

**The Short-Term Study Travel Experience for Adult Professionals:
A Phenomenological Study**

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Dissertation submitted to the Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of requirements for the degree of

Doctor of Education
in
Adult Learning and Human Resource Development

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June 11, 1998
Blacksburg, Virginia

Keywords: Intercultural Education, Rotary International, Self-esteem

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ABSTRACT

International education and cross-cultural learning are often achieved through study travel. This phenomenological study was designed to better illuminate the short-term study travel experience for adult professionals, describing the phenomenon from the perspective of the participants and its meaning for those participants. The focus of the study was the Rotary International Group Study Exchange (GSE) Program, designed to provide participants with the opportunity to develop international understanding, cultural awareness, and professional competencies in a global setting. Co-researchers for the study were selected GSE team members from Rotary District 7570 in Virginia and Tennessee, who participated in the program since 1991.

The methodology, based on the descriptive phenomenological model of Barritt, Beekman, Bleeker and Mulderji (1983) included guided, but loosely structured in-depth individual interviews with eight co-researchers. Data were analyzed to determine emerging themes, element statements, and variations. Interviewees were asked to examine their individual descriptions to assure that their intended meanings were captured. A description of the experience and its meaning was developed from all of the themes which emerged. A final conference call for the interviewees was convened to review the mega-themes. Questions guiding the inquiry were: What was the short-term study abroad experience like for these adult professionals and what meaning did the experience have for these participants?

The following conclusions were drawn from the findings of the study:

1. The Group Study Exchange participants perceived that they developed a greater sense of who they were.
2. Short-term travel was perceived as a valuable and life-changing experience for the participants.
3. Stress, identified as an element of the short-term study travel as experience by every participant on some level, was caused by family situations, homestays, language, and cultural differences.
4. Total immersion in the culture was seen as a factor which increased the participant's ability to understand and appreciate another culture on an intimate level, leading to deeper meaning and greater insight.

This study confirmed previous studies related to sojourning and international travel as related to experiential learning, increasing the understanding of the short-term travel abroad experience and its meaning to the adult learner.

ACKNOWLEDGMENTS

I want to thank the members of the committee for their support and guidance. Thank you to my committee chair, Dr. Marcie Boucouvalas for helping me focus on the problem to be examined and for guiding me through this phenomenological study. She was always encouraging, while also helping me to conceptualize the findings.

Thank you to Dr. Harold Stubblefield for his guidance during the course work and the preliminary stages of the research. I especially appreciate his willingness to “hang in there” when the research was going slow. Great appreciation goes to the other committee members, Dr. Michael Lambur, Dr. Doug McAlister, and Dr. Susan Short. They helped me to improve the quality of the research by asking those tough questions which made me rethink my conclusions. They also helped me maintain my sanity.

To my friends and co-workers, Betty Pugh, Corey Childs, and Meryl Christiansen, thank you for your support and encouragement. I would not have finished without all those consistent nudges.

To my mother, Mattie Byrd, and my sisters, Denise, Diane, and Linda, thank you for your support and for reminding me of the importance of what I was doing. To my sons, Wil and Russ, and my daughter-in-law, Zenah, I want to express my gratitude for your encouragement. A special thanks to Wil for his technical assistance. To my granddaughters, T.J. and Naomi, thank you for helping me keep in focus what is really important in life.

Finally, I want to thank my husband, Bill Orndorff, who worked so to make our home-life conducive to working on this degree. He was always there when I felt discouraged, reminding me that I could achieve anything I really desired. His love and support were and are immeasurable and to him I dedicate this final product.

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**THE SHORT-TERM STUDY TRAVEL EXPERIENCE FOR ADULT
PROFESSIONALS:
A PHENOMENOLOGICAL STUDY**

CHAPTER I. INTRODUCTION AND STATEMENT OF PROBLEM

Introduction

There are many ways in which cross-cultural and international interaction occur. These may range from the formal diplomatic forum to telephone conversations to computer linkages. However, an intercultural study program, such as study abroad and sojourner programs, has a component which is unduplicated in any of the other forms of interaction. This element is the actual experience of living in the culture in such a way as to participate in the normal lives of the people, exchanging ideas and developing an understanding for their society.

Study abroad programs may have many purposes and objectives. Generally, these are defined in fairly broad terms, but have some type of educational undertone. A survey of study abroad programs showed that objectives ranged from increasing international understanding to cultural awareness to developing a more humanistic person (Shank et al., 1963). Adler (1975) argues that every encounter with another culture should increase the participant's knowledge and understanding of that culture. He further reasons, however, that not all cross-cultural experiences result in beneficial learning outcomes. This he directly credits to the fact that each individual brings a personal set of perspectives to the encounter.

To determine the extent to which a participant learns, one must first conceptualize the understanding of learning and its relationship to education and knowledge. Education may be characterized as the acquisition of knowledge, skills, and attitudes. Its structure, while either formal or informal, is deliberate, systematic, and purposeful (Cremin, 1976, Darkenwald and Merriam, 1982). Education facilitates knowledge and learning. Knowledge is the acquaintance and/or assimilation of facts, regardless of the interpretation of those facts. Knowledge may be impersonal and held the same by all.

Learning, however, is neither impersonal nor achieved in a vacuum. According to Merriam and Brockett (1997, p. 6), "adult learning is a cognitive process internal to the learner" and may include unplanned or incidental experiences which are a part of everyday life. As a result of this internalization, adults' learning experiences are marked by differences and similarities. Any single event or learning situation may be viewed and internalized by two separate persons differently. Even though people may agree on basic principles, it is unlikely that two people will be affected by something in exactly the same way.

As discussed by Elias and Merriam (1984), humanistic educators view learning as a highly personal endeavor, dependent on individual perception. Since one perceives on an individual basis, what is “learned” will be different for each individual.

A student ‘learns’ what he or she perceives to be necessary, important, or meaningful. The meaning one gleans from a subject depends upon personal goals, interests, attitudes, beliefs, etc. The importance of self-concept also has a bearing on learning. A positive or negative self-concept can promote or inhibit learning respectively (p. 126).

One may extrapolate this concept further to argue that discovery is therefore the most effective avenue for learning. In this way, the learner can bring his or her own uniqueness and perspective to the situation, allowing for self-determination of what is meaningful to him or her and when learning is meaningful, it is internalized and becomes a part of the person.

Four important components in the learning process, regardless of age, are related to the individual person (Elias and Merriam, 1984). Learning to the level of internalization will be directly affected by self-evaluation, intrinsic motivation, self-concept, and perception. Each of these components will be utilized most effectively when the learning takes place in an environment of discovery. Discovery is based on the intrinsic motivation of the individual - the inherent desire to learn, especially those things which hold meaning for that person, regardless of what outside influences indicate should be learned. Discovery also allows the learner to work in a way which is most suitable for him or her, thereby building upon the individual’s self-concept and personal belief that some ideas and methods are more beneficial than other. Self-evaluation will result in an ever changing and constant modification of self-concept.

Finally, perception, which is based on personal beliefs and motivation, will filter each piece of information which is introduced into the learning process. Elias and Merriam (1984) stated that

Perception is a key concept in humanism for it explains behavior. A person’s overt behavior as well as attitudes, feelings, beliefs, and values are all a product of personal perceptions. In order to understand another’s behavior, one must enter that person’s world. An emphatic identification with other human situations lays the foundation for the humanistic goal of promoting a better world for all of humanity (p. 120).

Individual perception leads to a separate interpretation of facts and events, resulting in different reactions by different individuals. These reactions often lead to some type of change. Harris and Schwann (1961) stated that “learning is essentially change due to experience” (pp.1-2). As experiences may be a direct method of discovery, it may be inferred that one of the most effective types of learning is experiential learning which leads to change. Many educators believe that learning must involve change and the only way to infer that learning has actually occurred is by the change which takes place as a result (Burton, 1963; Crow and Crow, 1963). Knowles (1984), however, noted that learning may be either a product or a

process, indicating that there is an activity of learning which may result in the product of learning or change. Collins (1987) argues that learning must result in distinguishable changes in the learner. He insisted that trying to measure competence through the ability to exact specific outcomes can be detrimental to the development of this change in the individual. This may imply that attempts to actually measure changes or learning should be limited. As a result, a better approach would be to describe the phenomenon and to try to increase understanding of its meaning.

For the purpose of this study, the investigator will be taking a humanistic approach, based on the concept that perception is a major factor in learning and that learning is both process and product, manifesting itself in the form of change. The specific focus will be the short-term study travel of adult professionals, its meaning to the participants, and the changes which the participants perceive as having taken place as a result of their experiences. These changes may include, but are not limited to, adjustments in behavior, perception, or perspective, as well as increased illumination and insight. The specific study-travel experience will be the Rotary International Group Study Exchange (GSE) program.

Background of the Problem

International education and cultural learning are often achieved through study travel. Most of the research on the effects of international study travel focuses on programs which have taken place in a formal academic setting, e.g., university study abroad programs, Fulbright scholarships, high school live-abroad experiences, and academic exchanges. Generally, these travel programs cover a period of time of six months or more.

Rotary International, the world's first service organization, was founded in 1905 in Chicago, Illinois. Now headquartered in Evanston, Illinois, it has expanded to include 1.2 million members in 173 countries and 771 Rotary districts around the world. The motto of the organization, "Service Above Self," expresses the desire of the membership to help others and to improve the human condition around the world. As a service organization whose membership consists of business and professional men and women, Rotary International has a well-earned reputation for assisting individuals, families, and groups. Working to develop improved living conditions, it has been involved in numerous global service projects including an effort to eliminate polio worldwide. Most of these efforts have been supported financially through the Rotary Foundation, begun in 1917 for "the purpose of doing good in the world in charitable, educational, and other avenues of community progress (Rotary International, 1987a, p. 13).

Rotary has also had a long-standing interest in world peace and education. According to information published in "The Rotary Library," this organization

laid the groundwork for several well-known organizations of world stature, including the International Society for Crippled Children (founded 1922), now called Rehabilitation International, and the United Nations' Educational,

Scientific and Cultural Organization (UNESCO), the seed for which was planted at a Rotary conference that met in London, England, in 1942, to consider the organization of a vast international educational and cultural exchange (Rotary International, 1987a, pp. 12-13).

This conference for ministers of education and other interested parties was held in the midst of World War II to specifically consider the promotion of cultural understanding and educational exchanges. From this meeting was born the concept of UNESCO, whose preamble states that “since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed” (Rotary International, 1987b, p. 6).

In 1965, the Rotary Foundation established the Rotary Group Study Exchange (GSE) program as an international and cross-cultural educational program for adult professionals. Intended to provide the participants with the opportunity to learn in an informal setting, the emphasis of the exchange was on cultural differences and similarities, as well as professional competencies. In addition, exchangees were expected to bring knowledge to those with whom they visit and work. As there is no set curriculum and every exchange agenda is somewhat individualized dependent upon the needs and desires of both the visiting team and the host District, the potential for learning is quite varied. Since the GSE program’s inception, the Rotary Foundation has provided grants for international educational travel study for over 19,000 professionals from 115 countries at a cost of more than \$30 million dollars. The design of the travel study allows for both cultural and professional learning experiences. The Rotary Foundation Group Study Exchange Program is intended to be a “unique educational experience, for young business and professional persons, designed to advance international understanding and goodwill through an extensive and rigorous program of international travel and participatory activities” (The Rotary Foundation, 1996, p. 1).

According to The Rotary Foundation (1996), there are four major elements included in the program for the purpose of enhancing this study-abroad program. The first is vocational activities which provide for professional discussions, observations, job shadowing, and possible participation in organized study. This program may lead to long-term impacts on their careers and the exchange of ideas which can ultimately benefit all of the communities involved.

Cultural experiences designed to immerse the participant in the culture of the host country is the second element of the exchange. By studying the country, its people and its institutions from within, an appreciation of cultural diversity can be developed (The Rotary Foundation, 1996).

The third factor in the organization of the Group Study Exchange program is the opportunity to develop friendships and to fellowship with new people (The Rotary Foundation, 1996). Through communication and the intimacy of living with each other, goodwill can develop which can lead to lasting friendships and understanding. This is based on the ability to consider each other’s problems, aspirations and community concerns.

The final key to the program, according to the Rotary Foundation (1996) is Rotarian involvement. This aspect of the study abroad experience allows Rotarians a practical international experience which can increase global awareness, leadership skills, and the opportunity to provide service to young professionals

Although there are variations within Rotary International districts, several constructs of the program remain consistent. These similarities allow the exchanges to have the same basic overall design and goals. A GSE team consists of four non-Rotarian professionals, preferably between the ages of 25 and 40 and an active Rotarian, who is assigned as a team leader. Prior to 1993, the teams had five non-Rotarian members plus the team leader. Early in the history of the program, teams were segregated by gender, although both males and females participated in the program. This practice continued until the late 1980's, when mixed gender teams were formed.

In District 7570, the team leader is appointed by the Rotary District Governor. There is no standard criteria for this selection other than that the Rotarian must be in good standing with the organization and his or her club. The potential team members submit a written application which must be approved by a sponsoring club and participate in a 15-20 minute interview with the District GSE Committee. The criteria states that the team members may not be Rotarians, in direct-line relation to an active Rotarian, citizens of the country they will be representing, and living or working within the District they will represent. In addition, they must have been actively engaged in their profession for at least two years with plans to stay in the profession for a substantial period in the future. The period is not defined. The personal characteristics which are needed are not defined, but alluded to with phrases like "of good moral character" and "bright, energetic."

An exchange was arranged between two Rotary districts, with a team from each district visiting the partner district for four to six weeks. During that time, the team lives with Rotarian families or their designees. These living arrangements, plus specific planned activities, are designed to immerse the team members in the culture of the country and to help them understand the similarities and differences between the two countries. This provision for cultural immersion also allows the participants to more freely inform the host about their own country and culture. It is believed that this exchange of ideologies may stimulate an exploration of beliefs and philosophies.

Team members are also required to participate in what is referred to as "vocational study." During this activity designed to confer specific knowledge and skills, the individual members are matched with persons in vocations that are related to theirs. The matches may allow for job shadowing, in-depth training in some aspect of the profession, or an exchange of ideas and knowledge. In addition to the individual vocational study, the participants are exposed to knowledge and information about other professions and the educational systems of the culture which support these industries and professions.

Team members are required to keep a record of their experiences. A report is written within two months of their return, but no follow-up study is conducted to determine the long-term effects of this experience. Team members are also charged with the responsibility of

relating what they have learned about the culture as a result of the trip. However, application of knowledge gained and attitudinal changes are dependent upon the participants and have not been systematically investigated and analyzed.

Purpose and Rationale

Several suppositions have been made concerning the impact of international study travel. Some of these were based on research of long-term and/or academic study abroad programs. Others were based on opinion and conjecture. During the mid 1980's, research into sojourner programs became somewhat problematic because sponsorship for such programs was diffused, making access to participants more difficult. Additionally, fear of persons working undercover to gain intelligence related to government matters under the guise of academics compromised the credibility of some researchers who wished to study the program at the host site (Ellingsworth, 1985). Studying sojourners, however, was still important to international education research and potentially provided information about intercultural awareness and communication. As recently as 1995, the Council on International Educational Exchange called for more research on study-abroad programs in hopes that the programs could be improved as learning experiences and made more accessible to a larger number of students (Rubin, 1995). According to Mariann Ferrian, Director of the GSE Program, in a telephone conversation with this researcher, a 1996 independent audit of the programs of the Rotary Foundation recommended that the GSE program be studied to determine its effectiveness in reaching the stated objectives.

It was believed that through educational travel, the participant was able to learn not only the history behind specific occurrences and theories, but the cultural context around which the theory was formed. By learning about other cultures and peoples, the traveler could develop a greater understanding for the causes of international events and a better basis for trying to solve international problems. To ascertain the benefits of study travel, it was important to understand that there were many ways to learn. Though formal academic learning was generally the most highly recognized, other avenues had the potential to be equally effective. A learning concept which had potential significance in educational study travel was experiential learning (Speakman, 1966).

One possible result of study travel was an increased knowledge of self. An introduction to another culture could help one identify one's own philosophies and creeds. It also allowed the traveler to test theories and crystallizes thoughts which may have been forming for a long time. Exposure to new experiences allowed for the discarding of incorrect information and a substitution of realistic facts.

The short-term international travel study, provided through the Rotary GSE program, may have affected the cultural awareness and understanding of the participants. However, as the program had not been studied, what those effects were was unknown. It was theorized by Rotary International that change and, therefore, learning took place in the individual as a result of true immersion in another culture.

The purpose of this study was to determine what the individual experience in the short-term study travel program, specifically the Rotary International GSE program, had been. Through a phenomenological study, the GSE experience was investigated in an effort to better illuminate the short-term study travel experience. Since the program had not been studied in the 32 years of its existence, there was no research based information to support the concept that the goals of the program were being met. It was intended that this study would broaden the field of knowledge in the area of adult sojourning and short-term travel study experiences for adult professionals, and international education as related to experiential learning, increasing the understanding of the experience and its meaning for the learner. It was also hoped that this study would give Rotary International and its Foundation a practical basis for making revisions as needed and a conceptual basis for further research.

Elias and Merriam (1984) stated that “perception is a key concept in humanism for it explains behavior. A person’s overt behavior as well as attitudes, feelings, beliefs, and values are all a product of personal perceptions. In order to understand another’s behavior, one must enter that person’s world. An empathic identification with other human situations lays the foundation for the humanistic goal of promoting a better world for all of humanity” (p. 120). Based on concepts that learning must involve change, that learning takes place more effectively through experience and discovery, and that the meaningfulness of any experience is based on the individual’s perception, intrinsic motivation, self-concept, and self-evaluation, the phenomenon of the GSE experience was analyzed from the perspective of the participants, focusing on the changes which they believed were a result of their participation in the program. Questions guiding the inquiry were as follows:

1. What was the short-term study abroad experience like for these participants?
2. What meaning did the experience have for these participants?

Definition of Terms

The following terms were used throughout this research:

Adult Professional - A person who is working in a skilled, expert capacity, often having management responsibilities.

Attitude – “Manner, disposition, feeling, position, etc., with regard to a person or thing; tendency or orientation, especially of the mind” (Webster’s Encyclopedic Unabridged Dictionary, 1989, p.96).

Belief – Information one has about an object, person, people, event, etc.; may be a component of attitude (Fishbein and Ajzen, 1975).

Co-researcher – The participant/subject in a phenomenological study, directly involved in the inquiry by actively seeking meaning and analyzing the experience being investigated.

Cross-cultural experience – Experience with persons whose cultural frame of reference is different from one’s own (Wolf, 1993).

Host District - The Rotary District which is receiving the GSE team, providing housing, cultural and vocational experiences, and the logistical needs of the exchange.

Host Families - The Rotarian families with whom the team member lives for a period of time while on the Group Study Exchange.

Host Nationals - The people of the country or area which is being visited during the exchange.

International exchange – Programs which allow the participants to live and study in a culture other than their own (Hett, 1992).

Learning – The process and product of acquisition of knowledge within the context of attitudes, beliefs, and perceptions, resulting in change.

Meaning – The deliberate composition of beliefs, attitudes, and understanding to be used as a background for understanding of other events, facts, etc. whether internal or external (Hollenkamp, 1986).

Perception – “Beliefs about or understandings of someone or something” (Hett, 1992, p. 11).

Rotary District – A geographical region which is designated by Rotary International and the club which are located within that region.

Sojourner – a tourist, traveler, business person, or student visiting or living in a foreign country for a short period of time (Kennedy, 1994).

Stereotype – “Preconceived ideas (usually negative) about persons or groups” (Wolf, 1993, p. 9).

Team Leader – Rotarian who is selected to work with the GSE team, serving as liaison between the team and the host district, as mentor to the team members, and as guiding force for team decisions.

Team Member – Non-Rotarian who is selected through an application and interview process to represent a Rotary District in a vocational and cultural exchange with another Rotary District.

Value – “Acts, customs, etc. regarded in a particular, especially favorable, way by a people. etc.” (Webster’s New World Dictionary, 1968, p. 812).

Vocational Study – The opportunity study the way a like or similar job or profession is done in another culture by job shadowing, hands-on experiences, discussion, observation, etc.

Limitations and Assumptions

Although criteria for participant selection were applied, there was always a potential of bias due to the fact that the investigator ultimately selected the co-researchers. They were selected based on the number of respondents to the initial inquiry and criteria which are described in Chapter Three.

A second limitation which may have been significant was a result of time. As people moved further along the time continuum from the actual event, facts may have become less clear and the potential for other events and factors to revise the impacts of the original event became more likely. However, it was also possible for the subjects to have had the opportunity to internalize the experience to a greater degree and to have a better understanding of the meaning it had for them. To increase the ability of the participant to return to time and space of the study abroad experience, the researcher asked participants to bring photo albums, souvenirs, or other mementos to the interview to stimulate memories.

Finally, the investigator served as a team leader for a GSE exchange which could lead to a biased interpretation of data, but could also assist the researcher in understanding the experience as well as potential areas in which to delve. A concerted effort will be made to remain unbiased during the collection and analysis of the data.

Summary

The short-term study travel experience for adult professionals, as offered through the Rotary International Group Study Exchange Program was designed to give cultural and vocational experiences, as well as increase global awareness and understanding through friendship. The benefits and effectiveness of this program had not been studied prior to this research. Of primary importance was the experience as a phenomenon and how the experience affected those who participated. This study, through a phenomenological approach, tried to capture that experience for a select number of participants, leading to a basic and fundamental description of the exchange and its meaning for the sojourners. The final results provided a picture of Group Study Exchange and its impact based upon common themes which prevailed through the individual experiences of the participants.

Chapter Two formed the research basis for the study through an in-depth review of literature related to international education, its history and its importance. The literature related to the study abroad and sojourner experience was examined to determine the potential impacts these experiences have on the participants. As study-travel is an interactive form of education, the literature related to experiential education was investigated to find possible relationships to the realm of study travel.

A description of the method used for the study is described in Chapter Three, including the literature review related to phenomenological research. This analysis of the phenomenological literature was placed in Chapter Three to assist the reader who may not be familiar with phenomenology in understanding the design of the inquiry. The chapter also includes information on the process for selection of the research participants, the procedure for gathering and analyzing the data, and the method for determining the validity of the study.

Chapter Four describes the analysis of the data which was obtained. Included in this chapter are the common themes which were identified through critique of the individual protocols divided into two categories, those which are descriptive of the sojourn and those which show impact and deeper meaning. Following each theme is an explanation of that theme with supporting data from the protocols. The chapter concludes with a description of each individual co-researcher's experience.

The final chapter is dedicated to a generic fundamental description of the short-term study travel experience of adult professionals as experienced by participants in the Rotary Group Study Exchange Program. Also included are the significance of the study and its findings, as well as implications for future research.

CHAPTER II. REVIEW OF LITERATURE

Introduction

The literature relevant to international education as related to short-term study abroad programs in an informal setting was limited, and much of that consisted of adages and admonishments about international understanding. Several factors limited the relevance of a majority of the available research. First, most studies had been conducted on study travel which took place in the academic arena and for periods of time of at least three months or more, which was of greater length than the Rotary International GSE program. In addition, the bulk of the subjects in past studies had been college and high school students, rather than professional adults. Further limiting the availability of literature which directly related to this study was the fact that much of the literature reported on inquiries which were conducted related to foreign nationals who were studying on a long-term basis or sojourning in the United States, not vice versa. The following citations incorporated the major themes found in the literature as it related to short-term study abroad and sojourner experiences for adults from the United States and visiting other countries.

This review of literature found that most research in this area had been conducted after World War II, as a result of an increase in the semester abroad programs and a general increase in travel. This revival of interest in study abroad was also supported by the increased ease and reduction in cost of international travel. The number of passports issued by the United States Department of State increased by 900% between the mid 1950s and the mid 1980s (Ostrand, 1986). After a lull in research in this area in the 1970s, there seemed to be a resurgence in interest in the importance of international education. However, this interest was focused mainly on quantitative studies related to two areas -- specific impacts resulting from participation in study abroad and the logistics of the programs. Research to determine the meaning of the experience for the participant was almost non-existent. As this investigator was interested in that meaning, information and insight was sought in the literature on experiential learning. Though much has been written and theorized about this method of learning, little work had been done relating experiential learning to the sojourner experience, especially when the subjects were adults. Therefore, most of what was reported was based on general theory rather than specific research.

For this study, literature was examined in areas such international education as related to study abroad and sojourner experiences, cultural awareness, and experiential learning within the parameters of travel. Literature related to the research method was discussed in Chapter Three -- Research Design.

International Education: History and Importance

International study had been a part of formal educational practice for centuries. “Traveling, with the purpose of learning, has been an emphatic trend in the adult education field. This mission of learning commenced with the early wandering philosophers. The sojourn was sought as a ‘finishing’ to one’s educational experiences, and in the United States found formal root with the vacation community of Lake Chautauqua (Reghenzani, 1991, p. 3). In 332 BC, Ptolemy helped to establish a library and museum in Alexandria which attracted students from the continents of Europe, Asia, and Africa. Greece was a seat of learning for a large international student body, including Romans such as Cicero and Brutus. In addition, religious scholars traveled from country to country in search of knowledge or to propagate their beliefs. These scholars often studied or taught many subjects in addition to religion, expanding the base of knowledge in many areas throughout the world (Speakman, 1966).

This trend was continued and broadened as universities in Europe expanded to offer courses of study in law, medicine, and theology. Often, the importance placed in international education was determined by the significance of the teacher or the research rather than the location of the educational institution. Many students traveled far beyond their own country’s borders to study at the feet of “a master.” When studying abroad, more than scholarly information was shared. Students from varying backgrounds influenced and were influenced by the communities and cultures in which they lived and worked (Price, Chapman, Carpenter, and Yarborough, 1959).

In the nineteenth century, the “Grand Tour” was considered to be an important and final part of the education of every young man of impeccable social status. This informal opportunity to study and live in one or more “foreign” countries, usually in Europe, was considered essential to the development of the gentry and nobility. When young women were afforded a similar opportunity, it was generally in a more confined form. Abrams and Arnold (1967) cited the benefits of a study abroad experience as including an understanding of one’s own self, beliefs, and values, as well as knowledge of the world in general. They viewed development of young people who could respond intellectually and empathetically to change as the major purpose of such an undertaking.

The concept of residential international experiences as a part of higher education in the United States took a more formalized turn in the 1920’s with the establishment of junior year abroad programs in many colleges and universities (Bowman, 1989). Yet, the most influential event related to the growth of international education in the United States was probably World War II. Part of the reason for increased interest was the fact that more people had traveled outside of the country and, even though the circumstances had been less than favorable, the interest in other countries became more intense. There was a desire to revisit in a more peaceful time the countries they had seen under much more stress and to share experiences with friends and family. In addition, the G.I. Bill enabled many people to obtain a level of education which had been considered unobtainable (Gibson, 1991).

There was also a growing belief that the best way to avoid another war was through the ability of one people to understand another. It was commonly accepted that this

understanding had to be brought about by knowledge gained through education and general learning about other cultures. National leaders began to expound the concept that knowledge of other cultures was necessary. As a result, the United States government and other agencies began to provide funds for American children to learn about the world through student exchanges (Speakman, 1966). This belief was further supported by the model of cultural learning developed by Kleinjans (1975), who saw international and cultural education as a way to expand a person's cultural awareness and globalmindedness, which he cited as being the key to survival.

Arguably the best known of these exchange programs was the Fulbright Program, later known as the Fulbright-Hays Program. Proposed in 1945 by Senator J.W. Fulbright as a way to positively use materials and resources left by other countries after the war and to improve the world economic base, the program was designed to facilitate the exchange of both students and educators for the purpose of sharing educational concepts and increasing cultural understanding (Fulbright, 1989). This program led, in 1947 at the urging of the United States Department of State, to the formation of the Council on International Education by other organizations interested in international education and cultural awareness. One of its charges was to reestablish student exchanges. This was followed by the founding of the People to People Program by President Dwight D. Eisenhower. In a 1976 address given at a national convocation on international exchange in Washington, D.C., Senator Fulbright stated his belief that

International educational exchange is the most significant current project designed to continue the process of humanizing mankind to the point, we would hope, that men can learn to live in peace – eventually even to cooperate in constructive activities rather than compete in a mindless contest of mutual destruction We must try to expand the boundaries of human wisdom, empathy, and perception, and there is no way of doing that except through education. We surely cannot hope to expand the boundaries of human wisdom by force and violence. Education is a slow-moving but powerful force. It may not be fast enough or strong enough to save us from catastrophe, but it is the strongest force available for that purpose, and its proper place, therefore, is not at the periphery but at the center of international relations (Cited in Armbruster, 1976, pp. 27-29).

Brademas (1987) stated the goal more directly when, in referring to the inception of the Fulbright program, he stated that it encouraged people to “develop a capacity for empathy, a distaste for killing ... and an inclination for peace” (p.9). According to Reghenzani (1991), the National Association for Foreign Student Affairs - Association of International Educators' proposed that international education exchanges could informally link global cultures, resulting in a stabilization of the world's economy and increased attention to environmental concerns. It could also lead to improved human rights and cultural values, including reduction in world hunger and poverty, as well as a reduction in armaments.

Hett (1992) summarized the importance of international educational by using the term partnership. She proposed that only by working together could global concerns be effectively addressed, as indicated when she stated “Americans can no longer view themselves as set apart from the rest of humanity. We must share a concern for global resources and for the living conditions of the rest of humankind” (p. 50) . Willis and Enloe (1990) cited UNESCO as declaring international education to be of importance because it fosters global perspectives, global responsibility, understanding and respect for all people, awareness of global interdependence, communication skills, cooperation, and civic activism.

Although there were some who saw international travel only as an enjoyable luxury, the concept of travel abroad as educational in its own right has been around for many years. Hull, Lemke, and Houang, as cited in Gibson (1991), indicated that there had long been a hope that travel abroad would result in cultural understanding which would lead to world peace. According to them, the Universal Declaration of Human Rights stated that “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace” (p. 8).

There were also some economic reasons for broadening economic understanding. According to the Advisory Council for International Educational Exchange (1988), U.S. economy has been closely linked to international trade, resulting in 33% of corporate profits. Eighty percent of the jobs in the United States had some relationship to foreign trade. Additionally the U.S. consistently invested large amounts of money and resources in other countries. For this reason the Advisory Council recommended that study abroad, resulting in a deeper understanding of other cultures, was essential for the stability of the nation. This recommendation was also cited in Gibson (1991).

Lambert (1989) said that the economic impacts of global awareness were so great that the failure to learn about other cultures and to understand how to cope in a continually shrinking world would not only be narrow-minded, but also irresponsible. King (1990) supported this view with data indicating that 25% of the U.S. gross national product came from international trade. Holzner (1988) indicated that international understanding of what was considered to be standards of quality on a worldwide level was essential to the United States’ ability to compete on a global playing field. He quoted the Association of International Education Administrators Task Force Report as saying “The education of Americans in geography, world history, knowledge of other cultures, foreign languages, the working of the international economy and to global politics is grossly inadequate” (p. 2).

In his 1992 study of international education programs in community colleges, Reimer stated “The significance of the interdependence of nations, people, and world systems has increased the necessity of international education” (p.15). This opinion was shared by many in the field of education as well as the world of business and industry. For instance, Argyris (1982) indicated that the two ways to promote behavioral change were through behavioral modification and an understanding of people and their attitudes, beliefs, and creeds. He

indicated learning consists of opening oneself to new experiences and meanings, introducing new values, attitudes and knowledge, and then eliminating additional outside stimuli while the new information is being absorbed, analyzed, and digested into the person's own framework of knowledge and beliefs. This model of learning supported the argument that study abroad could have lasting effects on the person involved as the experience was internalized and became a part of the person's belief system. Argyris concluded with the argument that one cannot truly learn about another's values from statements given by them because what is said and what is believed are not always the same.

As globalmindedness became a higher priority within a shrinking world, the learner could reflect on Fulbright's comment, as quoted in Reghenzani (1991) that "Perhaps the greatest power of educational exchange is the power to concert nations into peoples and to translate ideologies into human aspirations (p. 18)." Perhaps the goals of many study exchanges such as Rotary GSE could be best summed up by Hett (1992) when she stated "The greatest hope for a world which now has the ability to destroy itself within hours is to educate for globalminded citizens who view themselves as part of a larger world system, who are free from the restraints of blind patriotism, and who are knowledgeable about various cultural frameworks and value systems" (pp. 2-3).

The literature indicated that international education could affect globalmindedness and cultural awareness, which could lead to increased world understanding and which could potentially decrease world tension as well as impact world economics.

The Study Abroad/Sojourner Experience

When reviewing past research related to international education and, specifically, the study abroad experience, it was important to understand the design of the programs and the characteristics of those participating in those programs. In some ways, study abroad began long before the concept of formal educational programs was conceived. Journals were kept by early explorers such as Columbus, Marco Polo, Lewis and Clark, and others. Accounts of the people they encountered, the geography they viewed, and the societal beliefs and values they witnessed gave many their first understanding of cultures differing from their own. Many contemporary authors, such as James Mitchner and Paul Thoreaux, conducted extensive background research into the locations for their books. As a form of intercultural education, cultural knowledge was shared with the general public through their portrayal of life in other parts of the world (Furham and Bochner, 1986).

Several factors may have affected either the outcome of a study abroad or sojourner experience or the reason the participant desired to be involved in a study abroad program in the first place. In a study conducted on behalf of the Council for International Educational Exchange for the purpose of identifying who took part in study abroad programs, Koester (1987) found that a higher percentage of participants were female. Participants generally studied abroad during their junior year in college or the year which would have been equivalent to that year. Almost 60% of these students spent at least three months abroad.

The students generally traveled as a group and were financed by family and friends. Few students from the United States studied in another country for the purpose of earning a degree from an institution of higher education in that country. In a 1988 speech given to the forty-first Annual Conference on International Educational Exchange, Lambert, as cited in Gibson (1991), found that 66% of those who studied abroad were female and most were Caucasian. He established that the “prototypical traveler is likely to be ‘white, female, middle class, full-time student majoring in a foreign language, in history, or the social sciences, registered at a liberal arts college’” (p. 24).

By contrast, Huang (1994) found in a study of international scholars coming to the United States on educational exchanges, other than as full-time students pursuing degrees, were predominantly males with an average age of 36. Over half of these travelers were from Asian countries and most were involved in health sciences. Often, the major reason for coming to the United States in an exchange program was the high quality of research facilities available and the opportunity to pursue research in areas in which they were interested.

The characteristics, attitudes and objectives of the participants entering the program also had a direct and possibly profound effect on the outcomes of the experience. Dowell (1996) found that the backgrounds of students involved in international study travel determined what the traveler focused on during the experience abroad. An in-depth study conducted by Hawes and Kealey (1981) found that the success of an international exchange was directly related to the participants’ ability to listen and understand others prior to developing opinions as well as to their openness to experiencing new ideas and cultural differences. They indicated that the participants should be screened to determine the level of these attributes prior to their selection and that they should be required to complete extensive training before going abroad. Anything less than this would most likely result in a less effective international experience.

Gudykunst, Wiseman, and Hammer (1977b) found the prior characteristics of the students involved in international programs had a direct effect on the success of the program. They indicated that all candidates should be open-minded, empathetic, non-judgmental, observant, and able to perceive similarities and differences between cultures. They also indicated that it was important that participants be able to establish meaningful relationships and have a low level of provincialism. In a position paper written in 1980, Hoopes proposed that a critical skill in intercultural education was the ability to understand others within the context of their culture and belief system. This could only be achieved through openness which transcended one’s own perceptions, cultural boundaries, and perceptions.

Cleveland (1960) indicated that characteristics needed for a successful sojourn included curiosity, the ability to understand the thinking of others without judgment, the ability to see oneself as having a potential impact on those around him/her, and the ability to relax in trying situations, especially when one becomes the object of curiosity. Grisbacher (1991), in a review of literature related to psychological adjustment of sojourning students, found that attitudes of the travelers which resulted in a positive experience included globalmindedness, self-assurance, personal motivation, and respect for the host culture. In

addition, the overall experience was more satisfying and of greater benefit when the student actively sought to interact with the host nationals rather than seeking comfort in a group of other sojourners from comparable cultures.

An adventurous nature, curiosity and verbal abilities were found to be important characteristics relevant to the student's desire to study abroad in research by Gough and McCormack (1967). However, the importance of these characteristics had to be evaluated in light of the student's objectives and familial encouragement. In and of themselves, they carried little significance, but combined with other factors, played a very important role in the study abroad experience. Broucqsault (1996) found that prior experience in traveling abroad had a direct impact on the desire of the individual to become involved in a study abroad or sojourner program.

Martin (1987) indicated that cross-cultural success was dependent upon understanding many cultures including one's own, as this was the background upon which the experience was built. Students with the ability to separate themselves enough from their own cultural preconceptions to fairly look at the differences and similarities of other cultures found it easier to understand the experience and its meaning. As Craig (1983) indicated, the impact of the experience on the student was, as in any other program, dependent in part on the attitudes, characteristics, and prior experiences of the student. This required the student to possess or develop a sense of self and an understanding for others. These attitudes were often affected by the level of interaction between the traveler and the host nationals. Living in a host national home and being accepted into the lives of the family members resulted in a more positive cultural learning experience (Dowell, 1996).

Both personal characteristics as well as employment conditions and quality of education were reported by Reghenzani (1992) to have a direct effect on the meaning of the experience for the short-term credit abroad student. The length of the program was also found to have a direct relation to what was being sought from the experience. Persons involved in long-term programs were interested in academic and career impacts, while those in short-term programs were focused on cultural awareness factors.

The length of time spent in the international experience seemed to have a definite effect on the changes attributed to the participants. In a study of students from a small religious two-year college involved in study abroad programs including a six-week study and mission trip to China, Gibson (1991) found that students felt that if the time was too short, the experience would not have lasting effects. One of the students in the study felt that six weeks was a good length of time for a sojourner or short-term study abroad program. At that point, he felt the participant began to adapt to the lifestyle change, accepting the new culture to the point that one must re-adapt upon returning home. Anything shorter was described as being at the "Disneyland Level" (p. 63), allowing a false or embellished reading of the culture. The longer experience allowed the participant to live with the people, experience the culture and get to know the people on a more personal level. A student in the Gibson study who had been involved in both two-weeks and six-weeks experiences said:

Six weeks allowed you so much more time to realize the pace of life. Because two weeks there when you are a special guest, you are constantly busy. They had everything set up because we were there to do something. Get in there and do what we were to do and get out. And even though they showed us around, it wasn't like a real slice of life. It was a hyped-up a slice of life. When we were in China, even though there was some of that on the weekends when we were taken out to see things, during the week we were doing what we would do if we were there for a year It gave us a real chance to see the pace of life (p. 66).

Length of stay was also cited as being a factor in attitudinal changes in a study by Smith (1984), which indicated that a brief sojourn had little impact on attitudes, though for several of the exchanges studied, the participants actually had a decrease in favorable attitudes toward the host country. This was attributed to some extent to the preconceptions of the sojourner, but also was related to the perceptions the host nationals held about the culture represented by the sojourner. When there were very strong stereotypical notions at play, the length of time needed for an understanding and acceptance of the other culture increased.

Gullahorn and Gullahorn (1958) studied the motives of college students who participated in study abroad. They found that the top five objectives of the students, in order, were to: (a) improve professional potential, (b) develop an understanding of another culture, (c) improve language skills, (d) have an adventure, and (e) study under a specialist in a designated field. To develop better relations between the student's country and another culture ranked seventh. Yet this was an area which was consistently being set forth by educators and organizers of these opportunities as a major purpose of the experience. This investigator could find no replication of these findings in recent literature, which may or may not indicate that changing world society has resulted in a change in focus for study abroad participants. Parks (1987) found that most of the purposes for participation in sojourn experiences were based on learning goals, especially as related to the desire to improve understanding and see other cultures in a realistic manner.

Impact of Study Abroad and Sojourner Programs

There have been several studies of the impact of study abroad programs. The results of these varied dependent upon the design of the experience, the characteristics of the participants, and the attitudes and beliefs which the participants brought to the experience. Research by Smith (1984) showed that travelers grouped the perceived benefits of the experience into three general areas – cultural awareness, changes in perspective on life, and variation in self-awareness. One of the first major studies in the field was Pace's 1959 assessment of the Delaware-Sweet Briar Junior College Study Abroad Program (Bowers, 1973). Pace found that as a result of their experiences, the subjects showed a higher level of tolerance for people who were culturally different, a greater understanding for the importance of contributions made by diverse groups, and stronger support of policies which promoted exchange of both goods and ideas. This was supported by Murphy (1992) who found that

skills and experiences in the international arena could reduce negative images and stereotypes, eliminate misconceptions, and build sensitivity.

One of the major components posed as justification for study abroad was cultural understanding. Culture could be defined as a shared way of making sense of experience. Therefore, persons involved in study abroad were considered to share some cultural commonalities. For experience to result in meaningful learning, it needed to be organized in a method which would facilitate a successful conclusion to the situation, leading to a positive cross-cultural experience. Yet, according to Jacobson (1996), little formal discussion of learning theory related to cross-cultural experience has taken place.

Regardless of the original objectives of the participants in the program, Child and Doob (1943) found that, in general, an individual's attitudes toward a nation and its people changed either positively or negatively in accordance with variations in general attitude held by the society of which the individual was a member. As a nation moved into a more favorable position with society, the attributes of that nation and its culture became more acceptable. If one is to make a change in attitude outside of a shift by society, a personal familiarity with the people and their culture was required. This concept was supported by Erlich and Rinehart (1965), who emphasized the importance of the study of stereotypes to determine cultural awareness and to reduce the potential of prejudice. They indicated that only by understanding our beliefs and attitudes within the framework of stereotypical language could we begin to eliminate inaccurate concepts about others. Dispelling stereotypical beliefs was considered to be the first step toward globalmindedness and cultural understanding.

Research of the Fulbright exchange program reinforced the concept that international educational opportunities, which placed the participants within the environment they were studying, had numerous impacts on the student. Among these impacts was an increase in the participant's cultural awareness and acceptance. In contrast, Barrows et al. (1981) found that studying other cultures, even in ways as simple as reading international news, could impact attitudes and global understanding. Studies by Torney-Purta (1986) supported the concept that non-immersion academic study could significantly affect understanding of global issues and cultural reaction to those issues. Kagitcibasi (1978) reported that research conducted in cooperation with the American Field Service (AFS) program indicated that students in the program showed a marked development in cultural awareness and an expanded view of the interrelationships between cultures and nations. Studies by AFS were also cited by Hansel (1986a) as showing an increase in international awareness among its year-long participants. Hansel defined international awareness as "an understanding that the world is one community" (p. 16). This awareness required empathy and appreciation for other cultures, their people, and their needs.

Study abroad programs for community college students were studied by Gwynne (1981). Results of this research showed that though there was a significant increase of worldmindedness, there was little change in tolerance for other groups. However, it was important to note that a major international incident occurred one month prior to the post-test portion of the study and may have affected the outcome of the results.

According to Brislin (1981) and Tims and Miller (1986), international understanding could be directly related to study abroad experiences resulting in the development of positive attitudes among the participants. As individuals found commonalities, it became easier to accept cultural differences. Hett (1992) found that living abroad for a year increased “levels of international political concern, cross-cultural interest, and cultural cosmopolitanism” among participants (p. 36). In a study on the long-term affects of a semester abroad program in Salzburg, Austria, Baker (1983) found 75% of the students reported an increased interest in and understanding of world affairs and cultural differences. A majority also indicated that their views of cultural and ethnic differences had changed significantly. Many added that they felt they were better able to communicate, making them more interesting as people.

Hansel (1986b) established that the greatest quantities of learning by sojourners were in the areas of culture, place and language. They also became better versed in international issues. A 1991 Harrop study, building on this concept, stated that students who participated in study abroad programs were able to see global issues from a multi-faceted point of view. They were also better able to understand the involvement of the United States in international affairs and the views of other countries toward this involvement.

In a 1985 study, Hansel and Grove, in conjunction with students who had participated in travel study programs, developed a list of personal characteristics which directly affected the effectiveness of the experience. In descending order, those attributes were understanding of and regard for the host culture, language ability appropriate for the experience, general understanding and acceptance of other cultures, general international awareness, flexibility, ability to see and grasp opportunities, ability to think critically, lack of need for material things, independence and self-confidence, and appreciation for home culture.

Amir (1969) emphasized, however, that not all cultural exchanges had a positive result. The impact of the exchange was often determined by the attitude of the participants prior to the experience. He indicated that prior experiences with persons of other cultures, especially if these contacts were friendly and uplifting in nature, could increase the potential for a positive study abroad program. His findings were supported by reports of participants in the Fulbright experience. Senator J.W. Fulbright, the founder of the program, indicated that the potential for international understanding could be directly related to the individuals’ exposure to other cultures. However, it was important to remember that the impact on the student was dependent on what the student brought into the experience. For instance, a 1964 study by Leonard found that conservative students showed a greater change in their world view than did liberal students. Yet religion per se did not have a significant effect on the results. In a study of 57 high school students who participated in a Rotary sponsored year-long study abroad program between 1971 and 1980, Wood (1982) found that these students demonstrated a greater acceptance of and responsibility to other people. They were less likely to blindly support the position of their native country, seeking instead to find what was the truth for them in their own framework of understanding of international cultures. They were also more open to differing opinions and cultures than were students who had not participated in a sojourn experience.

Today, international communication and international relations have changed rapidly and may have affected those involved, either directly or indirectly, in profound ways. Study abroad programs have taken on numerous purposes, including among other things information exchange, service, and cultural awareness. Most studies supported the concept that study abroad programs and sojourner experiences generally resulted in changes of some type in the participants. These were either positive or negative, according to Hull, Lemke and Houang, as cited in Gibson (1991), and generally occurred in individuals rather than in the group as a whole. Yet there were some incidences where changes were seen in the group as a whole. An investigation of individual students studying in Switzerland showed that values and attitudes concerning their view of themselves and others changed drastically due to the experience (Morgan, 1972). Research conducted by Kauffman (1985) reported that students involved in exchanges with Third World countries showed increased awareness of the needs of others and greater desires to be of assistance. His studies showed that these changes were long lasting in nature and related to an increase in self-confidence, self-esteem, and analytical thought. Carsello and Greasner (1976) agreed that self-concept and relationships were specifically affected by international travel experiences. The development of self-confidence and cultural tolerance could be found to result from most international educational programs which included a study abroad component (Cleveland, 1960; Dennis-McCauley, 1990; McEvoy, 1968; Shank, 1960; Wallace, 1962).

A 1990 Wolfer study on globalmindedness development among teachers who had traveled abroad, but had not lived abroad, found a significant correlation between the teachers' international experiences and their globalmindedness. Thirteen of the teachers in the study believed their world travel had resulted in self-development related to cultural awareness and humanistic concerns.

Some researchers referred to the development of self-confidence, empathy, and reflective thought as being indications of a growing maturity. Even short-term international experiences could have a lasting effect on the participants, as shown by Pyle's (1981) study of students traveling in Jamaica for four weeks. However, the longer the time of the international or multi-cultural experience, the more likely the participant was to display significant changes, especially in attitudes and expression of those attitudes.

Sometimes, study abroad resulted in an understanding of others because of a less than positive experience. The 1991 Gibson study cited feelings of frustration among the students because of a reduction of personal space and control of one's own life. They also indicated a better understanding of what it was like to be a part of a minority, indicating that they at times felt like "second-class citizens" and targets of animosity (Gibson, 1991, p. 68). Many of the students felt uncomfortable with being the objects of stereotypical judgments. This often led to feelings of loneliness and isolation. However, it also led to a more basic comprehension of the effects of misplaced attitudes and views.

Research has shown that the depth of attitudinal change is related to an extent to the difference in the cultures involved. An international experience which took place between two

industrialized, western cultures, was generally be much less frustrating and resulted in less shift in attitude than an exchange between a western industrial culture and an eastern culture or a Third World country. Participants in such exchanges often found the need to maintain stronger contact with their own cultures, seeking out some symbol of the life they left behind. A student in the Gibson study stated “I had been away from home before like here at school and traveling around and things like that, but everything was so different. There was nothing that was the same. Everything was foreign, and I wanted anything that was a constant that I had had before. The Bible was about the only thing that was the same here as the same there” (p. 70).

In research on the effect of the “re-entry” of the student into his own culture and family, the literature indicated that this part of the study abroad program could be equally important to the actual international experience and could significantly define the ultimate impact of the program. Often, family and friends did not positively respond to the student’s change in views of the world or of himself. This was especially true of the parents’ ability to come to terms with the increased independence of the sojourner, though many indicated that they like the change. The participant often tended to gravitate toward others who had had similar experiences, leaving old friends behind (Bochner, Lin, and McLeod,1979). In addition, the chance to share the experience with others was directly related to the value of the sojourn. While participating in a German Marshall Fund seminar in Germany in the late 1980’s, educators discovered that personal benefits from the program included friendships, awareness of international affairs, and understanding of the host country. However, they found upon their return to the United States that they felt an emotional let-down due in part to the fact that most of their colleagues did not attach importance to their study abroad experience (Martin, 1991). A survey of elementary and secondary teachers involved in an international study travel program was conducted by Wilson (1984). Results showed a great need was felt by the teachers to pass the experience on to others including formal teaching in the classroom setting about the places visited.

It was important to note that though most research indicated study abroad experiences resulted in significant change, this was not true across the board. A 1974 investigation by Marion found that changes in self-confidence and open-mindedness did not necessarily occur and that general contact with foreign people did not have any significant effect on positive attitudes. It was suggested that reality could also have a negative effect and lead to a less positive attitude toward a culture than the student expressed prior to the experience. Morrow and Williams (1989) found no relationship between global education perspectives and international or cross-cultural experiences. They did indicate, however, that experienced teachers were more likely to be ready to implement the concept of global education in their curriculum. This, as with other impacts previously discussed, may have been a result of the maturity of the experienced teacher and the attitudes they brought to the experience.

Another long-term effect of study abroad may have been an increased knowledge of geography, politics, and current events. Some studies indicated an increase in appreciation for one’s own country, culture, and values and a general increase in interest in international events, especially in areas visited. The travelers found that they paid special attention to major

events in those countries (Gibson, 1991). Research conducted by Hansel (1986b) involving high school students indicated that the impact of travel abroad had not even been tested by geographers. Yet her study found that an increase in understanding of culture and place was the most strongly related learning experience reported by the participants. They showed a marked improvement in their knowledge of the host country, an increased understanding of the culture and an increased awareness of international issues.

It has been expressed in some of the literature that an increase in cultural awareness, international awareness, or globalmindedness can reduce one's nationalism and patriotism. Stavig (1966) theorized that study abroad could result in changes in students' self view, including their relationships with others, their personal values, and their views of their own nation and culture, as well as their ability to more clearly express these beliefs. Carlson and Widaman (1988) found in their study of the junior year abroad program at the University of California that participants became more critical of their own country. This criticism was, however, shown to be constructive in nature, as they also developed a more positive attitude toward their homeland, even though they were better able to recognize its shortcomings. This was attributed to the ability of the student to see the positive attributes, as well as the faults, from a different perspective and a different level of maturity and experience. Wolf's study (1993) of educators involved in a Fulbright study abroad project in Russia discovered that the travelers had a greater appreciation for their home country as well as for the host culture as a result of the sojourn.

Some of the students indicated that the most significant lifetime impact was a change in career choice, due either to seeing the needs of other countries and their peoples, or in discovering that they themselves had the skills, abilities, and self-confidence to do more than they thought they could do (Gibson, 1991). It was noted in a McDonald, Kennedy, and Bishop (1989) study of the Fulbright program that the international experience resulted in an increase in job offers, as well as a perceived prestige among colleagues and personal gains in knowledge and understanding.

One of the constant themes in the literature related to impacts of study abroad programs and sojourners was the notion that international experiences force the participant to increase self-knowledge. Hinga (1990) researched high school overseas learning programs and found that the students were forced to test values and beliefs which they had previously taken for granted. As a result, they began to evaluate alternatives and to appreciate enrichment experiences, such as the arts and historical opportunities. This notion was supported by research conducted by Smith and Pickert (1995) of teachers and administrators who traveled to Japan. It was found that the experience led to the development of leadership skills and assumption of new roles. There are also social/human objectives for study abroad programs. Battsek (1962) emphasized that in this situation the student was required to deal with new situations which required taking a stand on an issue without the safety net of home and family.

A study by Stitsworth (1987) of high school students who participated in a one-month home stay in Japan found that the students showed increased independence and flexibility.

The greatest change was found in students who were the first members of their families to travel abroad and in those who personally paid the highest percentage of the cost of their trip. However, it was concluded that though some personality changes were immediately observed, others became evident only after a significant period of time. It was also observed that changes might not be permanent and sometimes faded as the student re-entered his/her own culture.

Betts and Norquest (1997) conducted a one-year follow-up study of educators who had traveled in Zimbabwe. The results showed that there was a slight increase in the positive manner in which the participants viewed the experience. Highest on the list of important outcomes from the trip were the life enriching impacts, such as increasing risk taking abilities and increased cultural awareness, and professional growth, followed closely by business skills and personal and professional relationships. One participant stated “My life has been changed permanently and positively. I will never view the world through the same eyes. Zimbabwe was an invigorating, validating, life-changing experience” (p. 53).

In contrast, the findings of Hansel (1986b) reported above found no relationship between the sojourn experience and personal growth and development. Although no significant variation in self-confidence and maturity between the sojourners and adolescents who did not go abroad was reported, the sojourners indicated that they believed they had gained in these areas as a result of the experience.

The literature in this area brought into focus areas in which study abroad had been shown to have impact, as well as factors which have affected these outcomes. These areas include preconceptions, stereotypes, perceptions related to cultural and international issues, and self-concept. In addition, study abroad affected national pride and patriotism. Even though research had not been specifically aimed at the population targeted for this study, it was possible that these factors were also influenced within travel study programs involving adult professionals.

Experiential Learning

Experience was seen by some educators as being the foundation of learning. However, experiential learning continued to be a topic of discourse. Most discussion related to this learning arena centered around the environment in which the learning took place rather than around the basic concept that a person learns from experience. Boydell (1976) made the argument that experiential learning was based on meaningful learning or learning which led to comprehension or understanding as opposed to rote learning which merely allowed for the ability to recall facts, rules, procedures, principles, etc. (p. 2). For learning to be meaningful, the learner had to be able to relate what was learned to other things in his life. This concept was also referred to as perceptual learning. The model he set forth required that the learner’s environment and perceptions to play a major role, not only in what was learned, but also in the meaning which was given to it. He states that when a person experiences meaningful learning, information is taken in through the senses and interpreted according to perceptions (p. 11).

As more and more information was input, the perceptions changed or modified, leading to differences in the way future information was translated. Boydell eventually defined experiential learning as having two features: meaningful learning and the process of the learner “sorting things out on an individual basis through the input of information and the reordering of perceptions, leading to new insights” (p.17). Merriam and Clark (1993) expanded on this theme by proposing that learning was only significant if it expanded the skills or caused a transformation in the learner. The value of the experience was determined subjectively by the learner.

Experiential learning was defined by Wight (1970) in terms of a model which required that any experience be followed by reflection, discussion, analysis and evaluation. He further stated that we do not learn from an experience unless we assign our own meaning to it. This meaning must come from insight, discovery, and understanding. As we assign meaning to the experience, it begins to take on added significance in relation to other areas of our lives. Again, it was emphasized that experiential learning must require meaningful learning and a restructuring of perceptions.

Other definitions of experiential learning were found in the works of Kolb, Rubin and McIntyre (1971) and Cohn (1975), who indicated that it was a process by which facts were translated in terms of the perceptions of the learner. It connected what was being learned in the present with what has been learned in the past. The learner became both the observer and the participant, analyzing what was being experienced while also being actively involved in the intake of information. Kolb and Lewis (1986) furthered the definition of experiential learning by proposing that it allowed learners to use personal experiences to shape their own development. Kolb (1984) proposed a model for experiential learning which included four steps or capabilities, including concrete experience, reflective observation, formation of concepts and generalizations, and finally, testing the implications of these concepts. The fourth step should generally lead to a new experience.

The formation and testing of concepts within the perceptions held by the learner was the basis of the concept of transformative learning in which understanding of one’s experience was thought to result from critical self-reflection. As the individual attempted to find meaning in an experience, perspectives altered to allow more distinction and coherence (Mezirow, 1990). The reorganized perspectives formed the basis for interpretation of experiences. These principles were projected onto the experience, affecting the way they were viewed and interpreted. As the perspectives changed, so changed the interpretation and meaning of events, often resulting in substantive revisions in both thoughts and actions. Since transformative learning was based on changes which came from the interpretation of the meaning of experience, it was not confined to any particular learning style or format. It took place anywhere with or without the guidance or intervention of a professional.

Transformative learning could be obstructed by external factors, including situations beyond the control of the learner and insufficient data or skills. Even with these potential limitations, Mezirow (1990) believed that the meaningful learning which takes place as a result of reflective thinking was the most significant type of learning which could take place in

adulthood. It realigned our foundations for beliefs and actions, especially those perceptions which were developed during the formative years. Because of the critical thinking which was required for transformative learning, it was always personal and intimate to the individual. This was supported by a study conducted by Read (1994) to determine how adults learn from experience. He indicated that the meaning of an experience was unique to each person involved. The underlying processes were subject to the individuals perceptions and expectations. Often the individual transformed existing knowledge to fit the new knowledge as well as manipulated the new knowledge to fit the preconceptions. This study supported the previously reported concept that learning took place within the framework of the individual at the time the experience was introduced.

Although most of the literature agreed on the basic concept that experiential learning required meaningful learning and a constant sorting of information within a conceptual framework, resulting in change of that framework, there was some disagreement on the techniques by which experiential learning was achieved. Cohn (1975) implied that anything which happened to a person, regardless of the control the person or another person had over the event, could result in meaningful learning. If one accepted this humanistic approach, then experiential learning could be the result of any event in a person's life, whether planned or unplanned. Wexler (1974) partially supported this view, though indicating that experience was not something which happened to a person, but rather a process. He stated that though this was possible under any circumstance, the process was more likely to take place during a controlled situation. In contrast, Hughes (1974) stated that experiential learning must take place within a controlled environment, such as exercises designed and facilitated by a trained leader. These experiences were developed to assist the learner in specific skills, behaviors, or knowledge areas. He proposed that experiential learning was the result of a direct classroom technique based on laboratory research and could not take place outside of this formalized setting.

Learning was best served when all of the sensory processes were involved (e.g., vision, auditory, touch, etc.). Therefore, experiential learning was considered "synonymous with 'meaningful-discovery learning'" as proposed by Boydell (1976, p. 19) and had to include three parts - the understanding of the situation, the sorting of the facts, and the actions/changes which took place because of what was learned. Yet, there were other ways to incorporate experiential learning into a larger group. A 1996 study by Lawrence, found that students learned new perspectives on issues by hearing about the experiences of others. By working together to combine knowledge gained through individual experiences and mutual inquiry, the group co-created new insights. Additionally, learning could be the result of negative as well as positive life experiences. It was the framework within which an experience, positive or negative, was internally analyzed which determined the learning which was derived from the experience.

Read (1994), in studying how adults learned from experience, reported finding indications that each person constructed meaning in a unique and individual way, though there was an outward commonality in the process. Forming new knowledge from old knowledge

was dependent upon being able to fit the experience into the person's own set of perceptions, understanding, and attitudes.

Experiential learning was considered a key to meaningful educational travel. Ostrand (1986) believed that it was crucial, as was the integration of the environment with the experience, if international education was going to be more than abstract classroom learning or mere tourism (p. 86).

The basis for this study was grounded in the concept of experiential learning which was, as stated previously, meaningful to the learner and based in part on the intake and interpretation of information within the framework of prior perceptions and attitudes. This definition tied directly to the literature related to study abroad and its impacts. To further delineate this connection, one could return to the four steps in Kolb's model for experiential learning. This learning style as described previously was a very logical way to look at how a study travel experience could give meaning to the participant. The sojourner experience as a whole could be subdivided into a set of individual concrete events which could affect one or more concepts, potentially resulting in meaningful insights and/or changes in pre-existing beliefs. Kolb's model allowed for charting the circle of experiential learning through the four steps previously listed. This model could be applied to any part of the study travel experience to demonstrate how, through experiential learning theory, the impacts and changes which were found in the previous research occurred.

Wilson (1984) proposed that cross-cultural experiential learning was characterized by thoughtful evaluation which often affected the heart as well as the mind and elicited a personal response. For this reason, she stated that learning could not always be easily explained or planned. "There are times when the meaning of an experience, as the meaning of a piece of art or music, cannot be explained; the experience simply *is*" (p. 185). For this reason, experiential learning was often best studied as a phenomenon understood through a detailed description of the experience, resulting in new meaning and change.

Summary

The concepts found in the literature related to international education, study abroad and experiential learning formed the framework for this study by bringing into focus some of the basic areas which might be influenced by or have meaning because of a study abroad experience. The impacts related to study abroad which have been documented in previous studies assisted in data collection related to the experience and its meaning for the participant, as well as providing the starting point from which the data was analyzed.

CHAPTER III. METHODOLOGY

Introduction to Phenomenology

The purpose of this study lent itself to phenomenological research methods, as the aim of phenomenology was to attempt to describe the experience as it was perceived by the participants. It was not the intent of this inquiry to develop theories or discover realities which would stand the test of time, but rather to present the GSE experience as it was perceived by eight adult professionals who lived the experience. As a phenomenological study, the investigator attempted to give an accurate and unbiased depiction of the exchange and its meaning to these individuals. Efforts were made to extrapolate recurring themes which led to new insights related to short-term travel study experiences in general and the Rotary GSE in particular.

Phenomenology was selected as the research method because the intent of the study was to discover the experience as it was lived. Little research of study abroad and sojourners had been conducted in this manner. Numerous quantitative methodologies had been used to study international education programs, the organization of these programs, and their impacts. The review of literature related the limited information available concerning the short-term travel study of adults and what did exist was generally devoted to the logistics of the program and the measurable impacts on the participants. Many of the studies were conducted using specific instruments designed to statistically measure specific outcomes. For example, Kelman and Ezekiel (1970) used pre- and post-experience questionnaires to determine changes in attitudes of non-citizen broadcasters living for a short period in the United States toward their host country. They reinforced the findings of the questionnaire with interviews and group analysis.

There have also been recognized qualitative studies such as the Daines and Plihal (1990) investigation of teachers who participated in study abroad programs to determine the impact the experiences had on their teaching and professional development. Focus groups were used to gather data, which were later analyzed to determine recurrent themes in the discussions. Focus groups were also chosen as the preferred method for three studies of the impact of Fulbright exchanges between 1976 and 1992. However, these studies were attempting to determine specific outcomes, rather than to describe the experience and find its meaning. Many other research methods had been recommended for evaluation of study abroad programs, including interviews, observation, surveys using open-ended questions, and the use of standardized evaluation tools (Wolf, 1993).

There was still inconsistency in the field of education concerning a universally recognized definition of phenomenological theory, methodology, and concepts (Meyer-Drawe, 1997). For this study, phenomenology was best seen as a method of understanding events around us. Based on the work of German philosopher Edmund Husserl, phenomenology was defined as a process which allowed for the viewing of an object or event

within the context of the perceptions of the observer. The discipline was devoted to the description of “things” rather than the invention of theories. True phenomenology attempted to use pure description to find the meaning and/or essence of an object or experience.

Bogdan and Taylor (1975) credited much of the work done to refine phenomenological perspective to German philosopher Max Weber. They characterized the phenomenologist as being “concerned with understanding human behavior from the actor’s own frame of reference.... [He] examines how the world is experienced. For him or her, the important reality is what people imagine it to be” (p. 2).

Alfred Schutz, a pioneer in the concept of phenomenological research, “became increasingly certain that an adequate solution to the basic methodological problems of the sciences of man could only be found in a precise description of the peculiar human constitution what remained to be done was to apply the phenomenological method to the social world, the product of human symbolic action and material work” (Schutz and Luckmann, 1973, Preface xix). This qualitative approach allowed attention to be focused on the individual’s perspective and understanding of the impact of the experience as it specifically related to them. Knowles (1984) defined phenomenology as being “concerned with the study of the progressive development of the mind”... or person (p. 23). Stanage, as cited in Houle (1992), described phenomenology as “a philosophical movement whose primary objective was the direct investigation and description of phenomena, as consciously experienced, without theories about their causal explanation and as free as possible from unexamined preconceptions and presuppositions” (p. 68). According to Bogdan and Taylor (1975), the phenomenologist wished to understand an experience from the participant’s point of view. The important aspect of research using this method of data collection and analysis was remembering that reality was what the people imagined or perceived it to be. Douglas (1970) bolstered the importance of these subjective views when he stated that internal ideas, feelings, and motives were important and meaningful, as this was what made up the essence of humans, separating us from basic living organisms.

As a research method, phenomenology could employ numerous methods of data collection, including observation, loosely structured in-depth interviews, and journal entries. The data could be analyzed using constant comparative method to form a conceptualization of the experience and its dimensions.

Selection of Co-researchers

The Handbook for Phenomenological Research in Education by Barritt, Beekman, Bleeker, and Mulderij (1983), served as a major source for the design of the study. The raw data for any phenomenological study was the description of the experience as it was lived by the subject. As the participants in a phenomenological study were actively involved in seeking meaning and analyzing the experience being investigated, they were generally not referred to as subjects, but rather as “co-researchers.”

This study was based on the experiences of invited co-researchers from the Rotary Group Study Exchange program for District 7570 from 1990 to 1996. This selected time frame allowed the program to have reached a level of maturity which permitted a consistency within the logistical process and included only the years which allowed for mixed gender teams, even though some single gender teams were still selected, dependent upon the qualifications of the applicants. In addition, the female members of the teams during this time period were more likely to hold professional positions comparable to those held by the male members of the teams. This reduced, though did not eliminate, the potential for a skewed analysis of the data due to profession.

Another reason for limiting the time period was to allow for a semblance of consistency in the global situation. Although there had been numerous political strains within the world during the seven years designated for the sample, the similarities and differences of the experiences were less likely to be biased by non-related events and changes in societies were minuscule in comparison to the differences which would have come into play in the decades from 1965 to 1990.

The time period selected yielded a population of 59 participants. Five of the potential candidates for the study were eliminated because they were members of the team which had been led by the researcher in 1993. Invitation letters (Appendix B) were sent to the other 54 using addresses which were on file with the Group Study Exchange section of Rotary International. Of these, 11 were returned for incorrect addresses, none of which could be traced through their sponsoring clubs. Twelve positive replies were received. Of these, one was disqualified because his team was a part of a special exchange to the People's Republic of China. That exchange was arranged between Rotary International and the government of China. As there were no Rotary clubs in China at the time, the team members did not stay in the homes of Rotarians, which would have deleted a major component of the exchange.

A second respondent was interested in helping with the study and was willing to be interviewed. However, she was leaving three days after receiving the invitation for a semester abroad which would have precluded her from all of the follow-up work to the original interview session. A third respondent indicated a willingness to be a part of the study if she was absolutely necessary due to a feeling of obligation to "pay back Rotary." Yet she did not have a real interest and expressed the wish to be excluded if she was not necessary for the study. As the co-researchers needed to have a true interest in the outcome of the research, she was excused. A fourth respondent replied positively, but almost three months after the request was originally sent, making her participation unfeasible.

Due to these circumstances, a sample of eight GSE team members was drawn from the population to be examined. Representation across the spectrum of the population was desired, including males and females, all races represented in the population, a wide spectrum of professions, a range of ages, and a broad sampling of the teams which were abroad during the time frame. It was also hoped that the exchanges represented would include both western civilization, eastern civilization, and third world countries.

The final group of co-researchers represented a diverse cross-section of the sample population as indicated in Table 1 below.

Table 1. CO-RESEARCHER DEMOGRAPHICS

ID#	GENDER	RACE	AGE	PROFESSION	HOST COUNTRY
I	Female	W	36	Patent Librarian	Switzerland
II	Male	W	35	Attorney	India
III	Male	W	64	Professor(Ret.)/Consultant	Australia
IV	Female	W	39	Elementary Librarian	The Philippines
V	Female	W	45	Elementary Teacher	India
VI	Female	W	39	Middle School Teacher	Australia
VII	Female	B	43	Youth Development Specialist	England
VIII	Female	W	39	Graphic Artist	England

They were cooperative, responsive, and interested in the outcome of the research, expressing a need to give back to Rotary and to do what they could to insure the success of future exchanges.

Inquiry Design

Guided, but loosely structured in-depth and open-ended interviews were individually conducted with the co-researchers to ascertain their memories of the travel study experience. In order to recreate the experience or pull the co-researchers back to the sojourn, they were asked to bring photos, souvenirs, and other relevant materials. In addition, written reports which were filed with Rotary International were accessed as possible to aid the co-researchers in remembering the experience. Participants told of their experiences through free-thought, as this encouraged a more accurate description of the experience. However, the researcher used a list of topics derived from the literature as needed, to assist in guiding the interview toward a description of a specific portion of the experience. These topics included knowledge and skills gained in areas such as cultural awareness, international awareness, self-awareness, and family life, as well as practice changes related to attitudes and beliefs, self-concept, pre-conceptions, and everyday living. A complete list of the topics was included in Appendix A.

The intent of the study was to paint an accurate picture of the experience from the view of the co-researchers. In an attempt to avoid skewing the results, no hypotheses were developed prior to the collection and analysis of the data.

Group Study Exchange team members in the program within the specified time frame were invited by letter (Appendix B) to participate in the study, as it was necessary for the co-researchers to have a genuine interest in the research and its outcomes. The invitation letters included a written explanation of what the researcher was trying to achieve with the study. The interviews were conducted with participants selected by criteria established to assure a

representation across the spectrum of the population. Interviews were pre-arranged and held in a location convenient for the co-researcher, yet comfortable for the investigator, such as the co-researcher's home, an office, or a restaurant. The interviews were recorded with the permission of the co-researchers and transcribed. Then the transcripts were edited to eliminate repetitive phrases and shorten lengthy sentences.

The edited transcripts were analyzed by the investigator to determine emerging themes, resulting in the development of individual protocols for each individual co-researcher. The original transcripts were used as necessary to gain insight and to eliminate the possibility of omission of important elements. Each individual was studied in depth to identify and list elements and themes in the language of the co-researcher. The recounting was examined as if it was the very first time the researcher had been privy to the data. Elements within each individual description were grouped to allow a clearer understanding of the experience. These edited transcripts, with their element statements, were refined into individual protocols (Appendices E-L). The protocols were then used to develop individual narrative descriptions of the experience.

Each co-researcher received a letter (Appendix C) with a copy of his or her individual protocol with the themes which were identified by the researcher and a copy of the description to determine the accuracy of the interpretation and meaning assigned to the data. They were asked to contact the investigator if there were any corrections or additions which they wished to make. After accuracy was established, the interpretations were cross-referenced to find commonalities in the experiences between co-researchers. The themes were merged to find common theses or themes, thereby developing a picture of the experience. All attempts were made to suspend preconceived ideas and biases, thereby allowing the formation of a precise and comprehensive description of the experience.

The co-researchers were also asked to convene as a group by conference call to share their experiences and review the joint analysis of the data, determining the relevance of the common themes to their individual experiences. Six of the co-researchers were able to participate in the conference call. It was understood that not all themes were shared by everyone in the group. In addition, any specific and dramatic variances to the themes were noted in the results.

The final step in the phenomenological approach was to draw a picture of the experience based on the themes which emerged from the data. Conclusions and suggestions related to that picture were determined and reported as appropriate. The final fundamental description was sent to the co-researchers for their information and enlightenment (Appendix D).

Development of Description and Validation

Certain emerging commonalities were developed from the individual experiences. In addition, there were variations to the experiences which brought distinction to the picture

which was painted. As there was a possibility of further insights being gained from the group session, the potential existed for alterations to the mega-themes which were presented to the co-researchers at that time. Therefore, after the completion of the final fundamental description, copies were mailed to each co-researcher for reflection and comments to validate that the responses were what they said and meant.

Summary

The phenomenological approach to this study allowed for a more intimate description of the Group Study Exchange experience, while drawing upon the memories and interpretations of the co-researchers to give the portrait meaning and value. It afforded the researcher the opportunity to study the data from several different angles to provide a meaningful and focused understanding of short-term study travel for the adult professional and to develop concepts for future areas of research.

CHAPTER IV. RESULTS OF THE STUDY

Introduction

This chapter provides descriptive information about the short-term study abroad experience for adult professionals participating in the Rotary International Group Study Exchange. The narrative will assist the reader in understanding phenomenology as a qualitative research approach using thoughtful retrospection. The co-researchers' validated protocols are included in the Appendix for further reference (see Appendix E-L). The protocols have been written in first person to improve readability. These personal reflections served as the primary source of information for the individual descriptions which were developed. The phenomenological approach offered the opportunity for in-depth reflection during the analysis process. The final outcome was sent to each co-researcher for validation.

The co-researchers were asked to recall their experiences in as much detail as possible. Sometimes, gentle guidance or "how" questions were used to solicit information and stimulate memories. Many of the co-researchers shared photos and souvenirs which served as a catalyst for recollection of their journeys.

All interviews were taped, transcribed and consolidated into narratives of the experiences and their pertinent points from the view of the co-researchers. The narratives were studied closely and marked to indicate specific statements which held meaning or explanation, thus forming individual protocols. After deliberate study, the statements from the various protocols were then combined into categories and refined to form common themes. The Group Study Exchange impacted each individual in various ways. This was seen in the many experiences reported as well as the noting by some participants of different impressions to the same event. It was possible to find similarities in the sojourns which were experienced by practically everyone to some degree, although there were also variations to these similarities.

Through careful analysis of these descriptions, seven common themes and several sub-themes emerged. These were divided into two categories. The first group pertained to a description of the sojourns themselves, including what the travelers learned about the country and culture and the impressions they had of how the trip unfolded. The second category dealt with the deeper meaning of the experience, what the sojourners learned about themselves and how it affected their views and perceptions. There was also connectedness between the two categories and often the experience led to a form of meaning and self-discovery. Not all informants gave evidence to every theme in their description, but it was possible to discern patterns across several accounts. These observations were logical and rational as descriptions of the experiences of these participants in the Rotary Group Study Exchange Program. All attempts were made to accurately represent the phenomenon of short-term study travel abroad as designed by Rotary International. Determinations about the meaning of these experiences do, however, reflect the researcher's comprehension of the data. Others might interpret

specific incidences differently. It is believed, nevertheless, that the basic description of the experience would be the same.

The common themes, as related to these experience descriptions, which were noted in the co-researchers' protocols were:

- I. The Group Study Exchange produced stress due to the feeling of being on display; fear and anxiety of the unknown; pressures at home; language; fatigue; frustration; and concerns over physical safety.
- II. There was a definite and impressive sensory component to the experience of travel abroad which had a long term effect on the participant, stimulating memories, emotions, and actions.
- III. The experience allowed immersion in the culture, thereby lending a greater depth of meaning to the experience.
- IV. Cultural awareness was increased in many areas such as family life styles; gender roles; alcohol and food consumption, including rituals; religion; and the importance of history.

The themes which emerged related to the individual internalized meaning the exchange held for the co-researchers and which led to growth and understanding were:

- I. A greater sense of awareness and self-confidence resulted in or from increased self-esteem and self-confidence; adaptability, and flexibility.
- II. Preconceptions were held by everyone involved in the exchange and affected the experience.
- III. Global awareness was increased in both the sojourner and the hosts, resulting in the realization that some problems are universal and a greater sense of understanding and patriotism for one's own country.

These issues stood out as having significance for either a majority of the co-researchers or as having a meaningful impact on at least three of the co-researchers. There were a few incidences of variations from the theme, but these were relatively insignificant in all cases except the concept of religion under cultural awareness. During the group conference call, the co-researchers indicated that participation in the research had helped them focus on the meaning of the experience which in turn assisted in their descriptions of the important aspects of the trip.

The following explanations of the themes, with their sub-themes, were taken from the protocols as analyzed by the researcher. At the end of each theme description is a table with a list of selected statements from these protocols. These statements form the foundation for the

development of the themes. The co-researcher(s) making the statement are indicated by an assigned number. The themes related to description of the experience tended to be grounded in remembrances of events and specific occurrences or circumstances. They were often told in a more anecdotal manner without a conscious effort to attach meaning to them. They did, however, give insight to the logistics of the trip, the factual information learned, and the impressions which were developed concerning the people involved on both sides of the exchange. The descriptions allowed the researcher to have a better understanding of what happened on the exchange and the circumstances in which the co-researchers found themselves.

Stress was Experienced by Short Term Study Travel Participants

The Rotary International's Group Study Exchange, as a short-term study abroad experience for adult professionals from District 7570, fostered varying amounts of stress for almost all of the participants, though often in different ways and for different reasons. First was the consistent feeling of being on display like an exhibit in a museum. Every element of the exchange was generally designed by the host district, allowing for little or no freedom of movement. The days were very long, often beginning early in the morning and not ending until after midnight. During this time, the exchangee was expected to be friendly, cheerful, and attentive. Even when bored or tired, it was necessary to smile and look interested in what was happening at the moment. Additionally, there was generally no time or situation built into the schedule to allow the sojourner privacy in which to regroup and deal individually with the pressure.

There was fear and anxiety of the unknown associated with travel to a new land and culture, especially when in an exchange setting requiring direct daily participation in the culture, rather than pure observation. The foremost cause of anxiety was related to the homestay in which the participant lived with Rotarians and their families. The exchangee developed a sense of anticipation and uncertainty at being separated from the group and sent away with total strangers. As most people are taught at a very young age to beware of strangers, this was in direct conflict with the intrinsic need for personal safety and self-preservation which had been instilled in the individual. It was intensified by the fact that the participant was in a different culture with limited knowledge in how to perform simple acts of self-protection, such as using the telephone or providing for transportation. The anxiety of separation resulted in what was described by one co-researcher as a "real freaky feeling," stemming from the realization that she was in a different part of the world and being taken from the only thing that was familiar from her previous life. This feeling lessened during the exchange, but never actually disappeared because just as the participants were getting use to a family, they were uprooted and sent to stay with another set of strangers, starting the process of anxiety all over.

The anxiety of being in a new culture could be exacerbated by the attitudes and circumstances to which the exchangee was exposed. For instance, the cultural differences in what was perceived to be personal space made assimilation into the culture difficult. A co-

researcher described her discomfort at being constantly stared at by men wherever they went, as well as being constantly touched by people. Being from a culture which allowed a greater amount of personal space, the participants felt discomfort and the need to find a way to provide distance.

Another stressor came from dealing with unexpected events, even though they were not dangerous or threatening per se. The loss of an airline ticket and relinquishing a passport became a cloud hanging over one co-researcher for the entire trip.

Other incidences included being put into uncomfortable positions over moral or ethical issues and differences related to what behavior was or was not considered proper. Conservative persons who are set down in liberal society might find it uncomfortable dealing with the actions of the people around them and vice versa.

Often family members placed additional pressures on the exchangee, especially when there was concern within the family about the trip itself and the participant's separation from the family. This was especially true when children were involved. If there was a previous history of tension between family members, the participant was often viewed as the stabilizing force in the home. The loss of this focal point, even for a short period of time, caused anxiety for both the traveler and the family members. To make the exchange successful, the participant had to feel comfortable that the support unit at home would still be intact upon return.

When there were children in the home, the participant felt as if he or she was abandoning a responsibility. One exchangee related that she had been the primary caregiver for her young children for their entire lives, even though her husband was certainly capable and willing to take on this role as needed. This led to self-imposed pressure based on the belief that she was abandoning her children and her responsibilities.

The co-researchers indicated that the time for preparation prior to the exchange was directly related to the amount of pressure felt. In the case of a short turnaround between the selection process and the date for departure, it became a race against time to put everything in order in the workplace and to plan for changes in family life for the separation period. Preparation for the trip, including learning about the country and culture to be visited, as well as the development of a presentation, added a dimension which often seemed overwhelming. In some of cases, the pressures for home were self-imposed by circumstances in which the co-researcher chose to become engaged or by feeling of self-doubt and insecurity. Although these stressor began at home, they were not imposed on the co-researcher by outside influences.

The level of anxiety rose if another language was required or desired. If expected to speak the native language of the host country, the participants often found that what they believed to be a very good level of knowledge at home was barely adequate. Frustration resulted from consistently straining to find the correct words to express something.

Language was sometimes found to be stressful on “English-speaking” exchanges. English was often not the first language of the host family and their knowledge of English was usually formal and schooled, rather than conversational. This led to stilted conversation and required additional concentration by the participant, especially in relation to colloquial expressions and slang. This was further emphasized in cultures where English was the first language. It was quickly realized that English spoken by the host family was not necessarily the same as “American English.” Words and phrases had different meanings and were used differently even though they were part of a common language. One informant who visited England related how important this was to her development of global awareness and her understanding of the importance of language to the development of the culture. The participants became aware of how easy it was to be misinterpreted and misunderstood.

Tension also resulted from fatigue and frustration. Although there were supposed to be rest periods built into the program, those did not always take place and when they did, they often involved the host Rotarians, lessening the amount to which the team could truly relax. In addition, many cultures structured their days quite differently from the lifestyle to which the team members were accustomed. With dinner in other cultures being traditionally served later in the evening and a large number of social activities planned afterward, it was not unusual for team members to go to bed long after midnight, yet still be expected to be ready to go with a smile early the next morning. The participants described it as being extremely exhausting and overloaded, leaving them “burned out” and longing for a chance to regroup and become those “on” persons which were expected by the hosts.

Frustrations were expressed related to schedule, living conditions, and team relations. Besides the long hours, it became annoying to not have an accurate schedule of what would happen each day. A number of the co-researchers identified themselves as being very organized, disciplined, and structured. As they were already somewhat frustrated by having their days planned for them, the lack of access to a schedule, coupled with that loss of control, was very difficult. In addition, the absence of punctuality, coupled with team members’ reactions to this cultural difference, sometimes led to other problems.

Team member relations were cited as having a real impact on several of the exchanges. One co-researcher described an incident where a team member was so frustrated when the hosts showed up two hours late, that he pouted and refused to participate in what was planned, lecturing the hosts on their lack of punctuality. This became not only a problem which interfered with the plans for the other team members, but was also an embarrassment to them.

On several occasions, personality conflicts between two or more team members emerged. Generally, these were handled without many repercussions. There were times, however, when team members had to be separated in order to maintain control of the group and the integrity of the exchange program. These problems were attributed by the co-researchers to a lack of maturity on the part of the other team members. Regardless of the reason, there was a profound effect on at least one exchange, resulting in a restructuring of team pairings and cultural experiences. How this influenced the participant was

individualized, with one alluding to the problem but seeing it more as an inconvenience rather than something that had a profound effect. Another continued to come back to the problem as the over-riding theme of her trip, indicating that she felt “cheated.”

Frustration was also suggested in the description of some of the living conditions. These were generally directly related to whether the exchange was with a western civilization country or an eastern civilization or third world country, as well as to the individual’s level of tolerance and preparation for the differences. Some participants had difficulty adjusting to the sanitary conditions, the differences in bathroom amenities, the varied ways available to take care of personal needs, including hygiene needs, and the tolerance of insects and other creatures which were encountered. The frustration with sanitary conditions seemed to be more prevalent with female exchangees than with males. Frustration with sanitary conditions was further evidenced in the concerns over food and food safety, which was not always the same as in the United States, although none implied problems with foodborne illness.

Many participants spoke of the number of insects and bugs in their rooms, their beds and their luggage. One traveler had mice and rats running through her room, which caused her to be anxious and to question whether she would be able to survive the two day stay in that town. They found it to be unusual and sometimes perplexing that these conditions were accepted as a matter of course in the culture in which they found themselves. The ability to be flexible and to control their fears became essential to the experience.

The final stressor described was the concern over personal safety. It was also the stressor which the co-researchers seemed to have the most trouble identifying and to which they attached the least amount of conscious significance. They all said several times that they felt safe while they were on the exchange. It became clear, however, that there were times in which almost everyone had concerns over their safety. They seemed to be able to compartmentalize their fears and, upon looking back, reflect upon these fears with humor.

The largest fear expressed was with the way the people in their host countries drove. Many expressed the thought that they believed they would die in an automobile accident while on the exchange. They talked about the lack of safety laws and enforcement. They often found that the drivers took what they felt were unnecessary chances, passing when other vehicles were coming or driving extremely fast for the road conditions. Several described being close to what they thought would be head-on collisions. They also found unnerving the consistent horn blowing which was a part of the driving ritual.

The potential for crime caused some concern for the sojourners. The conditions were dependent on the culture and country and the time frame in which they traveled. Political situations directly related to their feelings of safety. Some of the incidences which were cited included the bombing of a police station, a bombing at a military installation close to an industry they were visiting, and the need to have armed guards with them to walk on the streets or to ride on the train. They were often warned to never let go of their possessions. This increased their level of nervousness and made them more wary of trying to meet people

on a casual level. Yet, the exchangees did not indicate that they were ever concerned enough to question their participation in the exchange.

The stress caused by the exchange was tempered by the co-researchers' abilities to be flexible and change the ways they did something as well as their acceptance of differences. The sojourners who had the most difficulty were those who wanted the culture visited to adhere to the cultural standards they were accustomed to in the United States.

Table 2. PROTOCOL STATEMENTS RELATED TO THEME 1:

Stress was experienced by participants in the GSE program in the following areas.
(Roman numerals after each statement indicated the co-researcher or co-researchers making that observation):

Being on Display

Everything was essentially planned from 8 AM to Midnight. We didn't have a lot of private time. (I)

We had to be constantly putting forth our smiles, whether we were feeling cheerful or not. (I)

You had to look friendly and attentive, even when you are bored. (II)

You are on display for hours on end. That is your existence for five weeks. Every waking hour you are on display. (VII)

It was amazing, all of the hours that we would be exposed to people. (VIII)

Fear and anxiety of the unknown

As our host families would come to pick us up, we would find ourselves looking at each other saying "Will we ever see each other again?" It is just a real freaky feeling. (I)

Suddenly you are in a different part of the world and strangers take you away. (I)

Home-stays added to experience, but every time you would wonder what they were like. That added to the apprehension. When you were getting ready to go to a new home, here were these new people to get use to. (V)

I was a little nervous about being with Rotarians and separated from my team. You were going off with complete strangers and hoping they are going to take care of you. (VI)

That was hard for me. When you don't know the people and you are at their mercy, that's what you go with.(VIII)

The thought of the Philippines scared me a little because I didn't know anything about them. (IV)

I threw away my airline ticket. To get the ticket replaced, I had to give them my passport. I was really nervous about that. (IV)

The way that the men just stared at the women was a little unnerving. The beggars were just horrendous. They would just literally hang on your arms. (V)

Pressures at home

My daughter was a sophomore in high school and I was not too sure about leaving her and my husband. He is her stepfather and they don't always get along the best. That really concerned me. My daughter really did not want me to go. But they assured me they could work it out. (IV)

There was such a short turn-around to get ready to go, I didn't think I could get ready to go. (V)

I was really homesick. I was feeling very guilty because I left my two children and husband at home. I started thinking "What kind of mother am I?", that I could leave them for six weeks. I had to make myself not think about what Joe and the kids were doing. (VI)

We stayed in New Zealand for one day on the way over. We were suppose to stay in our rooms and rest so we would be ready to go. But this gave me too much time to think. So I was miserable and homesick. (VI)

I moved into a new house the week before I left and spent several nights working all night to get ready to go. I was pretty sick at my stomach there for a few days and missed the first couple of days of the trip. (I)

Language

We were supposed to have a fluent knowledge of French or at least a passable speaking knowledge of French for this trip, so it was intimidating to me. (I)

I found myself straining to get the right words to express it. (I)

They know English, but they don't speak it in everyday life. They had trouble understanding us because we speak too fast. (IV)

We had trouble with the language barrier because they learn very formal English and we talk in slang. (IV)

They would talk about you in their own language, pointing at you and looking at you. (IV)

Physical safety

I found myself at the highest elevation I had ever been in my life and so I had to kind of get over a little anxiety about being up that high. I was afraid I would tumble right off. (I)

I was more concerned about mosquitoes and water. So I brought some water purification tablets with me and had a little quart bottle I would fill up and keep with me at all times. (II)

They would put food on the table and leave it there for whenever anyone wanted to eat. Flies had been there and everything else. (IV)

They don't use serving spoons. They just dip from the serving bowl with the spoon they are eating with. Food safety did not exist. (IV)

They drive on the left and there are no lines on in the road. There are no traffic regulations. If you pass anything, it is terrifying. (II)

There were no safety laws on the roads. They get in the car and just lay on the horn (IV)

Driving was the scariest thing. When they wanted to pass someone, they would just do it, even if something was coming. They would both keep blowing their horns and keep going toward each other until at the very last minute one of them would swerve off the road. (V)

I felt safe except when they drove. They drove like maniacs. I can't ride in the back seat of a car anymore. (VIII)

We almost ran head-on into a fire truck. I remember thinking I was going to die before I got out of Heathrow. (VIII)

Thousands of people are around and the men stare at you and you don't know if they are staring at you or at your backpack. (V)

The only time I really felt afraid was when we left a town and found out that a police station had been fire bombed. (II)

They sent armed guards to watch over us and our luggage on train. (II, V)

John and the guys wanted to walk down to the Ganges. They had to have guards to go with them, even though it wasn't 50 yards. (V)

It seemed like something always happened before we got there, while we were there or just after we left. Like a bombing or some police being murdered. A group attacked a police station. (V)

They had a bombing while we were there. The day that happened, it made me a little bit nervous. (VIII)

Fatigue/Frustration

I realized that I was getting really tired. I didn't realize how much it would really affect me. (I)

They thought we would have as much stamina as a male team. (I)

The need to keep going and always be up, even if you didn't feel that way, was always there. (V)

It was exhausting. Really exhausting. (VII)

It was extremely exhausting to be on stage all the time. (VII)

You have to be on "24-seven". You just had to be on all the time and it was very tiring and very hard. (VIII)

We would start at 7 AM and would be writing in our journals at 2 AM. (VIII)

We needed our rest and needed our space, so we could regroup to be those "on" persons again. (VIII)

They overload you. You just got so burned out. (VIII)

More time to walk around town would have brought more meaning. (II)

It was good to have another woman to talk to about these sanitary conditions - to have someone to talk to and vent your frustrations helped with the most inconvenient parts of the trip. (IV)

They never kept to the schedule. One member of the group could not handle this. He was so structured, he got upset and pouted. He refused to go with them if they did not arrive on time. (IV)

They would never tell us where we were suppose to be. Sometimes they did not move us to new club when they were suppose to so the other clubs became frustrated with us and we did not know we were suppose to be there. (IV)

We never had time to do anything on our own. (V)

I didn't like getting up in the morning and not knowing what I'm doing and where I'm going. (VIII)

There were only superficial relationships. I did not develop any strong relationships. As soon as you were settled, it was time to move. (VIII)

Some team members had a severe conflict and yelled at each other. We had to baby-sit the two of them and that wasn't fair. I felt cheated. (VIII)

I had to give up taking control of my life. (VIII)

There were situations which needed attention and there were situations to be taken care of. It did teach me to let somebody else lead me around. (VIII)

Nothing can prepare you for what they consider clean. (IV)

I hated wearing the uniform. After the first week, it was smelly and dirty. (II)

When you would go into a bathroom, if there was a bathroom, you would be in ankle deep in water. There was water all over the toilet and everything would just be wet. (IV)

There were insects and bugs sleeping with you. The spiders in the rooms, lizards in the rooms, ants all over the house, it was a matter of course for them, but I'm not a creepy crawly person. (IV)

There was a big cockroach in my suitcase and I just started yelling for the guys to get the cockroach. There were mice and rats running through the room [of another teammate]. She didn't think she could stay two nights, but she got along very well. (IV)

Variation - Physical safety

Most of time I felt safe. (II)

Even though it was generally dark over there I didn't feel particularly unsafe. (V)

I don't know why we weren't afraid. I guess when you are there you just aren't afraid. (V)

The Short Term Study Travel Experience Had a Impressive Sensory Component

One theme which had not been previously considered was that there was a sensory component to the experience. Most of the co-researchers talked about reactions they had to stimuli of a physical nature while on the exchange. Often, their first impressions of the host country and the first memories to be shared were sensory in nature. The two co-researchers who visited India were probably the most graphic in their descriptions. One related that her first impression was that India was a country of darkness. As they prepared to land in New Delhi, she could not see any lights indicating a city or an airport. It seemed to be one of the darkest places she had ever visited. She noticed as they were traveling that public places were not be well lit outside of the buildings at night. It was always very dark.

The other team member who visited India said that the first thing he noticed as he got off the plane was the smell. “It hits you like a ton of bricks ... a melange of burning dung, people sweat, diesel fuel, kerosene, cars, animals You were pretty much assaulted by so many things.” He also stated that the first impression is just “mind boggling.” Since his return to the United States, he would often be traveling down a road or walking down a street and there would be a smell which would transport him back to India. It stimulated his memory of people, places, or incidences which he thought he had forgotten.

The sense of sight became very important to some of the co-researchers. They used phrases such as “Trying to soak in as much as I could,” “Hoping to make some type of permanent impression on my memory,” and “It wasn’t until we went to the outback that it was how we envisioned it.” A participant in the exchange to Switzerland remembered the “beautiful scenery and the mountains,” saying “After the Alps, these mountains just weren’t that big anymore. When I came back, I felt like the mountains were really small.” The visual memories stimulated by photographs and other mementos assisted the participants in sharing the experiences and finding meaning in them.

Table 3. PROTOCOL STATEMENTS RELATED TO THEME 2:

Sensory experiences are a large part of the GSE experience. (Roman numerals after each statement indicated the co-researcher or co-researchers making that observation)

I remember particularly about Switzerland, of course, the beautiful scenery - the mountains. (I)

Remember trying to soak in as much as I could. Hoping I could make some type of permanent impression on my memory. (I)

After the Alps, these mountains just weren't that big anymore. I felt like the mountains were really small. (I)

When you get there, it is just mind boggling. The first thing I noticed when I got off the plane was the smell. It hits you like a tone of bricks. It was like a melange of burning dung, people sweat, diesel fuel, kerosene, cars, animals. You were pretty much assaulted with so many things. (II)

The first thing I noticed was when we were getting ready to land in Delhi and we were looking for the city lights. We never saw any. Then Shannon saw one very dim light from the control tower and that was it. It was really dark. (V)

When we would go out at night to public places, it would not be lit up very well. It was very dark. (V)

It wasn't until we went to the outback that it was how we envisioned it. (VI)

Immersion in the Culture was a Major Factor of the Experience

One of the important aspects of the Group Study Exchange program as a study-abroad program for these adults was that it allowed the participant to become immersed in the culture. This theme was brought forth by the co-researchers who described the experience as “more of a hands-on exchange” which allowed them to “have a more intimate experience of meeting people.” Both the length of the sojourn and living with families enabled the traveler to be immersed in the culture, totally away from everything. The co-researchers cited the home-stays as being an essential element of the experience which allowed them to see and learn more. It gave them an intense exposure to a concentrated part of the culture and country, leading to understanding on a different level and from a different perspective. The informants indicated that they believed they were able to go places they never could have gone as a regular tourist. They also stated that this type of study-abroad program opened doors which probably would not have been opened under other circumstances.

As the participants discussed cultural immersion, one of the undercurrents to the discussion was that they felt they had truly become intimate with the culture, seeing it from inside. They were able to establish friendships and bonds which lasted long past the return home. They found areas of common ground which allowed them to truly understand the lives of the people of the host country, including their joys and sorrows. One of the co-researchers had a son with a long-term medical condition. She lived with a host family with an autistic child. During her stay, they spent many hours discussing the challenges of their situations, their hopes and fears for their children, how they handled the day to day responsibilities of having a child with special needs, and what they thought and hoped would be the future for the children and the families. By being immersed in the family and the culture, she was able to better realize that the similarities far outweighed the differences and that there were many others facing the same types of challenges. It also helped her focus on possible ways to help her son.

Cultural immersion was also found in language. Exchanges which required or highly encouraged skills in a language other than English lent themselves to a level of immersion which could be very stressful, yet very rewarding. The participants appreciated the opportunity to “try to lose their self-consciousness and pour themselves into the language.” They felt that the development of friendships and relationships were greatly enhanced by the effort they put forth in trying to speak to the hosts in their own language.

The logistical setup of the Group Study Exchange allowed the co-researchers the opportunity to learn about the culture on a more intimate and personal level by actually living in it. If they had been able to return to hotels in the evenings, they would have been able to remove themselves to some extent on a daily basis which would have changed the experience and its meaning. Through this type of short-term study travel, they were required to experience the culture in a consistent and internal manner, thereby allowing them to gain greater depth of understanding and meaning.

Table 4. PROTOCOL STATEMENTS RELATED TO THEME 3:

The experience allowed the participants to become immersed in the culture. (Roman numerals after each statement indicated the co-researcher or co-researchers making that observation)

I would try to lose my self-consciousness and just pour myself into the language. (I)

The exchange allows you to have a more intimate experience of meeting people - More of a “hands-on” exchange. (I)

Speaking the language just adds so much to the experience. (I)

It was the first time I have traveled abroad where I was able to immerse myself in a culture, totally away from everything. (I)

Living with families was the biggest plus of the trip, being totally immersed in the culture. (II)

I could get into places on a trip like this that I wouldn't be able to see otherwise. I had a way of opening doors that you just don't get on your own. (III)

Homestays were a big plus. We learned so much more and saw so much more. (III)

The intense exposure to a small area was great. You get to see it enough that you have a different perspective. (III)

Home-stays added to experience. (V)

The home stays provided a good time to talk and make friendships. (VI)

Our son has a medical condition. We stayed with a family who's daughter was autistic. Got to talk about how they handled their problems and how we handle ours. (VI)

Staying in homes gave an understanding of the culture. We got to experience it through their lives. (VII)

I never would have experienced the things I did or have seen the places I did if I had just gone over on my own. We had opportunities to go places that tourists were not allowed to go. I really cherish those things. (VIII)

Variation

You could never understand completely this country. It was just so varied. It is just too vast, too many cultures, too many things to experience. The culture was so different and so varied. (II)

Living in hotels allows you to maintain a barrier between the you and culture. Don't get the full force of the culture, and get to filter it based on who you are. (VII)

There were only superficial relationships. I did not develop any strong relationships. As soon as you were settled, it was time to move. (VIII)

Cultural Awareness Developed for Short Term Study Travel Participants

The descriptive theme which emerged strongly for all of the co-researchers was that they increased their cultural awareness, though not necessarily at the same rate or to the same level. For the purpose of this research, this issue was divided into five sub-themes which can all be tied back to the theme of cultural awareness. The largest area of cultural awareness was related to family life and lifestyle. The major observations in this area can be summarized in phrases such as traditional families, good family relations, strong family values, respect for family members, and the importance of the extended family. In most of the cultures visited, the families did not tend to move around very much. They stayed in the houses where their grandparents and great grandparents had lived, often with three and four generations of the family living in the home at the same time. Children generally treated their elders with respect and parents usually treated their children in the same way. There was little defiance among the children or teenagers and you did not see children throwing tantrums. They were respectful and showed little tendencies toward rebellion.

Education was of great importance to the families, with males and females in the families being educated equally, at least on the elementary and secondary level. The adults saw education as the path to success and the way to achieve greater things. They believed that it was the best way to a better life and emphasized it to the children.

One participant related that the worse thing he heard about in the country to which he traveled was the practice of “bride burning.” Although this tradition was supposedly illegal and becoming less prominent, it was not unusual to see in the newspaper that a young lady of 17 or 18 years of age had died in a kitchen fire. These types of customs brought home to the sojourner the difference in culture and the fact that there were “dark sides” to other cultures.

Traditionalism and the male dominance led to the identification of gender roles as being very specifically defined, leading this researcher to delineate this as a separate sub-theme under cultural awareness. Although the male co-researchers did not notice that the men on the teams were treated differently from the women team members, this was observed by several of the females. Generally, on their daily visits to industries, schools, etc., the men would travel together and the women would travel in a second vehicle. The women were generally not engaged in political discussions, though this occurred frequently with the men. One team, which consisted totally of females, was “wined and dined” but was not asked questions of substance about areas which were traditionally thought of as being male terrain. A co-researcher strongly believed that if she had been the only female on the team, she would not have been allowed to participate in some of the activities. But because there had been two women, they were allowed to go with the rest of the team. On one occasion, the team spent a few days in a cabin with several Rotarians. She was sure she would have been left in a host home until they returned if she had been the only woman. At the same time, she indicated that being alone with an all male group would have been awkward and uncomfortable. One interesting variation to this sub-theme was noted by a female co-researcher who perceived female team members as different from the males and felt that the women should not be

expected to do everything that the men do, although this had not seemed to be an issue with the host Rotarians. While describing how tired the team became, she said that an all male team had visited her host district the year before. She felt that the Rotarians thought that the all-women's team she was on should have been able to do everything that the male team had done and that they did not understand that women did not have the "stamina" to keep up with men.

One of the situations which emphasized the difference in how men and women were treated was in the serving of drinks. There were several examples given of times when female exchangees were not offered alcoholic beverages though the males were, or where they were limited on what they were offered. One female member of the team was told she could not have a beer because "Women do not drink beer. Women drink ladies' drinks."

A female co-researcher found that she was asked very personal questions relatively quickly after she met new people. As a woman, she did not feel that her right to privacy was considered to be on the same level as that of a man. She related that in one situation, within the first five minutes of meeting her host family, the husband asked how many children she had. When she replied that she had one child, he asked "Why? Did you have a tubal ligation?" The female members of the teams felt that their hosts often found it awkward that they were women and unsure of how to treat them. One stated that she never felt like a minority, even though she was in a culture which had few people with light skin. However, she did at times feel that she was discriminated against because she was a woman.

Another gender issue which arose consistently concerned women in Rotary. Overall women were not welcome as members of Rotary in any of the countries which were visited. There were individual clubs who had female members and one which had a female president, but these were the exceptions rather than the rule. The Rotarians were very open about their objection to women in Rotary. One Rotary district visited was described as being "staunch, truly staunch". The men were very willing to tell the female team members that they disapproved of women joining Rotary and at one point a co-researcher felt that she was hounded by a man concerning this topic.

An environmental factor which every co-researcher described was the use of food and alcohol. They were often unprepared for the quantities of each which were consumed. The team members found that not only were they not use to imbibing on this level, but also that they became bored with the consistent partying. They would have preferred more opportunities for quiet conversation in smaller groups or in one-on-one settings. They were also not prepared for the quantities and types of food consumed in their host cultures. The large quantities of food which were eaten in the other cultures were both surprising and overwhelming for the team members. One team member gained 13 pounds in the five weeks of the exchange. It should be noted that this may not have been a true indication of how everyday life was lived, but rather an attribute of being "hosted".

Although they expected to encounter exotic foods which they had never eaten before, they were unprepared for the number of familiar foods which were available. They soon

found that most of the foods were familiar items they ate at home, although they were often prepared in a different way. They were amazed at the quantities of vegetables eaten. One team member actually became a vegetarian while on the trip and had not eaten meat during the three years since her return.

One of the greatest impacts which food had on some of the members was not in the consumption, but in the ritual and ceremony of eating. In the cultures visited, meals were not simply ways to force food into the body for energy and nutrition, but a major part of family life. One co-researcher described it by saying, "The meal is a social expression or an artistic expression - a real experience that is grounded in something that is pleasing and satisfying." Meals were more relaxed and an important part of the family's day. The fact that they did not merely eat, but took time to dine, accentuated the differences in cultures. It emphasized how manufactured, fast paced, and convenience-oriented people are in the United States. She felt that much is lost in the "translation of convenience". Team members were stunned to find fresh baked bread to make sandwiches and all of the meals being prepared from scratch. Since returning, many of the participants have found that they try to take extra care with the preparation of meals, especially for social occasions. They tend to prepare appetizers more often and to do little things which add a sense of importance to the eating experience. They also have changed the ways they prepare foods, using more spices and trying to make the food more appealing to the eye instead of just to the palate.

An aspect of cultural life which surprised and sometimes shocked the co-researchers was the lack of overt participation in any form of religion. They spoke over and over of the lack of religion in the countries they visited. It is important to note that when using the term "religion," the informants seemed to be referring to attending religious services or participating in organized worship and church services on a regular basis. They talked about the fact that there were large numbers of churches in the countries. Often the church or the abbey was the defining structure in the community, serving as the focal point for the village. Yet, no one seemed to participate in organized services or in what was perceived to be the work of the church.

This seemed to be especially difficult for the team which traveled to Australia, who described themselves as possibly being unusual because all five were "very serious about their religion and wanted to worship". They were on the sojourn during Easter and were both surprised and disappointed that they were never asked if they wanted to go to church. They said that Easter was never mentioned or recognized as having any religious significance. In their opinion, the importance of the holiday to their hosts' was that it provided for a four day weekend and a chance to relax. The team was taken out on boats and to a barbecue for the weekend.

None of the co-researchers mentioned ever being asked if they wanted to go to church and some could not remember even visiting a church, except for historic and aesthetic reasons. They consistently commented on the fact that the people in their host countries were not as "as religiously bent or at least did not participate in organized religion like Americans."

The exception to this was in India, where the people were seen as very spiritual, displaying a great deal of adherence to their faith. Their religious experience seemed to be very personal and was accepted as such by the sojourners. One co-researcher said that “It was just a part of their everyday life and they did not make a big deal of their religion like Americans do by going to church on Sunday.” The difference in how the lack of participation in organized religion was viewed by the team members seemed to relate to their preconceptions about what constituted religion.

The final sub-theme identified was the importance of history in the culture of the country and the lives of the families. Each of the countries visited, with the exception of Australia, were seen as having a much older, deeper, and richer history than that of the United States. As the co-researchers tried to understand the culture, they found that they had to delve through “layer upon layer of history.” They found that the people within the culture had a vast knowledge and great pride in their past. One participant said that the people and the culture were “grounded” in their history. They were much more in tune with it than Americans were.” They believed that their people, their region, and their beliefs are defined by their history. To understand and appreciate their lives, one had to comprehend the context in which it developed. History had a prominent place, not only in the country and culture, but also in the family itself. It formed the foundation for the family and supported it as an institution.

As the co-researchers learned more about the culture in which they were traveling, they began to develop a keener sense of self-awareness, defining things which were significant and important to them. Sometimes this resulted in a shift in attitude and belief, while at other times it served to strengthen convictions, even while developing a tolerance of others and their philosophies.

Table 5. PROTOCOL STATEMENTS RELATED TO THEME 4:

Cultural awareness increased for the GSE team member in numerous areas such as
(Roman numerals after each statement indicated the co-researcher or co-researchers making that observation):

Family Life

Families don't tend to move around as much. They stayed in the houses where grandparents had lived. (I)

They were a little more liberal with their teenagers. (I)

They had really good family relations. (I)

They did not seem to be any teenage rebellion. They were more materialistic than kids here. (I)

They were using a little bit of modesty because I was there. They were so open about sex and porn and stuff. (I)

They all live in extended families - three or four generations in the same house. (II)

Family values are strong. Promiscuity, immorality and a lot of what you see here is highly discouraged. (II)

Children were like children today. They weren't rebellious. I didn't see tantrums. They were treated nice by parents. (II)

They showed great respect for parents. (II)

There was very little discipline until age five or six. They believe that the children have the rest of life to be serious. They pretty much had free rein. I was trying to take a nap and the children came in the room and jumped up and down on the bed. Then they left. Nothing was done. (II)

Family seemed to be very important to them. (III)

Young people go to boarding school because of distances. Families stay fairly close knit. They stay in contact by email, fax, and telephone. (III)

Young people were growing up into the operation or business of the adults. (III)

Young people had a good time. One of the parents was complaining about his 18 year old daughter who liked to stay out later than she should, but he felt better knowing that she took taxis home. She didn't drink and drive. (III)

Families were wonderful. They were friendly, hospitable, sincere, and nice. (IV)

Divorce was not allowed because of Catholic dominance. Men openly had mistresses and wives would openly talk about them. (IV)

They had very traditional family. It was very male dominated. (V)

The children watched a lot of "I Dream of Jeannie" and other American shows. Teens like to talk on the phone a lot. (V)

Provide for child care through the schools for every child from age three years and up. (VI)

They were well read. (I)

The Rotarian families we stayed with were pretty well educated, upper and middle class. Some were quite wealthy. (III)

The classrooms were crowded - maybe 75 children to one teacher. (IV)

The libraries were almost non existent - just a few out of date books. I was embarrassed to show the slides of my library. They said they would take anything we wanted to get rid of. That really brought home the concept of the haves and the have nots. (IV)

They had very large classes. They would have about 50 students and they were taught by mostly lecture. (V)

Often they sent their children away to school. (V)

One woman who was a homemaker had helped to start several schools for children in the villages.... There were boys and girls in the school. Families were very interested in having education for all of their children. They see it as a way of bettering themselves. (V)

They send their children to private schools rather than public schools. They had very little regard for public schools. (VI)

The town was very small and filthy. (II)

They were pretty laid-back individuals. There was not a lot of stress there. (VI)

The family was traditional in roles. The family was valued and stable institution. Children were pretty much the focal point of the family. (VII)

They had similar views of children and their treatment. (VII)

There is a closeness there. It was so much more basic there. (VII)

It was interesting to watch British TV. They are just so far behind. It was really different to see how they cover the news and other things. (VIII)

Gender Roles

Men and women were very segregated. They didn't think women should mix into the men's social events or professions. (IV)

There were bad parts like arranged marriages and bride burnings. (II)

Women were second class citizens. That was pretty hard to see. (II)

If I had been the only woman on the team, I would not have been able to do some of the things I got to do because in their culture a woman does not go off with a bunch of men and do all of these things. (IV)

They took us to stay with a whole group of Rotarians in a little cottage-type place. Roberta and I were the only women with about twenty men. If I had been the only woman, it would have been uncomfortable. (IV)

I would have tea with the man of the house each morning in his bedroom. He would be in his pajamas. The last morning, the wife drank tea with us too. (V)

On our daily visits, the men rode in one car and the women rode in another car. No wives went with us. (V)

We did not have a lot of political discussions. I suspect the men did more than we did. (V)

Maybe because we were an all women's team and we went to a very traditional area, they did not talk to us much about politics. (VII)

The only discrimination I felt was because of being a woman. They would serve drinks and would not want to give me a beer because "Women do not drink beer. Women drink ladies' drinks". Women are not first class there and are not on the level of men. (IV)

They would ask me very personal questions when they first met me. When they found out I had only one child, they asked me "Why? Did you have a tubal ligation?" (IV)

They found it awkward that I was a female. They have different perceptions of American women. One man said they thought we would be like the people on TV. We would all have long blond hair and be “American bimbos.” (V)

They were a little behind the United States in some of their thoughts, especially towards women. Some of the changes in roles are not as accepted there. (VI)

Women in Rotary were not accepted overall. We went to some clubs where there were no women members. (VI)

They did not like President Clinton. They referred to Hillary a great deal. She was in the media a lot and had a very active role and they were very negative about that because of their views of women, I think it would have been the same for any president with a strong wife. (VI)

I'm sure women were active in politics, but I didn't see any. (VI)

They were male chauvinists. They didn't believe in women doing a lot of things and hounded us because we were on an all women's team. They had a real problem with women in Rotary. (VIII)

There are roles for men and roles for women. You did not see much gender role cross-over. (VII)

They did not have women in their Rotary clubs. They were staunch - truly staunch. (VII)

We were wined and dined to death, but they did not discuss certain topics with us. (VII)

Variation - Gender Role

No distinction particularly between boys and girls. (III)

I did not notice men on the team being treated differently from women. (II)

The man said he found from the trip that American women were dignified and responsible. He was impressed with them. (V)

Food and Alcohol

They eat five meals a day and never exercise. There are some very fat and unhealthy Filipinos. (IV)

I was surprised by some of the parties that seemed to go on and on in the evening with a lot of libation and a lot of drinking. (I)

We were a little bored with all of the continuous partying. (I)

They drank a lot. Beer particularly, but also liquor. And they drank late at night. They would have wine with the meal. Then, at 10:30 PM have a nightcap. (III)

They would eat three meals plus snacks in morning and afternoon. (IV)

They picked us up for pizza at 5 PM. Then they took us back to hotel to change for dinner at 8 PM. (IV)

I could not believe the amount of eating they did. (IV)

If a meal did not include rice, it was a snack. (IV)

One guy on the trip gained 13 pounds in five weeks. (IV)

I was a little surprise at the vegetables and things we had. They were the same as here, but fixed differently. I was really surprised that we had so many potatoes. (V)

When we got there they brought out tea and after tea we had drinks for happy hour. Then we had dinner. I didn't think I could hardly go though that. (VI)

They don't drink anything with their meals. But they gave me iced tea because they knew "Americans have to have something to drink with their meals." (VI)

They ate a lot of pumpkins. They ate pumpkin like we eat potatoes. (VI)

They had great fruit - like paw-paws for breakfast. I thought about Virginia paw-paws and wasn't too sure about it, but found out their paw-paws are what we call papayas. (VI)

We had mud crab. We thought it was delicious. They said they weren't very good ones. (VI)

We had so much food made from scratch - fresh baked bread just to make sandwiches. (VII)

The food and meals spoke to me about how manufactured we are and how fast paced and how convenient we are. We lose so much in the translation of convenience. (VII)

They literally stop in the middle of the day and in the evening. They dine. The meal is a social expression or an artistic expression or a real experience that really is grounded in something that is really pleasing and satisfying. (VII)

The dairy product, the butter and cheese, are so much more natural. The cheese factory is in the next village. (VII)

The meals were more relaxed and a more important part of the family life. (VIII)

Religion

They were not religious. (I)

If you wanted to go to church, they would make sure we got there, but I didn't because my host families didn't go. (I)

They were not as religiously bent or at least did not participate in organized religion like Americans. (I)

There were so many aspects of culture, that you could walk down the street and see four or five people of a different type of religion. (II)

We were on boats over the Easter weekend. There was no mention of religion or Easter and no one offered to or suggested church services. (III)

They would never make mention of going to church. (III)

I don't recall even visiting a church. No, I take that back. We did in St. George, but that was because of its historical significance. (III)

It was an unusual group in that all five of us were very serious about their religion and wanted to worship. (VI)

Over Easter, we were never asked if we wanted to go to church. It was just a long weekend to them, but not a religious holiday. (VI)

I stayed with one family who was very religious and we discussed beliefs. I enjoyed it. No one else seemed to give it much thought. (VI)

There are so many churches in England, yet a very small part of the population participates. (VII)

The church is the defining structure of the location. The Abbey defines the village but the population that participates is very low. (VII)

Variation

You could see the adherence to the faith. (II)

It's strange, but I had collected things and read library books about India for years, thinking I would never have the chance to go. I always admired the spirituality. (V)

On some occasions we stayed in towns where we were close enough to hear the morning chanting. This was very relaxing. (V)

Religion seemed to be very personal. (V)

Families had alters in their homes. It was just a part of their lives. They didn't make a big deal of it like we do going to church on Sunday. They actually do go into those rooms and pray. (V)

History

When you visit, you find that there is layer upon layer of history. (II)

English culture is grounded in the history. They are much more grounded in their history than we are. They have a much longer history than we do. They are very much in tune with that. (VII)

People here can't tell you what part of our history defines the region. Their history is much closer to them than ours is to us. (VII)

There is just so much history there. They are much more aware of history there and more appreciative of their history. (VIII)

Several themes were discovered related to the team members and how they internalized the experience, bringing forth meaning and self-discovery. They often indicated a change within the person or at least a willingness to broaden their horizons, accepting that others do not always act and think in the same way because of differences in backgrounds and cultures. This realization resulted in an increased tolerance for differences.

Participants Developed a Greater Sense of Self-Awareness

The first theme that emerged related to meaning was that a greater sense of self-awareness was developed by most of the exchanges. Often the co-researchers seemed surprised by some of the things they discovered about themselves. They cited amazement that they were able to handle the frustrations and challenges of the trip as well as they did. These abilities included being able to be pleasant and friendly when exhausted, tolerant of discomfort, and flexible. One informant was even surprised at how much he could eat.

Several spoke of becoming comfortable in the new culture and lifestyle to the point of having difficulty in adjusting when they returned. One co-researcher was astonished that she actually considered moving to the place she visited. Her shock was grounded in the fact that she had always lived near her family, which she described as very close-knit. When she thought of moving to another country, she realized that she had grown to a point of being able to separate herself from this physical closeness, something which was not common in the family.

Numerous co-researchers indicated that they had developed a greater sense of who they were. They more easily recognized their own needs, including the need for space, boundaries, and open-mindedness. A visit to the design industry helped one participant “get in touch with (her) own creativity,” resulting in the realization that if she had had the experience earlier in her life, she probably would have made different career choices. She felt that the experience stimulated her potential and her need for self-expression. Just as the sojourn stimulated new concepts of wants and needs, it also helped participants more clearly define what things they did not want. Specifically mentioned was the lack of desire to be famous or in the spotlight.

The study abroad opportunity influenced the view one participant had of her purpose in life. She saw it as one of the experiences which brought her to the place she was and enabled her to meet the goals she set for herself. As a result, she felt that she had already had a career and that her purpose was to be a mother to her daughter, working to instill in her daughter a sense of self-worth and curiosity about life.

One of the most identifiable and consistent changes which emerged was the increase in self-esteem and self-confidence. This was evidenced in several ways, including the enhanced comfort level felt in being able to travel in another culture. One participant said that she now knew the ropes in traveling by train and that it did not faze her to do this. Another talked about the fact that she had a sense of how the train worked and how to use a pay phone

overseas. Still others talked about the fact that they were more likely to travel again and would consider traveling alone. Most had developed the sense of independent travel to the point that they did not want to consider traveling with a planned tour group in the future.

The style of traveling involved in short-term study abroad coupled with homestays, rather than a large tours, tended to make the traveler more self-reliant and self-assured. A co-researcher told of taking a business trip with her husband since her participation in the Group Study Exchange. The husband had never desired to travel abroad, and would most likely have turned down this opportunity in the past. However, he decided he could take that step after she returned from the exchange and shared her experiences with him. Because of her new found sense of self-confidence, they decided to travel on their own and visited several additional places while away. She stated that she did not believe he would have taken the assignment and certainly would not have traveled to additional areas if she had not been involved in the earlier Rotary program.

This sense of self was especially significant for the African-American co-researcher who felt that she had more effectively defined her role as a black woman. Her encounters with many people who had never been in contact with a black person helped her identify the importance of appropriately representing her race as well as herself, her country, and Rotary. When told that she was a “real class act”, she believed that she had met her goal and realized that she had a more confident and deeper understanding of herself as a person of color.

The need for flexibility was especially important for participants in the Rotary Group Study Exchange program. Examples of inflexibility were cited as causing problems. Several informants quoted the old adage of “When in Rome, do as the Romans do”. This ability to go along with something different and to change plans on short notice greatly increased the potential for a successful exchange. Adaptability and its importance was very appropriately summarized by one participant when he said that he believed that “It is not that you know what you like, but rather, that you like what you know.” When the team members opened themselves to new experiences and learned to adapt to the cultural differences, they better understood those contrasts and were much more likely to feel positive toward them. For a few of the participants, they adapted so well that they experienced problems readjusting to life upon their returned to the United States. For example, one co-researcher reported that it took weeks to get use to having three meals a day instead of five meals with snacks in between. She said that she was consistently hungry and had to readjust her way of eating. Another reported that he had to get use to the open spaces and the lack of traffic and people he had encountered in India. For a while, there seemed to be to much openness for his senses.

There was also evidence that flexibility and adaptability were related to perception and prior experience. An incident related by an exchangee who traveled to India showed how quickly one’s perceptions can be changed by other experiences. Upon arrival in India, the team spent the first two nights in a western style hotel in New Delhi. The informant and her roommate remarked about how hard and uncomfortable the beds were. At the end of the exchange, during which the team members had stayed in numerous homes with many differing forms of sleeping quarters and amenities, they returned to New Delhi and checked

into a hotel. The next morning, they spoke of how comfortable the beds had been. Only later did they realize that not only were they in the same hotel, but also in the same room as four weeks previous. They quickly surmised that their tolerance for discomfort had assuredly changed during the sojourn.

As one traveler put it, “One of the things that Rotary does is put different people together so that sometimes you can forget some of those differences. Those differences don’t have to become an issue.” Flexibility is a key component to keeping these variances from becoming dilemmas.

Table 6. PROTOCOL STATEMENTS RELATED TO THEME 5:

Participants developed a greater awareness of self and an increased level of self-confidence as evidenced in (Roman numerals after each statement indicated the co-researcher or co-researchers making that observation):

Increased understanding of self

I definitely came back with more self-awareness. I was surprised at how much confidence Charlie [the Rotarian serving as team leader for the exchange] had in me. (I)

It surprised me at how well I ended up getting along with the younger girls. The trip gave me a sense of who I am. (I)

After the trip, I obviously appreciate what I have here. (II)

I was surprised to find I could put up with a lot. I didn't know I could be so nice and friendly and tolerant. I also didn't know I could eat that much. (II)

I learned what my point of exhaustion was and how far past it I could go. (II)

I started to recognize my need for space - the need that I had to maintain some boundaries and what that boundary would do for me. I realized that I am an introvert. (VII)

I was surprised at how used to thing I could become. (II)

Travel is a broadening experience. You get a different perspective of the world and of yourself and of the United States. (III)

I found out that I can be very adaptable and do just about anything. I can be independent and travel by myself. (IV)

I was not only an ambassador for Rotary and the United States, but also for my race. (VII)

Being in that part of the world that gives us lots of the designs for everything, our furniture, our home furnishings, our clothing ... was very intriguing for me. If I had had this type of experience as a young woman, I would have had different ideas as to what my career options were. It got me in touch with my own creativity. It stimulated my own potential. (VII)

I never want to be a political figure or famous. I don't want to be in the spotlight anymore. (VIII)

I have always been really close to my family. I've never lived away from my family. So it surprised me, but I considered living over there when I was there. (VIII)

All my experience in life has brought me to this time. I know what my purpose in life is. I'm here to be a mother to my daughter. All of these experiences bring me to where I am now and make me who I am and I try to instill so much of that into my daughter. (VIII)

Having those experiences just makes you so much more open and so much more open-minded. (VIII)

Increased self-esteem and self-confidence

I have more self-confidence in terms of meeting people, traveling on my own, being flexible. (I)

Sharing the experience brings up a lot of great memories and confidence in myself that I can do something like that. (I)

I've got more confidence - for instance traveling by train, I pretty much know the ropes now and it doesn't faze me. I felt safe over there. Just a sense of how the trains work, how the pay phones work, etc. (I)

Being on your own or in another society makes you mature. I'm more self-reliant. (II)

My husband has never wanted to travel outside of the United States. Last year he was asked to visit the United Emirates and I went with him. I don't think he would have done it if I had not shared my experiences in another culture with him. (IV)

They really appreciated me when I came back. They learned that I do a lot for them that they take for granted. (VI)

I'm a little more self-assured and have more confidence in dealing with people. They told me I did a good job. That helps your self-esteem. I feel a little more comfortable and confident in doing these kinds of things. (VII)

The trip increased my confidence in who I was as a black woman. (VII)

When I was chosen, it had a real impact on me professionally, because it was such an honor to be chosen from all those who interviewed. And it really made me look at how I viewed myself as a professional. I feel like more of a professional and teachers don't feel that was very often. I always felt I had a lot to offer, but didn't know others could see it. (VI)

I have a better appreciation for the way people view themselves. (I)

I have refined the way I travel. I see a difference in the way I pack, the things I take and do. (III)

I tend to be more open to people because of travel. Standing in a line at a grocery store in Australia or at a picnic or barbecue, I like to talk to a person rather than a group. I learned to think about something before saying anything.... Sometimes we think we have to fill up space in the conversation when we might be better off taking some time to listen to others. (III)

I was surprised at how I was able to adapt and keep going. If someone had told me I would be able to do that, I would have said “No, I don’t think so.” (V)

One of the things about this trip that really changed my life is I became a vegetarian. I haven’t eaten meat since I got back. (V)

I have a desire and inclination to travel more. (VII)

I came back with a different view about how I would supply my own nutritional needs. I try to be more creative. (VII)

I was really surprised how much coffee they drink and how heavy it is. I now make coffee very heavy. (VII)

It really taught me to get along with people that I didn’t know. (VIII)

The trip changed my whole outlook on independence. (VIII)

I broadened my perspective on life. When you get out, you see things differently. If I had the opportunity to travel anywhere, I would pick up my daughter and take her in a heartbeat. (VIII)

I changed my level of patience. I had to give up taking control of my life. I found I could follow when I had to. It did teach me to let somebody else lead me around. (VIII)

I now have a greater appreciation of what we have here. It did change my view of that. I just thought there is so much for us to do, our freedoms, the school systems, I felt fortunate. I have a greater appreciation and I pay more attention to details and I don’t take as much for granted. (VIII)

I think I really grew as a result of the trip. (VIII)

Variation on self-esteem and self-confidence

I think I felt a lot of pressure and was a lot more critical of myself, like I needed to always be doing something a little bit better than I was doing. It was sort of overwhelming when you looked at the team list and saw Ph.D., Ph.D., Ph.D. and so on. (VI)

Need to be flexible

When in Rome do as the Romans do. (I, III)

It's not that you know what you like, but rather, that you like what you know. (II)

In another culture, you adapt to the way that culture is.(IV)

It was hard when I came back. Mid-morning and mid-afternoon, I really wanted to eat. (IV)

On our first night in Delhi, we found the beds to be very hard. On the last night, back in Delhi, we thought the beds were very comfortable. We were in the same rooms. Perceptions change how you see things. (V)

You may struggle, but you get through it. You don't agree with things, but you get along. (VIII)

One of the things that Rotary does is put different people together and sometimes you can forget some of those differences. Those differences don't have to become issues. (VIII)

Preconceptions Affected the Short Term Study Travel Experience

A theme which was manifested in the data was the recognition of preconceptions and how they affected the study-abroad experience. Although the co-researchers admittedly had perceptions of what the culture and people would be like, they were often not prepared for the stark facts which confronted them. In addition, they were sometimes surprised to find that the hosts had preconceived notions about them. Many of their ideas were based on things they had read or had seen on television, while others were directly related to what acquaintances had told them. All of the co-researchers who visited European or European-origin cultures believed that the people would be reserved, stuffy, dry and with no sense of humor. They expressed surprise that they were warm, friendly, generous, and welcoming, not at all “like the royal family”, the notion of which is a preconception in itself. One sojourner expressed surprise about the physical size of the people in the host country, having believed that they would be small. This concept was dispelled with great force when she realized not only how large they were, but also how unhealthy they were due to poor diet and lack of exercise.

Several co-researchers were surprised by the geology, climate, and terrain of the area visited. They were amazed and often disappointed when they arrived to find a very urban area in what they thought would be wide open and rustic. Others arrived believing that they would spend much of their time in a city, only to find that the culture and lifestyles were rural and “countrified.”. There was even astonishment at the sudden insight of the area’s geographical location. One traveler to Australia was astounded when he realized how close the northern realm of the country was to the equator, resulting in a subtropical climate.

Although they were expecting to see problems within the country they visited, these were often much larger than expected. For example, the team members who traveled to India found the poverty to be much worse than anticipated. They also were not prepared for the amount of western influence they saw in an eastern civilization country.

Several participants expressed their initial disappointment when things were not as they expected. They soon found, however, that reality could be just as interesting and informative. They were often surprised to find how many similarities they had with their hosts, and how the real differences often became non-issues.

The co-researchers were disconcerted by some of the preconceptions about them which were prevalent among their hosts. Most of these perceptions came from television, resulting in opinions such as “all Americans live like people on ‘Beverly Hills 90210’” and American women all have long blond hair and are “bimbos.” On one exchange, the team found that they were consistently asked about how the elderly are treated in the United States, the preconception being that they are all put in nursing homes and ignored. Another individual expressed his surprise to find how hard Americans worked, while someone else was astonished to find out how healthy older people in the United States were and how active they remained in their senior years. One message they seemed to get from television was that everyone in the United States lived in a city, with its violence and crime. Sometimes, they

were shocked to learn about the amount of agricultural production which takes place in the United States. The team members found that they often felt they had to defend the country, its lifestyles and customs, as well as specific segments of the population such as females. A variation related to this theme which emerged during the analysis was that members did not immediately identify their preconceptions. One person stated that she did not have any preconceptions, because she did not do things like that. Yet, during the interview she mentioned several things that she thought she would encounter on the exchange and her reaction when these assumptions proved either true or untrue. At the same time, she came to realize that she really did not know very much about the culture prior to her visit.

Table 7. PROTOCOL STATEMENTS RELATED TO THEME 6:

Preconceptions were held by both the GSE team members and by the host nationals. (Roman numerals after each statement indicated the co-researcher or co-researchers making that observation)

Team Members

I was told the Swiss were very reserved. (I)

I thought it would be crowded and a lot of poverty, but did not think it would be as much as I saw. (II)

I did not expect things to be so westernized or as efficient as they were. (II)

There was much more poverty in India than I expected. (II)

I was surprised to see a metropolitan area of any size in the area where we were. (III)

I was surprised to realize just how close to the equator the northern part of Australia is. (III)

I thought the Filipino people were small. (IV)

I thought Australia was enough like us that you don't feel as much like foreigners. (VI)

All of us had preconceptions about the people and the country. (VI)

All of us were looking forward to the outback. When we arrived in Brisbane, we were all a little disappointed. It was just alike any other urban area. It wasn't until we went to the outback that it was how we envisioned it. (VI)

I had read that the Australians were not very serious about their religion. (VI)

I was surprised at how similar they were in lots of things. (VI)

I had a preconception that the English people were stuffy, like the royal persona. (VII)

I didn't expect it to be so rural and so countrified. (VII)

It was totally different from what I expected. I thought the people would be dry and have no sense of humor and weren't friendly. They were very friendly and had a great sense of humor. Nothing like the royal family. (VIII)

Variation

I didn't have any preconceptions. I don't do that. (V)

I realized I did not know very much about India. You see little about it in the Washington Post. (V)

Host Nationals.

“You Americans are just so prudish.” (I)

They believed that in America, when our parents get old, we put them into a home and have nothing to do with them again. I spent a lot of time trying to set them straight. (IV)

Their impression of us comes from television and they all thought we lived like the people on “Beverly Hills 90210”. (IV)

They found it awkward that I was a female. They have different perceptions of American women. One man said they thought we would be like the people on TV. We would all have long blond hair and be “American bimbos.” (V)

They were surprised at how hard we worked. One GSE team member who came here said he was really surprised at how hard everyone works – really works. (V)

He was also surprised at how healthy our older people are. I was especially surprised that they play golf and enjoy life. (V)

They were amazed about all of the agriculture in the United States. All they see on TV is Los Angeles and New York City and its crime and violence. (VI)

Variation

The man said he found from the trip that American women were dignified and responsible. He was impressed with them. (V)

Global Awareness Increased for Sojourners and A Sense of Patriotism and National Understanding Emerged, As There was a Realization That Some Problems are Universal

An increase in global awareness emerged as an element of the Group Study Exchange program. The co-researchers indicated that they believed that the world became smaller and closer due to the experience. They found that when they heard about things that happened in the countries they had visited, they felt a familiarity and understanding that had not existed before their sojourn. The members of the team to Great Britain talked about how they had identified with the people there during the past year. Seeing so many of the places they had visited on television and reading about England in the newspapers had brought back memories. They felt as if they were a part of the people of England, feeling their emotions to a deeper extent than they would have if they had not been there.

To an extent, the geographical distances traveled for some of the exchanges emphasized how the world is “shrinking.” Prior to the exchange, at least one of the participants had to look at an atlas to find out where she would be going. Another spoke of how she worked with her family, using a globe to see how far away she would be, how long it would take to get there, and what other countries she would be near. For some of the participants, the knowledge that they had been as far away from home as they could possible be on this planet and that they had friends on the other side of the world strengthened their global awareness. They found that they read everything they saw related to the host country and culture. They maintained a knowledge of current events related to that location, and they sought out information about what was happening in that part of the world. Staying informed was important and actively sought.

The experience also opened their minds to new possibilities and made them reexamine their previous beliefs about the world in general. They could no longer see themselves and the United States as being isolated, but found it difficult to view it as being dominant and in control. As the participants traveled in other cultures, they found that they became aware of the attitudes of people living in other countries which helped them discern the way the United States was viewed in the world. These revelations broadened their knowledge and understanding, yet often heightened their sense of patriotism and loyalty.

One of the major changes in global awareness for the sojourners was the discovery that although cultures and customs often differed greatly, the people as individuals were not very different from themselves. They had many of the same goals and aspirations, dreams and desires, as the exchangees. This cognition made the people in the culture visited more real, translating into a better understanding of the concept that people are the same and there is a universal “brotherhood of man”.

Immersion in another culture sometimes led to the development of a greater sense of understanding of one's own country. Each co-researcher had some opportunities to experience how the people in another country and culture viewed the United States, which in turn helped them to better refine their own perceptions in this area. They found that in general, the people in the countries they visited were positive in their attitudes to the United States. Some, such as the people in England and Switzerland, felt indebted to the United States for its help during World War II. Many viewed the United States as being a grand and wonderful country, as well as world power, often to the point of being in control of everything..

There were times, however, when they were critical or at least questioning of the United States, its policies, and how some decisions were made. Team members were asked at times why the United States supported, either financially or morally, some countries and peoples over others. In one country, the hosts were quite open with the fact that they considered Americans to be arrogant and brass. Some of the co-researchers admitted that this would often result in them trying to defend their country and culture, even when they did not know all of the factors involved. They generally found that this was hard, because they were trying to defend the United States and improve cultural understanding and tolerance at the same time, while not offending the hosts.

The participants indicated that much of what the hosts believed about the United States and about them was determined by television and movies. Television had brought what they believed was a true representation of American life, with its crime and lack of morals, into their homes every day. That was why they thought elderly people were put into homes and forgotten, or that all women were "bimbos". In an effort to paint a more realistic picture of their lives, as well as defend the country, the travelers worked to dispel these notions and discovered the hosts were surprised when they stood up for the county.

The co-researchers also found that they themselves began to look at the United States more realistically, yet with a great deal of appreciation. They returned from the study abroad with a deeper thankfulness for all that they had and the opportunities and privileges which they perceived came with living in the United States. Many participants tried to find ways to share what they had with those they met. One informant, an elementary school librarian who was a member of the team to the Philippines, was extremely affected by what she saw in the schools. She said they just broke her heart because they did not have anything. Often, there would be one teacher for 75 children. This teacher would have one outdated textbook and a chalk board. She found that she was actually embarrassed to show the slide of her library. She was often told by the teachers and administrators that if she ever had anything that she wanted to discard, they would take it. It would not make any difference what it was.

Upon her return, she found enough books to fill two boxes and with the help of a local Rotary Club, was able to ship them to the Philippines. When she received numerous letters of thanks, she began work to increase the size and scope of the project. After hearing about this experience, Rotary District 7570 took over the program and turned it into "Project

R.E.A.D.”, which in 1997 shipped eight tractor-trailer loads of books to the Philippines for their school libraries.

Sharing the experience with others upon return tended to lend substance to the understanding and meaning of the experience, as well as having tangible results such as “Project R.E.A.D.” Although all of the sojourners indicated that they were not used enough by local Rotary Clubs, they did have opportunities to speak with others and to share with friends and family on a much more intimate level. The participants indicated that sharing the experience helped them focus in and analyze a little bit on what importance the trip had. One participant especially enjoyed sharing the experience with other people who had traveled with a Group Study Exchange, as she felt it helped her to think of the positive things and made the negative elements of the exchange fade into the background. By sharing, she found that she could see beyond those situations and bring more meaning and perspective to the event and its place in her life.

The realization that some problems are universal emerged with a strength which led this researcher to delineate it as a separate sub-theme. This was manifested in the observation by several co-researchers of racism and intolerance in the host countries. One participant who visited Switzerland noted that her hosts pointed out Bosnian immigrants and talked about how they were not wanted there. They seemed to classify them in the same category as gypsies who were greatly disliked. The two co-researchers who visited Australia cited the lack of seeing or hearing of an Aborigine being in a Rotary Club. When they saw Aboriginal people, which was rare, they were not allowed to have any contact with them. As they discussed their trip, they came to realize that they had also not seen any blacks of African descent or any Asian people, except for tourists. Minorities were generally not represented in the area they visited and certainly not in the Rotary Clubs.

They expressed surprise at what they called the “racist attitude” which existed. They were especially shocked at how vitriolic the attitude was, describing it as being “downright ugly.” The host nationals were very open in their dislike of the Aborigines, which seemed to be based somewhat in the fact that many of them received assistance from the government, referred to as “being on the dole.”

The African-American exchangee to England said that the trip helped her understand that there were worldwide views and perceptions about race and that this was not a problem which was exclusive to the United States. In many towns, the black population was zero. Often she was the only person of color in the town. Although she was always treated with respect and openness, she did feel at times like an oddity. The people around her seemed to display an odd mixture of fascination and inhibition and reluctance. She realized that she had to be an ambassador for her race, providing some understanding and closing the racial gap. It was really important for her that she fostered a reduction in the “gap of understanding” related to race. This experience caused her to reflect on the United States as a larger entity than what she has considered before. She began to consider that there are areas in the country which have very low minority populations. Under those circumstances, the reaction to a African American might be very much like that of the English, grounded perhaps in the fear of the

unknown. As she spoke of this she seemed to realize that there might be levels of prejudice which are strongly related to experience and exposure, not just to injustice, ignorance, and intolerance.

The increase in global awareness resulted in a development of greater cultural tolerance, a deeper understanding of their own philosophies, and the realization that some problems are much more widespread and, therefore, would take more work to reach resolution than they had previously thought. It made the co-researchers more open to new ideas and more sensitive to some of the difficult situations in the world.

Table 8. PROTOCOL STATEMENTS RELATED TO THEME 7:

Participants experienced an increase in global awareness. (Roman numerals after each statement indicated the co-researcher or co-researchers making that observation)

It increased my awareness of attitudes outside of the United States. (I)

They would like to be involved in world events. They feel that Australia is too much out of the mainstream and forgotten about in making world decisions. (III)

They think they get lumped together with New Zealand and people don't realize they are two separate countries. (III)

I wanted to go to Australia. I did not know anything about the Philippines. I am embarrassed to say this, but I had to get out the atlas to see where it is. (IV)

It was the first time I had traveled abroad. So having that experience gave me a feeling of knowing that it made the world closer ... it made the world more local. I hate to say that I am using just that one experience to say that the world closer, but when you hear about all of the things that have been going on over there is the last year, it is almost like it brought a familiarity and closeness about the world. It didn't seem so distant. (VII)

Language was still a barrier, even though you spoke English. (VII)

They used phrases, connotations, and put things together that bear meaning for them that is different than we would have here. I realized how local language is and how culturally constructed language is. Language is one of the ways culture is constructed. (VII)

They have a way of communicating and interacting with each other that is grounded in the culture. We both spoke English, but there was a cultural difference. (VII)

I was the only African American on the team. It helped me understand that there are worldwide views and perceptions about race. I was not only an ambassador for Rotary and the United States, but also for my race. (VII)

I found that I was providing some understanding and closing the racial gap. It became real important to me that I created a reduction in the gap of understanding as it related to that. (VII)

Participants are allowed to see their country through the eyes of others and sometime change their perceptions

They were indebted to the United States for its help in winning the war. They had a positive attitude toward the United States. (I)

They were continually questioning us about US support of Pakistan versus India. I felt the need to defend United States but did not want to offend them. (II)

They were very open and receptive to the United States. (III)

They seemed to think we were the most wonderful country in the world. (V)

I had to defend a lot of things as an American. They saw so many negative things on TV about Americans so that was all they knew. (VI)

America is viewed as a world power. We are one of the grandest nations on the Earth, but there are still positive and negative attitudes about us. (VII)

We have so much plenty and so much wealth and so much opportunity. They view us as arrogant and brass. It was a turnoff and hard for me at times. (VII)

There are so many daily things we take for granted. Everyday I remember that it is a privilege of living where we do. (VII)

We are a really fast paced country. (VII)

Their attitudes toward the United States was very positive. I did not find any attitudes which were a problem. (VIII)

When you do stand up for your country, it seems to surprise them because they don't expect you to do that in an exchange situation. (VII)

They were very nationalistic. They have no real interest in having many more people come to Australia to live and no interest in leaving Australia. Once an Australian, always an Australian. (III)

They were proud to be Australians and had no desire to come to the United States to live. (VI)

Variation

They were more positive to me as person than toward me as an American. (II)

Sharing the experience with others enhances it

Sharing the trip helped me to focus in and analyze a little bit on what importance the trip had. (I)

Sharing it with people is unbelievable. (II)

Sharing more with others would have brought forth more meaning forward. (VII)

I think when you share things with people who have been there you begin to think of the positive things and the negative ones begin to fade into the background. You seem to think above and beyond. (VIII)

Variation

I did not have an opportunity to share with Rotary clubs when I returned. I really wanted to do this. I had the opportunity to share with other groups. (III)

I'm not sure the Rotary used me enough when I returned. The chance to share the experience, probably would have been able to make the experience have more meaning and bring more perspective in my life. (VII)

The concept of racism as a global problem developed

The Rotarians often pointed out Bosnian immigrants and talked about how they were not wanted there. (I)

I don't remember seeing or hearing of essentially an Aborigine being in a Rotary club. I also don't remember seeing any blacks of African decent over there either. Come to think of it, I don't remember seeing any Chinese or Japanese or South Asia people either except for tourist. Basically minorities were not represented. (III)

We saw Aborigines, but never had the opportunity to have contact with them. (III)

I was really surprised about the racist attitude they had. They were very racist toward the Aborigines, downright ugly. They indicated that they had a lot to do with the fact that they were receiving assistance from the government. Being "on the dole." (VI)

They were very open in their dislike of the Aborigines. (VI)

I was the only African American on the team. It helped me understand that there are worldwide views and perceptions about race. In many towns, black population is zero. Often I was the only person of color in the town at that time. Obvious I was an oddity. There was fascination and inhibition and reluctance (VII)

I began to realized that we have areas in this country where the black population is very low and there would probably be the same reaction. (VII)

I was not only an ambassador for Rotary and the United States, but also for my race. (VII)

I was providing some understanding and closing the racial gap. It was real important that I created a reduction in the gap of understanding as it related to that. (VII)

The Co-researchers' Individual Descriptions

Individual descriptions were developed from the protocols and written in narrative form and in first person to improve readability. These were sent to the individual co-researchers for their comments and validation. The descriptions were developed with several components in mind, including specific descriptive information which seemed in the telling to be of significance to the co-researcher and the evidence of how the trip affected the co-researcher. These factors were considered in light of whether the events seemed to retain detail and led to learning on the part of the sojourners. In addition, the specific concepts which the co-researchers indicated were of consequence to their growth, development or discovery were considered.

Some of the individual descriptions were more firmly grounded in the meaning of the experience, while others were more descriptive of the trip and the culture visited. This was determined by the information which was given during the interview and the comments made during the validation process. As each description was developed, the researcher attempted to glean the factors which made the short-term study abroad experience unique for the sojourner.

These details were given reflective deliberation to develop a final and comprehensive portrait of the short-term study abroad experience for this group of participants in the Rotary International Group Study Exchange program. The fundamental description of the exchange for this group of co-researchers as a whole follows the individual descriptions.

Barbara

Barbara was a young woman working with youth development programs at the time of her Group Study Exchange trip to England. She was recruited by a supervisor and agreed to participate partially because she had always wanted to go to England. She is an African American and has lived her entire life in Virginia. She is quiet and somewhat reserved.

Barbara's Individual Description

The Group Study Exchange Experience has made the world smaller and closer for me. As I traveled abroad, I developed an understanding and familiarity with another country, its culture and its people, which has made the world feel more local. Although I realize that this was only one international experience, it has helped me feel more of a part of what was happening over there as if I have watched events unfold over the last year. I can relate not only to places when I see them on TV, but also to some extent to the people and what they have been feeling because that country is also a little part of me now.

I discovered many new things on the GSE, such as how similar and how different two cultures can be at the same time. This was brought home when I realized that two people can speak English without really speaking the same language. While in England, I found that words and phrases have different connotations which give meaning to them in their culture which might be completely different from what it says to me in my culture. It brought home the fact that language and culture are intertwined, dependent upon each other for development. There may be basic speech, but the true communication aspect of language is local and is one of the elements upon which a culture is constructed.

I also found that as Americans, we are viewed in many contrasting ways by people in other countries. Sometimes, these views cause conflicting reactions to us and from us. While generally seen positively as a world power and a grand nation of opportunity, we are also seen as wealthy, arrogant and brash. I found that although I do not always agree with everything which happened in the United States, I at times felt the need to defend her and was offended by their generalizations and negative opinions.

One of the most important elements of the trip for me was the growth it afforded me in how I view myself as an African-American woman. There were many times when I was the only black for miles around. I met a number of people who had never really had any experience with blacks and were not sure about what to expect. Although at times they found me to be an oddity, it became apparent that this was an opportunity to close the racial gap and increase understanding. I found that I became an ambassador for my race which required me to get in touch with who I really am. I feel that I came away from the experience with a better understanding of myself and that some racial tensions may exist due to a lack of exposure and awareness. More importantly, I feel that I helped close that gap, at least for a small group of people and that I was a positive representative of a young African-American woman.

Another important aspect of the trip for me was the rediscovery of my creative and artistic side. As a young black woman, I had limited exposure to the possibilities and options which were available to me. The visits to the design centers opened up that world to me and allowed me to become more in touch with my own creativity. It increased my confidence in my artistic abilities. I found that I was stimulated and excited by the world of design and seriously feel that my career path would have been different if I had had this experience earlier in my life.

The GSE experience was tiring and stressful at time. I discovered that I am an introvert who needs time to myself to rejuvenate. I definitely have a need for personal boundaries which will allow me to reflect on experiences in my life and glean form them the meaning they have for me. By consistently being on the go and on display, this trip did not allow for that process which made the sojourn very exhausting. Being the only minority on the team may have also affected this as I felt additional pressure to do a good job in representing not only my country but also my race.

I found that I started the trip with several preconceptions, many of which were unfounded. Partially because of what we see on TV related to the royal family, I thought that the British would be stuffy. However, I found them to be warm and friendly. They were always accommodating and welcoming. I felt that they were sincerely glad that we were there. I was also surprised at how rural the area we visited was. My concepts of England to that point had been much more urban - like London. Due to the number of churches in the country, I thought there would be a more active participation in religious activities. However, although the abbey may define the village, the number of people who actually participate in the church is low.

A final area which struck me was their tie to their history. Their very culture is grounded in their history. The families are very aware of where they come from and how they relate to others. The things they do are often defined by their past and by custom. Unlike us, they can pinpoint certain events which have shaped their country, their area, their families, and their attitudes. Their culture is defined by their history.

I did not find that they were that different culturally, other than the fact that they were very traditional, especially in their views of gender roles. They very definitely had roles which were designated for men and for women and these boundaries were not crossed very often. This was displayed in the way the Rotarians viewed the concept of women in Rotary. On this subject, they were truly staunch. Yet at the same time, the family seemed to be stable and close. It was a valued institution in which children were often the focal point I did not see a great difference in the way they treated their children from the way they are treated here.

The other cultural difference which stuck me was that they were not as fast-paced and as hurried as we are. This was especially brought home through the food and the rituals surrounding meals. They do not serve as many convenience foods as we do. The results of this can be seen in the quality and freshness of the food, but also in the fact that they take time

to dine and enjoy each other's company during meals. It has caused me to realize how much we sacrifice for convenience. This has affected the way I view the way I eat and has caused me to make some changes in this area, especially when I am preparing meals for guests and special occasions.

Overall, the trip helped me get in touch with myself, discover traits and attributes which I did not know existed or which had been smothered by other parts of my life, and helped me gain a better understanding of the world as a global community. However, it has also helped me realize how much more there is to see and learn. It has increased my desire to travel and experience other cultures and to share those experiences with the people who are important in my life.

Bev

Bev was a single graphic artist when she was selected to travel on a Group Study Exchange to England. She described herself as being independent, in control, and strong-willed. She is very open and friendly, with an adventurous spirit and a willingness to try new things.

Bev's Individual Description

This trip was a once in a lifetime experience for me. I felt honored and surprised to be chosen and this feeling has not changed. Experiencing the people and the country were unbelievable. We had a lot of fun and met a lot of interesting people, but this also caused some problems. When I think of the trip, I tend to think of the negative things first. And meeting so many people falls into that category. The trip was really exhausting. We had to be cheerful and pleasant and ready to go for about 18 hours a day and that is really hard. You are overloaded and burn out quickly. I wish we had reduced the number of people we encountered, which would have allowed us to get to know them in a more focused way. Having said that, I felt that the homestays were an extremely positive aspect of the trip and certainly one which gave the trip a different flavor.

Another negative aspect which comes to mind related to the exchange was the internal problems we had within the team. We had two team members who were totally incompatible. They consistently fought, which put a real strain on the team. Quite often, Barbara and I had to serve as referees and baby-sitters. I felt this was unfair. It interfered with my ability to gain as much as I could from the trip and left me feeling cheated. This problem was heightened by the fact that our team leader did not pay as much attention to what was happening to the team as he should have. His wife was also on the trip and they acted like it was a second honeymoon. They were often in another world and oblivious to the tension which was developing. I really think that the team leader's spouse should not be allowed to participate.

Having started off in a negative way, I do want to say that I think the trip had many positive points and I grew a lot from the experience. As I mention before, the fact that we

stayed in people's homes was a big plus. With the exception of one location, I thoroughly enjoyed my host families and wish that we had done a better job of keeping in touch. Although I left her thinking that the English would be staid and without a sense of humor, I quickly found them to be warm and friendly with a great sense of humor. This really surprised me.

The trip offered me a few surprises, especially in terms of what I learned about myself. For instance, I was surprised to find that I considered moving to London after the trip. I have always been very close, both emotionally and physically, to my family. The fact that it would even cross my mind to move to England was a foreign concept. After going over there, however, I have the confidence to uproot myself and to give London chance.

Another thing that shocked me was that, when pushed to do so, I have the ability to allow someone else to take charge and take control of my life, at least for a short period of time. I have always been a leader and it was frustrating and difficult to be forced into the role of a follower. This was especially true when the team was having problems or when the itinerary seemed to be haphazard. I like to know what I am going to be doing during the day and the lack of a schedule was a really big dilemma for me. This did, however, teach me patience which has helped me since becoming a mother.

Since I believe that things happen for a reason and that everything you experience goes together to make you the person you are and bring you to a place and a time, I think this trip has been very important in helping me define who I am and what my purpose in life is.

I know that my purpose in life at this point in time is to be a mother to my daughter. To, if possible, instill in her the lessons I have learned, sharing my experiences and beliefs, and helping her to experience life to the fullest. I have already had my career and now I have her, at a time when I am more open-minded and have less tunnel vision.

The trip also helped me better understand the culture of the British people. I found that they were very traditional in some aspects. I really enjoyed staying in the very old homes. Some of them were extremely impressive, not just in size of design, but in history behind them. I found that the British people are appreciative and well versed in their history. At the same time, I felt that they were a little behind us in the way they viewed things. This was especially true when I watched British TV.

One of the things which directly resulted from the trip is the fact that I can no longer ride in the back seat of a car because of motion sickness which I never had before. They drove like maniacs and I got so car sick that I still have reactions to being in the back seat. The only time I truly felt afraid over there was when we were in a car. There were actually times when I questioned whether or not I would survive the trip. Other than that, I really never thought about safety.

A few people were critical of the United States. Sometimes, when this happened, I felt the need to defend my country. I think this came as a shock to them, because they did not

expect someone in an exchange situation to stand-up for their country. However, it was important to choose the correct time and place to do this. At our closing event, we purposefully avoided a potential confrontation when one of their team members gave a very negative report on her exchange experience. By not reacting to her comments, our team was seen as mature and classy.

One of the best things about the trip actually took place during the week after the official exchange ended. I had the opportunity to work in a design house in London. This experience increased my self-confidence, helped me develop new ideas, and forced me to look at my career and where I wanted to go with it. That was a very valuable occurrence.

Overall, as I think back on it, the exchange was a positive experience, even though it did have some glitches. I would certainly go again if I had the chance.

Cindy

A elementary school teacher and librarian, Cindy was selected for the team to the Philippines. An Outstanding Teacher of the Year Recipient in her community, she was serious, yet friendly, with a great ability to be flexible. She had a great sense of who she was and therefore was at times surprised by the things she learned about herself on the trip. Cindy was married and had one teenage daughter.

Cindy's Individual Description

The experience started with the superintendent of schools asking me to apply for a GSE team. I had a few reservations about leaving my daughter and husband (her step-father) at home because they do not always get along the best. At first she really did not want me to go, but my husband was very supportive and assured me that they could work it out. Still, this made me a little apprehensive. I was certainly glad when I returned home to find that there were no major problems, so it was probably very good for them.

The year I applied, there were two trips, one to Australia and one to the Philippines. I really wanted to go to Australia. I didn't have anything against going to the Philippines, but I didn't really know that much about it. In my mind, I thought that Australia would not be that different from the United States and they spoke English, so it seemed to be the safer choice. I was not very adventurous at that time and Australia fit into my comfort level.

When I was originally asked to go, I was going to be the only woman on the team. This did not bother me as I have always had good working relationships with men. However, when one of the team members had to back out, the alternate who stepped in was a woman. After we arrived in the Philippines, I was very glad that this had happened. I realize now that the trip would have been much more difficult if I had been the only woman. I don't think I would have been allowed to participate in some activities or would have completely experienced the exchange if I had been the only female. They have very definite ideas about women's roles in comparison to men. As the only woman, I might not have been allowed to

go on certain trips because in their society, a single woman does not go off with a group of men. With Roberta there, it became more palatable because they thought we could look after each other.

There were several things about the trip which were hard at times. I certainly was not use to the lack of sanitation which we encountered. It seemed like everything was wet all of the time. Their concept of cleaning a bathroom was to throw water on everything, so when you would go into the bathroom, if they had one, you might be ankle deep in water. They also seemed to have no concept of food sanitation as we know it. Breakfast would be put out on the table and left for three to four hours and people came to breakfast and ate whenever they wanted. Sometimes, the eggs would have been sitting out for three hours and you never knew what had been crawling on them.

It would also have made the trip easier if we had had a clearer understanding of what was expected of us as a team. We went prepared to do slide presentations and to talk about our lives and our culture. They wanted a show, with song and dance and we were just not prepared to do that. There really aren't any "native dances" for the United States as a whole like there are for some other, more homogenous countries, but that is what they wanted. The closest we could come was to teach them how to do the electric slide. They thought it was an American dance and loved it.

The thing that threw the team the most was the lack of punctuality on the part of the Filipinos. If they told you when they would pick you up, they might be two to three hours late in arriving. This was just normal for them, but we were so used to living by the clock, it took a long time for us to adjust. We had one person in the group who never did adjust. He became angry and pouted and refused to participate in activities because they were not on time. This caused some embarrassment for the group. I agree it took some getting use to, but I believe that when you are in their culture, you have to adapt to their society's norms. Actually, I became so accustomed to this that I had some difficulty adjusting to watching the time when I came home.

Another area of contention was caused by not having an itinerary. Sometimes, the club who was hosting us would decide they wanted to keep us longer than was scheduled, so they would just not take us to meet the other club. The other club would become upset with us for not arriving when we were supposed to, but we did not know that we were supposed to be with them, because we did not have a schedule. I think this was caused by inter-club rivalry and jealousy, but it often left us caught in the middle.

I was in for a couple of surprises when I arrived. I thought the Filipino people would be small and diminutive and they were far from it. They were overweight and rather unhealthy. This came to a great extent from their lack of exercise and the amount of food they ate. I was certainly unprepared for the amount of food which was served. In addition to the normal three meals every day, they had at least two snacks each day - one at mid-morning and one at mid afternoon. These snacks consisted of anything from pizza to hamburgers to spaghetti to anything else you might imagine. At first we thought these were meals, especially

if the afternoon snack was served around five. But we soon found that this would be followed by dinner around eight. The key to knowing whether it was a meal was whether or not you had rice. Rice is served at all meals, breakfast, lunch and dinner. If rice was not served, it was a snack and you knew another meal was coming. The same member of the team who had caused problems over the time refused to eat because it was not what he was used to. This was somewhat insulting to the hosts and caused other problems.

One of the most difficult events for me personally was when I discovered I had thrown away my return airline ticket. The Filipinos worked for the rest of the trip to get this straightened out and to get me a ticket so I could come home. I finally got my ticket the day before we were to leave. I had to sign a lot of forms and legal papers and give them my passport which caused me anxiety as I had been told to never be separated from my passport, but it all worked out. When this first happened, I got physically ill at the thought of having to tell my team leader. It was the hardest thing I had to do. However, my hosts were warm and friendly and kept telling me not to worry. They would just keep me and make me a part of the family. They could not have been kinder.

As an elementary school teacher, visiting the schools probably had the most impact on me. They just broke my heart. They have so little to work with and the libraries were often non-existent. When I returned, I worked to collect some books to send to them for their libraries. This project has grown in two years to become a district project called "Project READ." It has resulted in several containers of books being sent to the Philippines and is continuing. I was thrilled to see this project taken to heart by the Rotarians and to see the response it has received.

One of the things which bothered us was the preconceived ideas that the Filipinos had about us. The most prevalent one was that we put our old people in homes and never visit them or have anything to do with them again. We seemed to spend a lot of time trying to dispel this concept.

The only time I truly felt afraid was when we were in a vehicle. There are no safety laws as far as we could tell and the roads were total chaos. Their method of driving was to lay on the horn and just go for it. In addition, you might be going down the road at full speed and have to slam on brakes because someone had put their rice on the road to dry. I was just not prepared for that.

There were a number of benefits from the trip. I learned that I could be very adaptable. I found that I was more independent than I thought. I proved that I can do anything I set my mind to and that I am self-sufficient. Another benefit was the changes which occurred in my family. My husband and daughter learned that they can get along and survive if they have to. Prior to the trip, my husband had the opinion that there was nowhere outside of the United States that he needed or desired to visit. After hearing about my experiences, he became more open to the concept of travel abroad. When he was offered the opportunity to do some consulting in the United Arab Emirates, he accepted the assignment. I really do not believe that he would have done that if I had not been to the Philippines.

Overall the trip helped me to realize that I am capable and able to do almost anything. It introduced me to a culture which was different from my own, but to a people who were warm and friendly and very much like us in many basic ways. It reinforced my appreciation for where I live and the privileges and opportunities we have. It helped my family to be more open-minded and willing to move outside of their comfort zone to experience new things.

I believe that things happened for a reason and that I was meant to go to the Philippines. Knowing what I know now, if I were to be asked the question today about whether I would like to go to Australia or the Philippines, I would say the Philippines without hesitation.

Jeannie

Jeannie was selected as a member of the Group Study Exchange team for India. She was a teacher who had a strong desire to travel to a non-western civilization area. She was focused on learning and experiencing as much as possible. She was described as being somewhat introspective by nature.

Jeannie's Individual Description

Going to India almost happened by chance. I saw an advertisement in the newspaper about the exchange and applied without even knowing you had to be sponsored by a Rotary Club. I actually found a club to sponsor me after I had applied, so in many ways, I entered the program through the back door. I applied because I had always wanted to go someplace different and exotic and the two trips that year were to India and Turkey.

Once I was selected as a team member, I was really concerned about whether I could do everything I needed to do to get ready. There was a very short turn-around time between the selection of the team and when we had to leave, so this caused a little bit of stress.

The first thing I noticed about India was that it was very dark. Even when landing in Delhi, there seemed to be very few lights. You could not see the lights from the city and even the airport lights were dim and hard to see until just before you touched down. The darkness seemed to be consistent throughout the trip. When we would go out at night, the streets were dark and it was difficult to see even in at the entrances of businesses.

I try not to have preconceptions about people and places. However, I did go thinking I would find a spiritual people and a good deal of poverty. This proved to be true, though the poverty was much more prevalent than I was expecting. The beggars were everywhere and they would hang onto your arms. That became a little uncomfortable.

There was also a small amount of apprehension about the homestays. The concept of going into a different country and a very different culture and being separated from the only people who are familiar to you can cause some consternation. You had new people to get use

to and just as you are adjusting, you are moved to another home and have to start all over again.

The culture in India is very traditional, with definite roles for men and women. I think that they had a hard time adjusting to the fact that I am a woman. Women are definitely not on an equal level as men, yet as a team member as a guest, they felt they had to treat me as they did the men. There were still some subtle differences in the things they did. For instance, when we would travel, the men would ride in one car and the women would ride in a separate car. They generally did not discuss politics and subjects like that which were considered the male domain, although I do believe these discussions were held with the men. They told me that prior to our exchange, they had envisioned American as being “blond bimbos” like what they saw on TV. However, I am happy to say we helped change that opinion.

I was very impressed by the personal ways in which they practiced their religions. Most of the homes had altar rooms in them and they were used on daily basis. The family members seemed to go individually into the rooms to pray and meditate. It was not a group worship situation, but it was something they did on a regular basis. This was true of all of the religions, whether Hindu or Sikh or something else. There were also more public parts to their religion, such as the morning chanting and the many festivals honoring the different gods and goddesses. Religion was not something they did as much as a part of their lives.

One of the things which you notice very soon after arriving in India is that there seems to be rubble everywhere. It’s not just paper and trash, but everything. It looks like something is always being torn down or being built. There is no sense of order and this is enhanced by the number of animals wandering the streets. Although I had read about the cows and how they are allowed to go anywhere, it still took some time to get use to it.

I was impressed by the size of the classes in their schools. There would sometimes be 50 or more students to one teacher. Even though women were considered second class, there did not seem to be a difference in the education of the children, at least not at the lower levels. Girls and boys went to school together. The families saw education as the child’s best hope for a better future. At home the children were very much like children anywhere. They watched a lot of TV and the teens liked to talk on the phone.

One of the things about the trip that was hard was the need to keep going and going. You were expected to consistently be moving and to be cheerful and excited about what you were doing no matter how you felt. There was very little down time in which to regroup and to compare experiences. I also wish we had been given more opportunity to go out and explore on our own. We never had the time to just walk around an area and soak up the culture.

This may have been due in part to concerns about safety. When the men wanted to walk down to the Ganges which was only about 80 years, they had to have an armed guard with them. We were also given armed guards on the train. We had been warned about keeping an eye on our bags. When you walked through the train station, the men would just

stare at you. It made me uncomfortable and I never knew if they were really looking at me or at my backpack.

There were also some bombings and some attacks on police stations while we were there. At the same time, I never felt unsafe, except when we were riding in a car with them. Their driving was the scariest thing I encountered on the trip. When they would pass someone, they would just blow their horns and go around them. It did not matter whether someone was coming or not. If they were meeting someone, they just kept going until one of them swerved at the last minute.

One of the things I learned on the trip was that the way you see things is very much based on your frame of reference. This was brought home by staying in a hotel in Delhi. When we first arrived, the beds were very uncomfortable and hard. Just before we left, we had the opportunity to stay in the same hotel in the same room. After some of our experiences and some of the sleeping arrangements we had faced, we commented on how comfortable the beds were.

I made a major change in my lifestyle after returning to the United States. After eating the absolutely wonderful food over here, I returned home as a vegetarian. I have not had any meat since leaving India. My family has also become vegetarian for the most part.

I learned that I could do much more than I thought. I surprised myself in that I was able to get ready to go on this trip. There were many times I did not think I could accomplish everything that I needed to do. I learned a little bit about how it felt to be a minority, not because I am Caucasian, but because I am a woman. I think that I will be able to have a better understanding for the struggles of others.

Overall the trip was everything I hope. I look forward to being able to travel in that part of the world again.

Jim

Jim was older than the other members on his team to Australia, having already retired from a university professorship. He was studious, observant, and analytical. He had a great sense of humor, had traveled extensively with his job, and was independent by nature, but knew when to be a follower.

Jim's Individual Description

It was a rare opportunity for me to be able to go on this exchange. I was older than the other team members and the team leader, so I thought I would probably not be selected for the trip. I was really happy to be included because I believed that the exchange would offer me the opportunity to see things and visit places that I would not be able to see if I traveled on my own as a tourist. I have found that you can often stop and talk to people and

find out about their lives and their jobs, but it is much more difficult to get that door to open so that you can see and experience it first hand. That was the real draw of the exchange.

Of course, the nature of the exchange also sets up some limitations. If I had gone on my own, I would have covered a larger areas of the country. Admittedly, I would not have seen it in as much detail nor have met as many people on the intimate level which we were able to do on the exchange. At the same time, I think the homestays are a major part of the exchange and certainly would not change that.

I think I came away with a much better understanding of the Australian peoples. I really enjoyed the opportunity to spend time in homes with small children. We had the chance to read together and to talk about what they like and did not like. When you stay in homes, you get a different perspective and see things differently. One of the things I really enjoyed about the trip was being able to visit the schools. I liked being able to see how they run their schools and the innovative ways they provide education with the geographical constraints they have.

One of the things that surprised me when I arrived in Australia was the size of Brisbane. I was not expecting such a large urban area. I thought it would be much more like the outback with no real towns of consequence. I was also surprised to find that we were so close to the equator. After the official exchange, I went to Cairns to see the Great Barrier Reef. At that point, I was extremely close to the equator.

I found the people to be very friendly and hospitable. They were open and interested in our lives just as we were in theirs. I was surprised that they seemed to have little or no interest in religion. I was not offered the opportunity to go to church, even on Easter. There was never a discussion of religion. However, they also did not proposed that we participate in the Anzac Day celebrations, though we did have a barbecue. However, I would have enjoyed going to the parades and other events.

The families appeared to be very close. The members respect each other and try to stay in close contact, even when the children are away in school. In many of the families, the children are growing up and joining the family business. It is rare for them to leave the immediate area, but if they do, they tend to stay in Australia. Although a few go to another country for short-term job assignments or for educational opportunities, they come back home when they are through. They were very proud to be Australians and had no desire to change things.

At the same time, parents were sometimes concerned about some of the things their children did. They were concerned about the way the teens parties, but were tolerant if they did not take what they considered unnecessary chances such as drinking and driving. The concept of drink in and of itself was not a problem as the adults seemed to be fairly heavy drinkers.

At the same time, they seemed to be very open and receptive to the to the United States. I found that they did not feel that they were considered a major player in world decisions and they wanted to be more involved.

I think as I learn something each time I travel. I certainly learned how to travel more efficiently. I have refined the way I pack, what I take, and how I do things. I think that traveling has made me more open to people and their ideas. I take more time to listen to people. Very often, we spend too much energy trying to keep a conversation moving to really hear what is being said. It is important allow yourself and others to think about something before making comments about it. I try to engage people in conversation more often. I prefer talking to someone in a one on one setting rather than talking to a group.

I wish we had had the opportunity to meet and talk to some of the Aboriginal people. This was certainly not something which was offered or encouraged. The few times I saw a Aborigines, I was discouraged from taking pictures. I am not sure why. I would have liked to have found out more about them and their culture.

I have not been asked to share my experiences with very many Rotary groups. I have spoken to other organizations and really enjoyed it. I understand that the lack of invitations by Rotary groups is nor unusual, so I haven't worried about it. However, I have not given back to Rotary as much as I was expecting to prior to the trip.

Julie

Julie was a young teacher, wife, and mother who was selected for the team to Australia. She was quiet and contemplative. She was easily intimidated by the unknown and by people she viewed as her superior. She became a "sponge" on the trip, soaking in everything she saw and experienced.

Julie's Individual Description

This opportunity had a profound effect on me, beginning with the selection process and continuing through the completion of the trip and sharing of what I learned. I was actually asked to apply for membership on a team. Just being asked to apply was an honor. When I was chosen, I found myself on a team with three people with Ph.D.s. This was both impressive and intimidating. However, it did increase my sense of self-confidence and self-worth. I felt like more of a professional and I don't think teachers are made to feel that way very often. We are made to believe that our jobs are of little value, so this was very positive for me.

I did feel a lot of pressure before and during the trip. I tend to be fairly critical of myself, so I really had to work to feel that I was ready to go and to believe that I was performing on an adequate level during the exchange. Prior to the trip, I was really concerned about leaving my husband and children for five weeks. I had two small children at the time and was really concerned about that. My husband is very supportive and urged me to go. I

even got the globe out and showed the children where Australia is and that I would be as far away from them as I could be on the Earth. This concern resulted in a major case of homesickness for the first few days. I was just miserable and did not know if I would make it. I had to stop thinking about my family and what they were doing.

However, in the end, the trip turned out to be good for them as well as for me. They found out that they were more self-sufficient than they thought. They also learned to appreciate me and all of the things I do for them more. Several of the people I visited in Australia have been to visit us or have stayed in contact by phone or letters. They children really like being able to tell people they have friends on the other side of the world.

I really enjoyed staying with families while I was there. I think that this was the most important part of the trip. I was able to learn a great deal by being a part of their families, at least for a short period of time. I found it very interesting to see what they eat, how they discipline their children, how they help their children with homework, etc. One of the things I learned was that they are very much like us, although they did drink a great deal more than I am used to seeing.

There is still a prevalent difference in gender roles. They were a little behind the U.S. in regards to their views on women. We did not see very many female Rotarians. They also expressed a great deal of dislike for President and Hillary Clinton. This seemed to be grounded in their belief that Hillary has too much power and is too controlling.

One of the disappointing aspects of the trip was not being able to go to church and worship, especially on Easter. I am serious about my religion and they never even mentioned that they recognized it as a Christian. I did get to stay with one family who was very religious. We had the opportunity to discuss our beliefs. I really enjoyed that.

Although we did visit the outback, when we first arrived, we stayed for several days in a city. This surprised us and caused us to wonder if the trip would be anything like we were expecting, since each of us were expecting the wide-open space of the outback. We were very pleased when we left the city, even though we had enjoyed our host families there. The outback much more closely met our expectations about what we would see in Australia.

Something that I had not expected to encounter was the outward display of racism which was displayed by the Rotarians. They were especially disdainful of the Aborigines. They indicated that this was, in part, because of the government assistance they received. I found myself defending the U.S. in regards to our record in this area. I felt that although we had a long ways to go, we do not generally have the openly racist attitudes which I saw there.

The final thing I want to say about the trip is that I find my job to be easier since the trip. I items and ideas I brought back in my classroom. I find that my self-confidence and belief in myself has increased. I am more self-assured and have more confidence when I think that attitude is picked up by my students who are quite enthusiastic when they ask questions or when I share information about Australia.

Finally, I want to say that the program is great. I was able to meet wonderful people and still found time to fulfill my community responsibilities.

Mary

As a member of the team to Switzerland, Mary was a stabilizing force on the team. Serving as a patent librarian for a large chemical, she was able to help resolve conflicts and bring the team together in a cohesive unit. A young single woman, she was very traditional and had some rather strong views concerning roles and responsibilities.

Mary's Individual Description

I had the opportunity to travel to the French speaking section of Switzerland on a team which was made up of five women and a male team leader. I was one of the oldest on the team, so I saw a fair amount of difference between the maturity levels of some of the members. There were some team members who were probably not really ready for this type of experience. However, I thought the team functioned well together and the team leader did a very good job of handling any problems and tensions which arose. I think part of the tension was natural just because you had five women together in a tight group for five weeks.

One of the greatest impressions made by the trip was from the sheer natural beauty of the country. The beautiful scenery was evident from the very beginning of the trip. I could look out my bedroom window in Fribourg and I had a grand view of the largest mountains I had ever seen. When we went up one of the mountains, I realized that I was at the highest elevation I had ever been in my entire life. It gave me a somewhat uneasy sensation, as I had the feeling that I might just tumble off. My favorite spot on the trip was Brig, which is in the most western section of the French speaking part of Switzerland. It sits at the foot of the Simplon Pass which is on the Italian border. It was incredibly beautiful with the vibrant blue sky and snow and green mountains below. I would just sit outside in my host family's yard in the evening and watch the sun set, trying to soak in the scenery. I wanted it to make some type of permanent impression on my memory.

The beginning of the trip was somewhat troublesome for me. I was in the process of moving at the same time of the trip and had spent several long nights prior to departure trying to get settled. In addition, I do not do well with time changes when going east to west. Subsequently, I was sick the first few days after we arrived in Switzerland. We were supposed to speak fluent, or at least passable, French for this trip. However, I was struggling at the beginning of the trip to find the words to express what I wanted to say. Being sick did not help this as I was attempting to explain to my host what my problems were so that she could get what I needed from the pharmacy. It was somewhat frustrating for a while, but she spoke some English and was extremely helpful.

The language requirement was certainly intimidating at first. I found that by the end of the five weeks, I could keep up with most conversations and understood at least 75% of what

was being said. Unfortunately, by the time I began to really feel comfortable with the language, it was time to come home. I do think that I would pick it up rather quickly if I went back. The language requirement was an important part of the experience. It helped me become more completely immersed in the culture as I tried to lose my self-consciousness and pour myself into the language, not worrying about the mistakes. This was enhanced by the fact that we were staying in homes where you felt forced to try to speak the language. This would not have been the same if we had stayed in hotels.

I found that the trip was incredibly tiring. I had been told that it would be exhausting, but I don't think I had any idea how much it would affect me. There was absolutely no private time. You were essentially moving from eight in the morning until midnight every day. You always felt like you were on stage and having to perform. We had to constantly put forth our smiles no matter how we felt. This was particularly difficult late at night when we would be sitting around talking after dinner. Being from east Tennessee, I was a little surprised at how much partying they did. There was a lot of libation and drinking. We had to get used to sitting for long hours at the table talking in French while many of our hosts drank. I think most of us became a little bored by the partying.

By the middle of the trip, the host Rotarians were beginning to realize how tired we were and arranged for us to spend a weekend in Gstaad. This was great as it gave us time to regroup, walk around by ourselves, and do what we wanted without being on anyone's time schedule. That was very important for our efficiency as a team for the rest of trip.

One of the things that got me through the trip was remembering that this is their culture and their country. I believe that since this was a trip courtesy of Rotary, it was important to conform to the standards and expectations of our Rotary hosts. Therefore, when they expected us to dress up, I felt we should dress up. Some of the younger team members had trouble dealing with that. They did not want to wear suits to speak to the Rotary clubs and sometimes they did not want to participate in some of the planned activities. This caused some friction at times.

One of the most interesting psychological aspects of the trip was learning to deal with being separated from the team. We were not very close and did not know each other very well, even though we had met on several occasions. However, we were the support base for each other and the only familiar connection to home. When we arrived in Switzerland, we were immediately separated from each other. I distinctly remember arriving at the train station in Fribourg and seeing all of these strangers standing there to whisk us away. I recall all of the team members looking at each other as if to ask "Will we ever see each other again?" It gives you a rather strange feeling to be in a different part of the world where they speak another language and have a different culture and have total strangers take you away from the only thing that is familiar. Of course, by the end of the trip it was such a natural thing that we did not even think about it.

Some of the things which impressed me about the Swiss were their concern for the environment, their level of physical activity, and their willingness to conform. We saw a great deal of recycling and environmental efforts being enforced. Many of the cars were designed

to shut off if they had to stand still in traffic for very long. This was an effort to reduce the amount of exhaust in the air. They were also changing many of their intersections into roundabouts or traffic circles in order to move cars through them more quickly, thereby reducing the air pollution.

The people were consistently on the go. Many of the Swiss ride bicycles and walking and hiking are a part of everyday life. They are consistently out of doors if they can be. I certainly think they get more exercise over there than the people in east Tennessee do.

The Swiss seem very willing to conform to societal norms. For example, we saw a skeletal frame of a house which was being proposed for construction. By constructing the skeleton, the neighbors were given the opportunity to express their opinion of the house and to contest its construction prior to actually having it built. I think they were much more willing to live with regulations, restrictions, and conformity than we would be here.

I don't think I had a lot of preconceptions about the trip. I had been told that the Swiss were very reserved, but I found them to be warm, generous, and friendly. They were flexible to our needs, changing the schedule to allow us the free time in Gstaad and moving different activities so that we could include more historical, cultural, and artistic topics. I was somewhat intrigued by their political views and their attitude toward the United States. They seemed to feel indebted to the U.S. for its role in helping to win the war. At the same time, they were appearing to revert to a WWII mentality. They expressed fear concerning a unified Germany and though wanting to maintain the Swiss tradition of neutrality, many expressed the need to be able to defend themselves. However, they did not see the need to branch out and help to defend or protect others. While they are well-read and know a great deal about what is going on in the world, they tend to have the attitude that other people's problems are of no concern to them and that they have no responsibility to help. This was displayed a great deal in discussions about Switzerland's position related to joining the unified European community. It was also exhibited in their apparent dislike of the Bosnian immigrants who had come into the country. They would point them out and make remarks about how they were not wanted there. It was much the same as the attitude you see in Germany in regards to the gypsies.

The other thing that stuck me was that they take their citizenship responsibilities very strongly. They are set up to function as a true democracy, rather than as a republic like the United States. There was a vote being taken while we were there on whether or not they should purchase some fighter jets. Unlike here, the people were expected to make the decision, rather than the government. They take their privilege to vote so seriously that even if they do not know how they feel on an issue, they still go to the polls and drop in a blank ballot. That was very impressive.

I also found the family life to be interesting. The families seem to be very close. They do not tend to move around a great deal, often living in the same house for generations. Though they seem to be more liberal with their teenagers, you did not see a great deal of teenage rebellion. At the same time, the teens did appear to be more materialistic than our

children. Their attitudes seemed to be more closely tied to their income levels. They had a comfortable lifestyle and were not focused on helping others.

This liberal attitude extended to their concepts of modesty and sex. One time when I went with my host to the lake, they had to show me how to change into my swimsuit underneath a towel because there were no bathhouses. I think if I had not been there they would have just changed out in the open. They told me that Americans are prudish.

One thing that surprised me was that the Swiss did not appear to be very religious. There were many churches in the country, but we did not have the opportunity to go to church for any services. They did not seem to be religiously bent or at least did not participate in organized religion. This was disappointing to me as I would have enjoyed going to a worship service.

The trip helped me to grow in a number of ways, in addition to my language skills. I found that I developed a greater sense of self-confidence, especially when it comes to traveling alone. I found that I could be very flexible and could deal with not always knowing where we would be and what we would be doing. Even though we had a planned schedule, there were always some glitches and some surprises, so we had to be able to go with the flow. I feel more comfortable meeting new people and talking to them about their opinions and perspectives. I was surprised at how well I did and at how much confidence the team leader had in me and my judgment. It really made me feel respected and worthwhile.

I have enjoyed sharing the experience with others. It has helped to bring back memories and to think about things in a new way. It has also increased my confidence in being able to do other things. The trip was very rewarding and I am so glad I had a chance to participate in it.

Shannon

A single attorney from the coal mining area of Virginia, Shannon was very much interested in participating in an exchange with a culture which was very different from his own. He got his wish when he was assigned to the team to India. He was the most sensory descriptive of the co-researchers. He used many anecdotes to describe the experience.

Shannon's Individual Description

I had some ideas about what the trip would be like, but nothing can prepare you for the real experience. India was just mind boggling. The first thing that hits you is the smell, which seemed to be a melange of burning dung, sweat, diesel fuel, kerosene, cars, and animals. The entire trip was an assault on the senses. An author I had read prior to the trip had said that after living there for a number of years, he still could not completely understand the country. It is just too vast and too varied.

I was really excited about the opportunity to participate in the Group Study Exchange. I would not have been as interested if it had been going to a western civilization area. I wanted an experience that would be out of the ordinary. I had traveled in the Middle East several years ago, but this was so very different because of the homestays. They added a major dimension to the trip. They allowed me to become integrated into the culture, living it every day. I absolutely loved being immersed in the culture. I would go back today.

I wish I had been able to spend more time with people who had contact with the impoverished. Although we saw a lot of poverty, we really did not get to meet many of these people. I think they shied away from exposing us to this element of the population when possible. This is probably quite natural. Most people want to show visitors the best of what they have. Yet even when we went to see the Taj Mahal, which was the most beautiful thing we saw, it was like this beautiful building had been dropped in the middle of squalor. The town itself was small and filthy. It really brought home the contrasting elements of the country.

As I said, the culture was extremely varied. When you walked down the street, you might see five people and all of them practiced a different religion, not the way we have five different types of Protestants, but truly differing in belief. There were many types of foods and contrasting things to see. In addition, there was layer upon layer of history. You could spend years studying it and not begin to learn it all.

I really enjoyed observing the family life. They tend to be conservative and very traditional. They had strong family values and seemed to be fairly close. Very often you would have three or four generations living together. The children were treated very well and showed a great deal of respect for their parents. However, they generally were not disciplined until they were about five or six. There seemed to be an attitude that they would have to be serious for the rest of their lives, so they should have free rein for the first few years.

One of the problems which resulted from this traditional view was the way women were treated like second class citizens. I found this difficult, especially as it led to things like arranged marriages and bride burnings. The concept that a young girl in her teens would be set on fire because of a problem with the dowry was incomprehensible.

I did not notice that the women on the team were treated differently from the men, although they may have felt that way. I think that general personality had something to do with the way each individual team member related to the trip and to the people. The team member who was more introspective probably gained the most from the trip. I don't know that we discussed politics very much, but the people in India had a fairly positive toward me as an American. They did have some questions about the United States and its policies, especially in regards to Pakistan. There was almost an anti-American sentiment when they talked about that. We were asked many times to explain our country's stand on Pakistan versus India. We often had to tell them that we did not know all of the reasons behind some of the decisions, but that we as individuals recognized how wonderful their country is and that we liked them.

I was not concerned about my safety most of the time, although there were several incidents of violence in areas where we were staying. The only time I really felt afraid was then there was a fire bombing of a police station tight after we left a town. In addition, we were warned to keep an eye on our bags and were even given armed guard escorts on several occasions. I found that I was more apprehensive when riding in a car than I was by the potential of outside violence. There were no traffic regulations and it was terrifying when they passed something. I just decided I did not want to see that was happening, so I rode in the back seat of the car whenever I could.

My other concern for safety was related to sanitary conditions and hygiene. I took water purification tablets and a quart bottle with me. Every day I would fill the bottle with clean water and take it with me. I was also aware of potential problems with food, but I was just really careful that all of the food was well cooked, so I never really got sick.

The bathrooms were an experience, but not that bad, at least to me as a man. Often there was no seated toilet and the shower was sometimes in the middle of the room, rather than being closed off into its own space. That took some adjustment. The most difficult thing was when there was no shower and I had to take a bath with a bucket. I was not too good at that until after I read a pamphlet at a school for retarded children which told you how to take a bath from a bucket. After that I was fine. Of course, it did not help that we had to wear those uniforms. After the first week they were dirty and smelly. I really hated the uniforms.

I was somewhat disappointed in the train. I had read that they were the most efficient thing in India. But they rarely ran on time and they were extremely crowded, noisy, and cold. Although we had guards on the overnight train, we had to stay awake and watch the bags because the guards went to sleep.

One of the things I enjoyed about sharing the experience with others was that it often brought back memories that I had tucked away. I learned that when you are asked for a tip after taking a picture, it is probably better to just give them one. The first time I refused was with a snake charmer who brought his cobra after me. I also learned that I was much more flexible than I thought. I was surprised that I could put up with as much as I could. I didn't know that I could be so friendly and tolerant. I also did not know I could eat so much. Mostly, I learned my point of exhaustion and just how far I could go past that point. One of the things that helped me deal with the differences in culture is my natural curiosity and my desire to experience new things. I strongly believe that it is not that you know what you like but that you like what you know.

Re-entry was actually somewhat difficult. The first thing I noticed was the lack of smell and chaos. In some ways I missed it. When I smell certain things now, they will take me back to a place and time, so my memories are often triggered by sensory stimuli. I think that is one of the reasons why I use so many of the spices now when I am cooking. I really enjoy the smells.

I will always remember this trip and be thankful for the experience. I know I learned a lot and grew as a result. I hope to return to India one day. I loved it.

A Fundamental Description of the Short-Term Study Travel Experience for Adult Professionals in the Rotary District 7570 Group Study Exchange Program

The intent in developing the Fundamental Description was to provide a general overview of the experience as related by the eight co-researcher in this study. The description is meant to be a compilation of their experiences and the individual details may not apply to every participant. The foundation for this fundamental description emerged as the researcher wrote the individual descriptions and protocols.

Short-term study abroad as described by eight participants in the Rotary Group Study Exchange program was a broadening experience. It allowed the co-researchers to delve into beliefs, rituals, and cultural institutions in an intimate and intense way because of being immersed in the civilization of the country visited. They became more open-minded, flexible, and tolerant of differences as they became more aware of the history and beliefs behind certain events. Due to their own convictions, however, there were some cultural differences which they found very difficult. In those cases, they attempted to express their perplexity and concerns, leading to dialogue about the subject. They were sometimes able to accept the differences, without giving the impression of approval. In a few cases, the situation was one which was intolerable to them personally and they had to find an internal mechanism to handle their feelings without causing further problems.

The sojourners increased their global awareness and their sense of being a part of a bigger universe. They began to see themselves as a citizen of the world, while at the same time, increasing their feeling of nationalism and patriotism. As they become more aware of international events and how they affect people, both directly and indirectly, the participants also developed a need to defend their country when they felt it was under attack. They found that they had to be very careful in these situations to avoid insulting their hosts.

The exchangees learned much about themselves, including their levels of tolerance for different situations, their coping mechanisms and how to use them, and the sources of frustration for themselves as well as for their team. They also learned how disruptive it could be when one member of the team does not cope with circumstances which are not to his or her liking. It became important to the team members to find ways to make the team function as a cohesive group, even if they did not have a mutual liking for all of the members of the team.

The study-abroad experience led to an increase in self-awareness, self-confidence and self-esteem. Participants returned from the exchange feeling that they had much to offer to their contemporaries and community, that they were respected as members of their profession, and that they could make a difference. They believed in their inner strength and talents. They were not as fearful of the unknown, especially as related to travel and meeting new people.

They had a story to tell and they were not only willing to tell it, but desired to share it as they believed that it would bring enlightenment to others as well as help them define the important aspects of the experience.

The study abroad experience helped the travelers better understand their personal beliefs and doctrines. They began to develop an understanding of the part their own culture played in the refinement of these convictions. They found that exposure to a new set of variables sometimes resulted in a change in those beliefs. When they made changes, they found that they began to place parameters on the circumstances upon which the newly revised beliefs were founded. This foundation then became the background for new ways of thinking and acting.

There were many ways in which the study abroad was experienced by the co-researchers. They had a sensory impression of the country they visited which was often developed within a few hours of arrival. They also found that they received data directly and indirectly. Some of the major conclusions reached by the participants resulted from observations of what did or did not happen. This observatory aspect of the trip embedded the elements into their memories.

The Group Study Exchange was a stressful travel program. The team members felt a great deal of pressure to perform on a high level, even when extremely tired. They had concerns about leaving their families and friends, but they wanted to be involved enough to make that sacrifice. It was very helpful that they had strong support systems at home.

The trip was also filled with anxiety due to transportation, being left at the mercy of strangers, and unexpected events. The single aspect of the trip for which no one seemed to be prepared was landing in a new country and getting into a car with people they did not know, trusting that they were reputable and upstanding citizens. It was opposite of what they had been taught about personal safety from the time they were small children.

The exchange was built around social goals and agendas more than around professional and career goals. Although several co-researchers referred to the vocational aspect of the trip, no one indicated that it was the highlight of the trip and several did not mention it until queried. There was a feeling of being there for the purpose of getting to know the people and how they lived more than to learn things that would enhance their careers. Several indicated that during vocational visits, it became obvious that they were more advanced in their place of employment than the places they visited. However, this did not distress any of the travelers as it was secondary on their list of priorities.

As a whole, the Group Study Exchange as a short-term study abroad experience for young professional was successful in promoting the goals of Rotary International in terms of global awareness and understanding and the fostering of world peace. The team members believed that they now had true friends in other countries and a strong link to the peoples of those countries. They could now feel their joys and pains as world event unfolded.

Summary of Results

This phenomenological study increased the understanding of what the Group Study Exchange experience offered through Rotary International was for these participants, the meaning it had for them, and how those meanings were developed. As the co-researchers described their experiences, the researcher listened for not only the words which were spoken, but also for the significance behind the words, in an effort to better understand how the study travel had integrated itself in their lives.

It was not the intent of the study to discover universal truths or to predict what others would experience in a short-term study travel program, but to determine the intrinsic components of the program for a selected group of participants.

CHAPTER V. SUMMARY AND FUTURE IMPLICATIONS

Introduction

This phenomenological research was conducted to develop a picture of the Rotary International Group Study Exchange Program and its meaning for participants from District 7570 between 1990 and 1996. Through this study, the researcher endeavored to paint a picture of the experience which would allow the community to understand its benefits as a short-term study abroad program for professional adults. From the descriptions provided by the co-researchers, the exchange was described as enlightening, broadening, and stressful. All of the participants believed that they had grown as a result of taking part in the program.

The Group Study Exchange as a short-term study abroad program resulted in a greater awareness of self. This awareness manifested itself in increased self-confidence and self-esteem, as well as increased appreciation for the sojourner's professionalism. The experience helped the participant to have a better understanding of personal limits, many of which were much broader than previously expected. It opened new personal horizons for the individual, sometimes bringing out traits, skills, or talent which had not previously been recognized or acknowledged. As the person grew in the experience, it was possible to make changes in personal beliefs and attitudes, in specific aspects of his or her life, or in personal habits.

The Group Study Exchange program also allowed both the traveling adult professional and the host national to evaluate and modify, as necessary, their preconceived ideas about their counterparts. They often found that their preconceptions were based more on folklore and misunderstandings than on facts. Not only did this reiterate for the participants the need to avoid judgments based on bias, but also to realize that the way others act toward them may be based on the same type of misconstrued information. It became very important for all parties to reserve judgment based on unsubstantiated facts.

A major area of insight for the sojourners was the development of a keener insight into the culture visited. As they became immersed in the culture through the exchange, they began to understand not only what transpired in the other culture, but also the background which helped to develop that part of the culture. By understanding the culture of others, it became easier for the co-researchers to understand their own cultures and the history behind how they were developed. The increase in cultural awareness resulted in a better comprehension of family life, societal order, and traditions and beliefs. It also helped the observer find the meaning which existed in these for the people of that culture. For instance, understanding the roles played by men and women in a culture and the importance placed upon those roles helped to explain situations which occurred and the interactions between the people involved. It influenced the interrelationship between the study-abroad participant and the people with whom the traveler interacted. This brought meaning and relevance to the experience, as it helped to focus the sojourn within the preconceptions of both parties involved. Just

understanding the basic beliefs behind certain actions lessened tension and fostered understanding, even though the participant did not hold the same beliefs.

One of the important aspects of the experience, which was rooted in both the home base for the participant and the area visited, was the impact that history had on the meaning of the trip. A traveler from a relatively young country visiting a society with a very old and continuous history found that the past was of more importance in the everyday lives of the people living in that country, having a direct influence on how they lived and related to other people as well as to situations which arose. The understanding of how a culture was grounded in its history altered the meaning of the experience for the sojourner and impacted future ways of viewing the world.

As the co-researchers developed a greater sense of global awareness, an increased sense of understanding of their own country emerged. This sometimes resulted in the advent of patriotism on a level which was previously unrecognized. At the same time, the members of the host culture experienced the same phenomena, leading to what was perceived as feelings of defensiveness, as well as a desire to increase understanding of one's own way of life and cultural belief system. Within that context, the sojourner found that traits and problems which had previously been thought to be the sole franchise of one culture were much wider in scope and could be evidenced in many societies. As this new discovery was explored, the participants found comfort in the knowledge that they were not alone, but also found it disturbing to realize the magnitude of an issue. At times, they were able to discern potential solutions to problems and new ways to approach those concerns.

Short-term study abroad as planned and conducted in the Rotary Group Study Exchange setting was perceived by the co-researchers as a stressful venture. Unlike some study abroad programs which do not separate the sojourners from their fellow travelers, this program was designed to immerse the participant in the culture on an individual and intimate level. As a result, the participants generally felt stress related to fear of the unknown, concerns about personal safety, and the pressure to represent themselves, Rotary International and their country and culture in a positive manner at all times. This led to the feeling of being on display for 20 hours or more each day for four or five weeks. Fatigue and frustration resulted as they tried to maintain an outgoing, friendly, flexible and enthusiastic aura. For some of the co-researchers, there were self-imposed pressures or concerns about issues and situations at home. In these cases, the strain was at times felt to be almost overwhelming, having a short-term negative impact on the experience. This was not valid, however, in all cases, and all of the co-researchers indicated that the long-term benefits of the program outweighed the concerns.

The meaning of the short-term study abroad program for professional adults as offered through the Rotary Group Study Exchange program was individual to each participant. There was, however, an overriding sense of growth and development as an individual and as a citizen of the world. The participant developed not only an understanding for cultural similarities and differences, but also an appreciation for them. As this world view evolved, the desire to know and understand broadened. The sojourner found that they were a part of an

ever shrinking world which was more interrelated and dependent upon all of its parts than they had previously suspected. This led to a feeling of interconnectedness which could better serve the aims of Rotary and their own personal needs in the future.

Conclusions

The following conclusions about short-term study travel for adult professionals as experienced by participants in the Rotary Group Study Exchange program were drawn from the findings of the study:

1. The Group Study Exchange participants perceived that they developed a greater sense of who they were. They felt that they increased their self-confidence, increasing their belief that they were able to handle new situations. They also became more aware of their self-worth as professionals, sensing that they were of value.
2. Short-term study travel was perceived as a valuable and life-changing experience for the participants. Though the length of time spent on the exchange was relatively short, it had great impact on the participants understanding of other cultures, of their own background, and of the underlying meaning behind some events and customs. This knowledge was tempered by preconceptions on both ends of the exchange.
3. Stress was identified as an element of the short-term study travel as experienced by every co-researcher on some level. This stress was caused by family situations, the nature of the homestays, language, cultural differences, and concern for physical safety. This sometimes affected the individual's ability to fully realize the impact of the experience.
4. Total immersion in the culture was seen as a factor which increased the participant's ability to understand and appreciate another culture on an intimate manner, leading to deeper meaning and greater insight.

Significance to the Field

As no specific theory guided this phenomenological research, the framework upon which the study was based was grounded in the literature related to international education, study abroad and sojourner experience, and experiential education. The description of the phenomenon and the meaning derived from that description has significance for those fields of study.

In agreement with the literature (Abrams and Arnold, 1967; Armbruster, 1976; Brademus, 1987; Fulbright, 1989; Hett, 1992; Kleinjans, 1975; Speakman, 1966; and others), there was a perception held by Rotary International, the sponsoring organization, that knowledge and understanding of other cultures and peoples would decrease the potential for conflict and foster the cause of peace. This philosophy was supported in the individual descriptions as the co-researchers spoke of recognizing and accepting cultural differences, learning about the foundation for these variances, and discovering the history behind cultural

characteristics. Although the sojourners did not always agree with aspects of the other culture, they indicated that they increased their level of tolerance and respect for differences. The participants also related their feelings of closeness for the people they met and the new friends they made. Even though the study travel was short-term in nature, the relationships forged were strong and had great meaning for the majority of the co-researchers. When these relationships were not established, the co-researcher expressed a feeling of disappointment, as if she had missed a significant potential outcome of the experience. These findings confirmed the previous research and expanded the field of knowledge to include adult professionals in a short-term study travel situation.

Though the study did not confirm or disconfirm previous research related to the demographics of study abroad participants, due in part to the fact that the co-researchers were adults rather than students, as well as the size of the sample, there was evidence which supported past studies related to the internal characteristics of the co-researchers and the impact of these characteristics on the success of the trip. The descriptions showed that, as with students, adult co-researchers who were open-minded, non-judgmental, observant, and flexible had a more positive and meaningful experience, as was previously cited (Cleveland, 1960; Dowell, 1996; Grisbacher, 1991; Gudykanst, Wiseman, and Hammer, 1977b; Kealey, 1981). Negative experiences, such as the situation where the team member could not deal with the lack of punctuality on the part of the hosts, reinforces the assertion that screening for flexibility must be a key element when selecting members of a Group Study Exchange.

It was further indicated that these characteristics often led to the ability to transcend the event and find meaning, as well as to understand others in the context of their culture and belief system (Hoopes, 1980). This form of learning may come from both positive and negative experiences, dependent on how the co-researcher internalized the information. This was often managed through a variation of Kolb's theory of experiential learning, even though it was not identified as such by the participants. The co-researchers did, however, talk about how their concepts and attitudes changed as they reflected on experiences, confirming the notion that the study was not only experiential in nature, but also transformative in results.

Several of the co-researchers cited specific examples which confirm the concept of transformative learning (Mezirow, 1990) and support the conclusion that transformative learning may be a result of study travel for adults. The most concrete examples of transformations or changes which were directly related to the sojourn experiences included Jeannie becoming a vegetarian, Shannon and Barbara making changes in the way they prepared foods, Cindy and her husband embarking on overseas travel when they would not have done so prior to the exchange, and the changes Julie made in the way she viewed herself as a professional educator. There were also subtle changes which confirmed previous transformative research, most evident in the numerous times that the co-researchers indicated that they had a closer and more intimate view of the world, recognizing that everyone was interconnected and that substantive similarities were more common than differences. In all cases, changes were individual in nature rather than applicable to the entire group, as had been reported previously by Hull, Lamke, and Houang (Gibson, 1991).

Hett (1992) and Willis and Enloe (1990) cited partnerships and global concern as a driving force behind the international education initiative. They indicated that as people from differing cultures learned about each other, there would arise a natural inclination to cooperate to solve problems. This would be grounded in the realization that all peoples are interconnected resulting in global interdependence. The exchangees identified areas of concerns which needed to be addressed by both the host peoples and the other countries in the world. There was a concrete example given by one co-researcher of a partnership which was forged due to her participation in study travel. This partnership between the co-researcher, the local Rotary club and district, the people of the host country, and an American doctor resulted in a world service project which has spanned several years. Others showed an increased recognition of the global nature of many of the problems they had faced in their own culture and the need for a collaborative effort in solving these difficulties.

This study adds to the literature in that there has been little research related to the short-term intensive study travel experience of adult professionals. Although it looked at a very specific program, it did support the concepts gleaned from other studies of the sojourner experience (Baker, 93; Gibson, 1991; Gudykunst, Wiseman, and Hammer, 1977b; Hett, 92; Pyle, 1981; Wolf, 1993) in that it showed that the participants increased cultural understanding and self-awareness, developed self-esteem and self-confidence, (Carsello and Greasner, 1976; Cleveland, 1960; Dennis-McCauley, 1990) became more open-minded, gained a greater appreciation for their own country and culture, and developed new leadership skills. The descriptions brought forth evidence that the inability to be flexible and to adapt, reduced the potential for learning and for developing these traits. It also interfered with the success of the experience for the other members of the team.

At the same time, there was very strong evidence that, as reported by Gibson (1991), feelings of stress and frustration abounded. The preconceptions of the individual, along with personality traits often determined the level and source of the frustrations. Again, adaptability was a key in making the experience positive. Several of the co-researchers spoke of the feelings of being a "second-class citizen" which could result in feelings of loneliness and isolation, as indicated in the finding of Gibson (1991). These feelings were often related to being uncomfortable with preconceptions and stereotypical judgments held by the host nationals. However, it also led to a better understanding of the effects of misplaced attitudes, as the Gibson study had indicated. The reactions of the only minority co-researcher added another dimension which had not been found in the literature when she talked about how, as a result of the study abroad experience, she broadened her understanding that prejudice often comes from a lack of knowledge and exposure. She also expanded her belief that she had a responsibility to educate others, with the anticipated outcome that their relationship with her was significant for better understanding of her race.

The information gleaned from protocols and descriptions did not confirm previous findings (Gibson, 1991; Pyle, 19981; Smith; 1984) which indicated that short-term study travel of two to six weeks was too short to have a lasting impact. To the contrary, this research showed that the impact can be great, even though the length of stay within the culture was four to five weeks and that even though the co-researchers changes locations

every five days or less, they felt that they were able to become immersed in the culture and gain insight into the lives of the host nationals. These conclusions expand the field in that they relate to adult professionals instead of youths and students, which, though not substantiated, may be a major factor in this result

Although there was no substantial evidence of significant impact on careers, as found in studies conducted with students (Gibson, 1991; McDonald, Kennedy, and Bishop, 1989), there were references to how such a trip would have affected choices if it had been taken at an earlier stage in life. There were also sojourners who made changes in other areas of their lives, such as diet, food preparation, and travel. One of the co-researcher developed a new reaction to specific physical triggers and conditions, stating that the trip changed her life forever.

In the field of experiential learning, it is believed that for learning to take place, it must have meaning within the life of the individual (Boydell, 1976). The way the co-researchers related to events on the exchange had a definite effect on how they learned. In support of the previously indicated findings of Martin (1991) and Wilson (1984), they found that discovery of the meaning of the trip was an ongoing process which was enhanced by the ability to share. As they communicated their experiences, it helped them focus on what was meaningful and led to comprehension and understanding for them. They also found that their own perceptions and beliefs modified the significance of the experience. Yet, sorting out the information in order to share it, led to new insights and depth of meaning. The co-researchers indicated that one of their biggest disappointments was the lack of invitations to share their experience.

Two studies which were cited in the literature review (Carlson and Widamann, 1988; Stavig, 1966) found that study abroad resulted in a reduction of nationalism and patriotism. In direct contrast, the co-researchers indicated that one of the results of the trip was that it intensified their appreciation for the United States and felt privileged to be citizens. They also reflected on situations in which they felt compelled to defend the United States, its policies and culture. At the same time, they felt that it would not be appropriate to do so. This intensity confirmed the research conducted by Wolf (1993). However, the circumstances behind the reasons for these findings were not indicated and could be a result of the maturity of the individual, the selection process for team members, or numerous other factors.

Finally, this research strongly disconfirmed the Hughes (1974) conclusions that experiential learning, defined as meaningful learning, must take place in a controlled environment, using exercises designed and facilitated by a trained leader. The experiences of the co-researchers, as related in the protocols and descriptions, support the conclusions that there is indeed a significant amount of meaningful learning which took place during the Group Study Exchanges. This learning was not only referred to by the co-researchers, but was also indicated in changes which were made, as well as in increased sense of self, of globalmindedness, and of understanding.

As the experience was unique to each individual, it was believed that the learning which was a result of the short-term study travel experience was and is ongoing. The insights extracted from the exchange continue to be fluid in nature and therefore, as proposed by Kolb's theory of experiential learning, are consistently changed and modified as other events supersede the trip.

Finally, the significance of this study to the field supported some previous research, while failing to support other findings. It expanded the field of knowledge by adding the dimension of the adult professional exchange and its impact to the present literature related to study abroad. It is important to note that while some of the conclusions for this study echoed previous research, there were also differences and subtleties which may be related to numerous factors. In addition, this study did not attempt to capture the entire field of adult study abroad, but endeavored to paint a picture of the short term study abroad experience specifically related to the co-researchers in the study. Certainly, further study is indicated.

Implications for Practice

Several implications for practice have been drawn from the conclusions. These may be related to any study abroad experience for adults. First is the correlation between the level of learning and understanding which takes place and the intensity of the exchange. A sojourn which allows immersion into the culture may potentially result in deeper cultural understanding and more definitive changes in the traveler. A study abroad experience which allows for real experiential learning can result in lifelong changes and heightened globalminbdedness.

This observation leads directly to the need for adequate preparation for the sojourner prior to actual travel. The experience will be more meaningful if the traveler has a basic knowledge and understanding of the history of the country being visited, as well as the religious and cultural beliefs of the people. It is important for the sojourner to comprehend and internalize the concept that understanding comes from experiencing the new culture as it functions in everyday life, without attempting to impose his or her own beliefs on it. This requires the participant to be flexible and relaxed when people in the other culture do not meet his or her expectations, especially if those expectations are based on personal bias.

A third implication relates to the importance of language. True immersion requires the ability to communicate and to break down barriers to understanding. When the language spoken in the country visited is not the native language of the participant, there may be increased stress and reduced depth of communication. Even when the base language is common to both the sojourner and the host culture, communication may be difficult and confusing. Language is unique to each culture. Although certain colloquial expressions may not be learned or comprehended until the traveler is actual within the culture, it is important to keep an open mind with the realization that what is being heard by one party may not be what is intended by the other.

Implications for Rotary International Groups Study Exchange

In addition to the implications listed above, some areas of concern specific to the Rotary Group Study Exchange Program are indicated. The findings of this study indicated a need for increased preparation for the team members related to the culture to be visited and the structure of the exchange. Although they indicated that they were told what to expect, the co-researchers in this study did not seem to be prepared for the long hours, the lack of privacy, and the need to be “on stage” for the entire length of the stay. They also did not have a good understanding of what they would be doing and the fact that everything was subject to change.

As a follow-up to this observation, the host Rotarians for some of the exchanges did not seem to be prepared for their duties. They did not always communicate among themselves and sometimes allowed personal desires to take control of the schedule. To help alleviate this concern, it is suggested that schedules be developed and shared with both the host Rotary Clubs and the team participants prior to the exchange. Although there may still be the need to make changes within the schedule, an agenda would alleviate anxiety on the part of the exchangees and would improve communication among the hosts. Receiving information concerning the host families prior to the exchange could also help to alleviate stress for the exchangees as it could reduce the feeling of being at the mercy of total strangers.

The hosts Rotarians also seemed to need training regarding the home culture of their guests. Due to the desire to allow the exchangees to become totally immersed in the host culture, it would not be necessary for the host Rotarians to change their lifestyles, but it is important for them to understand some of the basic attitudes and beliefs of the participants. In addition, just as they do not want the team members to criticize them, they also need to be somewhat flexible, avoiding condemnation of opposing beliefs and opinions.

There seems to be a need for a more careful screening and selection process for the Group Study Exchange Program. An improved process, which should be applied to both Rotarian team leaders and non-Rotarian team members, would reduce the potential for participants who are non-compatible, inflexible, and/or mentally and emotionally unprepared for the stress of the exchange and the difference in other cultures.

Finally, Rotary International should look at the vocational study component of the Group Study Exchange program. For the participants in this study, the vocational study was not a major area of emphasis and little impact on their experience. If this is true in general, work needs to be done to make this a more viable part of the program.

It is suggested that the development of a more defined guide to screening and selection of participants, as well as a comprehensive training manual for team leaders and members be considered by Rotary International. In addition, evaluation of the program should be conducted on a routine basis.

Recommendations for Future Study

The study undertaken in this project laid a portion of the foundation for future research in short-term study abroad programs for adult professionals, but also leads the researcher to understand that there is much more which can be done in this field. Besides the possible expansion of this research to include participants from other district in the United States, from district in other nations, or from different time periods, the major areas specifically related to the Rotary Group Study Exchange which were identified by this inquirer can fall into five major categories. The first is the meaning of the experience for exchangees visiting the United States. The program may possibly have a different impact on these team members than they do on the United States outbound travelers. Future study may show that the impact is greater, less, or the same, dependent upon the culture from which the participant comes.

A second area for study is the effect gender and/or race has on the meaning of the study abroad experience. It would be reasonable to conduct inquiry into the potential differences in how the exchanges are planned, the substantive level of the day to day occurrences and whether or not they are more intense for one gender than for another. The researcher could also identify any differences in the impact and meaning such a trip might have for the team members and whether there was a correlation to the gender or the racial or ethnic group represented by the traveler. These could include, but are not limited to, additional stress which is felt and the reasons for this pressure, differences in the expectations and preconceptions related to the team members or to the host nationals, or changes in understanding resulting from the diversity of the team.

A third area which needs further research is the relation of length of stay to program impact. The need for additional study into whether there is a difference in the impact of the length of stay of adult professionals compared to youth/students is indicated. As a part of that research, there should be an attempt to discover the reasons for any differences which may occur, as this may have bearing on how future study abroad programs are designed.

The impact of study abroad on racial relations and understanding also lends itself to further study. It could be significant in such a study to determine not only how peoples of difference races and acknowledge and accept cultural differences and similarities, resulting in less racial tension, but also to determine how study abroad affect minority travelers and their view of themselves and their role in educating the people they meet. Research in this area also lends itself to study of the existence of additional stress which might be felt by a minority traveler.

The final area, related to the Group Study Exchange per se, which indicates a need for study is the professional results of participation in the program and is actually planned in the program through vocational days and professional pairing, the impact of this, if it exists, did not strongly emerge in this study. It was generally not mentioned or was merely alluded to by the co-researchers in their descriptions of the experience. Even when gently prodded, there was not real meaning attached to this portion of the sojourn. If there is a major impression related to this portion of the sojourn, for these co-researchers it was consumed within the

cultural experience and the development of self-realization. The results of the professional portion of the exchange was submerged under the other elements. Some of the findings of this study can be extrapolated to short-term study abroad programs for professional adults in general, leading to the identification of further researcher needs in the areas of language requirements and the implications of its importance to the sojourn experience, the benefits of group short-term study travel versus individual sojourns, and the levels of understanding developed in short-term versus long-term study abroad experiences. As international travel becomes more and more common, it would be advantageous to the field of education to continue to study its effects so as to modify it to produce the maximum benefit to the adult professional.

Summary

This phenomenological study increased the understanding of how adult professionals gain knowledge and incorporate that knowledge through short-term study travel. Eight team members from Rotary International District 7570 Group Study Exchange teams from 1990 to 1996 volunteered to participate in the research in an effort to paint a picture of the experience and its meaning for the individual.

These co-researchers were interviewed and transcripts of the taped interviews were analyzed for common themes. Protocols with theme statements were used to develop individual descriptions of the exchanges. These were sent to the individual co-researchers for validation and comment. Finally, the participants who could work it into their schedule were convened by conference call to share their memories in order to ascertain whether there were other aspects of the trip which might be significant.

The final picture which was painted of the Group Study Exchange as a short-term study travel experience for adult professionals supported previous research findings in many ways and added to the understanding of the impact of travel abroad on adults. The results showed that meaningful, and sometimes transformational learning, took place and that, though individualized, there was deep meaning and significant change in all of the co-researchers as a result of their participation. Clearly, short-term study travel as experience through the Rotary International Group Study Exchange was shown to be a viable form of experiential education for these co-researchers, with depth and long-lasting effects.

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APPENDIX A. LIST OF POTENTIAL AREAS TO BE EXPLORED IN INTERVIEW

The following items were identified through the review of literature as potential areas which might emerge and lead to element statements during the interviews. They were used as a guide to gently urge discussion in these areas if they did not naturally emerge in the conversation. However, if the co-researcher did not indicated the any part of the experience related to one an areas, there was no effort to coerce him or her to follow that line of thinking.

- General description of the experience
- Reasons for wanting to participate in the experience
- Preconceptions of the area, people, and culture to be visited
- Home stays
- Perceived attitudes of host nationals
- Feelings of being in the minority
- Concept of family life
- Pre- and post- attitudes related to national pride and patriotism
- Self-evaluation of personal characteristics prior to experience and after the experience
- Realization of misconceptions and changes in attitudes and beliefs
- Importance of sharing the experience upon return
- Globalmindedness and international awareness
- Cultural awareness
- General meaning of the experience and how it has effective life

APPENDIX B. LETTER OF INVITATION TO POTENTIAL CO-RESEARCHERS

Date
Name
Address
City/State/Zip

Dear :

As a participant in a past District 7570 Rotary International Group Study Exchange, I am inviting you to participate in a study to develop a description of the experience and its meaning to the participants. I am presently a doctoral student at Virginia Polytechnic Institute and State University and a member of Rotary. I have served as a GSE team leader and as chair of the District 7570 GSE Committee for four years. My research for my doctoral dissertation is going to study the experience of study travel for adult professions, specifically looking at the Rotary GSE program, in hopes of painting a picture of the experience from the view of the participants and gleaning some of the meaning the experience had for them.

Eight to ten past team members will be selected to serve as the focus group for this study. As a participant or co-researcher in the project, your role would be to try to move back in time and space so that you can describe the experience as you lived it. You will be asked to do this without making any analysis of the experience, but rather to allow the meanings and theme to emerge naturally.

Those past team members who are involved in the project will be asked during the month of February 1998 to be involved in an individual free-thought interview, lasting no more than three hours in length. These interviews will be held at a time and in a location convenient to you. During this time you will also be asked to bring memorabilia such as picture and souvenirs which may help you relive the sojourn. Transcripts and analysis of the interviews will be sent to you to determine they accurately capture your experience.

When all of the interviews are complete and accurately analyzed, the group of co-researchers will be asked to convene in person or by conference call for one group session to allow you to share your experience and to see and react to the general themes which emerged from the group as a whole. If this session is held in person, it will be centrally located to the group and travel cost will be reimbursed as necessary.

If you are willing to be considered for participation in this research project, please complete and return the enclosed form to me by January 20, 1998. I hope that you are as excited as I am about this study of the GSE program and the valuable information it can give to Rotary International and to the field of adult education as a whole.

If you have any questions, feel free to contact me at home (540/636-6888) or at work (540/635-4549) or email your concerns to eorndorf@vt.edu. Thank you for your kind consideration of this request. I look forward to hearing from you.

Sincerely,
Earline B. Orndorff

APPENDIX C. LETTER ACCOMPANYING INDIVIDUAL PROTOCOL

Date
Name
Address
City/State/Zip

Dear Co-Researcher/Name:

Thank you for your assistance in my study of the Rotary International Group Study Exchange experience. I appreciate your willingness to participate in the interview which we recorded on tape. Enclosed is a copy of your individual protocol, which includes a transcription of the interview with comments related to themes and impressions accompanying it.

I have taken the analysis and written a short description of what I feel are the major points of your learning experience. This is also attached.

I would like to verify that this depicts your experience. Please read it and reflect upon whether the protocol correctly reflects the interview and the description accurately describes your experience with GSE. If you think I have missed something or emphasized an incorrect idea, please let me know.

A conference call will be held on Thursday, April 9 at 7:30 PM to discuss a group discussion concerning the experience, after which I will develop and send you a fundamental description of the experience which will be a general summary of your shared experiences with the Group Study Exchange. To participate in the call, please call my office (540/635-4549) at that time. I will be happy to reimburse you for the cost of the call. Please send me a note on how much I owe you.

As soon as this is completed, I will be asking for any comment you might have related to the study results. Feel free to contact me at home (540/636-6888) or at my office (540/635-4549) or by email (eorndorf@vt.edu). Thank you again for your assistance. I look forward to hearing from you.

Sincerely,

Earline B. Orndorff

APPENDIX D. LETTER ACCOMPANYING FUNDAMENTAL DESCRIPTION

Date
Name
Address
City/State/Zip

Dear Co-Researcher/Name:

Through analysis of your individual protocols and comments, along with comments from the conference call, I have developed the attached fundamental description of the Rotary International Group Study Exchange Experience. Thank you for your assistance in this research. Your contribution has been invaluable in helping me identify common themes related to the experience and in putting together the many pieces of this puzzle in order to present a picture of short-term study travel for you and your fellow co-researchers.

Please read the description thoughtfully to see if your experience with GSE fits into it. As this is a general description, I realize that your individual experience will not match it point by point. I do, however, think that it should capture the flavor of the sojourn and its meaning for you.

Feel free to contact me at home (540/636-6888) or at my office (540/635-4549) or by email (eorndorf@vt.edu) about omissions or incorrect details.

Again, allow me to express my appreciation for your assistance in this research. I could not have done the study without your cooperation and candor. I look forward to hearing from you.

Sincerely,

Earline B. Orndorff

APPENDIX E: Barbara's Protocol

We really were traveling in the part of England known as West Country --- southwest of London, down through Dorchester, Bath, the villages near Bath, the part next to the English Channel. I'm trying to think what it is about it which is particularly meaningful for me right now. It was the first time I traveled abroad. So having that experience gave me a feeling of knowing that it made the world closer ... it made the world more local. I hate to say I'm using just that one experience to say that the world is closer, but for instance when you hear about all of the things that have been going on over there in the last year, it's almost like it brought a familiarity and a closeness about the world -- it didn't seem so distant.

Brought the world closer

Brought familiarity

It really has been an inspiration to me to want to do other travel like that. And I will. I'm going to do some more travel like that this summer. Going on that trip made me feel a little more comfortable and confident in doing these kinds of things and in just having the desire and inclination to want to do it.

More confident

Because it was England, I didn't have the kind of experience I probably would have had if it had been a country where I didn't speak the language. But, even though I spoke the language, one thing that was very striking to me was that language is still a barrier. There are phrases, connotations, and just the way people put language together that bear meaning for them that is a different meaning than we would have here in the U.S.. So it gave me the understanding of just how local language is - how culturally constructed language is. In a class I was taking, we were talking about the role that culture plays in our lives and language is one of the ways culture is constructed and vice versa. And I thought about that experienced right there. While it seems like we might be very close on that, there is an English culture which constructs the way of communicating and interacting with each other that is grounded in the culture. We both speak English, but there is a cultural difference.

Language was a barrier

Language is local

Language is one way culture is constructed

It also gave me real insight on how we, as Americans, are viewed. We are a world power. We are one of the grandest nations on the Earth, but there are some viewpoints about us that are positive and some viewpoints about us that are not so good. One thing is that we have so much plenty and we just have so much wealth and so much opportunity. Going somewhere else does help you appreciate and recognize that. But you have to go into another culture to recognize what you take for granted and just how much different your life is as

Insight about how we are viewed

View is positive and negative
Wealth/Opportunity
Take things for granted

a result of that. So, we are viewed as a very rich culture and a rich nation in that regard, but then there is another regard that views us as arrogant and brash. And, really, it is a turn-off. That was a little hard for me at times.

Arrogant and brash
Hard at times

Another thing that I remember was when I was interviewed, I was asked how, since I would be the only African-American on my team, I would deal with racial prejudice if I experienced it. I just laughed and said I live with it every day. I spend my life doing that. Big deal. But I think that the one thing that this experience helped me understand is that there really are world-wide views and perceptions about race. The West Country had a black population of zero. And I was actually told at one time that I was probably the only black in the town at the moment.

Only African-American

Only black in town

So it's almost like I became, in some situations, an oddity and there was a fascination or a reluctance or inhibition. There was no experiential basis for those people in order to know how to operate with a person of another race. I remember I was up on the moors on a Sunday afternoon. We were out walking along a ford - a stream. An African gentleman, who was a visitor there, saw me and it was immediately obviously that the minute he saw me he was astonished that there is another person of color. I recognized that we have regions in this nation where the black population is very low and I probably would have the same kind of experience if I had gone to those regions of the United States . But the fact of it is I had that experience in another country, so it made me even more conscious of the need for me to be an ambassador because I was not only being an ambassador for Rotary International, I was not just an ambassador for this district that sent me there, I was not just an ambassador as a U.S. citizen. It was also important because, in many situations, that probably was one of greatest statements that I made. I had to be an ambassador for my race, providing some understanding and closing the racial gap. Those moments came to me at different times throughout the exchange.

Oddity
Reluctance and inhibition
No experiential basis

Have regions like this in U.S.

Ambassador for more than Rotary and U.S.

Closing the racial gap

At our final goodbye ceremony, one of the Rotarians came up and was thanking each of us and giving us all a personalize expression of what our representation had been about. He came up to me and shook my hand and said "Thank you. You're a real class act. We really enjoyed and appreciated having you here for the visit." I really do think that had a lot to do with my confidence about who I was as a black woman.

Real class act

It was really important that I created a reduction in the gap of understanding as it related to that. We say that our whole mission in GSE is to try to bring about a better cultural understanding and a better global understanding about nations and countries.

It was exhausting. It was really exhausting! You are display for hours on end. That is your existence for five weeks. For almost every waking hour, you are on display. I recognized something about another piece of myself. I got in touch with and was starting to recognize my need for space. As a young Extension 4-H Agent, which I had been in the bulk of my professional career at that time, you are busy out there on the stage, ripping and running. It just becomes a part of what you do. But the older I get, the more and more I understand who I am and the more I realize I am an introvert, which you would not know if you had looked at the young "Extension Agent Barbara". But that was one of those teachable moments about what that particular part of me meant. It was extremely exhausting to me to be on stage all of the time like that. I mean it was to the point that you just had to ask to have some down time. We had to say we needed some down time where we didn't have to be on display. That was a part of me that I learned to recognize - the need that I had to maintain some boundaries and what that boundary would do for me.

I thought that the English people would be stuffy and actually that was not them. Maybe because the people were a part of an organization like Rotary. They were all just extremely warm, friendly and welcoming, we even had fun sometimes. It's almost like you think they can't have fun. That probably has to do with the media blitz of the royal family

I didn't expect it be a rural as it is - as countrified as it is - I don't know why I didn't expect it. And I wasn't prepared to deal with the history. The English culture is grounded in the history. They are much more grounded in their history than we are. But they have a longer history that we do and they are very much in tune with that. They are very much on top of it. If we think about what part of our history defines this region, you probably could not walk out here and find anyone who could tell you that. You know, tell you something specific about an event or about an occurrence which was a part of shaping this region. Maybe it was because these people were prepared and this was a part of their preparation for hosting us, but it did seem that the English people were so much more grounded and their history was closer to them than our history is to us.

Cultural understanding

Exhausting
On display

Need for space

Introvert

On stage all the time

Maintain boundaries and what they would do

Stuffy

Friendly, warm, fun

Rural/countrified

Grounded in history

Longer history

History defines region

Closer to history

The other thing that was very surprising to me - I don't know why, but I guess when you are actually there and are seeing it - was that there are so many churches in England. Yet a very small part of the population participates. The church is the defining structure of the location. The abbey defines that village. But the population that participates in the church is very low. That was interesting.

Low participation in religion

Another thing struck me, because of who I am, with my background in clothing and design. Lots of the designs for everything - our furniture, our home furnishings, our clothing - all have birth in Europe and it gradually migrates its way to us. So being that close to the artistic birth of design was very intriguing for me. Extremely intriguing. Probably, if I had had this kind of experience as a young career woman I would have had different ideas as to what my career options were.

Would have made different career choices

I probably would have stayed closer to the design world than this track has taken me. I have even felt this way about my visits to Highpoint, with the furniture industry. Something as simple as that. If I had just realized what my options were. I left Union Hall Virginia in Franklin County and went through Gretna, Charlotte Court House, Blackstone and on to Virginia State. And that is not exactly the design capitol of the year. There was not a lot of exposure in that journey. In Union Hall, one of the few career people I had exposure to was my Extension Agent, so she had a lot to do with shaping my choice for this kind of career. I think there would have been a whole new world open to me as to what was possible for me, if I had had that kind of experience. It was really interesting. We went to a design house and it was so fascinating to me. We were given a tour and shown how a design begin and then the process and the progression of that process to bring it to the point of translating it into the world in some way. It was just wonderful for me.

Stayed closer to design

This type of experience would have changed my career choices

We even went to some dress design schools. This was really interesting because the students would work on their projects and their instructors would share their projects with us and at times I would chime in as say "Well, you know what, if you did such and such and such", they would look at me as if to say "That's a great idea." But just being in their world got me in touch with my own creativity and tended to make my own creativity come forward. I find that that is true whenever I am in an environment where design and home furnishing are done. I went to Atlanta last year and I was amazed at how stimulating it was. Just the stimulation of my own potential. I don't know what holds for me in the future. I am ready to see what

Got me in touch with my own creativity

Stimulation of my own potential

remains for me in the track I am on, but there is a part of me that is unharvested - uncultivated. And I do find that when I'm in those environments it kind of pops out and bubbles. That is one thing that the trip did for me. It exposed me to that kind of world and probably would have influenced my career options if I had just known - if I had just been exposed.

Staying in homes made it a whole different kind of experience. I think if we had stayed in a hotel we wouldn't have gotten the understanding about the culture the way we did, because when you are living in hotels you can pretty much maintain a barrier between the culture and you. You don't get the full force of the culture and you get to filter it based on who you are. By going into the homes, you really did have to experience it through their lives. I think that's a deeper way to understand the culture and what it is about.

The family is pretty traditional as we look at the literature and what is tradition. There are roles for women and roles for men. You didn't see as much gender role cross-over as you would see if you were coming and staying in our homes here. There are pretty traditional lines drawn about what the roles are. But the family is a pretty valued institution. It is a pretty stable institution there.

I did stay in homes with children. Some of the homes I stayed in had children the age of children in my own family (four through eight) and children are children. They pretty much become the focal point of the family. They consume everything. I know the children in our family are like that. And that seems to have been the case in the homes where I stayed. The children seemed to be the focal point, so that showed similar views of children and their treatment. We tend to share that in common. That's one of the things that we did say in our closing presentations - something like when we really got a chance to know each other, we found out how much more in common we had in common than different. Once we all had a chance to get past those initial barriers and attributions that we made with each other, we were able to connect. Maybe being in homes, sharing in their activities, and going through their rituals with them gave us that experience. We told them we saw more similarities than differences.

There are words that mean different things to all of us, but we are more alike. I guess the whole thing about the role of children and the treatment of children was one of those points where we were pretty close together.

Royal family

Many churches

Hotels maintain barriers

Filter the culture

Traditional family
Roles for men and women

Family is valued and stable

Children are focal point
Consume everything

Similar views on children

More in common than different

I was put into a lot of households with children because I worked with children. I saw the same types of things in those households that I saw in our households regarding children. Right then, Beatrice Potter was just coming out. Probably, if I were to go over there right now, there would be Winnie the Pooh stuff everywhere. But the same kinds of things that we try to get to help our kids be kids are pretty much in those households. I didn't really see a different treatment of children.

I don't recall having political kinds of conversations with them, but a lot of water has gone over the dam since 1990. I never felt the need to defend my nation. We were a women's team going to a very traditional area. There were some Rotary clubs who did not have women in them and there were times when we were made very aware of this. We went to one luncheon group and they were staunch - truly staunch. They had some pretty strong views about women involved in Rotary. Maybe because we were a women's team, and a young women's team, they didn't discuss these types of things with us. Because, now that it is coming back to me, we were reminded that we were a women's team in a very traditional Rotary district. Consequently we got wined and dined to death, but they did not discuss what was considered "men's subjects" with us.

There are so many daily things we take for granted, but that is a part of the everyday privilege of living where we do. We need to be reminded to wake up and look around. We are really a fast paced country. There was a closeness there. It was so much more basic. One of the things that makes me say that is food, maybe because I am a single woman and I was living a single graduate student life then. We have so much manufactured food. There, we had so much made "from scratch." There are bakeries in villages and they get all of this fresh baked bread just to make sandwiches. I didn't know bread tasted like that. Sometimes they would ask what I wanted for breakfast and I would say "Just give me some toast." That spoke to me about just how manufactured we are and how fast paced and how convenient we are - especially in the things we eat. That is not a part of their life. They are just so much more basic.

I came back with a different view about how I would supply my own nutritional needs. So I try to be creative and I try to realize that there is so much more. We lose so much in the translation of convenience that they don't lose there. They literally stop in the middle of the day and they stop in the evening - and they dine. We don't dine. The granola was great. I can't find granola like that here. In the translation of the manufacturing and the convenience, we lose something in exchange. But you know, that is a point, because eating is so

No political discussions

No women in Rotary Truly staunch

Wined and dined

Take things for granted

Fast paced country

Baked from scratch Fresh bread to make sandwiches

Convenience More basic

Lose much in translation of convenience Stop and dine

happenstance in our lives. Meals are so happenstance in our lives. We might do a meal on Sunday or on special occasions. To them, mealtime is an artistic ritual - a social ritual. They put a lot into it. That is one thing I brought back. When I want to make a meal where I want to punctuate a moment, I try to enrich the experience by making the meal a social expression or an artistic expression or a real experience that really is grounded in something that is really pleasing and satisfying. They did do that. And maybe that had something to do with hosting, but I do think it has something to do with life in Europe. This is truly a result of my English experience, but I try to have some type of appetizer. And of course, we always started out with wine and stilton and crackers (biscuits) and then we would try to move slowly into the meal, so that everything had its own moment - every dish was its own experience - and that is not how we live. Eating itself is not a purposeful experience for us. For them it is purposeful, even down to drinking coffee.

I was really surprised how much coffee they drink - I was surprised at that, I thought it would be tea. I was not prepared for how heavy it is - how strong it was - oh man, it was thick. But as a result of that, I now make coffee very heavy. I make dark, rich, heavy coffee. I don't go as far as espresso, but I keep a stock of heavier, darker roasted Starbucks on hand. And nobody else can stand it. The only other person who makes coffee the way I like it now is Angela and she is such a world traveler, we appreciate each other's coffee. That is a direct result of my English experience. I use a lot of milk in it. I did eat a lot of dairy products when I was there - my cholesterol was very high when I got back - you know, cheese, butter, - but that's because its so natural. They are so much closer. The blue cheese that I eat here has traveled all the way from the Midwest or upper New York to get to me in the store and I don't know when it was made. And there the cheese factory is in the next village and the local milk is making it. So it is just a different kind of experience. To them, that seemed like a long way away, because of the roads, but to me it was like going form here to Lynchburg to get to where the cheese factory was.

I'm not sure that when I returned I was used by Rotary enough to tell about this experience. I talked to three Rotary groups. I didn't talk to any other groups. So I'm not sure that the return was given back to Rotary. I think this needs to be looked at to see how this experience can be better utilized on the return. I would like to have seen the district take more responsibility to see that I had more opportunity to share the experience. If I had had the chance to share the experience more, I probably would have been able to make the experience have more meaning and bring more perspective in my life. When I got back

Artistic and social ritual

Try to enrich the experience

Have an appetizer

Every dish an experience
Eating is not purposeful

Surprised at coffee
Own nutritional needs

Heavy/thick coffee

Natural

Cheese factory in next village

Not used by Rotary enough

Better utilized

and got caught up in my life and went own, -- you know standing before a group and sharing helps you to make more meaning to the I now make coffee heavy
Sharing would bring more meaning and perspective experience, so it would have been more meaningful to me and my perspectives would have been heightened and my thoughts would have come together. I think that whole professional approach to allow us to share more would have brought more meaning forward.

Sharing brings
meaning forward

APPENDIX F: Bev's Protocol

For me, this trip was the experience of a lifetime. I think it was a once in a lifetime opportunity. It was a real honor for me to be chosen. I was really shocked with I was chosen. The overall experience was positive. There were a lot of things that happened on the exchange as far as the team goes that really taught me to get along with people that you didn't know. It was like being an ambassador for your country . You had to be on "24-7". You had to just be on all the time. It was very tiring and that was very hard - very hard. It made me realize that I never wanted to be a political figure. I never want to be famous. I didn't want to be in the spotlight anymore.

Just experiencing the people there, the county there, was unbelievable. I dream about it all the time. When I think about the experience and I know this is a bad thing to say, but a lot of the negative things stand out in my mind. I think this is the same with any situation. You always remember the negative things. We had some great times. I was reading in my journal about all of the things we did. We would start at 7 o'clock in the morning and I would be writing in my journal at 2 o'clock at night. They were extremely long days. The thing about the exchange that stands out as the most negative is all of the hours that we would be exposed to people. The schedule that we kept was way too long. They tried to do too much with us. They tried to show us to too many people. We didn't have any free time. We really needed that because we needed our rest. We needed our space so that we could regroup to be those "on" persons again.

They overload you. You just get so burned out. And another thing that I thought was a weakness was the lack of an itinerary. I don't like getting up in the morning not knowing what I'm doing and where I'm going. We didn't even know where we were staying until we got to England. I found that to be really hard. Another thing that I found to be difficult was all of the people that we met and all of the places that we stayed. We weren't one on one with people our age very much. I did meet a young couple over there. They came over here and looked me up one day. That was a real positive thing. I haven't had a lot of contact. I haven't had a lot of response with people I had contact with over there. That's been a little disappointing.

I liked that they really tried to give you experiences in your field of study. I really did get a lot from my vocational visits there. I especially enjoyed spending a week after the official exchange was over in London. I worked at a big design firm there for a week and that was

Experience of a lifetime

Ambassador for country
Had to be on "24-7"
Very tiring

Never want to be famous

Start at 7 AM and still writing at 2 AM
Schedule was too long
Tried to do too much
No free time
Needed space
Regroup to be "on" persons

Overload you
Burned out
Lack of itinerary
Didn't like not knowing what I was going to do
Really hard
Weren't with people our own age
Haven't had a lot of contact

Experiences in your field

real positive.

We had a lot of fun. We met a lot of interesting people, but I think one of the drawbacks was that we just met too many people. If anything, I felt that it would have been much more helpful to be with one family for a week instead of moving every three nights. We stayed with eight families in four weeks. I would have rather stay with less families for longer and to spend more time with the families. You didn't get to know your host families. You are in their homes, but all you really did was sleep there. Because you were up and gone all day long. I don't feel like you got to really know the families. I met the girls from England when they came here and then I met them again when Burned out

I went back over there. They got to stay with their families a week at a time and they found that to be very beneficial. I would have like that. I felt that there were only superficial relationships. I didn't feel like I developed any strong relationships because of the time. That was something that was a little more important to me than exposing me to so many people. I also that they want to get to know you, who you are and where you're from. But that was hard for me. As soon as you got settled, it was time to move. In the amount of time you are allotted, there needs to be more time to spend with the host family.

As far as the team goes, we had a good team at first, but then we got into the conflict thing. Rhetta and Denis just despised each other. They had some real battles there. Mike and Judy are very nice people, but they were like they were on their second honeymoon. Judy had a really hard time not being the center of attention. She always wanted to be the center of attention wherever we would go. She needed the spotlight on her and not on us and that can be real frustrating. That helped to create a lot of problems because when there were internal problems on the team, Mike was oblivious to it. He didn't realize what was going on because he was so into what he was doing. Denis and Rhetta had a severe conflict with each other and they yelled at each other. They couldn't be together, so I ended up with Denis and Barbara got stuck with Rhetta. We just had to try to baby-sit the two of them and that wasn't fair to either one of us. It just created a really difficult situation. It was really unfair. I felt cheated more than anything because of that and I'm sure Barbara did too. They would just scream at each other and there was so much tension. Barbara and I were supposed to have a weekend together. We were supposed to be at the same house a couple of times and we got split up because I had to go be with Denis and she had to be with Rhetta because they didn't want the two together. The two just couldn't stay together. They

Met too many people
Stay with one family instead of moving
Less families for longer times
Didn't really get to know them

Superficial relationships

As soon as you got settle, it was time to move

Team conflict

Frustrating
Internal problems
Oblivious to problems

Severe conflict/yelled
Baby-sit other team members

Unfair/Felt cheated

needed to be adult enough to work out the situation. I don't feel like we should have been penalized and forced to suffer through that. It really got bad. Mike just didn't have any idea what was going on. I think the Rotarian's spouse going is a bad idea. Maybe it was just her personality, but it needed to be played down.

Needed to be adults
Penalized and
forced to suffer
Participation of
leader's spouse is a
bad idea

I had not traveled overseas before, or at least not to England. I had been out of the country, but only to vacation places like Cancun and Bermuda. I know that if I had just gone over there on my own I never would have experienced the things I did or seen the places I did. We had opportunities, even in some of the sightseeing places to see special things, like in some of the castles where we got to go places that tourists were not allowed to go. I really cherish those opportunities because it was tremendous to be able to do those types of things.

Never would have
experienced on my
own

Cherish those
opportunities

I felt like even being picked to be on the team was just something that I was meant to do. I was in a position in my life where everything was just right to do that. I was working for myself then. It cost me dearly because I had my own graphic design business and I just worked by myself, so while I was gone, there was no income. It really strapped me and when I came back it was really hard for a long time to build up from what I had lost, but it was worth it. I probably still struggle from that experience in some way. But just the chance to go over there, see the country, meet the people - I didn't know a whole lot about

Cost me dearly

Really strapped me,
but was worth it

Rotary or anything about being on the team and stuff, but I felt like it was an opportunity of a lifetime. I did not have my heart set on going because I did not think I would be picked when I found out what the realm of the district was from one extreme to the other and when I found out how many people they interviewed. I wanted to go but I didn't have my hopes up because I didn't want to be disappointed. Now, with Barbara, there wasn't any doubt in my mind that they would choose her to do that. And I know that they tried to pick people with different backgrounds and we certainly had a wide extreme. But you have to live with it day in and day out. You just make the best of the situation and go on. That's what you do.

Didn't think I would
be picked

Just make the best
of a situation and go
on

The team has lost contact with each other. I tried to keep up with Denis a little bit and I've tried to keep up with Barbara, but I haven't talked to Denis in a long time. She used to call me a lot after we got back, but it was because I was there for her for so much, but then I got tired of her and I felt like I needed a break. She just really needed to grow up. It's just really hard to understand that someone with that background. doing what she did, could be so helpless. I haven't talked to her in a long time. Greta, I haven't kept up with at all. Barbara and

Really needed to
grow up

Perfect time in my
life

I sent Christmas cards. Then I lost her when she left Lynchburg. So its been a while since I talked to her. I miss her. I was not married when I went and it was a good opportunity. It was just the perfect time in my life. I felt like it was just one of those things I had to do. I feel that a lot of things are just meant to be in life. And that's how that was.

England was totally different from what I expected because everyone had said the people were all dry, did not have a sense of humor and weren't very friendly. It was just the total opposite. They were very friendly and had a great sense of humor. The way they lived and stuff, I don't think I had any preconceptions about that. I don't think I had any surprises. It was just different, just living in some of the really old homes we lived in. We think we have old things over here, but we don't have a clue here. So those were some surprises, but there were nice neat things that I really liked. I guess the major concept of their personalities, what type of people they were, I had some preconceived ideas about because that was all you heard. It wasn't that way at all - nothing like the royal family at all. There were very few people I found that I didn't like. I just liked everyone. I didn't feel like they were very different from myself.

Their attitudes toward Americans were all positive - extremely positive. I didn't feel like there were attitudes which were a problem. I'm trying to think if there were an argument. Sometimes you sit down with people and you just bring things out. There was just one person who I felt was a problem, but he was just a male chauvinist. He didn't believe in women doing a lot of things and he hounded us because it was an all women's team. He had a real problem with women in Rotary. It was a big issue because women had not been accepted in Rotary there when we were there. It was just starting here. When I got back, I joined the Rotary Club in Harrisonburg. They were just beginning to get women in. I probably was only the eighth woman out of 200 plus members. That's another thing I found out. In England, they have smaller Rotary clubs. I really liked it because they were more bonded and got to know one another. I liked the smallness and the closeness of their groups. They just couldn't believe I was sponsored by a group with over 200 members. That was just unheard of. I found their clubs to be more social, where ours are more business. They were more of a group that got together for fun and companionship and that type of thing where ours was more business. There was a big difference there as to what Rotary was. I felt I learned a lot there about how they feel and about what we do. I liked the closeness and the uniqueness of their groups where everybody knew everybody. Whereas the people in the group I was in - I could go and sit at a different table ever week for a year and

Totally different from what I was expecting
Dry, with no sense of humor

No surprises, just different
Really old

Nothing like the royal family

Positive attitudes toward Americans

Male chauvinist

Real problem with women in Rotary

Smaller Rotary clubs
Clubs were more social
Closeness of group

Rotarians were older

They treated us nice, but you did run into some of those sticklers who did not feel that women belonged in Rotary. They were willing to let you know that. I remember this one man - I don't remember his name - but he was just hounding me. I stand my ground and I'm very outspoken, but if that's who you are, there is nothing really wrong with it, because people can take you at face value and they know what they are getting.

I was put into a situation where I was put in a home, my last home, and I was never so glad to get back to London in all my life. The boy in the family had some problems. He was not all there and he would come in my room all of the time. He was a child, but I was so uncomfortable. He was all over me, touching my breasts and playing with my hair. It was just constant. It was just an uncomfortable thing. I couldn't be in the house without him just fondling me. He was just all over me all the time and the parents didn't see that it was a situation in which they should do something. I would have to lock my room to keep him out of it. I know he wasn't bothering anything but it wasn't a good situation. He was about 12 and he knew enough to know right from wrong. You just never know what will happen or what someone will say happened.

I find that the value of the experience, even though I have lost contact with people, is those experiences at the time you have them. You savor those memories because they mean so much. I feel like, if I go back over there right now, I would pick up where I left off. Even with Denis and all of that, I feel the same way. You may struggle, but you get through all of that. I wish we would have reunions. I thought Mike might do something like that with us after a year but maybe it was better that he didn't. I don't know, now that time has passed. If they grew enough out of this experience to make a difference. So you are different. So you don't agree on the same things. You can still go along and work together cordially.

I had lived here all of my life. I had never lived away from my family. I'm really close to my brothers and sisters. And it surprised me but I considered living over there when I was there. I really did. It was really surprising. I had a couple of people while I was there talk to me about job opportunities and the possibility of coming to work for them and I had a couple of offers. So I found that it was interesting that I thought I could do that. But I had changed my whole outlook about the independence thing and about being away. I think it just broadened my perspective on life because you learn so much more once you get out and once you get away and see different ways of life and stuff. It was real positive for me. It surprised me that I would

Boy in family had problems

Touched my breasts
Uncomfortable
Fondling me
Parents didn't do anything

Wasn't a good situation

Savor memories

May struggle, but you get through

Still go along and work together cordially

Lived here all my life
Really close to siblings
Considered living there

Thought I could do it

consider doing something like that. I've always been really independent so when I decide to do something, I'm going to do it. If I had the opportunity to travel everywhere, I would. Now that I have my daughter, it slows me down a little bit, but I still would just pick her up and take her in a heartbeat if I had the opportunity to do it because the experiences that you gain from that are so positive. I have a long way to go before I can travel like that again. She is about three. But I believe that all of my experiences in life have brought me to this time and this place, where I know my purpose in life. I know what I'm here for on this earth. I'm here to be a mother to my daughter. I quit my job and I do whatever it takes. I had my career first and now I have her. I was in my thirties when I had her. I know what I'm suppose to do and all of these experiences bring me to where I am now and make me who I am. I try to instill so much of that into her. Just being with her, after having different backgrounds and having those experiences, makes me so much more open and more open-minded. I think that has been good. I'm not tunnel-visioned.

It changed my level of patience. The one thing that I had to do over there (I don't do now but I did there) was to give up taking control of my life. I was always a leader and I had to be a follower over there. That's why I became frustrated. I would have liked to have taken charge and said we need to do this and this and this. But I couldn't do that. I found out I could be a follower. It's not what I would have liked to have been, because I just felt like some things needed attention or there were situations to be taken care of. I wanted to say we need to do this and you need to do that, but I couldn't. I felt I had to shut the door on it. It did teach me to let somebody else lead me around, because someone else had control of what you did every day and what time you went somewhere. That was a really hard thing for me, especially being in business for myself where you are your own boss and things like that. When we didn't have an itinerary and we didn't know where we were going, I found that frustrating. But it is one of the things I learned to accept. I found that I could handle it because I was not in control all of the time and someone else could take care of me. I think that's one thing I learned over there, although when I got back home I didn't do it. I had so much of it, I just didn't want to waste my time. That was a hard one for me. When you don't know the people and you are at their mercy, that's what you go with.

I stayed an extra week in London on the way back and that was great. I would never have had that opportunity. I would never have been able to do that on my own. I loved it there. It was my favorite place and I know that's terrible, because it wasn't a part of my exchange, but it

Changed outlook on independence
Broadened perspectives
Would take daughter
Experiences brought me to this place in life
Know my purpose in life - To be mother to my daughter
Want to instill experiences in her
More open and open-minded

Changed level of patience
Control of life
Frustrated
Could be a follower

Shut the door on control
Hard thing for me

No itinerary, frustrating

Learned to accept
Didn't want to waste time
Don't know people and you are at their mercy

was and my favorite part of the trip. We saw “CATS” there and it was just incredible. I loved that part of it. We didn’t get to go to Windsor Castle because the Queen was there, but just being able to do all of that stuff was incredible.

I think you learn that from other things too. I think that helped the trip have a stronger impact on me. When I see news reports now, it has a different impact on me. When I see reports on bombings in the subways, I think, “I was right there.” It really does make me more aware. I do pay attention more to what is going on over there now because I was there and I feel like I have some vested interest in what’s going on there. It really does touch you. Your experience base is so much broader, so much deeper. You pay attention to things at a much greater magnitude.

I never felt unsafe there, even if I was in a section where I wasn’t sure where I was. They don’t carry guns and the violence just didn’t seem to be there. I always felt safe there. I never thought twice about my safety. We toured a school and when I was working with the advertising agency, we went into a school and did a presentation. We had to stop at one point and everything was delayed because they had had a bombing there. There was a hole in the fence. There was about a 45 minute wait and they had everything blocked off because of the bombing. I can’t remember where it was but it was close to the school. It was a military base that had been bombed. The day that that happened, it made me a little bit nervous. It really did make me appreciate where I’m from and what I have here. It put me a little on edge, but for the most part I felt safe. When we came home, we heard about so many bombings and stuff. I have a greater appreciation and I pay more attention to details and I don’t take as much for granted. It just really opened up my eyes that you just don’t take things for granted. You should appreciate what you have.

I felt safe accept when they drove. They drove like maniacs. There was this one night when our host was taking us to motorcycle races at this speedway. We were all sick from the way he drove that van. It was incredible. We had to take turns sitting in the front. With all of the hedgerows, it is kind of like a tunnel and you can’t see where you are going. I would just get deathly sick from the way they drove. It is just one thing that has changed my life forever. Since I have come back from over there, I cannot ride in the back seat of a car. Honest, I will get carsick. It is incredible, but to this day, I can’t ride in the back seat of a car. I thought, from the first moment, I was going to die in England because of my experience when the people came to get us at the airport. I had been in the country for one hour and these people

Different impact on me
Bombing on subways
Pay more attention
Vested interest
Really does touch you

Felt safe there
Don’t carry guns
Not as much violence
Never thought twice about safety

Had a bombing

Little bit nervous

Appreciate where I’m from
Don’t take things for granted

Drive like maniacs
Deathly sick from the way they drove

Can’t ride in the back seat anymore

Thought I was going to die in England

came to pick us up. You could tell they had never driven into the city and they were throwing a map in my lap to tell them how to get out of London. Then we almost drove head-on into a fire truck going down the wrong way on a one way street. I remembering thinking to myself that I was not going to get to do this exchange because I'm going to get killed before I got out of Heathrow Airport. It was just incredible. The driving was the main problem.

Driving was the main problem

I spoke to a number of groups when I came back. But I felt comfortable because we did so much of that over there. We did the same thing every time. Judy wrote this song we had to sing it and I cannot sing. I hated it, but I'll never forget it. I got tired of the presentations over there. I got tired of the same thing over and over. I wish we had changed things

Spoke to number of groups

Got tired of the same thing over and over

One of the things about Rotary is that often it puts different people together and sometimes you can forget some of those differences. Those differences don't have to become issues.

Puts different people together
Differences are not issues

Critical of the U.S.

When we had our farewell, it was so bad. One of the girls on their team was so critical of the United States. I just looked at her character and if that is what she got from the experience, that's too bad for her. I know that she was a problem on the team, so I just think it was her nature in general. I think you have to look at people's nature and just overlook that, because that is how they are and they are not going to see anything different. I can't remember what she said, just that her comments were rude. It did make you feel defensive, but none of us said anything.. We were so classy that it made her look bad.. I think Mike realize, at that moment, the caliber of the team he had. He was so proud of us. When you do stand up for your country, it seemed to surprise them because they didn't expect you to do that in an exchange situation. But we didn't do any thing at the closing. It was so much better because we looked so much classier. The people from that Rotary club apologized to us for her behavior and what she did. They were just stunned.

Look at people's nature

Made you feel defensive
Didn't say anything

Standing up for country surprised them

Looked so much classier

I think when you share things with people who have been there, you begin to think of the positive things and the negative ones begin to fade into the background. You seem to think above and beyond. I feel that I really grew as a result of the trip. I don't think other people grew. I found it to be a positive experience. I think this program does a great deal to increase global awareness and to expand understanding among world cultures. The cultural differences were subtle. I would get into the right side of the car, but that was their driver's seat. I was

Sharing make you think of positive things

Negatives fade
Really grew as a result of the trip
Increase global awareness

Understand world cultures

embarrassed that I kept doing this out of habit. I just loved staying in some of those old houses. There is just so much history there. They are much more aware there and more of history appreciative of their history. Some of the houses had drying closets for their clothes instead of dryers and it was just so neat. It was interesting to watch British TV. They are just so far behind. It was really different to see how they cover the news and other things.

I now have a greater appreciation of what we have here. It did change my view of that. I just thought there is so much for us to do, our freedoms, the school systems, I felt very fortunate. They send their children to public school, which is not really public, but a type of private school. , I didn't stay with too many families who had children, but when they did, they had their children at home, not in a boarding school. Most of the children were grown and out of the house. And I really liked the fact that meals were more relaxed and a more important part of the family life.

That is about all I can think of. I really got a lot out of the trip.

Old homes

More aware of history

Appreciative of history

So far behind

Greater appreciation

Change my view

Felt fortunate

Meals were relaxed and important part of family life

APPENDIX G: Cindy's Protocol

The experience started with the superintendent of schools, who was the president of the Rotary club, asking if I would be willing to apply for a GSE team. He wanted an educator to represent the Rotary club since he was an educator. Since I had been named the teacher of the year that year, he thought I might be a good one to go. I knew a little about the experience because my parents' neighbor had led a group study to India and talked to my husband about what this would involve if I were to be accepted to go. They were both so encouraging and said if I had the chance to apply I needed to do it. My husband was so supportive. He said I couldn't afford to "not do something like this." My daughter was a sophomore in high school and I was not too sure about leaving her with him. He is her step-father and they don't get along the best. That really concerned me. But they assured me (he assured me) they could work it out. She really did not want me to go at that point. I did apply and much to my surprise got called for the interview. I was scared to death and a nervous wreck. At that point in time, I was hoping to go to Australia, but I was willing to go to the Philippines. I did not really know anything about the Philippines. In fact, I am embarrassed to say this, but I had to go to the atlas and look it up in the encyclopedia. I knew it was on the other side of the world, but that was all I knew. In the interview I was asked where I would rather go, and I said I was hoping for Australia, so when the phone call came saying they would like me to go to the Philippines, but I would be the only woman on the team. Would that be a problem? That really didn't bother me but thought it might bother my husband so thought I should check with him.

I get along with men and work well with them, so I didn't see that as a problem. The Philippines scared me a little because I didn't really know that much about it. To prepare, I met the other team members and the me prepared for what I might experience, but I don't think anything can really prepared you for what you experience because it really was a totally different culture from anything than I could image. It ended up that one of the men did have to drop out and so the first alternate, Roberta, filled in. That was a blessing. It didn't bother me at first that I was going to be with a team of all men, but when we got to the Philippines, I was very glad she was there. In the Philippines, the men and women are very segregated. They don't think women should mix into their social events or their professions. When we could go places, the men would be in one room and the women in another. As a GSE member, if I had been the only woman, I may not have been able to do some of the things I got to do, because in their culture a woman

They were so encouraging
My husband was so supportive
Husband and daughter do not get along
Did not want me to go
Scared to death
Did not know anything about the Philippines

Don't think anything can prepare you for what you experience

Glad there was another woman on team
Men and women are very segregated
May not have been allowed to do some things if I had been only woman

does not go off with a bunch of men and do all of those things. Having the two of us, it was okay to let two women go. Because they knew we team leader. The leader brought in a Rotarian who had lived in the Philippines for a long period of time and I had a family here at school who had lived in the Philippines for an extended length of time. They had me over for dinner and prepared Filipino foods for me. They really tried to get would maybe look out for each other. There was one example where we took us and we stayed with a whole group of Rotarians in this little cottage-type place. Well, Roberta and I were the only women in this whole house. And there must have been twenty men. I would have been the only woman and that would have been uncomfortable.

Also the sanitary conditions in the Philippines were not very good. They told us to be prepared, but nothing can prepare you for what they consider to be clean. They just throw water on everything and they consider that cleanliness. So when we would go into a bathroom, if there was a bathroom, you'd be in ankle deep water. There was water all over the toilet if there was a toilet and everything would just be wet. It was so good to have another woman to talk to about these sanitary conditions. We would complain to each other about this kind of thing and vent our frustrations. To have somebody to talk to about the part of the trip that was the most inconvenient was a real plus. You couldn't talk to the women over there about it because it was fine to them. So it was just so much better to have Roberta along on the trip.

Knowing what the Rotary clubs over there wanted from us would have helped. What we prepared was the slide show and the presentation about us and our lives. What they wanted from us were song and dance routines. That is what they expected us to do. They expected us to sing and dance and put on a show and we weren't prepared for that. And they were very disappointed. If we had known that ahead of time we could have auditioned. I am a storyteller, so I told some stories and did some hand motions with them and they liked that. The closest thing we had to a dance was I knew the electric slide and we did it and they just loved it. They thought it was an American dance. I didn't feel; that we were prepared for what they wanted from us.

The men that I traveled with were great. We got along really, really well. The thing that threw the group the most about the Philippine culture the most was their lack of watching the clock. Everything is so open ended and free form and we live by the clock in America. Everything has a certain time. Every time we would go somewhere, they would say "Okay we will be there to pick you up tomorrow

Sanitary conditions
were not good
Just throw water on
everything
Ankle deep in water

Vent our
frustrations

Inconvenient

We weren't
prepared

Got along really
well

morning at eight. We would be ready at eight and they might come by ten.” After a while we learned that this is their culture, you do what they said and go with the flow. There was one member of our group who just could not handle that. He was so structured and so by the book, that many times he lost his temper with them. He got upset with them, he pouted and refused to go places. He had the attitude of “if you can’t come when you are supposed to come, I’m just not going.” But my feeling is when you are in another culture, you have to adapt to the way they are. I’m pretty adaptable. When I got home it was hard to get use to living by the clock again. I had gotten pretty use to it and kind of liked it. That was one of the things that caused a little bit of contention. They would never be there when they said they were going to be there. They also would not always tell us where we were going to be and when we were going to be there. It almost like they were very possessive of us. One Rotary Club would have us and would be taking us places and we didn’t know that we were supposed to be with another Rotary Club that day. They just kept us. They kept us over their time because they wanted us and wanted to show us off. When we would be delivered to the next Rotary club, they would be upset with us because we hadn’t shown up on the day they were expecting us. But we didn’t know. We were at their mercy, because they didn’t tell us we were suppose to be with the other club. I think that was just a jealousy thing among them of wanting to have a GSE group longer than another club. It We didn’t stay anywhere long enough to suit me. The longest we stayed in one place was four nights and sometimes it would be just one night or two nights. Sometimes I felt like it took at least a night or two to even know the family well enough to feel like you could comfortably fit into their routine, show up at the table on time, know the family members’ names, etc. And by the time you felt that, you’re gone. I would have liked to spend at least four to five days with each.

We were surprised at the amount of eating they do. They eat both meals and snacks. Our experience with this came early. They picked us up at the airport and dropped us at the hotel, saying they would be back for us at about five o’clock for pizza. So we went up to put down our luggage and freshen up. It wasn’t a very long period of time. They came back and took us for pizza. In my mind, a five o’clock pizza is my supper. They had all of these pizzas brought out and we were hungry, so we all ate a fair amount of pizza. Then they took us back to the hotel and said they would be back in about three hours Lack of watching clock for dinner. We thought we had just had dinner. They said “Oh no, that was just a snack.” That is when we first realized that things were not going to be the same as far a food goes. We found out that if rice is not served, it is a snack. They serve rice at

Go with the flow

Upset, pouted

Have to adapt to the way they are

Caused a little bit of contention

Did not know we were expected
At their mercy

Uncomfortable

Did not stay long enough in one place

Eat meals and snacks

If rice is not served, it’s a snack

pitted them against each other. That got uncomfortable at times. breakfast, lunch and dinner. But if you have pizza, or hamburgers, or spaghetti, you are just having a little snack. They have these snacks in the morning and the late afternoon, so they eat five times a day.

When they serve snacks, you shouldn't refuse. The team member who had caused problems about the times told them " We don't eat five times a day in our country." This caused a little trouble. We kept saying he didn't have to eat it all, but he would eat a little bit. But he refused because it was not what he was used to. One guy in our group gained 13 pounds in five weeks. I am blessed with a high metabolism and I can usually eat whatever I want not worry about putting on weight. I don't mind trying new things. I felt that I was there and I wanted to try everything. I wanted to try different foods and I even wanted to try to eat five meals a day. It was hard when I came back and came back to work. Mid-morning and mid-afternoon, I wanted to eat so badly. My stomach was use to eating five times a day and nice size meals. The food was very interesting part of the trip. I enjoyed that.

The big boo-boo I made was losing my airplane ticket. I'm embarrassed to tell you this. The first night we were there, we were in our hotel room and we were undoing our suitcases. We had so much stuff already to lug around from place to place and we understood we would be getting things as we went along, so I decided I would clean out and get rid of some of this stuff I didn't need. So I was throwing away this thing and that thing and in some of the papers I threw away, I must have thrown away my airline ticket. The next day, someone mentioned something about putting their return ticket home someplace safe and I said I didn't have a return ticket home. I had never traveled before where you had a round-trip ticket in with everything at the beginning. I'm not a big world traveler. I thought when you got where you were going, you would get another ticket to go home.

So I had thrown my ticket away. It was gone, because I had thrown it away the day before and the trash had been taken out by the maids. Probably the hardest thing I had to do on the trip was tell my team leader I had thrown away my ticket. I was sick to my stomach. I was physically sick. I just dreaded telling him. I told him and he got the team leader of the Philippines team. They went to the district governor and told him my story. Everybody said not to worry and they would take care of everything. A week would go by and I would ask if they had heard anything about my ticket and they would so no, not to

Shouldn't refuse
snacks
Caused a little
trouble

Don't mind trying
new things

Wanted to try new
foods
Hard to readjust

Threw away airline
ticket

Hardest think I had
to do

Physically ill

worry. And then another week would go by and I would ask and they would say not to worry. We were down to the fourth week of the trip and I still didn't have a ticket to go home. They came to me with these documents. They had been to a lawyer and there were these legal documents I had to sign and give them my passport. People had told me, before I left to never part with my passport. But the Filipinos said "Trust us". So I had to sign these documents that I had lost it, that it was not in my possession, it could be replaced, etc. and gave them my passport. I was really nervous about it. The night before our plane was to leave, I got my ticket and my passport back. The families there were so wonderful. They would say, "Not to worry. We will keep you here. We'll get you a job. We'll take you to the resorts. We will get you a ticket home in two weeks."

Gave them my passport

Friendliest, most hospitable people

The people were wonderful. They were the friendliest, most hospitable people I have ever met. They said to me over and over, "Please come back. You can stay with us any time." And they were most sincere. They could not have been nicer. I have kept in contact with a couple of my families. We write each other. One family sent me dried mangoes for Christmas. I had a phone call one day and some one said "Hello, this is Tony." He told me which state and where he had met me and that he was in the United States for his daughter's wedding. He had just called to say "Hello". I have tried to keep up and to know what is going on with them and their families. I got a sad letter this Christmas saying a Rotarian who had cooked for us had passed away. The guys really liked this fellow. I have really enjoyed staying in contact.

Kept in contact with families

My children here at school have also kept in contact. I went in the middle of the school year, so I involved the whole school in the exchange. Before I left, I had all of the children write a letter to a Filipino child or draw a picture. I took these with me. As I visited the schools there, I gave these out to the children and they wrote back to my children. Some of the children got letters back before I ever got home. A couple of the kids continued to write for over a year. They have gone to middle school now, but I hope they continue to write. One Filipino girl had sent one of those best friend necklaces where you send half of it for the American girl to wear and she had the other half over there in the Philippines to wear. I know some of them kept in contact with their pen pals.

I have kept all kinds of little lists. This one is all of the gifts I got. We had to get airline boxes and ship them out ahead of time. They were so overwhelming with their gifts to us.

Another list talks about the new things I ate. Some things I never thought I would eat included squid, eel, quail eggs, hundred year old eggs, cheese-flavored ice cream, eggplant and anchovy pizza.

The men tried dog, but I didn't. Another thing was goat. I had not had goat before. A lot of their foods had things in it that I just didn't ask about. For the most part, I enjoyed the food. I got very tired of rice and fish. I loved the fruit. Fresh mango was the best thing I had ever eaten. It was just fabulous.

One thing that I had a problem with in regards to the food was that they would put things out on the table and just leave them there for whenever anyone wanted to come and eat. For instance, breakfast would be put on the table at six o'clock and if you didn't come to the table until eight o'clock, it had been sitting there since six. Whatever had been sitting there had gotten cold. You just didn't eat it because the flies and everything else had been there. And they don't use serving spoons. They just dip from the serving dish with the spoon they are eating with. That bothered me a little bit. Food safety was like sanitary conditions and the sanitary conditions are non-existent. There were some homes that had nice bathrooms - well, nice in comparison. But there were some pretty disgusting places.

The part of the trip that probably affected me the most were the schools. That was the vocational part of it that I went to see. They just broke my heart. They just didn't have anything. They had maybe a textbook. They were American textbooks that we had gotten rid of because they were out of date. The teacher would use a chalk board. Sometimes if the students didn't have a textbook, the teacher would just line the board with the words from the text for the students to copy. There wasn't anything extra at all, besides a textbook, chalk board and chalk, and maybe some paper. That's it. There is nothing extra at all. The classrooms were so crowded, maybe 75 children to one teacher. That was mind-boggling to me. The library, if they had one, was just nothing. Just some discarded, awful, out of date books were on the shelf. A lot of them didn't even have a library to talk about. I had slides of my library and I was almost embarrassed to show them because we have so much and everything looks so good. They would tell us that they would take anything we were getting rid of if we would just send it to them. If I heard that once, I heard it every place we went. It was just a common theme. It was obvious that they needed it. They really don't have that much and we take it for granted.

I remembered in my interview being told if you do see something that would be a good project for Rotary, please share it when you get back.

Enjoyed the food

Put food on table
and leave it
Flies and everything
else
Did not use serving
spoon
Sanitary conditions
were non-existent
Pretty disgusting

Schools affected me
the most
Vocational Part
Out of date
Nothing extra
Classes were so
crowded
Libraries were awful

Would take
anything we wanted
to get rid of

We take it for
granted

I shared this need with my local Rotary and asked if I could put together a couple of boxes of books to send to those schools, would the Rotary Club help me send them there. They said they would. We were in the process of adding to our library and we were weeding out our old things in preparation for the move. I must have put thousands of books out here that we didn't use or need. Then I let the students know and they started to bring all of these books from home. I checked with a lot of companies and the rates were just outrageous. The newspaper had done a follow-up about the GSE. A lady in Winchester read the article. She called and said she would like for me to meet her brother-in-law, who was a Filipino doctor in the United States. She thought we could help each other. He is a doctor in Baltimore. He goes back to the Philippines every year for a few weeks and offers his medical services. He wanted to start a library there. He was trying to drum up support for this Baltimore and was not having much success. They didn't believe him about the need. What he wanted to know was would I write a letter about what I saw from a librarian's point of view. He thought that maybe they would believe me. He said that in exchange for the letter, he would give me the name of the company who shipped his medical supplies. So I wrote the letter and he gave me the name. They liked what I wanted to do so much, they said they would give me half rates. That Spring, we had eleven boxes of books with a letter in each one. The shipping company came here to the school and picked up the boxes to take them to the containers. Within three months, I began to get letters back. The shipping company took pictures for me showing the books being delivered. Everyone who wrote back to thank us said if we ever have any more, they would take them. So I tried it again and it got bigger. It was about that time that Rotary had its district conference. When we gave our GSE report, I was still trying to drum up some money for this second shipment of books. I was telling about the experience and as I was leaving, people just started to hand me money to ship these books. Not too long after the district conference, the district governor called and said he would like to use this project as a district project. Each Rotarian would be asked to give ten pounds of books and he would take over the shipping part of it. It just ballooned into that huge, wonderful district project (Project READ) that was much more than I had ever dreamed of. I will never be able to say enough about Rotary.

One thing that bothered us was that the people in the Philippines had a preconceived notion concerning how we treated our elderly. When we spoke, we would try to set them straight on this subject. They believed that, in America, when our parents get old, we put them in a home and never have anything to do with them again.

Shared need with Rotary Club who agreed to help with shipping

Put books out there and children started to bring books in

Had eleven boxes of books to ship

District took over project, which turned into Project READ
Will never be able to say enough about Rotary

The way we treat our elderly

Because they live in extended families, their parents and their children and their grandchildren all live in one house. We spent a lot of time on this. At Rotary meetings they would ask over and over, why we do this. We would try to explain that this is not what we do, per se, in America. There are times when the parent gets so ill that the children who are caring for them don't feel that they can physically take care of them anymore. So, sometimes we do put them in a nursing home. It is rare that someone is in a nursing home and no one visits. We try to go and visit. It is not like we put our old people in a dumping ground. This was one preconceived notion that we face a lot.

Extended families

A preconceived notion that I had was that the Filipino people were little. I had the vision of these small little oriental people and they are not that way. They eat five meals a day and they never exercise. Therefore, there are some very and very unhealthy Filipino people. They die early. They die of heart attacks and heart disease. One morning they said they were going to pick us up for a Rotary fun-run. We were excited to be getting some exercise. We had been eating all that food and had not had any exercise, so we are ready. What they called a fun-run was a walk around the circumference of this housing development. They didn't run and they only went around it one time. At that point, they were panting and just dying. Some of us were dying for exercise. One guy on the team was a jogger and I am a real aerobics enthusiast - I go two to three times a week. We got out there and jogged lap after lap and they thought we were out of our minds. That fun-run was their idea of exercise.

Thought Filipino people were small

Never exercise
Fat and unhealthy
Die early

They do get a little exercise because they walk almost everywhere, although they also ride little motorized cycles. There were some regular bicycles, but they were rare. They do a lot of walking to places and I guess they consider that to be their exercise. But if they can ride, they do ride. They would ride, even if we were going a short distance. We would say that we could walk it and they would say no, we should ride. If they could ride, they would.

Walk almost everywhere
Motorized cycles
Bicycles are rare

If can ride, will ride

The driving was another thing that surprised me. The conditions of the road were pretty bad and there are no safety laws at all. I had been to Paris and to London with a tour group and there was some semblance of safety laws. But this was chaos on the roads. There was no sense of you're on that side of the road and I'm on this side. There were no center lines, you just go for it. And they lay on the horn all the time, just for anything. The first time I thought "What's going on?"

No safety laws for driving

Chaos on the roads
No center lines, just go for it

But they just do it all the time. The safety is just nonexistence. If the car was full you just put the people on top. Or you can ride on the top of the bus. On the taxis, they just hang off the back. The safety issue just surprised me and the roads were just awful. The chuckholes and the potholes - it's a wonder they have any vehicles left. They were completely awful horrible roads.

Safety was non-existent

They dry their rice in the roads, so if you are driving, they will just put a barricade across the road with sticks or whatever so you won't run over their rice. You would be traveling down the road and you would have to slam on the brakes when you came to the rice laying all over the road. That was a shock - the driving and the roads.

Not a creepy, crawly person

Another thing I was not prepared for was insects and bugs and things sleeping with you. The spiders in the rooms, the lizards in the rooms, the ants all over the house. It is just a matter of course for them, but I am not a creepy crawly person. One night we were in a little house. I went to get my pajamas out of the suitcase to go to bed and a big cockroach was in my suitcase. I started yelling and everything. The guys came in and got the cockroach. I told them to be sure there weren't any more in my suitcase. When I came home, I was sure I had brought cockroaches home, so I put everything out on the back deck and sprayed everything before I brought it in.

The attitudes of the people were all fine to me. I never felt any resentment or hostility or anything like that. I think some of them had some concerns over some past American experiences, but if they did, they were able to put them aside. I did not feel that we were ever being treated in an unfair way because of what had happened.

Attitudes were fine
No hostility or resentment

I learned that I can probably do just about anything. I can be very adaptable. I learned that I can go away from home and my husband and daughter can get along without killing each other - that they can get along without me if they have to. They don't want to have to do it very often, but they can. They were very self-sufficient. I can travel by myself. I had never done any traveling where I wasn't with a family member. I learned that I can do that. That was a shock something like that. I can be independent and do that kind of thing. It made my husband change his attitude about world travel. That was a real good side effect of this trip. My husband, before I went on this trip, was always of the opinion that the United States is good enough for him. When I traveled with a tour group to London and Paris, my mother went with me because he did not want to go. He said there was plenty in the

Not treated unfairly

Can probably do anything
Very adaptable
Husband and daughter can survive

United States for him to see. He loves America and doesn't need to go anywhere else. My coming back and sharing about another culture and how wonderful it is and getting to see other perspectives and so on changed that. Last November he was asked by the Department of State to go to the United Arab Emirates to do a consultation with the American schools overseas and he said yes. I don't think he would have done that if I had not been on this trip. I went with him and we stopped over in Rome. We knew no Italian - nothing. And we proved that you can do it. I don't know if he would have done this before.

If I had it to do over, when asked which trip I would like to go on, I would pick the Philippines. I am a firm believer that things turn out the way they do for a reason. I was meant to go to the Philippines. The only reason I wanted to go to Australia, looking back on it, was that perceived that it was a safer place to go. I wasn't really willing to take risks. In my mind, people go to Australia all the time. I don't hear of people going to the Philippines, so it was a safer route.

The language barrier was interesting. We were told they speak English in the Philippines, but we found that they normally don't speak it in everyday life. They know English because they learn it in school, but they had trouble understanding us because we speak too fast. They would say repeatedly that I was the one they could understand. I think it is because I am an elementary school teacher and I would talk them like I was talking to my first graders. I would do that elementary school teacher voice and I could be understood. Even though it is an English speaking country, we had trouble understanding each other because the English they learn is very formal, by-the-book English and we use so much slang. The only time I felt like I was a minority was when they would talk about us in their own language. You knew they were talking about you because they were looking at you and pointing at you. The other time I felt like a minority was not because I was an American, but because I was a woman. It was the attitude of "Women don't drink beer. Women drink "ladies' drinks." Women are not first class citizens there. They are not on the level of men and that was hard.

One thing that really took me by surprised me was that they asked very personal questions. They asked very personal intimate questions right away. One gentleman, upon finding out that I had one child said "Why, did you have a tubal ligation?" and I had just met him a few minutes before.

Another thing that struck me was the wealth of the wealthy and the poorness of the poor. The diversity of that was outstanding.

Independent
Husband changed attitude

Proved you can do it
Don't know if he would have done it before

Would pick the Philippines
Perceived Australia as safer

Language barrier

Even though it was English speaking, we had trouble understanding each other
Felt like minority when they spoke native language
Felt like minority because I was a woman
Women are not first class
Not on level with men

Asked very personal questions

Disparity between wealthy and poor

Divorce was not allowed over there because of Catholicism, so the men openly had mistresses. The wives know about it and talk about it. That took me by surprise.

Their impressions of us come mostly from television. They pick up a few TV shows from America. They think most of us live like movie stars. That was another impression they had of us. It was Beverly Hills 90210 and we had to try to explain that we did not live like that. I think we did a good job.

I am really glad I went. I think I learned a lot and grew a lot. I hope they also learned more about us.

Divorce not allowed
Men openly have
mistresses

Impressions come
from TV

APPENDIX H: Jeannie's Protocol

First of all, I saw the advertisement in the paper for people to apply to go to Turkey or India. These are the two places I have always wanted to go. I didn't even know you had to be sponsored. The night before the application was due, a gentleman from Warm Springs called and asked if I was going to apply. I got the application, filled it in and faxed it. I still didn't know about the sponsorship. I went down to Harrisonburg and met with two gentlemen who said their Rotary Club would sponsor me.

This was the first place I'd been overseas. I think that it is rather strange that over the years as I have collected things and read library books and studied about India, never really planning to be able to go. I wanted to go someplace different and I have always admired the spirituality which is a part of their everyday living. I still don't have a real desire to go to Europe other than to see some specific things.

I would like to comment on getting ready for the trip. We were meeting with the team leader and getting ready and I didn't think I could do it. Just trying to get ready while working full time was difficult. Plus we were selected near the end of October and had to leave the beginning of January, so that was a quick turn around. It was not a real problem but just something I remember. And when we actually went, I just felt very comfortable with it. The rest of the team said the reason I was comfortable with India was that I worked in Shenandoah County and it is not that different from India.

I didn't have any preconceptions. I don't do that. But I remember some things that stood out. First of all, when we were getting ready to land in Delhi at night, we were looking out to see lights of the city. Well, we never saw any. Shannon was looking for lights and finally he saw a little light off in the distance. One light! Then we saw the control tower which was very dim and that was it. Nothing was on the other side of the plane.

Another thing I remember was when we flew from Delhi to Bihar in the daytime, first we landed in Patna. One of the things I remember is the woman pulling weeds in the middle of the runways. Another was a boy riding his bicycle on runways with a dog following him. I thought things are not going to be the same here.

Another thing I remember is the going out at night to public places, it was not lit up very well. It was very dark. We commented obviously

Always admired
their spirituality

Trying to get ready
while working full
time was difficult

Felt very
comfortable

Looking for lights
Very dim

It was very dark

Really dark
Felt safe

nobody in India sue anybody else. The comment was made that no one had any money to sue for. It was really dark, but I still felt safe. It was just generally dark over there, but it didn't feel particularly unsafe.

The home stays added to the experience. Each time you met your new host family, you wondered what this new family was going to be like. About the time you got use to their home life and routine, you had to go some place else. The home stays themselves were very nice, but they added to the apprehension. When you are getting ready to go to your next home, there were these new people to get use to. Didn't have any preconceptions

We generally stayed with upper class people. The first family I stayed with was different from all the others. This was a very traditional family. When I arrive, the husband didn't pick me up. He worked real late. The daughter-in-law lived with them and their son was gone campaigning to be the district governor. The daughter picked me up and the wife thought that she wasn't suppose to talk to me. She would just say he would be home in a few hours. Finally, I told her we could talk. That had never occurred to her. It was very male dominated.

In the morning, and I thought it was going to be like this every place, the wife came and took me to their bedroom and I would have tea with him - just the two of us. He would be there in his pajamas. The last day that I was there, she had tea with me too. We sat on the bed together, rather than the way I usually sat in the chair and he sat in the bed.

I think initially they found it awkward because I was a female. I know they have their different perceptions of American women because when the exchange team came here, the men told us what they thought American women were like and then what they really were like. They thought we would be like the people they see on TV. We all would have long blond hair and be "American bimbos", was what one man said. Those were his words, but he said he found out that American women are very dignified and very responsible. He said he was impressed with us. He and another man had both stayed with business women when they were here who didn't have spouses. They ran businesses and everything. They definitely change their opinions about them.

Homes added to the experience

Wondered what the new family would be like

Added apprehension

New people to get use to

Very traditional family

Wife thought she wasn't suppose to talk to me

Very male dominated

Found it awkward that I was female

Blond hair
American bimbos

American women are very dignified and responsible

I'm not sure what they really expected. When we went on our daily little visits to industries and things, the other woman and I often rode in the same car. The men rode in the same car, but no wives. However, they treated us very nice and very cordial - pretty much as they did the men. We didn't have a lot of political discussions. I suspect the men had more than we did. They seemed to think we were the most wonderful country in the world and since then, through correspondence I've had, I found that they were surprised at how hard we worked. One of the men on the GSE team said that he was really surprised at how hard everyone works here - actually works. He was also surprised at how healthy the older people were, that they play golf, and everybody seems to enjoy life so much, especially compared to India. I also think that they thought that indirectly the United States pretty much rules the world. We were all surprised at how much they knew about our government and how little we knew about theirs. I don't think they realize the even in something like the Washington Post, you seldom read about India. Once in a while you will see an article. I think they expected us to know more about what was happening in their country. I seldom see an article about India, whereas they knew very much about our country. I think they knew we didn't have servants, though they did think we were rich. The ones I stayed with were well educated. The first family I lived with had one son living in Michigan. He works there in the automobile industry. Some of the family had visited the United States. On their GSE team, the men in particular knew that we didn't have servants, but at the same time didn't realize that women who worked also took care of the home. They just had never thought about it.

Did not understand the women who worked also took care of the home
 When thinking about the spirituality in India, I laugh. In Bihar, Paige and I stayed at the same house, because her family had gone to a wedding. It was during a festival for the goddess of learning. The house was on the main street. We lived in a nice home, but it was surrounded by less well to do homes. Lots of people were living on roofs. Right behind the house was a stereo speaker that looked to be about 36" big. It was run by this cogwheel like thing with this Hindu music just blaring 24 hours a day for the three days we were there. It was right at the back door. In front of the house was another speaker and this other music was coming from someplace about this Hindu festival. Day and night, they would play this music except for about an hour in the morning, when it would stop for Hindu chanting. Somebody had built a temple right in the middle of the road. When the chanting was going on the blaring would stop. It was so bad that the woman who lived in the house went to stay with her parents several blocks away and left us there. I noticed that the last day we were there

Other woman and I
 rode in same car
 Men rode in same
 car
 Treated us cordially
 Did not have a lot
 of political
 discussions, but
 think the men did
 We were the most
 wonderful country
 in the world
 Surprised as how
 hard we worked
 Surprised at how
 healthy the older
 people are
 Thought U.S. rules
 the world
 We knew little
 about their country
 Expected us to
 know more
 Thought we were
 rich
 Well educated

Lots of people
 living on the roofs

Morning chanting
 was very relaxing

Religion was very
 personal
 Had special rooms
 for altars

Was a part of their
 lives
 Did not make a big
 deal over it

we were humming the songs as they were repeating, even though we couldn't understand the words. It was horrible. We were going out one night with one of the GSE team members. She gave us a police escort to take us back. They said the music was illegal, but they didn't do anything about it because the next day it was still going on.

There were other parts of it I liked. On some occasions we stayed in towns where we were close enough to hear the morning chanting. It was very relaxing. One Sunday morning I was at a place where the Hindu temple was really close to our house. I was staying with a Sikh family. One Sunday morning this loud chanting went on until about 9:30. Then you could tell they went into what was like a sermon. A male was speaking in Hindi, but that was just on Sunday morning. The chanting was spoken and had a sing-song rhythm, not like Gregorian chants.

Religion seemed to be very personal. That was one of the things I liked about it. Most of the families had special rooms for altars in their homes. The Sikh family I stayed with didn't have an altar because they lived so close to the temple they didn't feel it was necessary. It was just something that was a part of their life. They didn't make a big deal about it, like the way, on Sunday we all go to church. They just sort of do it day by day. They actually do go into the room and pray. I do think it depended on the family. The first family I stayed with was a more traditional family. He showed me his altar room. In the mornings and evenings, I could smell incense. I'm sure when he came in from work he probably went in and prayed. If his wife did during the day, I don't know. The next family I stayed with was a younger Sikh family was the one without an altar room. She took me to her temple and showed me about the things they worshipped every day. The Sikh took the "best traditions of the Hindu and the Muslim" and combined them. The men don't cut their hair. They wear the turbans.

I knew about the cattle being in the streets, so that didn't surprise me, but even in a place like Delhi they would be on the medium strips of the big divided highways. They would just be there and nobody would pay any attention to them. There were a lot of dogs around, but no cats. We only saw one cat the whole time we were there. There were unclaimed dogs on the streets everywhere. If one of them got hit, no one bothered to move it out of the way. Another thing I think all of us noticed was a lot of rubble everywhere. It was not just trash like paper cups and things, but it always appeared that they were building something or tearing something down.

Prayed daily

"Best of Hindu and Muslim"

Rubble everywhere

Their schools had very large classes. They would have about 50 students and they were taught mostly by lecture. Many of the people I stayed with had small children and they sent their children away to school. Most of them went to Delhi. The children watched a lot of “I Dream of Jeannie” and other American shows. They liked to dance. And the teens liked to talk on the phone.

Some of them had come home during the break before the big exam which would determine where they would be the next year. They had this very big exam and lectures. It was very different from here. One family had a child who was having trouble in math. They were having a tutor come in to work with her one or two times a week. He might have been the math teacher. Both the males and females were educated in the well to do families. One woman we visited was a homemaker. She had helped to start several schools in her city for the village children who were within walking distance or a mile or two away, but who could come in on the carts. They were outdoors. One of the schools we visited was in someone’s back yard. They had a gentleman coming that day to pour concrete elevations so that during the monsoons they wouldn’t be on the dirt. There were little girls at that school just like the boys. I think the families were very interested in having education for all of their children because they see it as a way of bettering themselves. They appreciate it more than we do here.

One thing I remember, personally, was the need to keep going and always be up, even if you didn’t feel that way. Often we had to give speeches when nobody had told us we were going to have to do it. We would just show up someplace thinking we were going to watch something and find out that we were the program. Just being able to adapt and keep going was amazing. If someone had told me I would be able to do that, I would have disagreed. I think we were very lucky. We didn’t have anyone on our team who really was against anybody else on the team.

Maybe that was because of the way we operated. Often, when we met in the mornings, we would see how everything was going and check on each other without going into a lot of detail. I know in one house, the other woman on the team had mice or rats running through the room. We got along very well.

The food was delicious. When we went to buffets at Rotary meetings, there seemed to be a standard menu that was served over and over. In the homes it would vary, but the buffets were the same. You got a

Schools have large classes
Send children away to school
Watch a lot of TV
Teens like to talk on phone

Big exam to determine where they would go next year

Males and females were education

ducation was a way to better themselves
Appreciate education more than we do

The need to keep going and always be up
Being able to adapt
Did not know I could do it
Team got along well

Mice and rats running through the room

Food was delicious

little tired of it even though it was very good. I was a little surprised that the vegetables and things are the same as they are here, just fixed differently. I was also surprised that we had as many potatoes as we did, but of course we were in northern India. We had a mixture of cauliflower and peas with a sauce over it. We had another dish in the homes that was like the potato cakes we have here, except it had some green pepper and some onion and things like that. I don't think the food was as hot as it is in the southern part of India. Sometimes they would say they were not going to make it as hot as normal, but we asked them to go ahead and make it like they normally would. I like hot food anyway. Before I went, we put a lot of hot sauce in our foods - always have.

Surprised at the vegetables

As a result of the experience, I want to travel more, to keep learning and to go back to India. One thing that bothered me and some of the others was that there was never time to do anything on your own. They take you every place. You are an adult and you think you would really just like to go see this or maybe just go out and walk down the street by yourself. I would have liked to have had the time to go where I wanted to go just for a half a day or so. I would like to go back to India and do that and see some of the things I didn't get to see.

Want to travel more

Never have any time on your own

Would like to go back

As a group, we spent some time in Delhi when we first got there. We went down to the Taj Mahal. Paige, John and I spent a half day in Delhi at the end of the trip. That was nice, but I would have liked to have had more time, even with our host families to be out in the general society without an agenda that said we had to be somewhere. If I go back, I don't want to be with a tour group. I did fairly feel comfortable, though at the train stations they warned us to hold our bags really tight. And the way the men just stare at the women is a little unnerving. When you are in the train station, you have thousands of people around and these men just stare at you. You have your backpack and you wonder if they are staring at you or your backpack. When you go to public places, the beggars were just horrendous. We were in Bihar, which is not the tourist district of India and wasn't as bad as Delhi, where they would just literally hang on your arms.

Felt comfortable

Men staring at women - unnerving

Beggars were horrendous

The Ganges runs right through Bihar. We were in a compound there with armed guard because there is a lot of crime in Bihar. The Ganges was real low when we were there. John and the guys wanted to walk down to it and they had to have guards to go with them, even though it wasn't 50 yards. It was interesting. I don't know why we weren't afraid. I guess when you are there you just aren't afraid. But it is the most violent and most corrupt state in India. It has the most pollution. When we were there, it seemed like something always happened before

Armed guard
Don't know why we weren't afraid
Things happened before we arrive or after we left

we got there, while we were there, or just after we left - like a bombing or some police being murdered. A group attacked a police station, got a policeman and beat him. We had an armed guard who went with us. We also had an armed guard who went with us on the overnight train.

The trains were slow. It took 13 hours to go 300 miles. Of course, we could sleep because we were in the better part of the train, not on the wooden seats. People really do pay to ride on the top of the bus. You see them riding on the roof of the bus, those were the cheapest tickets. We didn't ride on any buses. I would have liked to have done that. One night they had a wreck and the doctor we were staying with was a bone specialist. One of those buses turned over and he was called to the hospital. He said about half dozen died and they were all on the outside of the bus. When there were accidents, they didn't seem to be concerned about cleaning it up. They would take care of the people, but the stuff would just stay there. We saw train cars that had derailed and were just left there by the side of the track.

The driving was the scariest thing about being over there. The most scary was when we were in a van. I would just close my eyes. When they wanted to pass someone, they would just do it. If someone else was coming, they would pass anyway. Both would blow their horns and keep going toward each other until at the last minute one of them would swerve off the road.

Of course, in the cities there were all of the people and the rickshaws and the dogs and cows and things. Its all right there together. At the stop signs, the beggars would come up to you car and wipe your windows and try to sell you food and stuff. John was really concerned because he had read that if you hit someone, especially a rickshaw, it could cause serious problems. And sometimes we were going along on this open road and going what we thought was very fast for the road and all of a sudden someone had just spread all the red peppers on the road to dry.

Another thing was when we first got to Delhi and we were staying in a Sheraton. We went to bed that night, we thought the beds were the hardest things we had ever slept on. I had not been outside of the country before and I was not use to not having box springs. When we returned to Delhi at the end of the trip, we were surprised at how soft the beds were. We were staying in the same hotel in the same room. We went to Rahnshi and we comment about how horrible the roads were. When we went to other towns and they apologized for the roads, we told them they any worse in Rahnshi. But then when we got back to Rahnshi we were surprised about how good the roads were.

Armed guards on train

Paid to ride on top of bus

Left derailed train cars on side of track
Things depends on your frame of reference. We realized that your perceptions change how you see things.

Scariest thing was way they drove
Pass another car and blow horn
Someone swerves off road at last minute

Beggars come up to your car

Drying red peppers on road

Thought beds were hard

After four weeks in homes, thought beds were extremely comfortable

In the part of India of where we were, they only have two types of cars. I thought when their team got to the States they will be overwhelmed with the different kinds of cars. One of the team members was here. We were going to Harrisonburg, all of the sudden she said “I can’t believe how all of your cars look alike.” I wondered if it was because of what she was used to and if this made all cars look alike. I asked her if she thought our roads were better than theirs. She said they are wider and better organized, but they were just as rough. She had not traveled a lot outside of her city and those roads were in fairly good condition. I had not thought of that until just now as I am talking to you.

The towns where we were visiting were steel mill towns. They were run by the companies and I just thought about what would happen if those mills went down. I mean, they run the towns. That’s the irony of the situation. Bihar has the most natural resources of any state in India, but it is the poorest because of the corruption in the government. They say that in India, all of the politicians are corrupt, but the Bihar politicians are criminals. I think there is a really large percentage of the people in the government who have actually been in prison. Eleven years ago, the government forced all of the people to sell their rights in the coal mines to the government. When we were there the government was trying to sell them back to them at a reduce price because they had lost money on them due to the corruption.

We went into a coal mine. The interesting thing was that a month before six people had drowned in it and they had not bother to get them out. They told us we could not take pictures because of the methane gas, but the girl on the tour with us kept taking flash pictures. We went to a coal factory. That was one of the things we noticed, that they had these wonderful facilities but nobody ever used it. It had hotels and meeting rooms and training facilities. They just didn’t seem to be organized enough to get the ball rolling to use the building. They just had all of these wonderful facilities and nobody was using them.

Now, I want to go back to India and to England to see the art things and to the south of France to see the castles and to Nepal. One of the things about this trip which really changed my life is that I became a vegetarian. I haven’t eaten any meat since I got back.

Had not thought about that until I talked to you

Corruption in the government

Large percentage of people in government who have been in prison

Became a vegetarian

APPENDIX I:

Jim's Protocol

It was a rare opportunity for me to have the chance to go. It was the opportunity to go to a part of the world I didn't think I would visit. I certainly did not think I would have a chance at being selected. The people asked questions about age and health, so I really thought they were looking for younger people and I didn't think I had a chance. It was a rare treat and a great surprise when I did have that opportunity. I thoroughly enjoyed it. We had a good time and the group got along well. We enjoyed each other's company, as well as the opportunity to travel together.

I wanted to go on this trip, rather than just as a tourist, because I thought I recognized the unique possibilities of this trip and I thought I could get into places on a trip like this that I wouldn't be able to see otherwise. Money was also a factor, but the biggest thing was that I didn't want to take the regular tourist trip. You don't see quite the same things. And I recognized from my experience in other clubs, especially service clubs, that club members have a way of opening doors that you just don't get into if you go into their community and try to find things on your own. Rotarians are members of government, civic leaders, business leaders, and such and you would have a hard time making these kinds of contacts on your own. This proved to be absolutely correct. We were into all kinds of things. Of course, my main interests at that time was in educational agriculture. I got into lots of schools. I could have gone up and knocked on doors, and they may have been opened, but in a different way. And I could have walked up to a farmer and tried to talk about what he was doing on the farm, but it would have been difficult.

I think this is a big plus for the program as it affects the people that go. I expect there are a good many other pluses too, but that's one. I've consulted in East Africa, Greece, Europe and South America over the years, but I'd never been to that part of the world and that's the part that I've always wanted to have a chance to see someday.

There's some limitations obviously. I felt like if I'd gone over there on my own and taken five weeks, I would have covered a bigger area of Australia. I stay after the group left and took a week in Australia and a week in New Zealand on my own before I came home because there were some things I wanted to see and do that were not in that geographic area of our host Rotarian region. I'm willing to travel and it doesn't bother me. I enjoy it and am flexible when I travel. When in

Did not think I had a chance at being selected

Group got along well

Unique possibilities of the trip

Not a regular tourist
Don't see the same things
Open doors

Would have covered a bigger area on my own

Rome, do as Rome does and when you are in Australia, do as Australia does.

The homestays are a big plus. We learn so much more and see so much more. I said in my report that I particularly enjoyed staying in homes where there are kids, partly because I have grandkids and I enjoy them. I enjoyed staying in homes with young people. You get a different perspective and you see things entirely different. And I suspect they see things different.

I also took a lot of familiar things along to share with kids, like some books and other things. They had a good time reading and doing things. Some of the schools were out then and some of the kids wanted to read to me. So we sat around and they read, which I enjoyed very much.

That's one of the things about the trip. I enjoyed visiting farms and stations, but I also enjoyed visiting the schools, particularly the secondary school level and what they called TAFE (Technical Adult Further Education). They do a tremendous job down there with their schooling, especially with their constraints, primarily physical ones such as distance and low numbers. They have a population of about 18 million people in an area roughly three-fourths that of the continental United States and they are spread out. We spent our time in the St. George area, which was in the middle of cotton and cattle operations - tremendous operations.

I had some preconceptions about the people and the country, I think most of us did. I was surprised to see, when we went into Brisbane, a metropolitan area of any size in the area where we were. I thought Sydney and Melbourne and such would be the only towns of any consequence. They have a lot of highly developed areas and this surprised me. On my trip after the group left, I went up to Cairns to the great barrier reef. I hadn't studied my geography very good because I did not realize just how close to the equator the northern part of Australia is. Where we were in Brisbane is about like Jacksonville, Florida, and that's halfway down the west coast of Australia. They have palm trees, pineapple and such. When you go further north, you are much closer to the equator and I hadn't studied the map enough to really realize that.

The people were very open, friendly, and interested. We were on boats over Easter weekend. Of course it rained all weekend, but we still had a good time. But there was no mention of religion or Easter, and no one ever offered or suggested church services.

When in Rome, do as Rome does

Homestays are a big plus
Enjoyed homes with kids
Get a different perspective

Took a lot of things to share
Wanted to read to me

Enjoyed visiting farms
Enjoyed visiting schools
Tremendous job with schooling, especially with constraints
Spread out

Surprised to see a metropolitan area of any size

A lot of highly developed areas surprised me

Didn't realize how close to the equator we were

Open, friendly, interested
On boats over Easter weekend
No mention of religion

Julie and I talked about that. We both noticed it, but unless someone said something about, it they would never make mention of going to church. Whether some of them did take off that weekend and go to church, I don't know.

Never made mention of going to church

We were also there over Anzac Day, which is a big holiday. We went to a lake and a picnic and had a good time, but no one mentioned going to celebrate, like down to the parade and other celebrations. I would have gone too and enjoyed it, but no one mentioned it and we didn't think about it until it was over.

Anzac Day
No mention of celebration

As I said, we ran into this one religion thing and Julie and I talked about it. It was kind of interesting, particularly Easter. In fact I didn't go to church while I was there. I don't remember where we were every weekend, but we never went to church. I'm trying to think but I don't recall visiting or going through a church on a tour, except in St. George, where there was a little Presbyterian Church with an American minister. I walked around town early in the morning. It is amazing what you can see just walking around.

Didn't go to church while I was there

Toured one church

Amazing what you see walking around

Many of the people we visited had been to the United States and had traveled quite widely. The first people I visited were from Holland and had been in Australia since the late 50's. Most of the others had been to this country a number of times or to other parts of the world, particularly South Africa, Europe, and Japan. Of course the Japanese are a tremendous tourist influence in Australia and that part of Asia. The families I stayed with were pretty well educated, upper and middle class, some of them are quite wealthy economically. But family seemed to important tothem. I was asked if our young people were all well educated. Of course in Australia, most young people go to boarding secondary school, because of distances, unless they live in the cities. But the kids were able to get out and move around. From the time they are seven, eight, nine or ten years old, they pretty well know how to take care of themselves. And yet the families stayed fairly close knit as far as I could tell. They stayed in contact by email, faxes, and telephones They all took part in that. The mail system ran five days a week and in the outback, three days a week. But they have a fairly strong family tie. There was no distinction particularly between boys and girls. All people are important. In a lot of the families I stayed with, the young people were growing up into the operation or business the adults had, which I found interesting. I fact it tended to be that way more than the young people going out on their own. The last place I stayed had a tremendous nursery business and the two girls in the families were pretty heavily involved, especially one girl. She was still in school, but she was also pretty heavily involved in the business.

Pretty well to educated
Upper and middle class Family seemed important
Boarding secondary school
Know how to take care of themselves
Stay fairly close
Email, faxes, telephones

No distinction between boys and girls

The 14 year old girl was right out there in the nursery working with plants and things too. I found that the young people had a good time too. They took off and did things. One of the parents was complaining about how his 18 year old girl like to stay out later than she should. But he said at least she took the taxis home and didn't drive. They drink a lot - beer particularly, but also liquor. A lot of them drank late at night. They would have wine with the meal and then about 10 o'clock or 10:30, have a nightcap before they went to bed.

Australia is a great country. They are really not interested in having too many more people come to Australia to live. One couple gave me a book called The Future Leaders, about how many people Australia can support. It really makes a point that with the rainfall that they have and the viable quality soil that they have, they really can not support the population that we think of in this country. Not interested in having more people come to live. I found them very open and receptive to the United States. They were interested in what is going on. They are nationalistic, too.

Their imports are much greater than their exports. Their exports are primarily agricultural products and gemstones, and they have a good deal of coal. They are primarily an import country and that creates problems for them economically. They grow most of their own foods and export a lot of agriculture, especially sheep and beef, both hides and meat. A lot of sheep go to middle east countries, Saudi Arabia, Iraq, and those countries in that area, India, and parts of Africa. The beef goes to countries in the Pacific rim. They import mostly consumer goods.

The Australians eat a lot of beef and lamb. I only saw one barrow to finish operation, with about four or five hundred sows. The climate of Australia and the area we were in influenced that. They get about 50 inches of rain a year. As we went further east to St. George, they got about 15 inches of rain a year, so its dry-land farming or irrigated farming with deep wells and irrigation systems. There was not much corn, but more grain sorghum, which they used for feeding the livestock. I saw one beef operation that was just getting started, where they had just started feeding 10,000 head and were planning on eventually feeding 50,000 head in this feed lot. Most of the herds were cross-bred, but they are about like you would find in northern Florida. They've got some Indian blood in them because of the fly problem in that part of Australia. As you go further south, you find more of the British breeds - the Angus, Hereford, and Short-horn - those kinds.

Growing up into family business
Heavily involved in business
Young people had a good time
18 year old girl liked to stay out late
Didn't drive home
Drank a lot
Drank late at night
Open/receptive to U.S.

Cannot support large population

Imports more that exports
Export agricultural products and gemstones

Eat a lot of beef and lamb

Large farm operations

The sheep are more wool oriented, not meat. They do eat a lot of hamburger, sausages or hot-dogs, stuffed meats, but I didn't see a lot of or a disproportionate amount of lamb. They also sell a lot of what I call discard ewes. I stayed with one family that had about 30,000 head of sheep and about 1500 head of cattle on about 30,000 acres. That was a family that had moved from Colorado about 30 years ago. They had run out of space to live in Colorado the way they wanted, so the father picked up the family and moved to Australia and raised his family there. I didn't hear of many Australians who moved away from Australia to other countries. They seem to stay there. A few of them would move someplace for a period of time and then come back. One family I stayed with was in the insurance business and after I left there, they moved to New Guinea for three years. Then they will come back. The young people tend to move from place to place in the country, but not out of the country to stay. There were a few we heard talk about going to Brazil. A few were coming to this country. But the ones coming here were usually coming for schooling - an advanced degree like medicine or something. Basically, once an Australian, always an Australian.

I don't think the tie with Great Britain is totally closed. As you know, Australia was started as a penal colony. People tend to go back and forth to Great Britain and I don't think they will cut that string. They are independent. They don't always go along with the British line on things, but they are happy to see the Queen come down. They are still Australians. I was surprised that post-WWII, they had a big immigration, especially from European countries. They tended to settle in areas where they have, over the times, become pretty much integrated.

I think at times they would like to be involved in world events and aren't. They get the impression that Australia is seen as being "way down there" and too much out of the mainstream. As I perceive it, they think, too many people lump Australian and New Zealand together as a whole and they are completely separate. Two different countries a 1000 miles apart. But the Australians sometimes think that they get lumped in with the New Zealanders and New Zealand gets lumped in with Them. It's seen as "Australia-New Zealand" and most people think one is an extension of the other. I think they are right to some degree.

In Australia, I don't remember seeing or hearing about an Aborigine being in a Rotary club, or even they close descendants. I don't remember seeing anyone at a Rotary club who looked like a descendent of an Aborigine tribe. Essentially, it was a Caucasian club. I don't

Sheep were wool oriented

Moved from Colorado when they ran out of space
Australians don't move to other countries

Move from place to place within country, but not out

Once an Australian, always an Australian

Independent

Big immigration after WWII

Would like to be more involved in world events

Lumped with New Zealand

No Aborigines in Rotary

remember seeing any black (African decent) over there either. I may have missed them, but I don't recall seeing any. I don't recall seeing many Chinese or Japanese or South Asia kinds of people, either. Basically the minorities were not represented. I don't know that it was really racial. It may have been more of a situation of profession or invitation. There was one club we visited that had a young lady as a president, and other than that there were a couple of others where young ladies were officers, but not many were directly involved in the leadership of the club. I hadn't thought about that until just now.

Not many ladies directly involved in leadership of Rotary

I think some of the people like Tom and Julie may have been affected more by the trip because they had not traveled as much. But I think that anytime you travel, it is a broadening experience. You get a different perspective of the world and of yourself and of the United States. That was very important. As I travel, I tend to refine the way I travel. I think, to some degree, I see a difference in things like the way I pack, but also in the sort of things I take and do. As I travel more, I tend to be more open with people, trying to instigate a conversation or trying to get people to talk to me about what they do and where they are going and who they are. I continue to do that, especially with young people. Like if I was standing in line at a grocery store or in Australia or at a picnic or barbecue as they call it, I would start a conversation. Mostly, I like to talk to a person, rather than with a group. For instance, you and I can have a conversation, but if there are six people around, all of us are trying to talk and you can't really focus on any one person or idea.

Were more affected by trip if haven't traveled as much
Broadening experience
Different perspective of world

Refine the way I travel

Tend to be more open with people

I also think I have learned to think about something before saying something just to keep the conversation going. I use to have a friend who would say "Let's take a minute to think about that" and that minute would take all the time in the world to stretch out. Sometimes we think we have to fill up space with conversation when we might be better off to take time to listen to other people and let them have time to think about things and share them with us. I've tried to develop this over the years, but I still have a ways to go. The Australian trip helped me work on this. The Australians, in contrast to Europeans, tend to talk a little slower and tend to take a little more time to express their. I don't know that they were thinking it through more or that they tended to use more words to describe things. I guess they tended to be just a little more slow in their speech pattern like the people from Georgia. Not an accent, but they just tended to be slower, particularly in the outback country when you got away from the metropolitan areas. It was good as far as I was concerned.

Like to talk to person instead of group

Think before talking

I never had any time to spend with the Aboriginal people when in the outback. The only time I really saw any of them was from a car as we drove through, until the week after the Rotary part of the trip was through. I went up to Cairns and to several places out from that area. I went out to Ayres Rock in the middle of Australia and climbed it and spent a couple of days. Out there, I saw Aborigines, but never really came in contact with them.

Did not spend time with Aborigines

Up at Cairns, they discouraged taking pictures of the Aborigines. I don't know why for sure. Possibly, like in Africa, they don't like for you to take their picture because they think if you take a picture, you are taking the person's soul and putting it in that box.

Discouraged taking pictures of them

A lot of people ask about Australia and what it was like. I'm concerned that only one Rotary club asked me to come and share with the club. That was the club that sponsored me. That was very interesting to me. We all came back with little flags. I gave some to the Club that sponsored me and thought I would save some for other clubs, but I never got a chance to give them away. That's no problem, just interesting. I talked to school groups and Ruritan groups and FFA alumni groups and other groups, but I've decided that the Rotary clubs in this area have so many program opportunities, they just don't need it. I figured after three years, I wasn't going to be invited, so I didn't worry about it. I was on the state agricultural and consumer services board and I gave a report to their staff in Richmond after I came back. They were very interested in the agriculture in Australia and the things that were going on over there. In Australia, they have a sheep board, a wheat board and a beef board, which, up until a few years ago, set prices for all of these products in the country. The people in Richmond were interested in finding out how they operated that. Since that time they have come to an open market so that they can sell on what we call the real world market like we do. I've had a good deal of opportunity to share, just not with Rotarians. I had a friend who went to Argentina several years ago and he said he only had the opportunity to share with one club, so I decided it was not that unusual.

Only one Rotary club asked me to share

Talked to other groups

Reported to Richmond
Interested in agriculture

If I went back, I would see other parts of Australia. I would like to team up with another fellow and rent a Range Rover and just take off and see what we could see. I would visit some of the people I stayed with for my own edification. This one family I met had taken six weeks and done essentially what I was talking about. They had driven a vehicle up into the northern area and the interior and they had fantastic stories. I would like to take about six months and see the whole country on similar kind of deal.

Would visit some of my host families again

Still, I do think that the intense exposure

to a smaller area like we had was great. You get to see it enough that you have a different perspective. I wouldn't change that. I wouldn't broaden that path. The idea of staying with a family two or three days at a time was great. I think that amount of time is about right. I was happy to be there and they seemed happy to see me and they were probably happy to see me leave. I think that is probably about right. I have stayed in contact with several of them. I was just looking at some of my pictures and thinking about people and what they are doing now. I sent some pictures back to the families I stayed with. In fact one family, he was the owner of a sugar cane factory, had a home was right near the factory. It was a penthouse building. The penthouse was on the sixth floor, right near the ocean. We stayed in the penthouse while we were there and I got to thinking about them and things like that. Very interesting people. They have kangaroo guards on all of their vehicles in the outback. Just like we ought to have deer guards around here. They hit kangaroos all the time. It was an interesting place.

I felt like the farmer and the agricultural people were viewed in a much better light and looked upon much more favorably than in this country. Now that may have been the area we were in, because with the exception of Brisbane, we were always in small towns. But they seemed to look upon them with a great deal of favor. They were highly regarded. They have a lot of farm people who live in the small towns and go out and work on the farms, like in Europe. But they also have a lot who live on the stations. And as you drive down the lane, you would see a mailbox, but you couldn't see the home. It might be down the road ten to 15 miles. They are on the metric system there. That really bothered Tom for a while. Of course Tom was about 24 or 25 and it was interesting watching him. I was really interesting watching my co-team members and how they were reacting.

I was interested in watching Julie. She was able to pick out the koalas up in the trees better than the rest of us and she could really pick them out. There was this one man who lived on Cotton Mountain. He ran a chicken operation much like Kentucky Fried Chicken in this country, except it was much smaller, obviously. And it was a production of eggs to chickens to selling of the finished product through their own chain. Much like Perdue or Tyson's or something like that. But he lived up on Cotton Mountain which was about a 3000 ft. mountain. Intense exposure was great outside of Brisbane overlooking the ocean. Julie and I stayed there but as you'd wind up the mountain to their place, she could pick out koalas in the trees and they were there, and I was interested in watching her as fascinated as she was as she would pick out these "bears" and point them out to us.

Got different perspective

Would not change

Two to three days per family was just about right

Have stayed in contact

Kangaroo guards

Farmer is highly regarded

Metric system bothered Tom

Enjoyed watching him and other team members

Julie was fascinated by the koalas

I stayed with the director of a prison in the Brisbane area. He was an American who had gone to Australia at 17 and stayed there. He had married a girl who was an Italian-Aborigine cross and he was the director of a big prison there. That was a fascinating place to stay. They were just delightful people, but that man could cook. He could do steak and prawns on the grill. He did practically all of the cooking in the house. They had built a beautiful home not too far from the prison. They were just delightful people. It was fascinating. I suspect from what I saw that they are much tougher on prisoners and crime than we are.

Prison was not a happy place to be. They didn't have all of the amenities that you and I might think they ought to have. And I couldn't argue with that. I don't think the crime rate is very high in Australia. They talked about how in the city areas it was tending to increase, whereas outside of the city there was very little crime. I don't know if they have any gun control, although back in the outback, everyone carried guns in their pickups. I don't know if they had to have permits to carry them or not. I think that it is probably more that prison was not a place you wanted to be and so you behaved yourself. I didn't see an inordinate amount of police around. Their military is very small. We did go to one airfield and visited there. But their army, they almost don't have one.

I learned a great deal on the trip about the Australian people. But I had a great time, I'd go again if I had the chance.

Prison was not a happy place to be

Crime rate was low

Military is small

Learned a great deal

APPENDIX J:

Julie's Protocol

I think I will start with the selection process because that really did have an impact. At the time I was asked to submit an application, my principal asked if I would like to apply for a GSE exchange to Australia. Another teacher had been on the exchange the year before and I knew her, so that was a big part of it. He was very excited. He said that the superintendent of our schools would like to have a middle school teacher to go and just called the principal and said to pick someone. I don't know why he picked me, but I was really excited about that. But I really didn't expect to be chosen. And then when I was chosen, it had a real impact on me professionally, because it is quite an honor to be chosen from all those who were interviewed. It made me really look at how I viewed myself as a professional. I think I felt a lot of pressure and was a lot more critical of myself, like I needed to always be doing something a little bit better than I was doing. Then I came back from the trip and I had to go before our school board and tell them what happened and how it impacted on my teaching. That was one of the benefits. I know that I feel more like a professional and I don't think teachers feel that way very often. We are made to believe our jobs are really of little value unless our students perform at a certain level on a test. This was a very positive thing for me. I appreciated that and I thank Rotary for giving me a chance to feel that. That was the greatest experience.

Being on the team was quite an experience because I was on there with three other people who had Ph.D.s and Tom and I have bachelors degrees. I had to kind of keep myself up on what was going on because all of the others were so very educated and so intelligent. But then of course they were such good people that they were easy to get along with and it really was not a problem. But it sort of overwhelmed when I first saw the list and saw Ph.D., Ph.D. Ph.D. ... But they were great and as we traveled I think we may have seemed to be a very impressive group because of all of those credentials.

I had traveled some when I was in college. It was always with a group. But nothing was like this. I was very nervous about this trip, having not traveled a lot. I was just a little bit nervous because of the political situation in Bosnia and all. At that time, that was the dominant political situation in the world. It did make me a little nervous. My main reason for not thinking I should go at first was that we have a farm and I do the farm records. The timing of the trip was when I would have to do the tax records, so I knew it would not be possible for me to do that. But that aside, Australia is just such a

Selection process had a real impact
Real impact for me professionally
Quite an honor
Felt a lot of pressure
Lot more critical of myself
Impact on my teaching
Feel more like a professional
Don't think teachers feel that way often

Positive thing for me

Three people with Ph.D.s
Had to keep up on what was going on
Others were so educated, so intelligent
Overwhelming
Impressive group because of those credentials

Very nervous about trip
A bit nervous because of Bosnia
Tax records for farm

wide-open country, at least that was my perception, yet it was enough like us that you don't feel as much like foreigners. But it is enough different that you do feel like you are out of the country.

I think we all had preconceptions about the people and the country. Of course, we all did studies before we left and we studied the country and the culture and the people and everything. So we were prepared better than we were before we were first chosen. We all were really looking forward to really seeing the outback and the people there and the country and what that was like. But when we arrived in Brisbane, I think we were all just a little disappointed because it was just another urban area just like one here. The people were very warm and friendly and we had a good time but it just wasn't what we expected. It wasn't until we got to the outback, that it was how we envisioned it. I think for all of us that was the best part of the trip.

I know that when we arrived the first night I was a little nervous about being with the Rotarians. This was the first time it really hit me that I was going to be separated from the group and going off with complete strangers. You hope they are going to take care of you. But the first family was just lovely. They were an elderly couple and I was homesick. I was also feeling very guilty because I had left my two children and my husband. I was thinking what kind of a mother am I to leave them for six weeks. I was probably not a very good ambassador for our country. But Fay Lucas who was my first hostess just took me into my room and said "You just come right over here and put your feet up. Lie down and I'll get you some tea and you just rest. I don't know what these people are doing, trying to get you to go to all of these places and talk. You need to just rest." She was just like my mother. She took over and she just made me feel so much better. And I think that made me feel better too because she was not a Rotarian and really wasn't involved in what her husband did. And it helped her feel important that I was someone that she could help. Whereas if I had come in and been a real strong person at that time, she might have just sat back and not been involved. We became very close. In fact when it was over, she came up to me at the closing program and said "I just didn't know if you were going to make it that first night."

Tom and I sat together on the trip. He said he saw me weeping on the way from Roanoke to Pittsburgh. He thought I was afraid to fly. I really was feeling very guilty. What I had to do to get over it was to stop looking at my watch and asking myself what my kids and Joe were doing now. So I had to just stop that. I had to make myself not think Wide open country about what was going on at home. It took about two days. The remarkable thing about it was that it turned out to be

Like us but different

Looking forward to seeing outback

Little disappointed with urban area

Wasn't until we got to outback that it looked like we envisioned it

Best part of the trip

I was going to be separated from the group
Going off with complete strangers
Hope they will take care of you

Feeling very guilty
Left my children and husband
What kind of mother am I?
Not a very good ambassador

Helped her feel important

Feeling very guilty
Had to stop looking at my watch

Not think about home

such a good thing for them to be without me, because they are so dependent on me. Then they really appreciated me when I came back. My husband was just wonderful for about six months. He asked me to please not go away for that long again. The children were just so good. I think that they learned that they were self-sufficient, but they also learned that I do a lot that they take for granted. That really struck them. Plus the children are young and they realized just how much they missed their mother. They had spent the night away, but it was the first time I had ever been away from them.

I was maybe in an unusual group in that all five of us were very serious about our religion and so we wanted to worship. Of course, we had read that Australians were not really as serious about their religion as Americans, but we were there over Easter and we were never asked if we wanted to go to church on Easter Sunday. Actually, we couldn't because on Easter Sunday we were out on a boat. It was our weekend break from Rotary and we were divided up between two boats for that weekend. But there was never any mention that this is a Christian holiday. It was just a long weekend for them. They got off Good Friday and Easter Monday, so it was a long weekend for them but there was never any thought that this is a religious holiday. We did attend worship at the conference. And I did stay with one host family in St. George which was the most remote section we visited. They were very religious, Unitarian I believe. They spoke of their beliefs and I enjoyed that. But no one else seemed to give it much thought and that was very different for me.

They were a little behind the United States in some of their thoughts like their ideas toward women. Some of the changes in roles are not as accepted there. Women in Rotary were not as accepted overall. We went to some clubs where there were no women members and then we went to a club where there was a woman president and she had her baby there, so that was a difference.

I was surprised at how similar they were in lots of things. They were very negative toward their politics. They were very down on Clinton at that point. He had just been elected, I guess. They kept talking about President Clinton's wife, Hillary, asking "What's Hillary doing?" She was in the media a lot and she seem to be having a very active role and they were very negative about that because of their views of women. I think it would have been the same for any president who had a wife who was that active. They kind of saw her as pulling his strings. He was the puppet and she was in control. I'm sure women are active in politics over there, but we didn't see any that I can

Turned out to be such a good thing

Appreciated me
Learned they can be self-sufficient

Missed their mother

Group was very serious about religion
Australians were not really serious about religion
Never asked if we wanted to go to church on Easter
Never mentioned that it was a Christian holiday
Was just a long weekend

Spoke of their beliefs
Little behind U.S. in ideas toward women
Changes in roles not accepted there
Women in Rotary not accepted overall
Similar in lots of things
Negative toward their politics
Down on Clinton
Disliked Hillary

recall. We met lots of people and professionals and its hard to always remember.

The home stays were the best part of the trip. You get to see how the people live, what they eat for supper, what they do for breakfast, how they help their children with their homework. The first family, when we got there, brought out afternoon tea and after we had tea they brought out drinks for happy hour and after that we had a meal. I didn't think I could hardly go through that. They don't drink anything at meals, so that was a difference. I'm use to my ice team with my meal. We were eating and my hostess hopped up with "Oh my goodness, you Americans need something to drink with your meal".

Being the mother of small children, I was often in homes with small children. They either had small children or dealt with small children. One of them was a day care center. I really enjoyed seeing how they dealt with their children, like discipline, what they do for child care. They talked about child care. In that country they provide child care service through the schools from age three up and its available for everybody. So when you work, there is a good place for the kids. It was just a good time to talk and to make friendships. I do stay in touch with people I met. One family has already visited over here in the springtime and they came to school and spoke to my classes. My children are real tickled about this. They like to tell people about their friends in Australia.

They were surprised with our team. When we would go to the Rotary clubs and give our presentation, they were amazed that there was so much agriculture in the United States, because all they see on TV is Los Angeles and New York City and its crime and violence - not the best side of our country. They were just really surprised. We got more questions about that than anything else. I tended to wear lots of hats on this trip because I was a working mom, a teacher, and the wife of a farmer. I had to really put up with questions about agriculture. Jim and I both found they were very interested in agriculture in the United States. There is an area that has a lot of dairies, but we didn't go there. There are lots of sheep. There was one station where I stayed which had sheep that were free-ranged over 20,000 acres. They would put the sheep out, round them up twice a year and see what they have left to take to market. You really don't care because you have no way of knowing if someone has taken your stuff or if one of them died or what. They try to control wild animals to a point, but there is just no way they can manage over this immense space, so they pretty much just let them free-range. They were a young family and I got to stay there

Homestays were
best part of trip
Got to see how they
live

Afternoon tea,
drinks, dinner
Nothing to drink
with meals

Seeing how they
dealt with children
Discipline
Child care in
schools available to
everyone
Talk and make
friendships
Already been visited
Children enjoy
having friends in
Australia

Amazed that there is
so much agriculture
in U.S.

See cities on TV
Crime and violence,
not the best side of
our country
Wore a lot of hats
day.

four nights I asked what they did all day. They don't have to feed the animals. The man said he always has to clear land. He gets out the bulldozer and clears away the scrub brush. He has to build fences.

They were pretty laid back in general. There wasn't a lot of stress there, although I think they are approaching that. They were proud to be Australians and had no desire to live anywhere else. They were very interested in what was going on here. They had lots of questions about the education here, because they were very disappointed in their education system. Most of the Rotarians send their children to private schools rather than public schools like they do in Europe. They had very little regard for the public schools. In the outback, most of the children went to private school for their upper grades because of the remoteness. If you live in the remote section, that is pretty much what has public schools to be done any way. Primary education went through grade eight. If you want your child to go further, he has to go away to school or do the flying school. Many of the kids would have gone to a private school anyway. These are usually church schools. We visited one secondary public school. I sat in on a class and I didn't see them doing things very differently. Kids behaviors might not have been quite as good as in the private schools.

One of the problems with the public schools is in dealing with the parents. You have to please them too and sometimes in order to deal you might let the child slide because of other things that happen. Across the board, discipline was not as good. There was not as much desire to achieve. They all had to wear uniforms, just like in private schools, although they may not have been as fancy or as high quality. The school uniform was something of a status symbol.

I felt that I had to defend a lot of things as an American, but I don't think I changed my attitude toward my country. They see so many negative things on the TV about America, so that is all that they know about us. Talking about the culture, we were all surprised about the racist attitude they had. Even among the Rotarians and people we would assume to be well educated, it was terrible, just terrible. They were very racist toward the Aborigines - downright ugly about them. A lot of that had to do with the fact that they were receiving assistance from the government, their idea of welfare. They were "on the dole" as they called it. They were very open about their dislike of the Aborigines. I hope that when teams are visiting here, our Rotarians are not talking about our minority populations like that.

Free-range
Laid-back in general
Stress increasing
Proud to be
Australians
Disappointed in
education
Has to go away to
school or do flying
school
Problem dealing
with parents
Discipline not as
good
School uniform was
status symbol
Had to defend a lot
of things as an
American
See so many
negative things on
TV about U.S.
Surprised about
racist attitude
It was terrible, just
terrible
Racist toward
Aborigines,
downright ugly
about them
On the dole
Very open about
their dislike of the
Aborigines

This was common. I felt like I had to defend America when asked about racism. I told them we are not that racist, though we still have a lot of problems and we are working on them. So I didn't change my attitude, but I did have to defend my attitude.

When I think of how the trip affected the way I think about myself. I have always felt that I had a lot that I can offer, but I didn't know that other people could see that. Things seem to be easier for me in school now. I seem to be a little more self-assured. I have more confidence in dealing with other people. I gave probably 15 presentations when I came back and they all told me I did such a good job. It just helps your self-esteem. Plus, I learned lots of things I can use in my classroom. I used to teach math and I would give them examples and problems which involved Australia, like this is how many miles it is to Australia. How long will it take you to fly to Australia? Or how much money would you get if you exchanged your money? The kids would start to ask how I knew so much about Australia and I would say because I've been there. Then we would begin to talk about Australia. On my door at school, I have some things about Australia. Now I teach life science, so I can talk about the flora and fauna of the area.

The principal was so excited about my trip that he bought a video camera for me to take so I could send tapes back to the kids. But by the time I got back, they had only received one. The class was like my family. They kept saying how glad they were to have me back. I think the substitute worked them harder than I did.

The weekend before I left was when the homesickness really began. I started thinking about it and thought, "My gosh, I'm going to be on that plane for 20 hours." We flew from Roanoke to Pittsburgh, from Pittsburgh to Los Angeles, from LA to Auckland, and from Auckland to Australia. We stayed in Auckland for 24 hours and that probably was not a good thing for me. We were supposed to rest. So for a day, we basically stayed in our rooms thinking. Of course, I didn't rest. I was just too miserable. So when I got to Australia, I looked just a wreck.

The culture in Australia is very similar to ours, so it probably did not affect me as much as your trip to China or Fiji. But knowing that I have friends so far away is great. We got the globe out when I was chosen to go on this trip and I said "Do you know that I will be as far away from you as I can possibly be on this earth?" To know that there are people there who I still look on as friends. And if they come to the United States, they call or stop by. So that has made the world

Had to defend attitude faces, it is different. Felt I had a lot to offer, but did not know others could see it

Easier for me in school not More self-assured More confidence in dealing with other people Helps your self esteem

Use thing from trip in classroom

Class was glad to have me back

Homesickness began before I left Stayed in Auckland which was not good for me Stayed in rooms thinking Didn't rest, too miserable Looked a wreck Culture similar to ours

Friends so far away As far away as possible on this earth

smaller. When I hear about Australia, just seeing the sights and their
Felt like I had to defend U.S. when asked about racism. Said we are
not racist, but have problems It's has not really changed my view of the
world, but it has made it much smaller to me.

When I think about general culture, I think of food stories. Their food
is not that much different from ours. I was surprised, that they ate so
much pumpkin. They eat pumpkin like we eat potatoes. It is at almost
every meal. Some of them are really squash - like butternut squash, but
they call it pumpkin. The first Rotary meeting we had, I didn't know
what it was. I just thought it was a squash or an apple dish. And of
course, all of the sweet breads are delightful. The first morning I was
there, the host family asked what I would like for breakfast. I said I
would just have whatever they were having. They said they usually just
had a cup of coffee and a bowl of fruit. That morning we had cereal
and fruit. Very good fruit - semi-tropical. They called papaya a paw
paw, but they were nothing like the Virginia paw paw. There was a lot
of seafood. The last night we had mud crab. They had tried to catch
some from the boat at Easter. The last night, they took Heather and me
to a restaurant to get mud crab. Our hostess said it was not very good.
We thought it was great, but we had nothing to compare it to. They
were heavy drinkers. I'm not. They would always be putting a glass in
your hand, but they didn't push it, if you didn't want it. But they did
not make you feel uncomfortable with it. While we were there, they
had Anzac day which is a major holiday for them. They had parades,
but we didn't go to any. As a matter of fact, we went to a barbecue.
That was one thing about the food. They would grill a really nice steak
on the barbecue and then make a sandwich out of it. They seem to
prefer to make the sandwich to just a good steak. They ate a lot of
hot-dogs or sausages.

I brought back a acuba hat for my husband. It is made out of rabbit
fur. They have lots of rabbits and lots of kangaroo. They are a real
problem and they go out at night and shoot them. They get permits to
shoot as many as they can. We were given a lot of pins which helps to
bring back memories. I was staying at one house that had a wild
cockatoo that sat outside of the window and it had been there so long
it could talk to them. It would sit there and say "G'day mate, G'day
mate." It was like having a stray cat. There are a lot of species of
kangaroo. I think the hide I have is a gray kangaroo. It is a male. The
same man who tanned the hides took emu eggs and carved them..
They have 14 layers to color and the carvings are just beautiful. The
ostrich is not endemic to Australia, but the emu is.

World is smaller

Food is not much
different
Ate lots of pumpkin
Very good fruit
Papaya vs. Paw paw

Had mud crab
Thought it was
great, but they did
not think it was very
good
Depends on frame
of reference

Heavy drinkers, but
did not try to force
it on you

Major holiday, but
we did not
participate
Made sandwiches
out of nice steaks

One of the things we really enjoyed was going to an opal mine. We all got ourselves an opal. This one is what is called a black opal.

I just think this program is great. Not only did I have the time of my life, but I got to know so many wonderful people. And you get to know how the live and you get to meet their families and everything. And our son had Touretts syndrome, a problem which we deal with everyday. I stayed with a family in Australia who had a daughter who was autistic. We would just sit and talk, because even though the situations are different, it is your child and you have so many things in common. In fact, they hoped to bring their daughter to Duke, because they heard of some kind of experimental treatment there.

In Australia, when you want to become an educator, you are required to teach one to two years in one of the remote areas. So there is a mock one room school house at the university to give the students so training on this. We saw a lot of agriculture. We saw every school and every farm you could see. There was a Rotarian who showed us how to Boil the Billy and the story behind it.

They don't have much fresh water. So they collect rainwater as a source of fresh water. They were very good at conserving water. In town, they used the muddy water for their toilets and sometimes for their showers. The rivers were extremely muddy all of the time because of the lack of rainfall.

One thing I will say about our group, we had the most wonderful team leader. I had had Rae as a physics professor. But he is just so organized. The trip was much more enjoyable because of him and his skills.

When you have a child with a problem, you find that you have a lot in common

Learned how to "Boil the Billy"

Don't have much fresh water
Collect rainwater
Good at conserving water
Use muddy water

Trip was better because of team leader's skills

APPENDIX K: Mary's Protocol

We were in the Rotary District that constitutes the French speaking part of Switzerland, on the far western end, around Lake Geneva and Lausanne. The closest we got to the German speaking part was in Bern, the capitol. We were limited to the French speaking part of Switzerland., so we didn't go to Lucerne or Locarno or Zurich.

I purposely did not look at my notes in preparation for this because I wanted to tell you what I remembered off the top of my head, because those would be the impressions that stuck with me the most since 1993 when we were over there. I had just a really great time in spite a few little ups and downs. For example, one of the downs for me was when we first got there to Geneva. I always have a particularly hard time it seems to time zones going west to east so I remember not remembering much about Geneva because the Rotarians insisted we just stay up and up and up that first day. I had pulled a couple of almost all nighters here in Kingsport because I was moving from an apartment into a house. It was just very chaotic, so actually I got pretty sick at my stomach there for a few days and missed the first couple of days of the trip. I was staying with a lady who was incredibly nice. Her late husband had been a diplomat to the European parliament and he had passed away three or four years prior. She lived near the university there in Fribourg which was our first stop after we left Geneva. She would try to talk to me in French. Of course we were suppose to have a fluent knowledge of French or at least a passable speaking knowledge of French for this trip. It was intimidating to me and it still is, when I travel, to try to lose my and just try to pour myself into the language and not worry about making mistakes. She was very good at speaking English and helping me at my comfort level.

What I remember particularly about Switzerland in general is just of course the beautiful scenery – the mountains – and from my bedroom window there in Fribourg I had a grand view of the mountains. As it turned out, a few days later we went to Gruyere where the famous cheese is made. We went up one of the mountains there which turned out, to be the same mountains I could see from my bedroom. It was the highest elevation I had ever been in my life. So I had to kind of get over a little anxiety about being up that high. I was afraid I would tumble right off, which of course was silly but I felt that way. We took a cable car there near Gruyere from one elevation up to the top of the next mountain. It was just spectacular scenery. There were all sorts of locals out there hiking and that was something else that intrigued me.

Have a problem with time zone changes

Pulled a couple of all-nighters before I left
Moved to a house, it was very chaotic
Suppose to be fluent in French
Intimidating
self-consciousness

Self-conscious
Pour myself into the language

Beautiful scenery

Grand view of the mountains

Highest elevation I had ever been
A little anxiety
Afraid I would tumble right off

There seemed to be a lot more people in that area enjoying the out of doors than here in Kingsport in terms of just getting out and walking around or bicycling and just some exercise every day. It tends to be more common over there I think. The other thing I remember about our stay there was we had moved or switched location from Fribourg to near Gruyere. This was five years ago, it was before we were really heavy duty into recycling here. I remember seeing the different waste receptacles for the different types of trash. That was really impressive to me. Also, the fact that if a wait in traffic was too long, the cars' engines appeared to automatically shut off to try to save exhaustion from getting into the air. We were also told there in Gruyere that they were trying to change some of the stoplights to round-a-bouts (traffic circles) in an attempt to help reduce the amount of air pollution since the cars could get through faster rather than sit there and wait for traffic to clear. I was really impressed with the environmental aims which appeared to be taking place in Switzerland. A lot of this is beginning to be more taught in the United States. The other thing that I was intrigued with during our visit with the host families was that they tended to be quite well off. I was told before I went over there that the Rotarians, unlike here in Kingsport where there are a lot of different occupations represented from different levels of income, tended to be more upper-middle class and that was certainly evident in the homes we visited. My understanding is that the homes over there are much more expensive than they are here. I was intrigued by the sense that there was the abundant wealth which appeared to be in Switzerland. Then I found out that they have the second highest per capita income in the world, so that kind of jives. I guess the other thing, in thinking of the houses, was some of the strict regulations there that you wouldn't have here in the States. For example, when we went to Lausanne, we saw a house that was being proposed for construction. Before erecting a foundation, the local contractor had built a skeletal framework of the house. I was told by my host family that that was done because neighbors had to have a chance see how the house would look. Then there was a thirty day period for them to contest the construction of the house with the local city authorities if they didn't like the appearance of it. It seemed to be really interesting in terms of their conformity and willingness to live with regulations that we probably wouldn't have here except in cluster homes or gated communities.

I liked the food very much. The chocolate, the roesti, and the fondue was just excellent. The host families we stayed with were very nice people, very friendly. Maybe this is just because of where I live - it's sort of the buckle on the bible belt - but I was a little surprised at some of the parties that just seem to go on and on in the evening. There was

Spectacular scenery
Locals out hiking
intrigued me

Walking and
bicycling and
exercising everyday

Into recycling

Impressed by
recycling and
environmental
concerns

Attempt to reduce
air pollution

Impressed with
environmental aims
Upper-middle class

Strict regulations

Conformity and
willingness

Like the food,
excellent

a lot of libation and a lot of drinking, but of course that is just a difference in the local culture here in East Tennessee. I think that would occur in big cities here in the United States. We just got used to sitting at the table for long hours, where everybody gabbed in French. We were a little bit bored at times with all of the continual partying going on and on and on.

One place that I thought was particularly beautiful was Brig. It's in the southern part of French speaking Switzerland near the Italian border and the Simplon Pass. It was just incredibly beautiful, with the vibrant blue of the sky, the snow and the green mountains below. It was one of the highlights of my trip. I would go out in my host family's yard in the evening and just sit there until the sun set, looking at the mountains and trying to soak in as much as I could of the scenery - hoping I could make some type of permanent impression on my memory. It was just such a grand view and we weren't anywhere near some of the more prominent mountains most of the people hear of. We did try to go up to the Matthehorn one day. It was in the middle of June and it was about 30 degrees. It was snowing, so it had to be below freezing. The fog never lifted until we got back down to the cog train, Then for about 30 seconds, the fog lifted so that we could see a little bit of the Matthehorn. Unfortunately, that was it. The trip itself was just a really good overall blend of visits. We went to a chocolate factory, to a prison, and to a hostel. It gave us a good overall view of Swiss society.

I think the girls and I were a little bit bummed out after a few weeks because we were beginning to get really tired. That was something I had been told about before the trip, but I didn't realize how much it would really affect me and the other girls. Everyday was planned from essentially eight in the morning until midnight with all of the different parties going on the evening. You didn't have a lot of private time and we all felt like we had to be on stage. We had to be constantly be putting forth our smiles, whether we were feeling cheerful or not. I think it was week number three that it all began to hit us. We were touring a hospital in Bern and thinking, "Here I am in Switzerland and I am so tired I really don't care if I go on another tour or not." I think part of the problem was because we were all female. The group that had been there the year before had been a group of young men from Texas. Maybe they had more stamina but our host families sort of sensed what was going on, so they put us up in Gstaad for the third weekend. It was good because they just turned us loose. We were there by ourselves for one weekend and that meant all of the difference in the world in terms of just having some time to ourselves - just 48

Surprised at the parties

A lot of libation and drinking

A little bored with all of the partying

Incredibly beautiful

Vibrant blue sky

Snow and green mountain

Some type of permanent impression on my memory

Grand view

Really tired

Didn't realize how it would affect me

Didn't have private time

Had to be on stage
Put forth smiles

Problem was because we were all female

Men had more stamina

hours to sleep as late as we wanted, to read a book, to walk around and not be on anyone's time schedule. It was interesting, psychologically, just how important that was for us being efficient. Speaking of the team itself, there were five women and two of us at that time were in their mid thirties or early thirties. The other three girls were in their mid twenties or upper twenties. I think for a trip like this, a lot depends on the individual maturity. I think that a lot of the younger girls were perhaps not quite ready for it. You had to wear a suit when you talked to a Rotary club. They didn't want to do that. There were some trips they didn't want to go on. I guess I felt that it was a trip courtesy of the Rotarians. If we were expected to dress up, then we should dress up. That caused some friction, but I thought Charlie did a very nice job in trying to mediate all of the tension that would develop. Of course, it would anyway with women being together for five weeks in close quarters. I guess the other thing we got use to fairly quickly, even though we were together a lot, was being separated a lot. I remember distinctly the first train station at Fribourg. We had just left Geneva and gone by train to Fribourg. We were seeing all of these strange people waiting there to meet us. We all went our separate ways. We were all looking at each other saying "Will we ever see each other again?" It was just a real freaky feeling. You don't know the people you are with that well. You've only been together a few times for orientation sessions, but suddenly you are in a different part of the world and strangers take you away. You are thinking, "Will I ever see my team again?" That was a rather interesting psychological point. Of course, we were pros at it by the end of the trip. I think that one thing that the other girls and I wished we had a little more of were history and art experiences. I think the Rotarians did do a nice job of accommodating this for the last two and a half weeks of the trip. Because the group the year before had been men, I think they were a little more interested in industrial things and gadgets and things like that. We were really starved to learn more about the history, the culture, the music, and the art of Switzerland. The Rotarians were very flexible. They moved things around on the schedule so we could take in more things like that. All in all, it was a tremendous trip and I hope to get back over there one of these years to visit some of these people. I did send Christmas presents the first year and exchanged cards, but it has dwindled down in the last few years. I think Charlie still stays in contact with some of the Rotarians. I depend on him to tell me what is going on over there. When I heard about the trip, it sounded like it would be interesting because you weren't with a tour group per se. You were going to have a more intimate experience of meeting people and not just returning to a hotel room at night. It was going to be more of a hands on exchange.

Some time to ourselves
Not on anyone's time schedule
Important to our efficiency
A lot depends on maturity
Younger girls are not quite ready

If we were expected to dress up, then we should dress up
Some friction

Being separated a lot with out host families

Strange people waiting to meet us
Will we ever see each other again?
Real freaky feeling

In a different part of the world and a stranger is taking you away

Starved to learn about history, culture, music, art

Rotarians were flexible

I had gone over there with someone having told me that the Swiss were very reserved and that I shouldn't don't worry. They are not trying to be aloof, that's just their nature. Maybe because I am more of an introvert myself, but I didn't find that to be the case. I found them to be very warm and very generous. Any stereo type I had about their reserved nature dissipated once I met the families. Their demeanor just seemed to me to be like anyone here in this part of the country. I think that was the biggest stereotype I had. I didn't find it to be as reserved as I had been led to believe.

I was always intrigued by their attitude toward the U.S. There were a couple of incidents that I would relate when I gave my slide show about my trip to civic groups. While we were there, two events happened. First, there was the referendum in late June of '93. The Swiss are widely known for being a democratic society - not a republic, but true democracy - so everyone has avote. This referendum was about whether the Swiss should buy a fighter jets from the United States. Instead of parliament making the decision, voters had to make the decision. They took this very seriously, whereas, here nobody would blink an eye. I remember talking with some people who were in their late thirties or early forties at the time. I was trying to get their impression of the issue. I was shocked at the time that there was at least one individual, a banker, who was really afraid of Germany. He felt like, as a Swiss citizen, he had Russia to the west and Germany to the north. Therefore, they needed to buy the fighter jets to defend themselves. I had never thought of Europe going back into a WWII mentality, but that must have been where he was coming from. The other incident related to the referendum affected my host at the time. She didn't know how to vote. She was agonizing over whether to vote for or against the purchase of these jets, but she went to the polls anyway and dropped in a blank ballad. What I got out of that was that the Swiss take their privilege of voting so seriously that even if they don't know how to vote, they at least go to the polls. That was very impressive.

The other thing I wanted to mention was something that I saw which was different from an American point of view. We toured a Swiss army base and the commander there talked to us a little bit about the Swiss mentality of having a defensive posture - having outposts or fortifications around the mountains surrounding Switzerland. He also talked for about twenty minutes about WWII and how the Swiss were eternally indebted to the U.S. for coming over there and helping to win the war. To me as an American, it was just really interesting to hear what at least a few of the Europeans thought about

Voters had to make decision

Took this seriously

Afraid of Germany

Needed to defend themselves

Back to WWII mentality

Did not know how to vote

Dropped in a blank ballad

Took privilege of voting seriously

Very impressive

Mentality of having a defensive posture
Outposts and fortifications

Swiss were eternally indebted to U.S. for coming over and helping to win the war

involvement in WWII and also how they felt about this concept of a united Europe. I remember among a few people that I met, there was a lawyer who was involved with the Maastricht treaty in Holland to work on the unification of Europe. There was apprehension about whether or not Switzerland should try to join into a European community. Switzerland is not part of it yet. From an American aspect, it was really neat to hear them talk about things like that. I felt that for the most part they had a very positive attitude toward the U.S. I've been to other parts of Europe where I haven't gotten that idea at all, but it was pro definitely there.

I think the trip made me wish that the U.S. could be more environmentally aware and better stewards of the environment. It also made me wish that people here took as much pride in their personal property as the Swiss do. In Switzerland, it didn't make any difference how small the farmhouse or how small the barn, everything was just so picture perfect. You would have geraniums in the barnloft window. I kept thinking how, in East Tennessee, there are rusty cars in the front yard in some places and things can just be so unkempt. I remember mulling over why it is so junky in parts of east Tennessee as compared to Switzerland, where everybody seems to take immense pride in the way their property looks.

One thing that intrigued me was that the families don't tend to move around as much as they do here. Property is so expensive, so a few of the houses I stayed in were houses where the grandparents had lived, so there tended to be more people having roots in one place. I also felt like they were a probably a little more liberal with their teenagers. Of course, East Tennessee tends to be a little more conservative. I felt there was more liberal behavior on the part of the teenagers, particularly in terms of drinking being accepted among older teenagers. There seemed to be really good family relationships. There did not seem to be any of the teenage rebellion or anything like that. I'm sure that may have gone on behind the scene, but it just seemed to go on very well. The daughter of a Swiss Rotarian came here to Kingsport about two years ago. She stayed here about three months of the school year and was very bored. She could not wait to leave Kingsport and get on to California. What struck me about that was that with her family's income level back in Switzerland, she probably was use to doing a lot more, had traveled than the teens here her age, and probably felt that she was just a cut or two above them. So I guess that the teenagers I met over there were fine. They seemed to get along with their families, but I have a feeling that they probably would be a little more materialistic than some of the kids here who don't have

Apprehension about whether Switzerland should join the unified European community

Mostly had a very positive attitude to U.S.

Wished U.S. could be more environmentally aware
Wished people here would take more pride in their property
Everything was picture perfect
Wondered why things were so junky compared to Switzerland
Seem to take immense pride
Families don't tend to move around
Live in houses their grandparents lived in
More liberal with teenagers
Drinking accepted among teenagers
Good family relationships
No teenage rebellion
Seemed to get along with their families
More materialistic than kids here

very much to begin with. Kingsport has a big chemical company here, so I guess there is a side of Kingsport where there are a lot of wealthy kids. They probably would fit in really well with the kids in Switzerland. Its just interesting to me. The attitudes they have seem to be based on the income level. They always had a very comfortable lifestyle. I don't know how focused they were about trying to help others and reaching out beyond themselves.

As far as adults are concerned, there was one host family in particular I was really impressed with. They were pharmacists and the wife's brother is a relief worker for the international red cross, so that family was pretty conscious of humanitarian efforts and things like that. Other host families were well read. I'm not real sure whether it is because of their income level and because they are part of Switzerland, but they acted like the world revolves around Switzerland. Because they have a very comfortable living style there, they may not be quite as aware of other parts of the world as maybe we are. That is just something I haven't thought about before.

They are well read. They know what is going on, but they don't see things as being their problem or their responsibility. A few of them felt that Switzerland should try to apply to the European union but others said "No, we must maintain our neutrality." There seemed to be a "We against the world" mentality, like Switzerland has to preserve its neutrality at all cost. They shouldn't get entangled with anyone else's affairs, whether it's for a good purpose or whether just a financial purpose. It surprised me, because I had never been exposed to Europeans, to get their perspective. I guess in retrospect it makes sense. I guess the thing that surprised me the most was this defensive posture that a few of them seemed to be afraid that they were going to be attacked by Germany or Russia. I thought that kind of thing went out with WWII but it lingers evidently.

This experience has given me more confidence in myself. I think it was difficult to spend five weeks totally meeting strangers all the time, trying to make small talk in French, and not really knowing what one day would bring from the next. We had a planned schedule but there were still little glitches or surprises that would come up. I think it gave me more confidence in myself in terms of meeting people, traveling on my own, being flexible with new experiences. I really think it helped me learn the French language, although one thing that disappointed me the most was when we were getting ready to leave. I was getting to the point where I could really listen to a conversation and not have to strain so much. I could pick out maybe 75% of the conversation and

Acted like the world revolves around Switzerland
Know what is going on but don't see it as their problem or their responsibility
Must maintain neutrality
We against the world mentality
Shouldn't get entangled with anyone else's affairs

Surprised by the defensive posture
Afraid Germany or Russia would attack

More confidence in myself
Difficult to spend five weeks meeting strangers
Not knowing what one day would bring
More confidence in meeting people, traveling on my own

not be lost. Of course, now I've lost it, but I think it would be easier the next time I go back to pick it up again. I think it gave me a better appreciation for the way people, at least one small segment outside of the U.S. view themselves. And I think, since I like to travel, it has helped me in meeting Europeans at Eastman and talking about their perspective of the U.S. versus the countries they are from. So I think it has given me more self-awareness and also awareness of other attitudes outside of the U.S.

It surprised me to find out how much confidence Charlie seemed to have in me. We had a few good private conversations about some of the team relationship. He and I would get together occasionally and talk about how some of the team members were treating each other or reacting to each other. In a way, I sort of felt like the senior member of this trip although I was not the oldest but just in terms of the way things were going. I guess the other thing that surprised me was just how well I ended up getting along with the younger girls because there were just some differences in maturity. It ended up quite well. In fact, I still get a few Christmas cards from them. I guess what surprised me was how well I really could do. I did more than I thought I could do in terms of team communication with girls I really didn't know from Adam here in the U.S.

I think that one thing that should be considered is the nature of the people going on the trip. I don't know if it's a gender issue or not, except for the fatigue. I just know we were all worn out at the end of the second week and a half. I think a part of it is because you are always moving. You are always packing and unpacking. I also think they should get a better feel for whether we are in turn more to industrial experiences or cultural experiences or hiking experience. I think it needs to be well rounded, but I think the hosting Rotarians need to consider the interest of the people who are coming over. I think they were expecting us to be more like the boys from Texas and we weren't at all. We just couldn't do some of those things.

Something else that surprised me was that the Swiss that I stayed with were not religious. Maybe it is indicative of the whole country. We were offered the opportunity to go to church. They told us if you want to go to church, they would make sure we got there, but I didn't because my host families didn't go. There was one host family in Lausanne and we did go to a church one Sunday but it was not for church services. It was just because it was historically important. That was disappointing to me, not to really go to church, but then again I felt when in Rome do as the Romans do. Whereas, if I had been on my

Gave me better appreciation for people
Has helped me in meeting Europeans at Eastman and talking to them about their perspectives

Surprised me how much confidence Charlie had in me

Felt like the senior member of the team

Surprised I got along with the younger girls so well

Differences in maturity

Surprised at how well I did

own I would have gone to a church and participated, whether or not I understood the language.

The were not religiously bent or at least did not participate in organized religion. None of my host families seemed to be church going. Maybe that was just the luck of the draw. This was certainly true in that part of Switzerland, because I stayed with a range of families from a single woman to a couple in their late seventies at the time. It just seemed to be a pretty common trait. I knew that Europeans, in generally, were not as religiously bent or at least did not participate in organized religion like Americans do.

I know when I was in Germany this summer, there is a church tax they have to pay. About 95% of the Germans pay the church tax, but only about 20% go to church. That is really a big difference

One Sunday, I went to a lake with my host family- the single woman, one of her girlfriends and her girlfriend's brother. We went to this beautiful lake. We were going to get into our swimming suits and I was looking for the bath house. They just looked at me and said we would just change right there. I said, "Out in the open?" They said, "Oh, you Americans are just so prudish." Then they showed me how you can wrap yourself in this big beach towel and change underneath it. But I have often wondered, if I had not been there, would they have just striped in the open and put on their suits. Were they using a little bit of modesty because I was there? The incidence of rape is so much lower over there, I can't help but wonder if somehow the fact that they are so open about sex and porn, etc, is somehow tied into the lower incidence of rape. I don't know, but to me that is kind of intriguing. I didn't see any porn shops in Switzerland, I was thinking about some other places .

Of the families that I stayed with, at least one person spoke passable English or something close to it. I thought it was very important that we were required to speak French, if nothing more than to break the ice and let them know you were trying. That first week when I was sick, the widow was incredibly nice, but her English was not that good and I was struggling to explain to her in French what my problem was so she could go to the pharmacy and get something for me. That was interesting, trying to explain to her exactly what my symptoms were. I remember distinctly just straining to get the right words to express it. I think that its good to know and be able to speak a little bit of the language and to be able to read it. Of course, when you are with your host families you are not going to get lost but it just adds so much to the experience.

Not religious

Americans are prudish

Open about sex and porn

Remember distinctly straining to get the right words

Good to know a little bit of the language

I had the opportunity to speak to both Rotary clubs here in Kingsport and twice to my church. I had only about 15 minutes to tell them about five weeks, so I had to think about what I really wanted to say and what was important to me. Sharing the trip helped me to focus in and analyze a little bit on what importance the trip had and of course it just brought a lot of good memories. I remember coming back to Kingsport after being over there and it was hot and humid. I had always felt like this was a fairly hilly area, but all of a sudden, it seemed like these mountains were really small. After seeing the Alps, these mountains just weren't that big. I know now why they call that section on the Blue Ridge Parkway Little Switzerland. It is just amazing but the Appalachians were more like the foothills of the Alps. That was just so funny, coming back and looking at the mountain which is the closest hill to Kingsport and thinking it is not very big at all anymore.

Sharing the experience has been very good. It brings up a lot of great memories and confidence in myself that I can do something like that. I know I have tried to encourage some of my girlfriends to do something like this. I think when you go through something like this, at least for me, it was just a lot of changing experiences, giving me a sure sense of who I am.

I guess other neat thing was that I was gone for five weeks. It was the longest I had ever been away from work. I had been working for about eight years at the time and it was so nice to be able to just immerse myself in a culture. To totally be away from everything. Looking back, the last time I was able to do something like that was in graduate school and college. I went to Germany this summer with a group through the local university. We spent five weeks. I had to come back during part of that trip because of something going on at work and then I flew back. It also was a good experience, but it was different because I was with a couple of professors and some people primarily in their 20s although there were people older than me. My professor got sort of aggravated because we didn't speak German as much as we should have whereas if you had been with a host family instead of in hotels, you would have been forced to speak the language.

I think anytime I travel abroad I get more confident. For instance traveling by train is easy now and I pretty much know the ropes. It doesn't faze me. I think the other thing with the Swiss trip is that I don't feel as insecure as I did in the U.S. as a single woman traveling. I felt very safe over there. Just to get a sense of how the trains work, how the pay phones work, etc. - each experience builds on the rest.

Had opportunity to speak about trip
Had to think about what was important
Sharing the trip helped me focus and analyze on what importance it had for me
All of the sudden, the mountains here see really small.
After the Alps, these mountains weren't big

Sharing the experience is good
Brings up a lot of memories and confidence

Longest I had been away from work

Nice to be able to immerse myself in the culture

taying with host families you are forced to speak the language

Get more confident
Traveling by train is easy
Know the ropes
Doesn't faze me
Didn't feel insecure traveling as a single woman

Another thing that came up, I don't know that I would characterize it as bigoted, but it was just before the war in Bosnia was totally underway. A few Swiss would point out Bosnian immigrants and talk about how they were not wanted there in their country. It was sort of like the reaction I had seen in other Europeans toward gypsies or the Turks in Germany .

The other important aspect of this trip was we got to visit workplaces where we got to meet with people who did work similar to our own. That was really interesting. For example, I got to visit Nestle in Lausanne and meet with the head of their chemical library. I got a feel for how they did things and I came away with the feeling that the company I work for is probably more advanced in technology than they were. That was kind of surprising. I also had the opportunity to go to the Swiss patent office. I run a chemical information center for Eastman and also do patent searches, so I really enjoyed that. I got to see the mock up of the room where Einstein developed the theory of relativity when he was clerk in the Swiss patent office in the early 1900s and got to visit with the assistant director in the patent office and walked through the whole patenting process, so to me that was just another important aspect of the trip. It was not just meeting the people and visiting sites and taking in the culture, but also getting to experience the workplace. I don't think you can do that with just a regular field trip or tour group.

Overall the trip was very rewarding.

Don't know that they were bigoted
Pointed out Bosnian immigrants
Were not wanted in Switzerland

Important that we got to visit workplaces

Meet people who did work similar to ours

APPENDIX L: Shannon's Protocol

I had some preconceived notions going into the trip about the culture. I think everybody did. But when you get there, it is just mind boggling. I had spent a month in the Middle East in college, in Israel, and the similarities I saw with the third world aspects were very few. There was much, much more poverty in India. The first thing, when I got off the plane, that I noticed was the smell of the air. It hits you like a ton of bricks - A melange of burning dung, people sweat, diesel fuel, kerosene, cars, animals. That's pretty much what the whole trip was like, I guess. You were pretty much assaulted by so many things. One of the things I read before I left, by an author who had lived there for a long time, said that he could never understand completely this country. It is just so varied. I guess if there is just one theme, it is that. I don't think that anybody can ever get hold of it. It is just too vast - too many cultures - too many things to experience.

Fred Harmon suggested that I interview for it. I thought, well if we are going to another state or a place like England, I've been there and I wanted something that is exciting and out of the ordinary. When he said India or Turkey, I jumped at the chance of India. I love experiencing new things that you don't get in small town Virginia. Things like Delhi, India. I've been to England, Scotland, Holland, Austria, Mexico, and the Middle East. The first time I went overseas was when I went to Israel. That stands out equally to India, if not a little bit more, because it was my first time overseas. However, I spent a lot more time with my friends and the people I knew in Israel. It was more of a classroom type setting. Here, living with the families was the

Living with families was biggest difference and biggest plus biggest difference and the biggest plus to the whole thing. That's how you get integrated into the culture, by living with it every day. I wish I had spent some time with some families who had more contact with the poverty because you are with Rotarians and in India, by definition, the Rotarians are the upper, upper classes. Although we saw a lot of poverty, and to be honest, I didn't want to spend a lot of time sleeping in a poor person's home, I got the feeling that we were kind of shielded away from that. I think that was quite natural. You want to show the best part of your country. However, just walking around in the cities and driving around, we got to see a lot of it. Going to a couple of villages, we saw some. Although I think they were notified that we were coming and to put on their "Sunday best". I was showing pictures of my girlfriend a while back and she said "Why is everyone wearing shirts and pants and dresses? I was expecting to see loin

Mind boggling
Similarities to
Middle East are few
Much more poverty
The smell hits you
like a ton of bricks
A melange of burning
dung, people sweat,
diesel fuel, kerosene,
cars, animals
Assaulted by so
many things
One Theme: Could
never understand
the country - too
varied
Too vast, too many
cultures

Wanted something
exciting and out of
the ordinary

Love experiencing
new things

Integrated into the
culture
Living it every day
Wished we had
spent more time
with people in
poverty
Got the feeling we
were shielded away
from that aspect

Want to show the
best part of the
country

clothes and saris.” I guess they were notified we were coming. I guess the other thing that stands out is being totally immersed in the culture. I loved it. Loved it. I’d go back today if I could.

The culture is so different and so varied. Different in that it was different from the culture here and varied as I said before in that there were so many aspects of culture that you could walk down the street and see four or five people who practice different types of religions - A lot different from Methodist versus Presbyterian. There were different kinds of foods and different things to see. Then there was the history. Its layer upon layer of history - more so than they have in Europe. You can spend years learning. I loved it.

I’m, I guess, a little socially conservative. I thought the family life there was great, in so far as the extended families go. You had, sometimes, three and four generations of a family living in the same house. Family values are strong. Promiscuity, immorality and a lot of what you see here is highly discouraged. The only bad parts that I saw and didn’t particularly like, although I heard that India was getting away from them, are the arranged marriages and the bride burnings. You never hear of anybody getting a divorce. I think that leads to treating women as second class citizens, which they have been doing for thousands of years. That was pretty hard to see. But the Rotarians we stayed with, most of them, weren’t like that. Most of the women actually ran the roost. They supervised the servants catering to the men. That was an aspect I wasn’t use to, even in a small town.

And the arranged marriages and bride burnings! Indian marriages are arranged where the father of the woman will shop around for a husband or the father of the husband will shop around for a bride. The father of the daughter wants to marry her to someone who is well respected, but the father of the groom want a daughter from a family with a lot of money and a large dowry. The father of the daughter usually has to pay a lot of money to purchase a husband. A lot of times, especially in the middle to lower classes, they don’t come up with the money they promised. So husbands, and sometimes even the husbands’ mothers, in order to give the husbands a second shot, will stage a horrible tragic and often fatal accident for the daughter-in-laws - like a kitchen fire which somehow ignites and burns the daughter to death or horribly disfigures her.

One thing that stands out is being totally immersed in the culture

Culture is so varied and different

Walk down the street and see four or five people of different religions
Different foods and different things to see

Layer upon layer of history

Could spend years learning

I though family life was great, especially extended families

Three or four generations in the same house

Strong family values
Promiscuity and immorality discouraged

Bad part were arranged marriages and bride burnings
Never hear of divorce

Women treated like second class citizens

Women ran the roost

Supervised servants
Catered to men

They said that widows no longer throw themselves on the funeral pyre. That is much less likely than bride burning. They did say that widows never remarry. Or they wait for a long period of time. They would wear white which is the color of mourning. I didn't see any funerals where they did that. I did see processions where they were taking the ashes to the river. You did see in the papers every now and then where a seventeen year old girl was found dead in a kitchen fire.

The children that we saw mostly were in schools outside of the towns where we stayed. The families where we stayed were mostly the upper class and they were fairly much like children today. They weren't as rebellious. I didn't see any tantrums or fits. They dressed nice and were treated nice by their parents. Most of them showed great respect for their father and mother. Outside of the home, most of what we saw were in the schools in villages. They were little toddlers up to 10 or 12 years old. We didn't see any kids working, which surprised me. I was expecting to see a lot of child labor. But I didn't see any of that. We did see some child beggars.

This interview is what I hoped would happen. You talk about things and it brings things back. I was told that there was very little discipline for small children. I don't know if anyone else told you this, but I was told that up until the age of five or six, parents pretty much let their children run wild. And then they start teaching them discipline. I don't recall the rationale for it but I remember someone saying they have to be serious the rest of their lives. I don't know if that had any thing to do with it.

One of the families I stayed with had three children under the age of seven. They pretty much had free rein. I would be trying to take a nap and two of the kids would come in and jump on the bed and then go out of the room and close the door. Nothing was done.

I went to two wedding ceremonies and the two brides looked like they were over the age of 15 or 16. We were told that in the villages sometimes they would get married at the age of 12 or 13. The weddings were huge celebrations. The bride and grooms families all get together for an afternoon and evening of eating and talking and socializing and drinking. Anything and everything to eat and drink. Along about three o'clock in the morning, the priests would start the wedding ceremony. The bride and groom would sit on mats wearing all of these decorations and the priests would start reciting something usually from Sanskrit, not Hindu. They would make them walk seven times around the fire and things like that. It was a very elaborate and I
A horrible tragic accident is arranged

Widows no longer
throw themselves
on funeral pyre
Bride burning more
likely

Children weren't
rebellious
Did not see
tantrums
Treated nice by
parents
Showed great
respect for parents
Didn't see kids
working
Was expecting to
see child labor
Interview brings
back memories

Very little discipline
for small children
Let children run
wild until age five
or six
Have to be serious
the rest of their lives

lengthy ceremony. It took a couple of hours. Usually, by sun-up, everybody is pooped out and the couple is gone. They were really fun to go to. Complete strangers would come up to me and ask questions about where I'm from.

The people were more positive toward me than toward America. I remember one situation where we were in a guest house of a large company, and they started questioning us - me in particular - about why our country continues to trade with Pakistan and support Pakistan instead of India - Why we send arms to Afghanistan through Pakistan, things like that. That was the only anti-American sentiment we felt. to see why our country is pro-Pakistan instead of pro-India. I didn't get any jibes or jeers or insults about being American from any of the people I met. Out on the street, when you are walking around the people are going to assault you - not criminally - more minor things like trying to rip you off, things like that. I think that was because we were western. I didn't sense any anti- or pro-American or gung-ho type feeling. Sometimes I felt a need to defend the United States, but at the same time I didn't want to offend these people. I remember talking to Kit about it and we were both decided to take a stance that we know this is our country's policy, but I'm not here to defend my country's policy. And you have a wonderful country and wonderful people and there are things like ideas and concepts and strategies which neither of us know as to why our country has taken the stance it has. I am not an ambassador for my country in that sense. I can just tell you I like your country.

I loved the food. Ever since I've been back, I've been to gourmet stores and looked at magazines to try to find some of the spices. I loved the food. If I ate anything that I didn't think I would eat, I didn't know. I don't think we ate anything bad. A lot of vegetables. Kit was telling me that at one home he stayed in, we went to a farmers' market and it was like you would see in the farm country in the Shenandoah, where farmers would bring things to sell. But there was one man who was taking fish and cutting their heads off and scaling them and everything right there for you. And we were looking at that and I'm thinking "I don't want to eat that." And Kit was feeling the same way and guess what he got for dinner that night. He was complaining about the bones in the fish and another person in another town told him, "It's more fun." But he didn't like that experience too well. There wasn't anything that I didn't like or would spit out. There were some things that I wouldn't take a second helping of because it was too rich or under done or too hot. But overall I thought the food was great.

Weddings were monstrous

More positive to me than toward America

U.S. ties to Pakistan questioned

No jibes, jeers, insults about being American

People on the street would assault you and steal from you

Felt need to defend U.S., but controlled it
Not here to defend my country's policy

Loved the food
Trying to find spices here

Complaining about bones in fish

"That's the way we like to eat our fish."

The bathroom conditions, being a man, weren't that bad. I didn't have to really have to sit anywhere. I was more concerned with not getting bit by mosquitoes and getting malaria and not drinking any bad water. I brought some water purification tablets with me and I had a little quart bottle I would fill up with water - either bottled or whatever - and keep it with me at all times. But other than that, I said, if its cooked, its okay. Other than one day getting stomach cramps, I wasn't sick at all.

I don't think I noticed the men on the team being treated differently from the women as much as the women did. I know that most of the places we stayed, the people were really receptive to Paige. Of course, she has a very outgoing, bubbly personality and got a lot of attention. Jeannie didn't get as much, but obviously her personality is a lot different. I can't say that I recall any differences in the treatment of the men and women.

We didn't talk about politics very much. We got to meet the governor of the state we were in and the mayor of a number of cities. But they were very reluctant to tell us very much about what they thought of such and such country or such and such policy. Most of the people are not too fond of Pakistanis because of the war they had, but that's about the extent of what you got.

It's kind of interesting, the Rotarians pointed out a poster that had been put up about the PolioPlus program. The posters were of a western doctor giving a baby the vaccine and they pointed to the doctor's face and said that was not the doctor who was there. It was the governor and he had all of the posters changed so that his face was put over the face of the doctor. They didn't think that was good at all. We weren't really exposed to a lot of talk about the country and the government.

I thought it would be crowded and a lot of poverty, but I didn't think it would be as much as I saw. I expected the food to be hot and spicy. I didn't expect the people to be as friendly as they were. I expected not to be shown the bad side of things. I didn't expect things to be as westernized or as efficient as they were. I had done a lot of reading before I went and I had what I felt was a pretty good picture. And it was an accurate picture except as to the degree.

I think that traveling changes you. I was changed in that I obviously appreciate what I have here. I got to see another culture from inside rather than by looking in from the outside. And that always makes you

Being a man,
bathrooms weren't
bad
More concerned
about mosquitoes
and bad water
Brought purification
tablets and bottle

Didn't notice men
on team being
treated differently as
much as women did

Didn't talk about
politics

Not too fond of
Pakistan

Weren't exposed to
talk about
government
Thought there
would be a lot of
poverty
Thought food
would be hot and
spicy
Didn't expect the
people to be so
friendly
Didn't expect things
to be as westernized
and efficient as they
were

Traveling changes
you
Appreciate what we
have

more broad minded and more tolerant. I was exposed to a lot of things. You hear about Hinduism and Buddhism and Sikhism, but to go to their temples and see the adherence to the faith was wonderful. Sometimes you would think “That’s odd. That doesn’t sound like the religion as I understood it.” Being on your own more or less, being in another society, makes you mature and makes you more self-reliant. I don’t think India did anything specifically to change me. I think travel like that will change anybody.

I was surprised to find that I could put up with an awful lot. I didn’t know that I could be so nice and friendly and tolerant. Everywhere we went, we were given a huge meal. I didn’t know I could eat that much. Looking friendly and attentive when you are bored out of your skull was hard. You learn where your point of exhaustion is and how far past it you can go. I’ve always subscribed to the concept that “It’s not that you know what you like, but that you like what you know.” There were a lot of things I didn’t know. I learned a lot. The different cultures, the different foods, the different ways of dress, that kind of thing. I was surprised in the end at how use to things I could become. In the country, after driving on the evil, pothole roads, it didn’t bother me very much. I didn’t ride in the front seat of the car because of the way they drive. They drive on the left and there are no lines in the road. There are no traffic regulations. It is just terrifying to pass things,. It’s just awful. I would sit in the back seat as much as I could. I didn’t want to see.

I found that it was a little difficult to adjust when I got back. Too have things like nice clean clothes was such a luxury. What I enjoyed the most was the wide open space. What I missed immediately were the sights and the smells. I guess I had just gotten use to the chaos that was going on all of the time. It would be like living in a large city and then coming back here to a small town. It’s just so quiet and peaceful and ordered. It’s like I don’t have to look out for anybody. I kind of miss that. When I got back, I noticed the lack of smell. Every now and then, when I am driving down the road or something, I will pass something and get a smell that will trigger a memory of when I was somewhere or with a particular person. I like that.

I enjoyed the team. I hung around with Kit a lot. We were about the same age and we were going to Nepal together after the exchange. I got along with Paige and Jeannie just fine. Paige is more fun to talk to, but Jeannie is more introspective. I think she got more out of the trip that Paige did. John, since he was older and was the leader, he was kind of separate from the rest of the team.

See the culture from the inside
Makes you more broad minded and more tolerant
Adherence to faith

More mature and self-reliant
Travel will change anybody
Surprised I could put up with an awful lot
Didn’t know I could be so nice, friendly and tolerant
Didn’t know I could eat that much
Looking friendly and attentive when bored
Learn your point of exhaustion and how far past it you can go
It’s not that you know what you like, but that you like what you know

To relieve the tension, we didn't make fun of each other. We would make fun of John with each other. I was envious of him a little bit because he got to stay in the best homes, except in one town and I got to stay in the best home in that town. I think we got along well. I'm surprised we haven't kept in touch. I talked to Jeannie a little bit before we went to district conference. But we haven't kept that much in touch. I think its because we were separated more in the homes. We had the times when we were together or in a hotel to reflect. I think if we had done that more, we would have gelled more as a team. But we were separate and when we were together we were taken places and didn't have to interact because we were paying attention and asking questions. Kit and I spent time together. We kept in touch for about a month or two after we returned, but I haven't heard from him is a long time. I think maybe if we had more time together we would have kept in touch. I don't know. I heard of a team that still gets together once a year, but I think that's unusual. More time together to reflect would have made team gel more.

I would have liked to have more time to walk around the towns and the cities, rather than seeing this steel plant in this town and this steel plant in this town. It would have made it more meaningful. Rather than seeing as much of the industrial side, I would have liked to have seen more of the daily life. Instead of taking in a second steel mill, take us to where the workers live. Take us and let us meet the people who mine the ore.

I absolutely hated wearing the uniform. After a while, it was dirty and smelly. The women had a hard time because they wore skirts and we would go to industries and climb ladders. On a comfort level, I had more of a problem with the shower. They didn't have a shower stall. You just took a shower right in middle of the room. They just had a shower head sticking out of the wall. The first place I stayed didn't have a shower at all. You took a bath out of a bucket. After doing that for two days, I finally learned how to take a bath out of a bucket. We went to a school for retarded children. They had brochures about hygiene and cleanliness. There was one there on how to take a bath in a bucket. I read it and wrote some stuff down. I was fine the next day. Most of the places I stayed were nice and I was well taken care of. The hotels were very western. A couple of the homes I stayed in didn't have a seated toilet, but were still very nice.

We rode the trains. Compared to the other parts of the train, we had fairly nice compartments. I had read that they were the most efficient working part of India. I was disappointed. They were rarely on time. They were crowded. It was the equivalent, I guess, of sitting at a

Would have liked to have walked around

Would have liked less time visiting industry and more time to meet the workers

More daily life

Problem taking showers and baths in buckets
Some homes did not have seated toilets

Had read that trains were the most efficient in country
Was disappointed,
Trains were rarely on time

McDonalds. It had the bench type seats. Not much room to stow your stuff. The most interesting thing was the overnight trip we took from one state to another. We were told that we should really watch our bags because people would come by and steal things. We were concerned. They were so concerned that they sent armed guards with us to watch over our bags. The four of us were sitting in one compartment with luggage all over us, just as crowded as we could get. Kit and I had gotten some liquor from this distillery we had visited. Here we were, the four of us, drinking this really bad liquor on this all night train, so we could try to get some sleep, and people were coughing and sneezing and wheezing . There was so much noise and it was freezing because there was no heat. We were afraid that any minute someone would come and take our bags because the guards were asleep. It was rough. But we all had our fun experience traveling.

They are very modest. You would never see a boy and girl holding hands. There was boy and boy or girl and girl hand holding just as a part of friendship. There was no public kissing. Very little kissing on the TV or in the movies. Most of the homes can get American television, but they don't watch it. I watched a lot of CNN.

I never saw a supermarket over there. I would like to take them to a Super Walmart and see their reaction. I learned very quickly that nothing is free over there if you have light skin or look like an American. When we went to Delhi the first day, we took a tour bus and it stopped so we could take pictures. There was the first snake charmer I ever saw. He had a little cobra. So I took his picture. He held out his hand and said the word for tip. I said "No". So he followed me to the bus and got on the bus, still asking for a tip. I kept saying "No", so he opened the top of the basket and the cobra's head popped out. So I gave him some money. That was fun. After that whenever we took a picture of someone, if they asked for money, I gave them money.

Sharing experience is unbelievable. It makes it a lot more meaningful. I would certainly go back.

Armed guards to watch bags

Noisy and cold

Afraid someone would take our bags

Modest

Nothing was free if you had light skin or were American

Vita

Earline Byrd Orndorff is a native of Virginia. She received her undergraduate degree in Home Economics from Carson Newman College in Jefferson Tennessee and her Masters of Science in Management, Housing and Family Development. She served for 20 years as an Extension Agent in Warren County, Virginia. During that time, she worked with both the Family and Consumer Sciences program and the 4-H Youth Development Program, as well as serving as the Unit Coordinator for the county.

An active member of the Rotary Club of Front Royal, Earline has served on the Board of Directors for five years. She has also served for four years as the chair of the District 7570 Group Study Exchange Committee for Rotary International. In 1993, she also served as the team leader for the five-member District 7570 Group Study Exchange to District 9920 which included visits to Fiji, Tonga, American Samoa, Western Samoa, and The Cook Islands.

An avid traveler, Earline spent four weeks in the People's Republic of China in 1989, studying adult education in that country in cooperation with a study trip sponsored by Northern Illinois University. She has a great deal of professional and personal experience in intercultural awareness and travel study. Others areas of expertise include volunteer training, leadership development for adults and teens, and stress management.

In addition to traveling, Earline serves on numerous boards for community organizations. In her spare time, she likes to read, work in her flower garden, and play the piano. She is married and has two sons, a daughter-in-law, and two grandchildren.