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ATTITUDE OF THE ASIATIC STUDENTS ATTENDING THE UTAH STATE AGRICULTURAL
COLLEGE TOWARD THE UNITED STATES, LOGAN, AND THE U.S.A.C.

by

Basher A. Aridi

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Social Science

1953

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah

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CHAPTER I
INTRODUCTION

World Understanding Through Communication.

Man is a social animal. Without participating in social activities and enjoying the social privileges, man cannot live but physically. He has something in common with the rest of the human race and a particular interest in his own community which imposes on and shares with him the same cultural pattern. The different cultures have a universal cultural pattern common to mankind, (32, p. 129), but in the same time there are many traits which prohibit the different groups from understanding each other, not because of languages, but because of the existence of the cultural barriers. To cross the barriers of cultural islands and the cultural lags, or to be able to narrow the margin of the differences in cultural determination, for the purpose of achieving acquaintance and understanding, the world needs an effective communication system. "The process of communication is the web of signals, expectations, and understanding that makes living together possible.....". (7, p. 2)

Communication for world community is not only a political, economical, or cultural exchange. It should manage to keep peoples peacefully disposed toward each other whatever their governments want to do. (7, p. 4). There are many ways of communications. We have the world organizations, the political presentations, the commercial agencies, the tourists, the transportation agencies, the radios and presses, the arts, and the exchange of students.

Robert C. Angell, a professor of Sociology at the University of Michigan, said:

It seems to me that the basic need is to communicate the way of life of different people to one another so as to achieve three objectives: First, an appreciation of the human qualities underlying cultural differences; second, an understanding of the

conclude

central values of other cultures; and third, a realization that the different value system of the world's people are each compatible with the universal human qualities even when not compatible with each other. (15, p. 152)

The strongest link with other lands is the exchange of students.

Those people are in the stage of learning and acquiring. The information they get in the classes with the observations and the experiences outside the classes or the campus ferment in their minds. These campus ambassadors who represent the cultures and ideas of their countries have a double task of giving and taking. They give by setting themselves as examples of their people and they take, from the school they attend, what strikes them the most. These ambassadors carry a portfolio but without politics, a portfolio full of ideas, knowledge, understanding, and admiration; and it is up to the college, to the local students, and to the community to provide them with the best.

The European intellectuals used to say about France that "Every intellectual has two consciences: his own and France." This shows how much France has affected the foreign students.

Role of the American Colleges.

The importance of international education requires an educational center. This center is, as it should be, in the United States and serves as a nucleus for international education. This situation exists undoubtedly because the United States is the wealthiest and the strongest country in the world. Comparing it with the imperialistic states we find that the American people have no desire or need for territorial expansion or to oppress other nations and squeeze them out of their earnings, wealth, and resources. In these senses, political and economical, it is self-sufficient. These reasons and the American love for peace prove that it is the last country ever to attack another nation. Then when relying upon international

education for world understanding, the heaviest load is given to the United States.

The dispersion of the colleges in different climates, popularity of the American institutions for higher education, and their availability afford a fertile ground for the work. To these institutions come people from all over the world. Most of these young men and women will, one day, become the designers of the policies of their countries. The memories they carry back with them will play an important role in their relationship with the United States and the whole world. *

Purpose

We have seen how much the world is expecting from the American colleges and how important it is to give the foreign students the true principles of democracy and to send them back to their native lands with a high degree of admiration for America and the American people. It is obvious that this task is a complicated one and the problem is difficult. Many studies and research have been made in this field. A number of articles have been written and many speeches have been given about this subject. The nature of these studies differ from college to college and from one region to another. In general, these studies point out the existence of the ethnic prejudice, the difficulty in finding suitable "dates", the unfamiliarity with the educational system, and the handicaps of the English language. Beside these come the financial problems. This study attempts to throw some light on the thinking of the Asiatic students attending the Utah State Agricultural College and to see some of the difficulties they are facing and the things they praise and complain about the most.

Their problem is the problem of all the foreign students in all the

American colleges, but in this study we want to see how much the community and the college contributed to their problem and what are the typical local factors that make them develop their attitudes. Thus, this study will be concerned with describing the attitudes of the Asiatic students at Utah State Agricultural College and with analysis of factors associated with these attitudes.

Definition of Terms.

Attitude is, like intelligence, more easily measured than defined. But since it is a psychological as well as a sociological concept, and since it is a key word in social psychology, a definition will help in the analysis and the measurement of the attitude of the foreign students.

The word "attitude" has been given many different definitions and has been put under many headings.

W. I. Thomas was the first to popularize the term in sociological literature; he describes an attitude as "A state of mind of the individual toward a value." (33, p. 29)

John Dewey defines attitude with these words: "It is an acquired predisposition to ways or modes of response, not to particular acts, except as, under special conditions, these express a way of behaving." (9)

Attitude is the sum total of the person's inclination and feelings, notions, ideas, fears, prejudice, or bias.

Attitudes are acquired modes of response, and as Faris puts it: "Every attitude is the resolution of a crisis, the resolution of a difficulty, the end of a period of chaos." (33, p. 11)

Prejudice is a social habit which exists in every man's heart with or without the proper control. No group of mankind is free from prejudice. It is a common factor in the human race with differences in degree and content according to the cultures.

Prejudice plays a great role in the American social life and it is affecting to a high degree the attitudes of these Asiatic students toward the United States, as it will be seen in chapter 3.

A definition of the word "prejudice" helps understand the problem.

Prejudice is prejudgment against or in favor of an object. It displants reasoning and makes the person explain his feelings by rationalization.

Morse defines it as "A mental cramp or tension which renders an individual unable to see or consider anything but from a single point of view." (34, p. 482-502)

Due to human nature, when two different groups get together there is usually some sort of a conflict. This conflict is due to the difference in cultures.

To be able to explain the nature of the conflict between the Asiatic students and the Americans a definition of the word "culture" will throw some light upon the discussion

Culture is a very basic word and its concepts have been growing rapidly. The simplest and fullest definition might be considered that of Clark Wissler. "Culture as a general term refers to all the ways of doing and thinking of a social group." (32)

Ruth Benedict defined it as: "Culture is that which binds men together." (17)

Method.

The enrollment of the Asiatic students in the year 1951-52 was sixty-six students, of whom fifty-four answered the seven-sheet questionnaire. This survey has been done by giving a copy to each student to study and to fill out the questions he wishes and leave the questions that need clarification or explanation.

A few students wanted to fill them in without giving the interviewer a chance to write down the answers because they wanted to do the job themselves. They did not release their copy until a later date just before they left for their summer vacations because they suspected that the information obtained is to judge them and not to help solve their problems. Six refused to fill them because, as they put it: "It is useless to try to help solve this problem." Five students did not give the writer a chance to interview them because, as the writer was informed later on, they thought he was a "stool pigeon" to the Sociology Department. One of the students tore up the questionnaire and said: "I have no time to do things that there is no benefit in doing." He then turned to the interviewer and told him to go and look for something profitable. The rest of the students showed a good response, and they gave some interesting comments that will be quoted later. Before proceeding it should be mentioned that those who refuse to fill out the questionnaire do form a cross-sectional sample of the group.

To some of the Arab students the interviewer used the Arabic language to explain the true motives behind this study, and there have been few arguments concerning the expected benefit of the study. About twelve of the friends of the writer filled out their copies to please him without sharing with him the idea of the necessity and the importance of this survey. It is necessary to state that these fifty-four copies took some effort to have them filled out.

This collected data is to be taken as a unit to state the attitudes of these fifty-four students. In the meantime it would be classified for the purpose of comparison according to many factors and elements. Then the last step is to measure and analyze these attitudes.

Plan of Presentation.

In the following chapter the data will be presented with some explanation and tables. In chapter three an interpretation of the findings will be given with some explanation of the derivation of these students' attitudes. In chapter four the problem of adjustment and treatment of the situation will be discussed. A special consideration is given to the role of the Social Science teachers in building up a world of understanding through education. Chapters five and six present a brief summary and conclusion of the findings, the analysis, and the adjustment.

CHAPTER II

THE FINDINGS

In chapter one it was stated that the purpose of this study is to find out the attitudes of the Asiatic students towards the U.S.A.C., Logan, and the U.S.A. The materials in the present chapter are the outcome of a survey of fifty-four students. As it will appear in this chapter, the scope of the study covers the following fields:

1. Personal and social characteristics of the Asiatic students.
2. Attitude towards U.S.A.C.
3. Attitude towards Logan.
4. Attitude towards U.S.A.
5. General attitude.
6. Expected results of attitude.
7. Attitude of students who have returned to their countries.

Personal and social characteristics of students.

This section reveals that most of the students from Asia are in middle twenties in age, the mode being 24*. In contrast to many American students of this age, very few of them are married*. This fact presents a problem in the social life of the Asiatic students. This problem is aggravated by having only one girl in this group and she is married.

Having only one girl from Asia shows that the woman in the Asiatic countries is still in the background and her participation in the political or the administrative and professional life is very limited.

The distribution of these students among the college classes shows a downward trend for the future enrollment. Freshman classes in the U.S.

* The youngest is 19, and the oldest is 52.

* Only 10 are married.

have the biggest number of students, but in this College there are only four Freshmen among these students. There are six Sophomores, thirteen Juniors, twenty Seniors, and eleven Graduates. Comparing the enrollment of the Asiatic students this year with the previous years, we find that this school is being avoided. A student told the writer that the Washington Embassy of one of the Asiatic countries warned students from its country not to come to Logan because the Embassy has been receiving many complaints from the students of the U.S.A.C. concerning the social life in Logan.

The country of Iraq leads in number of students from Asia. The remaining students belong to nine countries in the middle and the Far East and represent six different religions, as it appears in the following table.

(a) Religions of the students.

Table 1. Countries and religions of the 54 students

Country	No.	Moslem	Christian	Jew	Buddist	Hindu	Sick	Undecided
Iraq	20	20						
Iran	11	11						
Palestine	7	7						
China	4		1		1			2
Lebanon	3		2					1
Siam	3				3			
India	3					2	1	
Pakistan	1	1						
Israel	1			1				
Turkey	1	1						

Sikh

(a) cont.

It is noticed that the Middle East students outnumber the students from the Far East because the U.S.A.C. is well known in the Middle East.

The dominance of the Moslem religion* among the group gives them a common intercultural background.

The biggest number of these students are in the school of Agriculture. This is expected because of the need for agricultural specialists in Asia. If the students did not change their majors after they got here, the School of Agriculture would have a much larger number. The rest of the students are divided among the School of Commerce, which has fifteen of them, the School of Engineering with an equal number, and the School of Arts and Sciences with four.

(b) Financial Resources.

Three students are supported by the American Government, four have part-time jobs, thirteen are sent by their governments, and thirty-four are self-supported from income at home. A worthwhile point to be mentioned here is that in Asia the father feels that he has to support his son through college, and if he does not have the money he sells a piece of land; and for an Asiatic to sell a piece of land is a great sacrifice. Working while studying is not known to the Asiatics. The reason is the class system and the social status.

Thirty-eight students said they are not having any difficulty in understanding the lectures. The sixteen who are having difficulty stated that it is not a handicap, but that it gives them more work to do and more use for the dictionary.

* 40 are Moslems

(c) Reasons for selecting the U.S.A.C.

Twenty-five students selected the U.S.A.C. because their friends told them about it. Eight came here because their governments wanted them to do so. Seven selected this school because it is popular back home, especially in agriculture. The rest of them have different reasons for being here, i.e. that their application was accepted here before the other colleges, or that expenses are less here.

Attitude Toward the U.S.A.C.

The second section of the questionnaire deals with the attitude of these fifty-four students toward the college educational system, the instructors, the social activities and their relationship with the American students.

(a) Attitude toward the quality of the college education system.

Table 2 shows what these students think of the quality of the college educational system, according to their nationalities.

Table 2. Attitude towards the quality of the college educational system according to nationality

Country	Very good	Good	Fair	Poor
Iraq	4	11	5	
Iran	1	6	4	
Palestine	3	2	2	
China		3	1	
India	1	2		
Siam		3		
Lebanon		2	1	

4

Table 2 (cont.)

Country	Very good	Good	Fair	Poor
Pakistan				1
Israel		1		
Turkey		1		
TOTAL	9	31	13	1

Table No. 3 shows the same attitude, but the group has been divided according to their field of study.

Table 3. Attitude of the fifty-four students toward the quality of the college educational system according to their field of study.

School	Very Good		Good		Fair		Poor		Total
	No.	%	No.	%	No.	%	No.	%	No.
Arts & Science	1	25	1	25	2	50			4
Agriculture	5	25	11	51.2	4	20			20
Engineering	1	6.5	8	52	5	33	1	6.5	15
Commerce	2	13	11	73	2	13			15
TOTAL	9	17	31	56.6	13	24.6	1	1.8	54

It is noticed that seventy-three percent of the students in the school of Commerce stated that the system is good, while 51.2 percent in the school of Agriculture and 52 percent in Engineering think it is good.

Fifty-six percent of the total group said that the system is good. In the School of Arts & Sciences the majority, which is fifty percent, stated that the system is only fair. Since only one student said that the system is poor, some special investigation concerning his scholastic status had to be made. It was found that this student

had a personal conflict with his department. Another case worthy of mentioning is the case of a student from the school of Arts & Sciences. He has been in this College less than a month, and yet he said that the system is very good.

Asking them to compare the educational system in their countries and that of the U.S.A.C., twenty-eight students said that the U.S.A.C. is better, eighteen said it is not better, and eight cannot compare because they do not know enough about their colleges. In general the comparison is not very valid because a great number of these students have not been in any other college. At any rate those who favored the U.S.A.C. system seem to agree that it is more practical that they get more cooperation from their instructors and that they enjoy more freedom and informality in the classes and in selecting the subjects. Those who favored the system of their countries did so, as the majority put it because, "The student gets his degree with more knowledge."

(b) Towards the instructors.

Their attitude toward the instructors is favorable, but as it is found in every group a few seem dissatisfied. Some of them were sarcastic in their judgment because they themselves did not cooperate with their professors. The writer, however, has had classes with some of the criticized professors; and he was very satisfied with their help, attention and grading.

Thirty-five students want to transfer to another college, while only fourteen want to continue their education in this College. Five do not care whether they study here or any place else. Those who wish to transfer and those who do not gave interesting comments and

explanations that will be found as a part of the interpretation of findings in the third chapter.

(c) Toward the students and the social activities.

Twenty-eight students feel that the American students consider them foreigners, twelve as friends, twelve as inferior, nine as white, and nine as colored. Some of them put more than one word like foreigner and white, or foreigner and colored, or colored and and inferior. It is worthwhile to state that only three students from South East Asia marked the words inferior or colored, while the other eight marked either foreigner, white or friend.

All the students agreed that the Cosmopolitan Club should have more activities and interactivities with the other social organizations in the College, and that above all the College should show more interest in the club and in the foreign student's housing problems. They all recommend that the College help get American and foreign students together in numerous occasions, help American students understand foreign students, and show the American girls that nothing is wrong in dating the foreign students. Ninety percent of them asked for an International House. The other ten percent said that such a house might bring up direct conflict with the American students and make the situation worse.

Attitude Toward Logan.

The third section is the most critical one because the results of the survey reveal that the students are most dissatisfied with the social life in Logan. In no other question did they show such a negative attitude. Only six said the people of Logan are friendly and that is because they are

getting benefit from foreign students. Three students said that some people are friendly and some are not. The rest, who are forty-five, said that the people of Logan are not friendly. The reasons are divided as follows:

- (a) They are too busy to care1
- (b) Foreigners are not behaving themselves 2
- (c) People of Logan don't like to associate with other than L.D.S. people.....40
- (d) Don't know why..... 2

None of the students said that the people of Logan like the strangers. Eleven percent said they are friendly, and sixty-seven percent of this group said it was because they are getting benefit out of the foreigners.

Eighty-two percent said that the people of Logan are not friendly. Out of this group 88.8 percent said because the town people don't like to associate but with L.D.S. members.

Attitude Towards the U.S.A.

This section has been set for more than one purpose. It has the nature of testing as well as inquiring. Different phases of the American life have been inserted in this section to discover how much the foreign students know about the object of their attitude.

The students in stating the attitudes showed that the picture of the United States is not very clear in their mind. There are some factors affecting their reactions towards this object.

- (a) The American aid to Asia.

Taking, to start with, the aid that Asia receives from the United States. This aid plays a vital role in their countries' life, but their reactions to it was as follows:

Seven said that Americans like to help others because of the American altruism. Fifteen said Americans want to introduce capitalism and democracy. Sixteen said Americans want these nations to forget about their political demands by bribing them and by pointing out to them that their problem is social and economical more than it is political. Seventeen said that the Americans want to get rid of their surplus to maintain competition at home. Twenty said that Americans want to prove their prosperity and prestige and affect these small nations with a psychological warfare. Forty-four said the United States is buying these nations and fighting Communism to help hold the balance of power.

It is amazing to find eighty-three percent of the Asiatic students in an American college "accusing" United States of an imperialistic policy, a cultural and economic imperialism which leads to a political one.

(b) The Americans and the reason for their prosperity.

Their view of the American people is summed in these following items. The overwhelming majority think that (a) most Americans are good hearted; (b) most Americans are very materialistic; (c) most Americans speak democracy yet they don't practice it; (d) most Americans feel that the other nations are inferior; (e) some Americans have social prejudice; (f) some Americans welcome everybody who comes to the U.S.A.

(The underlined words have been left to the student to choose among the four words which are: all, most, some or none.)

In asking them for reasons for United States prosperity they checked the following items:

U.S. is rich in natural resources.....	43
It is a free country.....	20
The Americans use the credit system.....	18
America has many relief agencies.....	11
Americans have no social classes.....	9

A few students put down in the blank space different reasons.

The most important are: Americans work hard and they spend a lot of money on research.

This last part, dealing with what the Asiatic students think of the Americans and the reasons for their prosperity, show very clearly that these students are observing America both on and outside the campus because they gave some interesting illustrations and comments concerning these two points. Some of them said that they had been discussing these things among themselves. A few students wrote articles in their countries' papers about America and the Americans. These students are looking America over shrewdly and don't miss much. They will carry word of America back to their homes.

(c) Visiting with American families.

Thirty-nine students said that they visit with American families because they have been invited, ^{*} and they enjoy the American company. Some of them put a special emphasis upon the importance of learning the American way of life through visiting, and it is a good opportunity to show the Americans what kind of people these students are. Visiting is a part of their culture, due to the unimportance of time and the kin relationship.

* Fifteen students have never been invited. Two don't have time.

(d) Marriage with the American girls.

One of the key questions asked was if they would like to marry American girls. Seventeen of them said they have no objection to marrying American girls because American girls are more educated and up-to-date. They are better than the girls back home, and if love strikes all the barriers disappear.

Four of them said they can't tell because they never thought of it. A similar number are already married to American girls.

But the majority, which is thirty-three, wouldn't like to marry American girls because: twenty-one of them said American girls are too independent and individualistic. The students based their judgment by comparing the American girls with the girls back home who are more submissive, less individualistic and independent, and much more bound by traditions.

* { Nine students said that American girls cannot live back home because it has been proven that the American girl does not give up the privileges and the accommodations that exist in this country. It is hard for her to understand other cultures because she believes the American culture is the best so why bother to try to live as the locals do or to learn their language.

Two students didn't give reasons and one said he would like to marry one of his own religion. This student means as he explained it, that he wouldn't like to marry an L.D.S., but an American Jew would be what he wants.

Prejudice in the United States seems to shock the Asiatic students the most. The bitterness that the thirty-nine students showed, while

stating that the Americans have religious, ethnic and racial prejudice against them, was very great and expressive.

General Attitude of the Group.

Expressing an attitude does not help the sociologist if he does not know the experience behind and the object of this attitude.

It is obvious that these Asiatic students are in a state of crisis and confusion because they are responding to new attitudes and to new experiences without directly participating in them.

Their attitude as they expressed it in this study is not very clear because many factors contribute to its acquirement and the responses are not identical. Their personal feeling is in a stage of transition because they are in a different culture.

To measure the attitude of these fifty-four students, ten items have been selected to represent all the questions. On the light of this measurement, the result showed an inclination towards the negative side.

These ten items are:

- (1) What do you think of the U.S.A.C. educational system?
- (2) Do Americans have prejudices against you?
- (3) Would you like to transfer to another college?
- (4) Would you like to marry an American girl?
- (5) Do you visit with American families?
- (6) Are people of Logan friendly?
- (7) What do you think are the motives of the Americans in helping Asia?
- (8) Would you recommend the U.S.A.C. for others?
- (9) Would you recommend the U.S.A.?
- (10) By coming to the United States, did your feeling toward this country change? How?

By giving one point for each negative answer to the ten questions an average of 5.46 was obtained.

There was belief among some of the faculty members that the attitude of these students differ according to their field of study. Dividing them according to their field of study, the School of Engineering averages 5.67; the School of Commerce, 5.46; the School of Agriculture, 5.45; the School of Arts and Sciences, 5.26. This result reveals that the field of study has an insignificant effect. In the meantime it should be mentioned that one student in the School of Arts and Sciences, which only has four students, has been in this college for only one month and his attitude was very positive. The answers he gave are believed to be inaccurate because he does not know enough about the things he favored; that is why the average of the School of Arts and Sciences is less negative than the other schools. But a larger difference exists between the students from the Far East who average 4.69, and the students from the Near East who average 5.91 for the Arabs and 5.78 for the non-Arabs.

(a) Attitude of the different groups.

There are different factors that could affect the formation of these attitudes such as length of time, the language, and the dating problem.

The following tables will show the scores of the different categories.

Table No. 4. The negativism of the different categories

<u>CATEGORY OF:</u>	<u>Number</u>	<u>Score</u>
<u>Married, away from wife</u>	<u>3</u>	<u>4.74</u>
<u>Married, with wife</u>	<u>7</u>	<u>5.15</u>
<u>Single</u>	<u>44</u>	<u>5.79</u>
<u>Having dates</u>	<u>21</u>	<u>5.35</u>

Table No. 4. (cont.)

CATEGORY OF:	Number	Score
Don't have dates	33	5.57
Visit with American families	39	5.07
Don't visit	15	5.85
Graduates	11	5.08
Undergraduates	43	5.84
Having difficulty in understanding the lectures	16	5.81
Doesn't have difficulty	38	5.11

Table No. 5. The effect of the length of time passed in the United States upon the negativism of the Asiatic students' attitude.

Time passed in this Country	Number	Score
Less than 6 months	6	4.8
6 to 12 months	5	5.2
1 to 2 years	8	5.8
2 years or more	35	6.07
TOTAL AVERAGE		5.46

These two tables show little difference among these groups. Yet the factors underlying these different groups might be more significant if the number of students were larger. Due to the small number at hand, one student could affect the score of his group either way and cause a biased result.

Other factors that might affect their attitudes are those of a personal nature such as the background of the student, his family social status, his affiliation with his countrymen, his religious or

ethnic prejudice, his scholastic achievement, or his financial situation. The writer couldn't prove or disprove the effect of these factors because there is no data to support the judgment.

Expected Results of Attitudes.

The Asiatic governments have a great interest and hope in their students in the United States who will be expected to hold respected and influential positions because they form the nucleus of this generation's intellectual group.

Aware of the importance of the influence of these students in their countries, the writer, in this section, will point out the attitude that they will carry home.

The following items with the corresponding numbers show the kind of relationship these students want to have with the United States.

- (a) Consider the Western World as enemies..... 1
- (b) Have only diplomatic relations..... 16
- (c) Have commercial treaties with the U.S. 17
- (d) Cooperate with the U.S. 30

In item (c) the original form was: Have military and commercial treaties with the United States. All, but one who checked this item, didn't want to include the word "military".

In general, it is noticed that the biggest number of students want cooperation with United States; but this is not a very optimistic trend, since all of them are supposed to be affected by their existence in the United States, and therefore should not consider the Western World as enemies. About thirty percent want only diplomatic relations with the United States. If the Asiatic countries don't have a better response than their students in the United States, the American Foreign Policy is a complete failure.

Quoting the one who considers the United States as an enemy, he said:

"After I have seen how the best democratic country applies democracy within its people and in relation to strangers, I don't favor its expansion or dominance in my country."

But, in general, their attitude toward the United States is not offensive; but they don't seem to be satisfied with the social life in Logan. Fifty-two of them will recommend the United States' colleges for friends back home, and two won't. However, only sixteen will recommend the U.S.A.C., and thirty-eight won't. Their reason for not recommending it is the non-acceptance the foreign students are facing from the people of Logan. Their comments show that this animosity does not include the college.

The following table compares the attitude of the foreign student toward the United States upon arrival and upon leaving.

You came to the U.S. as:	Will leave the U.S. as:	Number	Score
Friend	Friend	30	5.3
Friend	Indifferent	14	5.7
Indifferent	Friend	5	4.1
Indifferent	Indifferent	4	4.2
Friend	Enemy	1	8.0

It is evident that Logan is not building friends for the United States in Asia because forty-five of the fifty-four students came as friends and only thirty-five will leave as friends; besides this loss, one will leave as enemy.

Attitude of Students Who Have Returned to Their Home Land.

This section of the questionnaire deals with the attitude of eighteen former U.S.A.C. students who were in their countries when they expressed their attitudes to their friends who are studying, at the present, in this College. It is obvious that such a study is usually colored by the people who talk for the others.

That is why it is believed that this section lacks some accuracy. However, an indication of these attitudes is nevertheless revealing.

Table 7. Attitude of 18 former U.S.A.C. students who are already back home, as told by their friends over here.

	Very Good		Good		Neutral		Poor		Against			
	No.	%	No.	%	No.	%	No.	%	No.	%		
His ideas about the U.S.A.C.	3	16.5	5	28	3	16.5	4	23	2	11	1	5.5
His ideas about the United States	5	28	9	50	0	0	3	16.5	0	0	1.	5.5

In asking whether they would like to come back to the United States to live, three said they would like to come back here because this country is modern, comfortable, democratic, and free. Fifteen said they would not like to come back here because:

- (a) Race prejudice in the United States is great..... 8
- (b) They hate to be away from home..... 7
- (c) America is too expensive..... 4
- (d) They were completely ignored here..... 3

None of the eighteen would like to come back to Logan because the people of the town were not friendly with them.

CHAPTER III

THE INTERPRETATION OF FINDINGS

In the previous chapter the attitude of the students have been presented with some comments. In this chapter we are going to analyze these attitudes and their relations to the different factors that contributed to the derivation of these attitudes.

A. Differential factors affecting the attitude of the Far East students as compared to the Middle East students.

The Far East students proved to have the least negative attitude, and as stated in chapter II the great majority of them did not say that there is prejudice against them; and they seem to be satisfied with the social life in Logan.

We all know that the very great majority of the Far Easterners belong to the Mongoloid Race, and yet they stated that the Americans consider them Whites. On the other hand the students from the Middle East, whom anthropology classifies as Whites, feel, according to their majority, that the American students consider them inferior, colored, or both.

There should be a reason that the Far Easterners deny the prejudice against them and have a less negative attitude. It is hard to commit oneself for an explanation of the reasons for such attitude especially when there is no accurate information to base the judgment upon. Nevertheless a personal opinion could be stated leaving to the reader the right to approve or disapprove.

The students from the Far East are familiar with the prejudice they exchange with the Americans. Their history is full of events and conflicts, and some diplomatic negotiations took place to put an end to these conflicts.

Expressions like the "Gentleman's Agreement" or the "Whiteman's Burden" are well known by the people of the Far East; and when they come to this country they avoid the people, fearing further events or clashes. They deny the existence of prejudice because they want to calm it down and not to revive it.

They are used to prejudice in their countries; they are familiar with the Caste System and the religious conflicts; they are well acquainted with the feudal and aristocratic societies. Democracy and individualism are not well understood by them. This might be the reason why they are not bothered by the social conditions in Logan.

An additional reason that might be considered here is the economic and social privileges that these students are enjoying in this country. The standard of living in the Far East is very low, and these people are not used to such luxuries, so they are not as likely to acquire an unfavorable attitude.

A third reason is that the Far East students seem to be more shy, and they do not like to associate with the others; so if they are left alone they do not mind much. Some of the Middle East students tried to associate with them, but the response was not very encouraging.

The Middle East people, according to foreigners who visited or lived in their lands, are very sociable and friendly people.

It is not necessary to quote Europeans or Americans who wrote about the friendliness of the Middle East people, but it is worth while to look for the reasons for this trait.

The Middle East is the origin of the three main religions which spread internationalism and humanitarianism all around the universe.

The Middle Easterners play the role of hosts for the whole world because every year thousands and thousands of religious men and women go to visit the

sacred lands in Jerusalem and Arabia. They are used to new faces and new cultures since more than ten thousand years. Their culture itself is a mixture of many. It is not the mystic oriental nor the materialistic western. A visitor from any part of the world will find in the Middle East some traits of his own culture because many cultures have been assimilated as well as a great amount of acculturation took place in the Middle East. Its geographical position is giving the unique advantage of being a bridge that links the three continents of Europe, Asia, and Africa.

Racial prejudice does not exist in the Middle East; discrimination is not known to the Middle Easterners. A student from Palestine said:

"I better leave this country before I acquire this destructive feeling of prejudice against the colored people. Back home we never thought of it, but the Americans are making me conscious about it."

Religious prejudice does exist, not to the degree of hate, but to satisfy the feeling of belonging; and what is known about the educated people in the Middle East is, **their indifference toward the religious affiliation, this group belongs, by birth, to different religions.** The Middle Eastern nations still suffer the class system, but the economic development is improving the social situation.

After being familiar with some of the main differences in the cultural traits between the Far Easterners and the Middle Easterners, it has to be noted that these differences are brought up to explain the reasons for the difference in attitudes, but this should not conceal their basic similarity in attitudes as shown in chapter two.

B. The derivation of attitudes of the Asiatic students.

The attitude of the Asiatic students is a response to an object. This object is the attitude of the Americans themselves. The Asiatic students

leave their country with an utmost anxiety to be in the United States. Through papers, movies, and advertisements these students thought of the United States as a heaven on earth. They expected to enter a Utopian Land, and at first they met no disappointment. It looked like a dream to be in the United States - freedom, democracy, privileges, luxuries, and opportunities. They come to the United States with the highest sense of admiration as to what nature and the Americans did to this country.

They read about John Stuart Mill and his ideas about freedom of enterprise and individualism. They admire Jefferson's contribution to mankind. They are well acquainted with the principles of the civil war. In one word, they are Americans more than the Americans.

Quoting some of what these students say upon their arrival to this country, they say: "I wonder if you Americans appreciate your democracy as much as we do."

"I was struck by the absolute, complete classlessness. There is a total absence of servility and class feeling."

"We heard that freedom, democracy and equality were the keynote of American civilization and that the country which originated the four freedoms certainly practiced them."

That is a picture of their approval; but after a period of a year or so, disillusionment and disappointment color their experiences.

They heard and read about democracy as a theory, but they didn't see it in practice until they came to the United States and lived for some time. The way they saw it in practice was a shock to most of them because prejudice, discrimination and indifference are depriving democracy of its value.

Quoting them after they spend a few years in this country they say:

"The weakness of American democracy is now apparent to me. There is a paradox in the individual enterprise system. Society gives the individual the opportunity to do what he pleases and then puts religious and racial obstacles in his way."

"My faith in America is completely shattered because of the discrepancy between its ideals and its practices. America has no idea of other cultures, government, or economics. It is short sighted, selfish and stupid on America's part. The United States thinks the American way is the best and everyone should follow it."

"This American altruism does not exist. Americans are not foolish to throw their money in Asia or elsewhere for the sake of humanity. How do you expect them to like my father and help him help himself, as they put it, when even they don't associate with me here or consider us as human as they are."

"Americans have a superiority complex about everything and this point four program is something new to brag about. If they really want understanding and cooperation why don't they start with us?"

This is their present attitude showing what a tremendous change had taken place in their feeling toward the United States.

Many factors contributed to the formation of this attitude. The most important one is the American character itself.

1. The American character.

Many American and non-American writers, sociologists, politicians, or others made some studies about the average American and the American way of life. Quoting what some of them said, we start with M.Y. Ostrogorsky. He said:

"But the equality and mobility of American life produces a loneliness and individual isolation which is uniquely American. The citizen of the old world, for all his disadvantages, is anchored in social space. He has moral support; a sense of belonging." (1, p. 37)

Lasky refers to the American character as "Universal passion for physical property" and "the idea of the dynamic career. (19)

Herbert Spencer (1, p. 35) complained about the American "Agressiveness", of the American behavior and of the disregard for the rights of others.

Horney argues that the competitiveness of modern culture places the industrial in a state of hostile tension with his fellows, which affects all personal and social relationship. (1, p. 42)

What these people said is true because the American is too individualistic, and mechanization is giving the culture a great amount of complexity which is affecting the social links between the people.

Coming to Margaret Mead, the discussion enters a new stage of "causes of the causes" because Mead's interest is in the development of the child's personality. She said:

"As a consequence the American places an extraordinary premium on achievement; he measures his worthiness or unworthiness first by parental responses and later by community responses." (1, p. 41)

This point is believed to be very important because it gives the American a sense of competitiveness that makes him disregard the rights of the others. It makes him a hard worker who knows how to earn, but it takes him away from "how to live."

The American has the feeling of ethnocentrism. He lacks the sense of self-critical. To him what is American should be the best. He is too satisfied. He does not care to understand the other cultures or the other people. He is politically and economically secure, so why care about the others. Materialism is growing up on the account of his social relationship even with his own family. (1, p. 48)

The abundant cases of divorces are a good proof.

His measures are materialistic and his language is the monetary one. A very simple word like "you look as good as a million dollars" explains what is meant by monetary language.

Mead has another approach for the resentment of Americans for the other cultures. She argued that a large proportion of Americans have, in the course of the past few generations, gone through the experience of rejecting the cultural patterns of foreign parents; and they still practice the resentment of unamerican cultures.

A young Indian who has been studying in an American university interpreted the "American Way of Life" with these words:

"The ethic of the American is the ethic of war and competition. His psychology is that of the flesh; his philosophy is that of the bread. The American is self-centered, ignorant of other cultures. He knows the laws of nature but not the laws of the heart. His highest value is his bank balance. His culture is adolescent. His democratic freedoms are the freedom of sex, the freedom of competition, the freedom of exploitation and the confusion of liberty."

That's one phase of the American. Some of his other characteristics contradict with what has been said about him, but both exist similarly or dissimilarly; and that is what makes the American a unique person.

In spite of being too individualistic, too independent, and too indifferent, he has a very tender heart with a great amount of altruism. The following illustration is a very good example, and it is one out of many.

When the famine struck India in 1950 the American people did not wait until the Congress voted to lend India one hundred and ninety million dollars. Farmers, students, businessmen, and others started a nation-wide contribution to help India. (31). That was not a political gift or a surplus dumping but a purely humanitarian con-

tribution coming right from the hearts of the American people.

2. The effect of racial and ethnic prejudice upon attitude.

Since a part of the discussion has been reserved to American and the Americans, an independent section should be given to the vicious enemy of America and democracy. Prejudice is not only handicapping social and economic improvement, but it is affecting the United States cultural standing abroad as it is badly affecting the Asiatic students' attitude toward the United States and its ideals. Prejudice is accompanied by a dangerous social habit of attributing undesirable traits to a whole group and interpreting every individual's expression of such traits as characteristic of his own group.

This is what is affecting the Asiatic students the worst. They shouldn't be judged as a feared, scorned, or hated group because of one or two undesirable members.

In every society there is good, bad or indifferent; and every group has an inalienable right to claim respect as human personalities.

It is shocking to see the United States, the father of democracy, practicing the social tyranny of prejudice.

The Russians made social discrimination illegal. They performed this noble goal in a country of many kinds of peoples and cultures. They welcomed these cultural differences and refused to treat them as inferiorities.

How can United States appeal to Asia by promising democracy and freedom since they don't have it in their own backyard?

America cannot compete with Communism unless it practices democracy in every sphere of life.

These Asiatic students are not only observing the prejudice, but they are on the receiving end of discriminatory practices.

Quoting again an Indian student he said: "So far the prejudice in India is worse than here, but we make no pretenses to democracy."

As a conclusion for this section the writer feels that if prejudice is eliminated, these students will carry back a more tolerant impression, even favorable.

3. Logan and the outsiders.

The writer couldn't make enough study about the history and the culture of the L.D.S. people. Through discussions held with L.D.S. members, liberals and conservatives, through visiting acquaintances and personal observations, and through the treatment the Asiatic students are getting from the people of Logan, this debatable idea is obtained.

The Mormons have been persecuted, and they had to leave the East because of atrocities committed against them. These events and the sufferings they met on the way West left in their hearts and minds a bitterness that developed to awareness from the outsiders. It made them develop the idea of "If you don't want to be one of us you don't like us; stay away." This is due to the antagonism they met from everybody in the East.

Another factor is the primitive behavior of the Mormons when it comes to religion and affiliation with the church. They cooperate under the church banner and feel as a unit, as a family of "brothers." The outsider has no place in such participation. He feels, as well as they feel, that he does not fit here.

The Mormons are very much concerned about their religion. They

expect every wise man to join with them. One L.D.S. student once said: "I couldn't imagine how an intelligent person could neglect the Book of Mormon."

A young "liberal" L.D.S. student told the writer that the people of the church expect the young Mormons to associate with each other because they are brothers.

This attitude of superiority, cooperativeness and social solidarity makes the L.D.S. people have more prejudice and animosity. This prejudice has a controlling place in much of their behavior. Their tendency to set off their own group from another is a social distance, and if this social distance is not avoided it means the isolation of ideas and attitudes.

The interpretation of Bogardus to the social distance does apply to the community of Logan because it is not a metropolitan city; it is isolated, and the predominance of the church gives it the traits of a folk society. People of Logan are "acting together" as well as they are "acting apart". (34, p. 487)

They don't want outsiders to break across the barriers of their own in-group. They get benefit from these students, and that is how far the association should go.

An additional factor could be added to the solidarity of this Logan community is their majority belonging to the Nordic sub-race.

These factors are entirely the writer's ideas who replied upon the experiences, comments, and the data collected from the Asiatic students.

4. Asiatic versus American culture.

Every culture has its own pattern, and it requires activities through the channels of this pattern. In the meantime it discourages

other forms of activity which do not follow these channels.

The Asiatic cultures which are represented by these students here are entirely different than the American culture and very strange to the people of this country. If these Asiatic cultures could be taken as a unit it would facilitate the comparison with the American culture. So when the writer refers to the Asiatic culture he means the mixtures of cultures. In the meantime when specification is necessary it would be so.

These young men and women who live about twenty years in their country with the same kind of people acquire through heredity, socialization, and acculturation the traits of their country's cultural patterns. When they come to the United States they carry with them these traits. They live in this country; but they think, act, and react according to their own culture. They are near their culture by practicing it and far from it in person. The difference between the two cultures shows the lack of a common value and sentiment between these strangers and the local group.

Bogardus calls it a social distance which keeps the two groups apart because they are different in their attitude, sentiments and beliefs. The Asiatic is bound by traditions and kinly relationship. He does not look like an American even when he is similar in appearance. The Asiatic cannot understand this complexity in the American which looks so revolutionary to him. Americans and Asiatic have two different backgrounds upon which the conflict relies.

It is obvious that the Americans do not give up any of their cultural traits to replace with a primitive or a less valuable culture because the Americans consider their way of life the best especially when their

economic and political prosperity help them derive this feeling.

Acculturation takes place constantly within the American way of life. The United States is a permanent revolution. Advancement and improvement take place almost every day in the political, economic and social life of the Americans. These new lines or traits are originated in the United States so Americans do not resent them.

Americans do not look very highly on things behind their borders. They consider the Asiatic culture as a backward one and theirs is more progressive. They do not trade their culture for any other, in fact they expect everybody to get Americanized especially when they see waves after waves of immigrants coming from all around the world to live in the United States and get completely assimilated.

Accommodation is a possible and effective means to achieve understanding. Due to factors stated above and due to the rule that the minority should be affected by the majority, these Asiatic students are expected to be accommodated. The Asiatic students in their turn are proud of what they have, and they think that Americans worship materialistic values and neglect the mind and the spirit. They look upon Americans as machines rushing and bustling with no basic moral values. They admire the Americans for many accomplishments and achievements, but still they think that the Asiatic culture should not be diffused and replaced with American materialism.

Both groups respect what they have, and no understanding could be reached unless a process of accommodation comes first. The Asiatic students come to this country with some willingness to be partly Americanized, but they do not know where to start or what to do.

Their first trials are artificial imitations; that is why failure is more likely to happen, and the result would be harmful. Some of these approaches may succeed and the result would be very favorable because the Americans like to see the others going their way. But the unsuccessful experiences that the others had would affect theirs, and that is how prejudice starts to take place.

With prejudice, starts generalization. Both groups begin to judge the other group as a unit. Such an attitude is more likely to be in a small town like Logan than in a big city where generalization is lacking. When the conflict reaches this stage, the minority group considers the society they live in a hostile one. In order to survive they stick together. By sticking together, resenting this social limitation, they get further and further from the adjustment. They speak their language; they discuss their bad experiences with some exaggeration; they develop a sense of offending the community traditions; they affect those who are inclined to have a "middle of the road" attitude. That is how they set apart, and they study apart because when the Americans see that these students don't respect their traditions, stay as a group, they start to consider them as a group; and they bring up differences that they didn't bring up before to widen the wound. Any further experience is colored by these new attitudes.

This is the best example to the interpretation of W. I. Thomas when he argued that the cause of the stranger's attitude is the community attitude and the value they give to them as an object. (33, p. 29). This explanation could be applied to the derivation of the attitude of the Americans too.

Reuter gives an interesting interpretation of similar situation, he said: "The individual values and attitudes have their rise from experience which is a social code rather than from original nature." (33, p. 210)

On the other hand it shows that the prejudice against these students arises, not from the inherent nature of these students, but from social relations and artificial values.

People are not very different because they have a multitude of traits in common. But the wrong experiences bring up nonexistent factors and make them "realities" or social facts.

All values in all cultures are set on human nature.

Quoting Cooley in his well-known treatment of human nature, he says: "If we can get down far enough below the veneer of culture the peoples of the world are not so very different." (15, p. 161)

CHAPTER IV

ADJUSTMENT AND TREATMENT OF THE SITUATION

Adjustment is the main human problem. (3, p. 34)

These Asiatic students are not immigrants. They cannot afford being assimilated because they are going back to their own culture, and if they give it up they lose the new and the old one. This particular factor makes the situation harder because these students can't go beyond certain degree of accommodation where sentiments are not involved.

If an adjustment can be reached, the present attitude disappears. The adjustment should start back in these students' homelands. Their government, and the United States Government, and the university they are going to attend should provide an orientation which will enable these students to face the new system of education and the American way of life with its unsolved social problems. They should be given the opportunities to get familiar with different American groups upon and soon after their arrival to this country. Friendship, familiarity and understanding are what the Asiatic students need to keep them away from their continuous association with their own compatriots.

The superficial sympathy and the "sorrow feeling" for these students have a reverse effect.

The American students are indifferent toward the world affairs; a football game is more enjoyable and essential than the news.

On the other hand the Asiatic students are somehow lost. They are facing a crisis. They are self-conscious about themselves, their nationalities, and cultures. They have either inferiority or superiority complexes. They fear association with the Americans because of language and ignorance of the American traditions.

The move to get them together lies with the faculty members especially

those who are interested in international problems and who feel the necessity of bringing these two groups together.

There are several ways to enable these students to adopt the American college and university life.

Social Science teachers are a very precious investment for world understanding and for preservation of American leadership and democracy.

As Robert Oppenheimer once said: "Perhaps the best way to send knowledge is to wrap it up in a person." (10)

The Social Science teachers have a double duty, to give knowledge and to adjust attitudes. Their task is to educate their fellow American students and to prepare them for a broader view of international relations. Otherwise there would be no international relations or an American leadership.

They can show the American students that their emotions shouldn't control their judgment, and their thinking should be scientific. It is believed that the college students are capable of developing scientific constructive attitudes toward the ethnic groups if they receive a constructive leadership and guidance. (28). This change in attitude is necessary to attain the democratic ideal that is accepted as the goal of the American social order.

The purpose of education is to make good citizens. No good citizen could let these campus ambassadors go to their countries with an unfavorable attitude toward his country. A good citizen is the one who knows that each man is to be treated according to his individual worth, no matter what his racial, national or religious affiliation may be.

Good and sincere Social Science teachers are urgently needed and so is a full-time advisor for the foreign students who are willing to understand

their problems and their cultures, and who are able to recommend and introduce some acquaintances, and help setting programs such as has been going on in the other colleges such as Massachusetts Institute of Technology, whose students in 1948 raised eighteen thousand dollars to bring sixty-two students from abroad. Bowdoin College undergraduates offered free room and board in fraternity houses for twelve foreign students if the college would provide tuition, which the college did. The Colorado School of Mines offers a scholarship for one student from each country (24). The University of Idaho gives five scholarships for students from abroad, and the campus fraternities offer them room and board. In Cleveland, Ohio businessmen arrange tours through their plants, followed by parties and invitations. The Chamber of Commerce in San Francisco, Oakland, and Berkeley have launched an "American way of life" program for foreign students. Fraternities in Iowa entertain foreign students in every possible occasion (10).

These are some examples of what the other colleges do for these foreign students. It is a real challenge for the college, the fraternities, and the people of Logan and its Chamber of Commerce.

The author urges the college administration to be more careful in accepting the applications for admission from abroad, and special attention should be given to the applicant's ability to read and understand the English language.

A small number of foreign students on this campus is in favor of both ideas.

CHAPTER V

SUMMARY

This study was made to show the attitude of fifty-four Asiatic students attending the U.S.A.C. toward the United States, Logan, and the U.S.A.C.

1. The survey was done by interviewing these students individually.
2. Their attitude toward the U.S.A.C. educational system is favorable and so is the ideas of the majority about the instructors.
- ✓ 3. Their attitude toward the United States is affected by their experiences in Logan to a great degree.
- ✓ 4. Their attitude toward Logan is not favorable because of differences in culture and because of racial and religious prejudice.
- ✓ 5. The general attitude of these students show a trend of negativism. The Far East students have a more favorable attitude than that of the Middle Easterners.
- ✓ 6. Their attitude is likely to show no sign of tolerance, but carefulness and suspicion when dealing with the Americans back home.
7. The big majority of them recommend the United States' colleges, but a very small minority recommend the U.S.A.C. because of the social life in Logan.
8. The U.S.A.C. with its Asiatic students is not helping the United States build friendly relations with people from other lands.
9. Adjustment can be achieved by having more understanding from both sides and by having more interactivities.
10. The Social Science teachers could accomplish a very helpful part by acting as a third group who understand both sides and who are sincere and feel the importance of the friendly relations.
- ✓ 11. A full-time advisor for the foreign students is a necessity to help them solve their group and individual problems.

CHAPTER VI

CONCLUSION

The data shows that the American foreign policy did not affect these students' attitude either way. The group who stated that their answers were affected by the American foreign policy score 5.46, the same as the rest of the students.

The attitude of these students toward the United States is affected, to a degree, by their experiences in Logan, since their attitude toward Logan is affected by typical local conditions.

To back up this judgment the writer could use as an illustration the criticism that was given to his questionnaire.

The main points that many of these students criticized^s was, as they put it, the lack of specification. What they meant was simply to differentiate between the American students and the Utah students.

Question No. 24 was given to them the following way: "American students feel that you are: (check one or more) friend, colored, etc., etc.,"

Many said that they couldn't answer this question because they don't know exactly what group the writer means. They said that they have many friends from out of the state, but none or one or two from Utah.

Question No. 36 is to know if they visit with American families. Some of their answers were: "I visit with American families but not Logan families; either married students from outside or non-L.D.S. people."

The same criticism they gave to question No. 38 which deals with the characteristics of the Americans.

These illustrations show that they are dissatisfied with Logan. This

dissatisfaction is affecting their attitude toward the whole nation. Quoting some of their comments gives the reader an idea how much harm the community is doing to the relations of these students with the United States.

Concerning the items that deals with the country at large they specified by saying:

"If Logan represents the whole country there is no democracy or freedom in the United States."

About the United States' help to Asia, the American foreign policy and suspicion of the motives of the United States' policy played an important role in their answers and so did their experiences in Logan.

One student said:

"Surely they are buying us and setting themselves masters. Take us here, we are as developed as they are; we are as intelligent and educated as they are, and yet they consider us inferior. So how do you expect them to deal with our underdeveloped countries and our illiterate, weak people? Don't tell me on equal basis."

One student said, in relation to the cooperation with the United States:

"Why should we cooperate with the United States? Haven't we had enough humiliation in our relations with them in their own country?"

Another one said:

"These people don't consider anyone but themselves, and they are not ready to understand us. Well! How do you expect cooperation when there is not even willingness for understanding? No. My answer for that is: Have only diplomatic relations with them as we have with Russia...no less, no more."

In asking for the reasons why some of them want to transfer, one student said:

"I came 10,000 miles to study and have a good time. What I am getting here is loneliness, negligence and disrespect. I haven't done anything wrong to have such a reward from the people here."

Another student was very brief and to the point; he said:

"I want to go and study in America."

A third student said:

"As if you don't know, how can I live with people who refuse to rent me a room fearing the house will be dishonored."

These statements along with the general negativism of the Asiatic students toward the local situation, should not be interpreted that the local situation is different from the situation on the campuses of other universities. There may be a difference because of the local characteristics of this community's people, but the present study has not attempted to make such comparison, though a further comparative research would be very significant. However, if the local situation is the same as elsewhere, the colleges of the United States are losing a golden opportunity of establishing and maintaining friendly nations in Asia. So far, as this study revealed, this college has failed to sell the true Americanism to these students and to send them to their countries as good will ambassadors.

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FOREIGN STUDENT
Attitude Study

1. Nationality _____
2. Citizen of _____
3. Religion _____
4. Age _____
5. Father's occupation _____
6. Sex _____
7. Marital status (check one), Married _____, single _____, divorce _____
8. Nationality of wife _____
9. How long have you been in U.S.A.? _____
10. How much longer do you intend to stay in U.S.A.? _____, Logan _____, U.S.A.C. _____.
11. Major subject at U.S.A.C. _____, Minor _____
12. Have you changed majors? Yes _____, No _____. If yes, why? _____
13. Class, Freshman _____, Sophomore _____, Junior _____, Senior _____, Graduate _____.
14. Source of financial support (check one or more)
 - (a) Self supporting from income at home _____
 - (b) Supported by your government _____
 - (c) Supported by American government _____
 - (d) Part-time work _____
 - (e) If others, specify _____
15. Did you study English in your country? _____, In America _____, How long? _____
16. Are you having any difficulty in understanding lectures? _____
17. Education completed back home. High school _____, One year college _____, two years college _____, three years college _____, four years college _____, graduate _____
18. What were your reasons for selecting U.S.A.C.?
 - (a) School selected by your government, Yes _____ No _____
 - (b) School recommended by your family, Yes _____ No _____

18. (cont.)

- (c) School recommended by your friends, Yes _____ No _____
- (d) School recommended for its popularity at home, Yes _____ No _____
- (e) Expenses are less here, Yes _____ No _____
- (f) If others, specify _____

19. While back home, have you met any student who attended the U.S.A.C.?

Yes _____ No _____

- (a) His attitude towards this college was most satisfactory _____, satisfactory _____, neutral _____, poor _____, offensive _____, Indicate other opinion _____
- (b) His liking for this country was very good _____, good _____, doesn't care _____, poor _____, against it _____.

1. Would he like to come back to U.S. to live? Yes _____ No _____. Reasons:

- (a) He hates to be away from home. Yes _____ No _____
- (b) He was completely ignored. Yes _____ No _____
- (c) America is too expensive for him. Yes _____ No _____
- (d) Race prejudice in America is great. Yes _____ No _____
- (e) More jobs and opportunities in U.S. Yes _____ No _____
- (f) Very modern and comfortable country. Yes _____ No _____
- (g) Free and democratic country. Yes _____ No _____
- (h) If others, specify _____

2. Would he like to come back to Logan? Yes _____ No _____. Reasons:

- (a) Logan welcomes foreign students. Yes _____ No _____.
- (b) U.S.A.C. students are friendly. Yes _____ No _____
- (c) Town people are friendly. Yes _____ No _____
- (d) If others, specify _____

20. U.S.A.C. educational system is: (check one) very good____, good____, fair____, poor____.

21. Colleges back home have better educational system. Yes____ No____. Why?____

22. Attitude of instructor towards you is: indifferent____, helpful____, ordinary____, against you____.

23. Do all your instructors have same attitude? Yes____ No____. If no, check one, big majority____, 50%____, small minority____.

✓ 24. American students feel that you are: colored____, white____, foreigner____, friend____, outcast____, inferior____, one of them____.

25. Would you like to transfer to another college? Yes____ No____. Why?____

✓ 26. Americans have prejudice against you. Yes____ No____. If yes, this prejudice is due to: race____, nationality____, religion____, If other, specify____

✓ 27. Have you ever had a date in Logan? Yes____ No____. If yes, how often? (check one) twice or more____, once a month or less____.

✓ 28. How often do you ask for a date?_____

✓ 29. Have you ever had a date outside Logan? Yes____ No____

✓ 30. Girls refuse to date you because: (check one or more)

(a) parents do not approve____

(b) girls feel unsafe with you____

(c) girls have no objection but afraid of town gossips____

(d) you are from different religion____

(e) you are from different country____

(f) If others, specify_____

31. Would you like to marry an American girl? Yes ___ No ___. Because:

(check one or more)

(a) American girls are too free ___

(b) Do not respect married life ___

(c) Like to boss their husbands ___

(d) Belong to different religion ___

(e) Cannot live back home ___

(f) More educated and up-to-date ___

(g) Better than girls back home ___

(h) If others, specify _____

32. To create mutual understanding with foreign students, the college should:

(check one or more)

(a) Increase friction of both Americans and foreign students ___

(b) Help make American students understand foreign students ___

(c) Show American girls that nothing wrong in dating foreigners. ___

(d) Leave these students alone, as in the long-run will get together ___

(e) If others, specify _____

33. Do you belong to Cosmopolitan Club? Yes ___ No ___. If no, check:

(a) This club does not have American members ___

(b) This club has no activities ___

(c) You haven't got the time for it ___

(d) College is neglecting club ___

34. What would you suggest for improving the club? _____

35. What do you think of having an International House? _____

36. Do you visit with American families? Yes _____ No _____. Because:

- (a) They invite you
- (b) Never been invited
- (c) You have no time
- (d) They don't enjoy your company
- (e) You don't enjoy their company
- (f) You would rather visit with boys from home
- (g) You learn about American life through visiting
- (h) You enjoy their company
- (i) If others, specify _____

37. People of Logan are friendly. Yes _____ No _____. Because: (check one or more)

- (a) They are too busy to care
- (b) They like strangers
- (c) They are getting benefit from foreign students
- (d) Foreign students are friendly
- (e) Foreigners are kind and polite
- (f) Foreigners are violating what is called community traditions
- (g) Foreigners are too fanatic
- (h) Foreigners do not crive carefully
- (i) People of Logan would not like to associate others than L.D.S. members.
- (j) If others, specify _____

38. Check what you think is right - whether, all, most, some, or none - in the blanks

- (a) _____ Americans have national and social prejudice.
- (b) _____ Americans are good hearted.
- (c) _____ Americans are very materialistic.
- (d) _____ Americans speak of democracy, yet they do not practice it.
- (e) _____ Americans welcomes everybody who comes to U.S.A.
- (f) _____ Americans feel that all other nations are inferior.
- (g) _____ Americans love peace.
- (h) If others, specify _____

39. U.S.A.'s help to Asia is because: (check one or more)

- (a) They like to help others _____
- (b) They like to get rid of their surplus _____
- (c) They are buying these nations for their own benefit _____
- (d) It is one way to fight Communism and hold balance of power _____
- (e) They want these nations to forget about their political demands _____
- (f) They want to introduce capitalism and democracy _____
- (g) They want to prove their prosperity, prestige and strength _____
- (h) If others, specify _____

40. U.S. is prosperous because: (check one or more)

- (a) It is a free country _____
- (b) Americans are more intelligent than others _____
- (c) Americans have no social classes _____
- (d) The people use the credit system _____
- (e) It has many relief agencies _____
- (f) It is rich in natural resources _____
- (g) If other, specify _____

41. To apply what you study here in your country:

- (a) It is impossible
- (b) It is difficult
- (c) It is possible
- (d) It is easy

Because:

- (a) People like to apply what the Americans have
 - (b) People do not like the American system
 - (c) People are proud of what they have
 - (d) People are afraid to get confused
 - (e) Religion and tradition makes them conservatives
 - (f) They fear evolution on a large scale
 - (g) If others, specify _____
-

42. When you go home, would you like your government to: (check the right ones)

- (a) Cooperate with U.S.
 - (b) Have only diplomatic relations
 - (c) Back U.S. resolutions in U.N.
 - (d) Have military and commercial treaties with U.S.
 - (e) Consider the Western World as enemies
 - (f) If others, specify _____
-

43. When going back home, do you recommend the U.S.A.C. for others? Yes ___ No ___

Do you recommend U.S.? Yes ___ No ___

44. You came to U.S. as: friend ____, indifferent ____, enemy ____

45. You leave U.S.A. as: friend ____, indifferent ____, enemy ____

46. Do you consider the American Foreign policy as the main factor to your feeling towards U.S.A.? Yes ___ No ____.