and ability to communicate on the students level were cited.

A closely related question was one which asked "Which leader was least

successful and why?" One interesting and useful aspect of the responses to this

question was the fact that a large number of students felt that they could not

specify any program as being unsuccessful. Also, there was no clear preference

for stating that any one program was less successful than others. Inspections

of the reasons given for programs being unsuccessful seem to be related to

the level of the presentation and the manner in which it was delivered. Statements

such as "too intellectual," "too broad," "manner of speaking annoying," "monotone,"

"boring," and "uninteresting" were frequently given as reasons.

When asked what was the most disappointing aspect of their experience 22

of the respondents wither said "nothing" or chose not to answer the question.

The students who chose to respond cited not enough time for individual programs,

too few programs, too few countries and/or cultures covered, not enough speakers

who were natives of the country about which they spoke, and most talks were too

intellectual.

What improvements were suggested by the student participants? Again a

large number (13 of 41) either felt no improvements could be made or declined

to answer the question. Several students felt that there should be more

"interesting" speakers although they failed to define what makes an interesting

speaker. Others were a bit more specific and suggested that more speakers be

recruited who were natives of the cultures they were discussing, not speaking from Africa, and more speakers who could relate a given culture to the U. S. Still others felt that the program should have been better organized in that more time should have been available to set up the programs and recruit leaders. Others felt that there should be more demonstrations and/or film programs, fewer lectures, and that the programs should involve students in discussion more than they did.

The last question on the questionnaire solicited the student participants comments about the program. Very few students chose to comment and those who did largely reiterated what had been covered in previous questions. Some who commented suggested that the program be continued on a larger scale or that it be added to the curriculum as an elective course.

CONCLUSIONS AND RECOMMENDATIONS

A consultant was engaged by the project directed to design and conduct an evaluation of the final phase of the operational program. Since funding was delayed until late 1969 a 'crash' effort was necessary to begin the program as earls as possible. The program was already well underway before the evaluator could begin work. These delays in funding programs such as this seriously impair their effectiveness. Valuable planning and administrative efforts are unnecessarily wasted and such delays make assessment of the educational outcomes of the program virtually impossible. In order to be truly effective evaluation must be an integral part of any such program. The evaluator should be consulted on such matters as selection of students and stating of measurable objectives before the program is underway. In this instance the delay in funding forced the project director to direct his energies toward obtaining resource people to participate in the seminars and away from evaluation.

The intent of our evaluation was exploratory in that it focused on specifying observable behaviors that would be the basis for future evaluations. To this end several of the resource people were interviewed in a feasibility study to determine if these people could successfully specify their objectives and provide us with test questions. The results of the feasibility study were reported and a prototype test developed. It is recommended that in any future program of this nature that the resource speaker be asked to specify what he expects the students to gain from the presentation, that a short test be prepared using the speakers statement, and that the test be administered to the students shortly after the presentation. The resource people appeared to be for the most part knowledgeable in their respective fields and genuinely interested in the students

as well as the success of the project.

A second aspect of the evaluation delt largely with reactions which were anonymously solicited from student participants. Judging from the nature of the responses it is felt that the students were candid and not making an attempt to please the administration. The results of that survey were gratifying. The students' reactions to the program were overwhelmingly positive and their comments should provide a base for restructuring of the program in future years. No attempt was made to determine which speakers were most successful at this time. Student comments seem to suggest that those speakers who were native to the country they were discussing, directed their presentation to the level of their audience, and organized their topics well, were more successful than others. Most students surveyed seemed to feel that the program had merit and should be continued with some minor modifications.

As discussed above at some length are the difficulties encountered in a program such as this due to the lateness of funding. It is strongly suggested, that in the future, innovative programs that are slated to receive financial support be so advised early enough so as not to interfere with their schedule. Lateness in funding can only lead to administrative waste.

In order to avoid any conflict in the future it is sugges that each student who is in the program be advised that he will be expected to make at least one presentation to a class during the course of the project. In this way data can be obtained on each student's ability to make a presentation of this sort. A plan could be devised which would allow the assessment in changes in communication skills. It is also suggested that use be made of the teacher request system where teachers can request participants to come into their classes to discuss some aspect of the African-Asian project. When a teacher requests a student speaker he should

be provided with copies of the speaker evaluation form (Attachment D) for his

students. The teacher should complete the speaker evaluation form as well as the

teacher request form.

In any subsequent evaluation it is recommended that the students be provided

with a list and asked to rank each speaker or to specify which subset of four

or five were most effective. Such a procedure would lead to more reliable

identification of effective speakers. Students could also be asked for their

reasons for feeling that given speakers were effective.

PART III   —   SUPPLEMENTARY PACKET OF DISSIMATION MATERIALS

TITLE III, AFRICAN-ASIAN PROGRAM
Education House
5 Homeside Lane
White Plains, New York 10605

Phone: 914-946-0525

Dear

     Thank you for your inquiry concerning our pupil
resources program in the study of Africa and Asia.

     Beginning in February, 1968, a group of twenty-four
ninth and eleventh grade students of the White Plains public
and parochial schools will receive intensive education in a
study of Africa and Asia with the goal being to learn differences
and similarities in the cultures of these two continents as com-
pared with those of the United States. A grant under Title III
of the Elementary and Secondary Education Act of 1965 has made
this project possible.

     The students' program will consist of a series of inno-
vative meetings to provide them with a variety of experiences.
Activities for them will include speakers, trips, dinners and any
activity which can give them a true picture of how the people of
Africa and Asia live.

     When these pupils have finished the program they will be
available as student resources for use in their own classrooms, in
their schools and within the community to aid in developing an
understanding of peoples of the world as individual human beings.

     Your name will be kept on our mailing list and from time
to time you will be hearing from us as to the progress of this
endeavor. If you have any specific questions, please do not
hesitate to contact me.

               Very truly yours,

               Donald Kusel, Coordinator

DK:ig

TITLE III, AFRICAN-ASIAN PROGRAM
Education House
5 Homeside Lane
White Plains, New York 10605
Phone: 914-946-0525

Dear

       As promised in our first communication with you we will
continue to keep you up to date on our African-Asian Pupil Resource Project.

       A pilot program has begun to test the various aspects of our
endeavor. From this past February through June, the students will be
involved in a study of the two continents with a major emphasis being given
to the Orient and Central Africa. Dr. Ethel Alpenfels of New York University
headed the first session and presented the students with concepts and
techniques used in studying other cultures. Since then, experts in a
specific cultural area of the region under study have met with the pupils
to involve them in the study of that area. An attempt is being made to
utilize the talents of people from the Westchester County area to serve in
the program.

       An unusual method was used in selecting pupils for the program.
They were given a form on which they might volunteer themselves. On this
sheet they also were asked to list up to four of their peers whom they felt
belonged in the program. (This was to be done whether or not an individual
volunteered himself.) Social studies teachers were given a list of the
pupils in their classes who volunteered and asked to rate them on a four-
part scale on their ability to speak before a class and their ability to
conduct appropriate library research. From the most outstanding students
according to teacher rating, a check was made on the number of times their
classmates had recommended them. This list was then stratified so as to
maintain a racial and religious balance.

       We will keep you up to date on future developments in our
program.

                       Very truly yours,

                       Donald Kusel, Coordinator

ig

TITLE III, AFRICAN-ASIAN PROGRAM
Education House
5 Homeside Lane
White Plains, New York 10605

Dear

As we originally promised you, we are keeping you up to date on our African-Asian Pupil Resource Project.

A group of high school students who went through a series of programs on Africa and Asia last year have been available during the school year 1968-69 for use as resources by classroom teachers. These specially trained people have put their talents to use in elementary, junior high and senior high classrooms. They have also appeared before community organizations.

Some of the topics that have been presented include:

"Myths of Africa"   "The Middle East Today"
"African Music"   "China's Past"
"African Slavery"   "Red China Today"
"African Tribal Structure"   "U.S. and Vietnam"
"Independent Africa"

A second group consisting of ninth and eleventh grade students has been attending programs so that they will be prepared to be resources next year. They have had experiences with art, religion, philosophy, music, dance, history and additional aspects of the cultures of different areas in Africa and Asia. In these special after-school seminars we have had a wide variety of leaders. Professors, teachers, religious leaders, natives of the areas and high school students who have traveled to these continents have led the sessions.

As to the success of utilizing students as resources, we are still involved with evaluation, but the responses of the classroom teachers and their students have been unanimously favorable so far.

If you wish additional information, feel free to contact me.

Very truly yours,

Donald R. Kusel
Coordinator

DRK:lg

TITLE III AFRICAN-ASIAN PROGRAM
Education House
5 Homeside Lane
White Plains, New York 10605
Phone 914-946-0525

RECORD OF STUDENT RESOURCE USE

Person Requesting speaker _____

Date of appearance _____ Time _____

Place _____

Special information (Grade, Class size, etc.) _____

_____

_____

Do Not Write Below Line
_____

Speaker(s) _____

_____

_____

Comments on presentation:

TITLE III, AFRICA-ASIA
White Plains, New York

FORM I   Name _____

      This is an experimental evaluation as part of the Title III program
you have been in this year. Please put your name on this sheet. Your classroom
teacher will not see your answers, but we are concerned that you do your best
so that we can evaluate your experience this year.

      The questions below are designed to test your understanding of some
of the points made during presentations by resource persons. List your
answers in the space provided.

1. List the reasons the Chinese immigrants in America had difficulties
    beginning about 1870.

2. List some of the measures taken by the established white society to suppress
    the Chinese.

3. How did the Japanese get around a California law which prohibited them
    from owning land?

4. List reasons why the Japanese had little difficulty assimilating into
    American society.

5. List ways in which American slavery tried to break down African culture.

6. What are the four ways of improving human relations in Chinese religion?

            Answer the next four questions with a brief paragraph

1. Contrast the roles the Japanese and Chinese governments played in treatment
    of their people in America.

2. Briefly contrast slavery in America with that in Africa during the
    18th century.

3. According to Chinese philosophy, what distinguishes between the races of man.

4. Discuss how to prepare a speech ahead of time.

TITLE III, AFRICA-ASIA
White Plains, New York

FORM II   Name _____

        This is an experimental evaluation as part of the Title III program
you have been in this year. Please put your name on this sheet. Your classroom
teacher will not see your answers, but v : are concerned that you do your best
so that we can evaluate your experience this year.

        The questions below are designed to test your understanding of some
of the points made during presentations by resource persons. List your answers
in the space provided.

1. List reasons why the Chinese have not had a great deal of difficulty
    assimilating into the American society.

2. List reasons why the reception given the Japanese immigrant was more positive
    than that given the Chinese.

3. List examples of the treatment given Japanese-Americans during World War II.

4. List ways Americans tried to rationalize slavery.

5. Briefly list some things you learned from the presentation on Art of Africa.

6. List ways a speaker can analyze an audience.

            Answer the next four questions with a brief paragraph

1. Contrast the treatment of Japanese-Americans in California during World War II
    with that of Japanese in Hawaii during the same period.

2. Discuss how architecture is related to religion in China.

3. Discuss the role of the family in the Chinese way of life.

4. Compare giving a speech with writing an essay.

TITLE III, AFRICA-ASIA
White Plains, New York

FORM III

Name _____

This is an experimental evaluation as part of the Title III program you have been in this year. Please put your name on this sheet. Your classroom teacher will not see your answers, but we are concerned that you do your best so that we can evaluate your experience this year.

The questions below are designed to test your understanding of some of the points made during presentations by resource persons. List your answers in the space provided.

1. List some consequences of American slave owners' attempts to break down African culture among the slaves.

2. List some of the principal occupations of Macao.

3. List the main motivations behind Chinese religion (why one should be good).

4. List the five human relations according to Confucius.

5. List reasons why the Chinese have great respect for their ancestors.

6. List some ways of gaining the attention of an audience.

Answer the next four questions with a brief paragraph

1. Compare South America slavery with that practiced in North America.

2. What has been the main theme running through Chinese philosophy for the last 22 centuries?

3. Discuss the current Communist movement in terms of ancient Chinese philosophy.

4. Discuss the African artist's "special powers."

FORM I

Subject	Item									
	1	2	3	4	5	6	7	8	9	10
101	0	4	0	0	4	0	0	0	0	5
102	5	4	0	1	5	0	4	3	0	4
103	5	4	0	4	1	0	0	0	0	4
104	2	4	2	0	2	0	0	0	0	5
105	3	2	0	5	0	0	0	2	3	5
106	4	4	4	1	2	0	0	5	0	4
107	3	4	5	3	3	0	4	5	0	5
108	4	4	2	3	5	0	5	3	0	4
113	0	4	5	0	2	0	0	0	0	0
114	5	4	2	0	5	0	0	0	0	2
115	2	0	0	0	0	0	0	0	1	1
116	0	0	0	0	0	0	0	0	0	2
117	0	0	0	0	0	0	0	0	0	3
118	5	4	5	4	3	0	5	4	1	5
119	5	2	5	0	5	0	5	4	2	5
120	1	5	5	0	5	0	5	5	1	5
121	4	5	5	4	2	0	0	3	0	3
122	3	4	5	4	5	0	5	5	3	4
Σ	51	58	45	29	45	0	33	39	11	66
$\bar{X}$	2.83	3.22	2.5	1.61	2.5	0	1.83	2.17	.611	3.67
High	5	5	5	5	5	0	5	5	3	5
Low	0	0	0	0	0	0	0	0	0	0

FORM I

FORM II

Item

Subject	1	2	3	4	5	6	7	8	9	10	Total
201	1	0	2	3	2	2	2	0	2	1	15
202	0	0	0	0	2	4	0	1	2	2	11
203	0	0	2	0	0	0	3	0	0	5	10
204	0	0	4	4	3	3	3	2	2	1	22
205	0	0	1	0	2	3	2	2	3	1	14
206	1	1	0	1	1	4	1	1	0	3	13
207	1	1	4	2	3	4	1	2	3	4	25
208	0	0	0	0	2	2	0	0	4	0	8
209	0	1	3	0	0	1	3	0	5	0	13
210	1	1	4	4	3	4	3	2	4	4	30
211	1	0	0	0	3	4	0	0	1	2	11
212	--	--	--	2	0	4	1	0	2	2	?
213	1	0	5	4	0	4	0	0	2	2	18
214	0	0	3	5	3	3	2	1	2	1	20
Σ	6	4	28	25	24	42	21	11	32	28	210
$\overline{X}$	.46	.31	2.15	1.79	1.71	3.0	1.5	.78	2.28	2.0	16.15
High	1	1	5	5	5	4	3	2	5	5	30
Low	0	0	0	0	0	0	0	0	0	0	8

FORM III

Item

Subject	1	2	3	4	5	6	7	8	9	10	Total
301	4	2	1	5	2	3	1	0	0	4	22
302	4	2	0	0	0	0	0	0	0	0	6
303	5	2	2	5	2	5	0	0	0	0	21
304	5	0	2	0	0	3	2	0	0	0	12
305	0	0	0	0	0	2	0	1	0	0	3
306	5	0	1	0	1	3	1	0	0	5	16
307	4	0	1	0	0	4	0	0	0	0	9
308	0	0	0	0	0	3	0	0	0	0	3
309	3	1	5	5	3	4	4	0	3	2	30
310	3	0	0	0	2	3	3	1	0	2	14
311	0	0	0	0	0	4	0	0	0	0	4
312	4	0	4	5	1	3	2	0	0	C	19
313	5	0	1	4	0	3	0	0	0	3	16
314	0	1	0	4	0	0	0	0	0	0	5
315	3	0	0	2	0	5	3	0	0	5	16
316	2	0	0	2	0	3	1	0	0	0	8
317	0	0	0	4	1	5	0	0	0	1	11
318	0	0	0	4	0	4	0	0	0	0	8
319	0	0	0	4	1	5	0	1	0	0	11
320	1	0	1	4	1	4	1	0	1	0	13
321	1	1	0	3	1	3	1	0	1	5	16
322	1	0	0	0	0	3	0	1	0	2	7
323	2	0	0	3	0	2	0	1	1	0	9
324	0	0	0	0	0	0	0	0	0	0	0
325	0	0	0	0	0	1	0	0	0	0	1
326	1	0	0	0	0	0	0	1	0	0	2
327	0	0	0	0	0	1	0	0	0	0	1
328	0	0	0	0	0	3	0	0	0	0	3
329	0	0	0	0	0	3	0	0	0	0	3
330	0	0	0	0	0	1	0	0	0	0	1
Σ	53	9	18	54	15	83	9	6	6	27	290
$\overline{X}$		.3			.5						9.61
High	5	2	5	5	2	5	1	1	3	5	30
Low	0	0	0	0	0	0	0	0	0	0	0

SPEAKER EVALUATION FORM

I. Direction: Check the space in the column which best describes your reaction
to the speaker on each question asked.

	None at all	Rarely	Some-times	Often	Almost always
1. Did you feel the speaker was talking to you personally?					
2. Did the speaker appear to know what he was talking about?					
3. Was the speaker comfortable and at ease?					
4. Was the speaker interested in what he had to say?					
5. Was the speaker able to keep your attention?					
6. Did the speaker have good posture?					
7. Did the speaker use meaningful movements, gestures and facial expression?					

II. Answer the following questions briefly.

1. How did the speaker gain your attention?

2. What was the least easy to understand of the information presented?

3. What information did you find most interesting?

4. What do you think was the speaker's main purpose and main idea--
that he wanted to get across to you?

TITLE III AFRICAN-ASIAN PROGRAM
WHITE PLAINS PUBLIC SCHOOLS
White Plains, New York

You have experienced several different presentations. From your experiences please react to the questions below. Answer as honestly and completely as possible. Do not put your name anywhere on this questionnaire.

1. Which individual session do you feel was the most successful? Why?

2. Which leader was least successful? Why?

3. Which session did you gain the most from? Why?

4. Which session was the most fun? Why?

5. Which session was the biggest waste of time? Why?

6. What has been most worthwhile about the Title III project so far? Why?

7. What has been most disappointing about the Title III project so far? Why?

8. Do you honestly think this project is worthwhile for you? Why?

9. What improvements would you make in the program? Why?

10. Please make any other comments you want to about the White Plains Title III project.

TITLE III AFRICA ASIA PROGRAM
WHITE PLAINS PUBLIC SCHOOLS
White Plains, New York

SESSION	TOPIC	SOURCE
1	Introduction	Ethel Alpenfels
2	Introduction to Asia	Alice Dresner
3	The Orient: An overview	Chih Meng
4	Art of China	Walter Hahn
5	Religions & Philosophy of China	Chih Meng
6	Films "Inside Red China" "Red China Diary: with Morley Safer"	
7	Japan	Walter Hahn
8	Art of Japan	Walter Hahn
9	India: A Teenager's View	Marsha Levy
10	India: A teenager's view	Marsha Levy
11	Buddhism	Rev. Shinjun B. Erwitt
12	Art of India	Stephen Gordon
13	Hinduism	R.K.K. Raman
14	Student Suggestions	
15	The Pacific World	Eleanor Simon
16	Southeast Asia	Eleanor Simon
17	The Middle East: Israel	Simcha Roneu
18	The Middle East: Arab World	Mark Granfar
19	Introduction to Africa	Alice Dresner
20	Evaluation	
21	Art of Africa	Barbara Matthews
22	United States and China: The Next Decade	Trip to New York Hilton
23	Films: "Negro Kingdoms of Africa" "Senegal" "Central African Republic"	
24	Music and Dance of Africa	Alfred & Seth Ladzepko
25	Public Speaking	Jean Anderson

SESSION	TOPIC	SOURCE
26	Asian Dinner	Local Residents
27	Research Techniques	Ed Archer
28	Asia and the USA	John Garcia
29	Africa and the USA	John Garcia
30	Asian Dinners	Local Residents
31	African Dinners	Local Residents
32	Evaluation	

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