



eCOMMONS

Loyola University Chicago
Loyola eCommons

Master's Theses

Theses and Dissertations

1964

Indian Students in America

Isaac Arokiasamy
Loyola University Chicago

Follow this and additional works at: https://ecommons.luc.edu/luc_theses



Part of the [Sociology Commons](#)

Recommended Citation

Arokiasamy, Isaac, "Indian Students in America" (1964). *Master's Theses*. 1868.
https://ecommons.luc.edu/luc_theses/1868

This Thesis is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Master's Theses by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.
Copyright © 1964 Isaac Arokiasamy

INDIAN STUDENTS IN AMERICA

by

Isaac Arokiasamy

A Thesis Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment
of the Requirements for the Degree
of Master of Arts

June

1964

In memory of my Father and Mother

I.A.

ACKNOWLEDGMENT

The writer wishes to express his special gratitude to Dr. Paul Mundy his academic adviser who made a number of important suggestions which helped shape the orientation and the nature of this thesis. Thanks are also due to Rev. Ralph A. Gallagher, S.J., Rev. Sylvester Sieber, S.V.D., and Dr. John Lennon for their guidance and comments on this research.

To the Indian students who have so graciously returned the questionnaires, the writer offers his thanks.

LIFE

Isaac Arokiasamy was born on January 31, 1924 at Nangathur, Madras, India. He was graduated from St. Ann's High School, Tindivanam, Madras State in May, 1947. After completing his Secondary Grade Teachers' Training in May, 1949, he entered Loyola College, Madras where he received his B.A. in June, 1956. He was graduated from the Government Teachers' College, Saidapet, Madras in June, 1957 with a Bachelor of Teaching.

From 1949 to 1952, the writer was appointed as the Head Master of a Higher Elementary School at Mugaiyur, Madras State. At St. Ann's High School he taught English and Social Studies from 1956 to 1958. He entered the Loyola University, Chicago, in February, 1959 for graduate study in Sociology.

The writer was elected as the president of the Harijan Christian Association which represented about 200,000 people of South India. He published two booklets, "My Friend" and "The Status of Christians in Indian Politics," and a few articles pertaining to the need for volunteer service to help the poor and the illiterate.

He founded an organization called "The Lead" (to guide); this organization has for its purpose service to India through education. The writer also founded a Higher Elementary School at Aragandanallur, Madras State, India.

During his stay in the United States, he visited a number of educational institutions and P.T.A. meetings, lecturing and showing films about India.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Social Origin—Evaluation of Foreign Training— Preparation in India—Why Indians Study in the United States—The Problem—The Purpose—India's Need.	
II. SURVEY OF LITERATURE	11
III. METHOD AND FINDINGS	21
The Questionnaire—Returns of the Questionnaire— Educational Background.	
IV. THE SAMPLE OF INDIAN STUDENTS IN AMERICA	39
Indian Students' Image of America—The Impact of American Education and Life on Indian Students—Social Interaction—Change of Views and Attitudes.	
V. CONCLUSIONS AND SUGGESTIONS	88
Recommendations—Recommendations of Respondents— Recommendations by the Writer.	
BIBLIOGRAPHY	
APPENDIX I. QUESTIONNAIRE	99
APPENDIX II. COVERING LETTER ACCOMPANYING QUESTIONNAIRE	109
APPENDIX III. A LETTER TO THE AMERICAN CONSULATE GENERAL IN DIA	120

LIST OF TABLES

Table	Page
I. FOREIGN STUDENTS IN THE UNITED STATES, BY SELECTED YEARS	9
II. STATES OF ORIGIN OF 100 INDIAN STUDENTS	27
III. AGE DISTRIBUTION OF THE RESPONDENTS	27
IV. ACADEMIC STATUS OF THE RESPONDENTS	28
V. AREAS OF STUDY OF THE RESPONDENTS	29
VI. COMPARISON OF INDIAN STUDENTS IN U.S. (1962) WITH PRESENT STUDY'S RESPONDENTS AS TO FIELDS OF STUDY	30
VII. MAJOR PURPOSE FOR RESPONDENTS COMING TO THE UNITED STATES	31
VIII. MARITAL STATUS OF THE STUDENT RESPONDENTS	32
IX. DURATION OF THE RESPONDENTS' STAY IN U.S.A.	32
X. RELIGIOUS AFFILIATION OF THE RESPONDENTS	33
XI. SOURCE OF SUPPORT OF RESPONDENTS IN U.S.A.	35
XII. COLLEGES AND UNIVERSITIES IN WHICH RESPONDENTS ARE ENROLLED	36
XIII. RESPONDENTS' IMPRESSIONS OF AMERICAN LIFE BEFORE ARRIVAL IN THE UNITED STATES	40
XIV. RESPONDENTS' IMPRESSIONS OF AMERICAN LIFE AFTER ARRIVAL TO UNITED STATES	42
XV. AMERICAN AND INDIAN GIRLS DATED BY RESPONDENTS IN INDIA AND AMERICA	44

Table	Page
XVI. RESPONSES OF SUBJECTS TO QUESTION OF INITIATING DATING SYSTEM IN INDIA	46
XVII. RELIGIOUS GROUPS ASSOCIATED WITH GREATEST INTEREST IN INDIA'S DEVELOPMENT	47
XVIII. RESPONDENTS' OPINIONS REGARDING THE PRESENCE OF COMPETITION IN AMERICA'S INDUSTRY AND LABOR	49
XIX. RESPONDENTS' OPINIONS REGARDING THE PRESENCE OF COMPETITION IN AMERICA'S INDUSTRY AND LABOR	50
XX. RESPONDENTS' OPINIONS OF OVER-SPECIALIZATION IN THE UNITED STATES	52
XXI. COMPARISON BETWEEN AMERICANS AND INDIANS AS TO SUPERIORITY IN VARIOUS ASPECTS	53
XXII. RESPONDENTS' EVALUATION OF AMERICAN AND INDIAN TEACHERS	55
XXIII. RESPONDENTS' EVALUATION OF PROTESTANTISM AND CATHOLICISM IN UNITED STATES AS TO SUPERIORITY	56
XXIV. WHERE RACIAL DISCRIMINATION WAS EXPERIENCED BY RESPONDENTS	57
XXV. TYPES OF OCCUPATION OF RESPONDENTS	59
XXVI. MANAGEMENT-LABOR RELATIONSHIPS EXPERIENCED BY RESPONDENTS	60
XXVII. DIFFICULTIES IN EMPLOYMENT EXPERIENCED BY RESPONDENTS	61
XXVIII. ORGANIZATIONS AND GROUPS CONTACTED BY RESPONDENTS FOR COUNSEL AND HELP	63
XXIX. RESPONDENTS' EVALUATION OF AMERICAN EDUCATION	65
XXX. IMPACT OF AMERICAN EDUCATION AND LIFE ON RESPONDENTS IN U.S. MORE THAN ONE YEAR IN PERSONAL DEVELOPMENT AND UNDERSTANDING	67

Table	Page
XXXI. IMPACT OF AMERICAN EDUCATION AND LIFE ON RESPONDENTS IN U.S. MORE THAN ONE YEAR IN PERSONAL DEVELOPMENT AND UNDERSTANDING	68
XXXII. RESPONDENTS' CHANGE OF ATTITUDES DUE TO IMPACT OF AMERICAN EDUCATION	70
XXXIII. TYPES OF FUNCTIONS ATTENDED BY RESPONDENTS	73
XXXIV. NUMBER OF TIMES RESPONDENTS ATTENDED VARIOUS FUNCTIONS . . .	74
XXXV. METHODS USED BY AMERICANS IN MAKING RESPONDENTS FEEL WELCOME	75
XXXVI. INVITATIONS TO HOMES RECEIVED BY RESPONDENTS	75
XXXVII. DIFFICULTIES ENCOUNTERED BY THE RESPONDENTS IN HOST FAMILIES	76
XXXVIII. VALUES RECEIVED BY RESPONDENTS IN HOME VISITS	78
XXXIX. CASUAL INVITATIONS RECEIVED BY RESPONDENTS	78
XL. EXTRA CURRICULAR ACTIVITIES OF RESPONDENTS	79
XLI. PURPOSES FOR EXTRA CURRICULAR ACTIVITIES OF RESPONDENTS . .	80
XLII. MOST IMPORTANT VALUES GAINED BY RESPONDENTS IN AMERICA CULTURE AND SOCIETY	81
XLIII. CHANGE OR NO CHANGE OF RESPONDENTS' VIEWS OF AMERICAN SINCE ARRIVAL TO UNITED STATES	82
XLIV. CHANGING OF RESPONDENTS' VIEWS OF INDIA DURING THEIR STAY IN THE UNITED STATES	84
XLV. RESPONDENTS' CHANGE IN RELIGIOUS AFFILIATION EFFECTED BY AMERICAN INFLUENCE	85
XLVI. CHANGES IN RESPONDENTS' BEHAVIOR IN VARIOUS ASPECTS	85

CHAPTER I

INTRODUCTION

Foreign students first came to the United States in 1784. Francisco de Miranda of South America, Yung Wing of China and Joseph Neesima of Japan were the first foreign students to receive an education in America.

Statistics of the United States Bureau of Education reported for the year 1904 a total number of 2,673 students, representing 74 lands, enrolled in the American institutions of higher learning, exclusive of the colleges for women only. Of these 2,673 students, there were 614 students from Canada, 308 from Mexico, 198 from China and Japan, and 150 from South and Central America.¹

In 1911-12, India and Ceylon sent 148 students to the United States. In the same year Canada sent 898 students, West Indies 698, China 549, Japan 415, Mexico 298, the United Kingdom 251, Germany 143, and Russia and Finland 120 to pursue studies in various colleges and universities of the United States. Brazil sent 76, Argentina 51, Peru 28, Colombia 28, Chile 19, and other South American countries 72.²

¹W. Reginald Wheeler, Henry H. King, and Alexander B. Davidson, The Foreign Student in America (New York, 1925), p. 11.

²Ibid., p. 12.

In 1922, the number of foreign students in the United States was 8,357. From India there were 235, from China 1,443, from Canada 1,294, from South America 563, from Africa 223, and from Russia 171.³

The figures quoted previously are not entirely accurate in that the number of foreign students enrolled in private preparatory schools, business colleges, high schools, and other institutions are not included.

The Institute of International Education in 1961 calculated India to have the third largest foreign student migration to the United States with 4,835. Canada, among 26 nations, had the leading number of 6,058, next came China with 5,304, and other countries, such as Colombia, Pakistan, Jordan, and Indonesia with approximately 500 to 600 each.⁴

According to Open Doors, 1961, there are 69,683 foreign citizens in the U.S.A. This represents a seven per cent increase over the 1959-1960 academic year when 65,328 foreign citizens were on educational assignment in the U.S.

Of the 69,689 foreign citizens reported in the United States for the year 1960-1961, 53,107 (75 per cent) are students. There are 9,935 interns and residents affiliated with United States hospitals, 3,636 scholars,

³Ibid.

⁴Institute of International Education, Open Doors, 1961 (New York, May 1961), p. 9.

⁵Ibid., p. 7.

lecturers, or advanced researchers appointed to the United States faculties, and 3,005 trainees with U.S. business and industrial firms.⁶

"The 53,107 foreign students in the United States during the academic year 1960-1961 came from 143 countries and political areas and were enrolled at 1,666 U.S. institutions of higher learning."⁷

Quoting the above statistical numbers bears little significance in themselves; they are significant only as they are related to individual men or women who have as a result of their Western teachings returned to their homeland to put their education and training to use.

We need only to be reminded of Francisco de Miranda of South America whose Western training in Germany and in America molded him as "one of the outstanding leaders in the liberation of Latin-American lands."⁸

Dr. Yung Wing excitedly returned from Yale to China to begin a successful movement of sending Chinese students to America. The founder of Doshesha University, Joseph Neesima, was the earliest pioneer in quest of American education.

India's noted social and political leader, Mahatma Gandhi, suffered selflessly to bring a new and better life to India. An Indian writer, Dharendra Mohan Datta, said of him, "On the whole, it can be said that by

⁶Ibid.

⁷Ibid.

⁸Wheeler, King, and Davidson, p. 15.

the time he left London for India in 1891 ... the basic principles of his life were set and habits accordingly formed."⁹ Later the author noted, "During the subsequent years - about 20 - he always followed the principles in practice."¹⁰ His principle of action was to fight for truth and righteousness.

"The history of 19th and 20th Century Asia has been profoundly affected by returning Asian students. In almost every Asian country there were men and women who had studied in the West; and had been influenced by the concepts of democracy and freedom for all men."¹¹

Japan, through the influence of returned foreign-trained men in many fields, ranging from medicine to military tactics, experienced a rapid change from a feudal system of the Middle Ages to an organization based on modern thought and technology.

Some Asian men under Western influences returned to lead their respective countries in a fight for freedom. India's present leader Jawaharlal Nehru, a product of British education, has displayed enthusiasm in gaining liberty and achieving better living conditions for India.

Men like Mahatma Gandhi and Francisco de Miranda as well as all students from foreign countries emerge from diverse social, political, and religious backgrounds. Among all the diversities, none is so marked as that of India.

⁹Dhirenda Mohan Datta, The Philosophy of Mahatma Gandhi (Madison, 1963), p. 12.

¹⁰Ibid., p. 13.

¹¹"Asian Leaders Who Studied Abroad," The Asian Student (September, 1961), x., 54.

Social Origin.---The bulk of the foreign educated socially originate from the middle class - the public servants, salaried employees and members of the learned professions in India. Useem in The Western Educated Man in India identifies the aristocratic tradition as having lack of impetus for successive generations to study abroad. Economic difficulty prevents the man of the lower class the fulfillment of his desire to secure a higher education either at home or abroad. Even today, seldom is one of the underprivileged community financed by his own government for studies in the United States.¹²

The few students of the lower class represent the masses of India's villages where an intolerable amount of ignorance, poverty, superstition and disease thrives. These villages do not have paved roads, electricity, social centers, and luxurious shops. The village houses are small mud-floor huts kept dry by thatched roofs and sparsely furnished with tables, chairs, and often uncomfortable beds.

Homes of the middle and high classes are found mainly in India's 73 cities and 3,018 larger towns.¹³ In great cities such as Calcutta it is common to see magnificent government buildings, hospitals, factories, universities, and social centers.

¹²John Useem and Ruth Hill Useem, The Western Educated Man in India (New York, 1955), p. 7.

¹³Government of India, India: A Reference Annual 1956 (New Delhi, India, 1956), p. 10.

Evaluation of Foreign Training.---Families of the different classes evaluate foreign training differently, according to Useem. He says, "The foreign-trained may count as a family asset, but, except for families that have suffered an economic disaster, they are not viewed as the indispensable element that assures status survival. Lower middle-class families depend on the foreign-trained to help them move up a level or at least to prevent the fearful drop into the lower social classes."¹⁴

Theoretically speaking, the Indian student in the United States or elsewhere is a representative of his country and upon his return to India he is in some way a representative of America; how he represents America to India is of no small significance to America, to India, and, indirectly, to foreign relations as a whole.

The seed of American ideology as interpreted by the individual person of a different culture ought to bear fruit; the kind of fruit produced strikes this writer as being a vital factor in the progress and development not only of the single man or woman but also of the country he or she represents.

Preparation in India.---The preparation of the student in gathering a knowledge of and forming an attitude toward the United States, according to the writer, could bear significant relationship to the student's attitude toward the American way of life.

¹⁴Useem, The Western Educated Man in India, p. 8.

What source of information do these students have prior to their arrival in the United States? The only knowledge acquired might have been from the reading of American magazines or viewing a few Hollywood films or talking with a friend whose knowledge of the United States came by experience.

The writer is of the opinion that Indian students would be benefited in knowing before they leave India why the United States gives to foreign students many and varied opportunities for study and professional training. The Indian students would be further benefited, according to the writer, in having a general knowledge of the American society and culture, its educational system and its principles of democracy. Dawes expressed the reaction of foreign students to the academic ways of American institutions. He said, "But like so many features of the American life, they cause a cultural shock from which recovery comes only after a painful interlude of adjustment."¹⁵

Why Indians Study in the United States.---These students coming from the north and south, the high, middle, and lower classes of India must come to the United States for a purpose. But what is their purpose? Do these individual students come seeking a personal gain socially and economically? Do they come to acquire an education which will not only help them meet but raise the standard of living for illiterate millions in India? The writer would be interested in finding an answer to the question, does each man's

¹⁵Norman Dawes, A Two-Way Street (New York, 1962), p. 132.

goal make any difference in his response to what he sees and hears in his American neighbors, friends, school and occupational associates?

The Problem.---Since Indian students are receiving American education and their number currently represents the third largest single nationality group among foreign students in America, it is of interest and concern to ascertain the effect of American education and culture directly upon the individual Indian and indirectly upon India. There are implications for other countries as well.

The number of students from abroad rose from 4,856 in 1911-12 to almost 60,000 by 1961-62. Figures by selected years showing the increase of foreign students in the United States are given in Table I, (see page 9).

The Purpose.---This study investigates the influence of American education upon the students in marginality, attitudes, and understanding of American society, educationally, culturally, politically, and economically; the influence of American education upon the students in the development of their personal lives; the socio-cultural background of the Indian students in India prior to coming to the United States in regard to education, religious training and practices, occupation, economic condition, participation in organizations, and contributions to society.

India's Need.---India, like other underdeveloped countries, is short of really dedicated and skilled people and certainly in need of more and better political leaders, trained men in the assemblies and parliaments,

TABLE I

FOREIGN STUDENTS IN THE UNITED STATES, BY SELECTED YEARS

YEAR	NUMBER OF STUDENTS
1923-24	6,739
1930-31	9,643
1934-35	5,701
1939-40	6,154
1944-45	6,954
1946-47	14,942
1947-48	17,218
1948-49	26,759
1950-51	29,813
1951-52	31,100
1952-53	33,675
1953-54	34,000
1954-55	34,232
1955-56	36,494
1956-57	40,666
1957-58	43,391
1958-59	47,245
1959-60	48,486
1960-61	53,107
1961-62	58,086

Sources. Edward Charwood Cieslak, The Foreign Student in American Colleges (Detroit, 1955), p. 9.

Institute of International Education, Open Doors, 1953 - 1962 (New York, 1953 - 1962).

qualified teachers, agriculturalists, engineers, doctors, dentists, nurses, technicians, social workers, missionaries, and clergymen. If she is to succeed in building a strong people and a strong nation, India demands a tremendous inflow of educational enlightenment. It is the hope of the writer that the effect of American education will help to build and strengthen India as a people and as a nation.

CHAPTER II

SURVEY OF LITERATURE

The book The Western Educated Man in India¹ is probably the first major work to deal with the subject of foreign educated Indian students.

The Hazen Foundation appointed John and Ruth Useem to make a one year (1952-53) study of the Indian students educated in the western world. The subject matter was confined to 110 persons residing in Bombay State, one-half of whom were educated in the United States and the second half in the United Kingdom. The subjects were chosen on the basis of those who had received an education in the west over a sixteen year period (1935-1951) and had been back in India for approximately one year (since 1951).

The purpose of their study was as follows: first, to present the results of a field investigation in India of the consequences of Western education; second, to present proposals derived from the findings that may be of practical aid to policy makers and administrators interested in exchange of persons between countries.

The study found that Western educated Indians are changed in their character and in their outlook of life in general as well as to countries of

¹Useem, The Western Educated Man in India (New York, 1955).

the Western world. More specifically, the change is stated: "90 per cent reported an enhancement of self confidence, 60 per cent an enlarged vision of social life, 50 per cent a discovery of India while in the West, 40 per cent democratic ways of behavior, 40 per cent improved methods of working, 20 per cent improved methods of thinking."² However, there were differences in their findings between subjects returned from the United States and those returned from the United Kingdom.

The outstanding distinction is that the British-educated emphasize stability and American-educated adaptability. The British-trained are conscious of a personal responsibility to a universally valid social conduct without regard to personal feelings; the American-trained adjusts individual behavior to social standards that are determined on the basis of the needs of people. The American-trained enjoys more informality in inter-personal relations between manager and laborer and between teacher and student.

The American-returned man believes in making opportunities for free discussion between manager and laborer, teacher and student, and in giving equal opportunities to all regardless of status. Those educated in Britain are more prone to protect status and to hold to free discussion only between peoples of the same social ranks.

It was observed that the American-trained having more acquaintance with advanced technological facilities and specialized organizations than did the

²Lambert and Bressler, Indian Students on an American Campus (Minneapolis, 1956), p. 93.

English-trained experienced greater difficulties in readjusting to the working conditions in India.

The American-returned sees the answer to the general welfare of India in socioeconomic conditions whereas the British-returned looks to politics primarily, and to socioeconomic conditions secondarily, for its answer.

Social distance between India and the West was seen to be brought closer together more readily by the British-educated than by the American-educated.

Another book of importance, Indian Students on the American Campus,³ was written by Richard Lambert and Marvin Bressler. The authors chose for their study the following subjects: 16 Indians, two Pakistani, and one Singalese. These subjects were students of the University of Pennsylvania, from July 1952 to August 1953, at the time of the research. They were all sons of middle class families living in South Asian countries.

Through interviews (individual and group), questionnaires, and observation, the author studied the students for their stay in the United States. The study found that the subjects were playing three roles: student, tourist, and unofficial ambassador. As students, they were seeking higher education in a foreign country for the purpose of status enhancement and to secure a better position upon returning to India. As tourists, they wanted to see more of America so that they might gain a better understanding of their host country. As unofficial ambassadors, they always aimed to introduce India to America.

³Ibid.

No other literature based upon systematic and careful study of American-educated Indians has been found. Thus, the two books mentioned constitute the major studies done in the areas under investigation. General information in relation to cross-cultural exchange is frequent in other books and many varied magazines, pamphlets, and newspapers.

The book Foreign Students and Higher Education in the United States⁴ is based on a survey of American universities and international affairs, sponsored by the Carnegie Endowment for International Peace. University and college students from various nations studying in the United States are the main subjects under study. The purpose of the study was to relate research findings to practical problems experienced by educators, educational administrators, and educational counselors.

The main emphasis of the book is on the effect of psychological and sociological factors upon foreign students from the time of preparation for studies abroad until their return home. The author noted that "whatever equipment the individual brings with him to this country in terms of self-esteem, situations that he encounters here will have varying importance to his adjustment."⁵ The factors considered important to the period of adjustment during the sojourn in the host country are: language ability, age

⁴Cora DuBois, Foreign Students and Higher Education in the United States (Washington, D.C., 1956).

⁵Ibid., p. 99.

and academic achievements; duration of the stay; liberty of choice; and the character of interpersonal relationships.

The author, Cora Du Bois, acknowledges that the "volume limits itself to the more intuitive procedures and attempts to offer insights rather than proof."⁶

The book, A Two-Way Street,⁷ is a history of the Indo-American Fulbright Program, 1950-1960. It was noted that there are an increasing number of American students pursuing studies related to Indian affairs. Indian educational institutions are offering more courses in American studies, and exchange scholars (American and Indian) are producing more publications based on experiences in the host country.

The early study reported in the book The Foreign Student in America⁸ was undertaken in 1925 by a Commission on Survey of Foreign Students in the United States. The Commission sought to define the needs and problems of the foreign students. Based on the findings the Commission made several important suggestions such as:⁹

1. Students should not study in the United States while they are immature.
2. Scholarships should be granted with the understanding that recipients must return home. This was stressed for the Near East.

⁶Ibid.

⁷Norman Dawes, A Two-Way Street (New York, 1962).

⁸W. Reginald Wheeler, Henry H. King, and Alexander B. Davidson, The Foreign Student in America (New York, 1925).

⁹Cora Du Bois, p. 203.

3. American people should be educated about foreign countries.
4. Returned foreign students should be urged to organize "alumni" in their homelands.

Another leading book, Scandinavian Students on an American Campus,¹⁰ indicates from research findings that Scandinavian students were found to adjust easily and readily to academic and social life in America. The majority of the students were satisfied with their experiences in the host country; the other students regretted a lack of time and opportunities to become better acquainted with the Americans.

The purpose of the study in The Two-Way Mirror¹¹ was to categorize the many kinds of status factors that influence the foreigners and their relationships to the adjustment and attitudes of the students during their stay in the host country. The results indicate that there is a lessening of status of the foreign student by the introduction of new criteria. This lowered status results in a negative attitude toward the ascribers of the new criteria but does not affect the morale of the foreign students nor their enjoyment of a new experience in a different culture.¹² From a practical point of view, the author considered one of the most important findings to be: the greater the degree of education, the greater the impact of American

¹⁰William H. Sewell and Oluf M. Davidsen, Scandinavian Students on an American Campus (Minneapolis, 1961).

¹¹Richard T. Morris, The Two-Way Mirror: National Status in Foreign Student Adjustment (Minneapolis, 1960).

¹²Ibid., p. 137.

education and life upon the respondents; the longer the stay of the students in the United States, the more they were influenced by the American way of life.

Another main source of information and guidance was The Journal of Social Issues.¹³ The January 1962 issue contains a number of articles by various authors on the subject of foreign students. One of the most important articles is, "Factors Influencing Attitudes of Foreign Students toward the Host Country."¹⁴ The data for this article are based mainly upon two studies carried out by the Research Center for Human Relations of New York University, which made use of interviews to find the opinions of the foreign students toward the United States.

The first study (1954-55) compared students of "comparable nationality"¹⁵ in three types of American college - community settings. The 348 subjects, all men, came from 59 countries and were students of 34 colleges and universities in the northern and western United States. The second study (1955-56) compared 184 male students from 26 countries attending 34 schools and universities in the United States. A group of 97 students who had attended a summer orientation program was compared with a

¹³The Society for the Psychological Study of Social Issues, The Journal of Social Issues, XVIII (January 1962).

¹⁴Claire Selltiz and Stuart W. Cook, "Factors Influencing Attitudes of Foreign Students toward the Host Country," The Journal of Social Issues, XVIII (January 1962) 7-23.

¹⁵Ibid., p. 7.

group of equal number who had not attended the orientation program. Subjects of both groups were comparable in age, academic and professional achievement, and nationality. The study indicates that different nationality backgrounds seem to be the source for the different perceptions of the host country. European students are frequently found to associate more closely with Americans and adjust more easily to life.

In both studies the subjects were interviewed within the first few weeks after their arrival in the host country, and again at the end of their first year period.

Another article to be considered is "The Effects of a Year's Experience in America on the Self-Image of Scandinavians: A Preliminary Analysis of Reactions to a New Environment."¹⁶ The paper is based upon a study which emphasizes the process by which change occurs in the self-image of a person placed in a new environment, or, conversely, the process by which an existing self-image is maintained in a new environment.

The article written by George Coelho¹⁷ is concerned with the development of the whole person, personally and educationally, in relation to cross-cultural education. Coelho asserts, "There is suggestive evidence that academic and technical competency of the visiting student (involving a

¹⁶Lotte Boilyn and Herbert Kelman, "The Effects of a Year's Experience in America on the Self-Image of Scandinavians: A Preliminary Analysis of Reaction to a New Environment," The Journal of Social Issues, XVIII (January 1962), 30-40.

¹⁷George Coelho, "Personal Growth and Educational Development," The Journal of Social Issues, XVIII (January 1962), 55-67.

motivation to master various tasks in the new and problematic learning environment of the American campus) may release an image of growth potential and stimulate the expansion and strengthening of ego-functions."¹⁸

Most of the statistical data for this thesis study were collected from Open Doors,¹⁹ an annual report on international exchange published by the Institute of International Education, with frequent reference to the reports from 1953 to 1962.

This particular research thesis deals with a study of the process of assimilation of 100 Indian students in the United States. The writer would like to suggest that in some ways the sample for the present thesis gives a better representation of Indian students in the United States than do the samples in The Western Educated Man in India²⁰ and Indian Students on an American Campus²¹ for these reasons:

(1) The number of subjects for the thesis study is 100 Indian students. In the Useems' study, only half or 55 of the 110 subjects had studied in the United States. The study undertaken by Lambert and Bressler

¹⁸Ibid., p. 60 .

¹⁹Institute of International Education, Open Doors, 1952-1962 (New York, 1955).

²⁰Useem, The Western Educated Man in India (New York, 1955).

²¹Lambert, and Bressler, Indian Students on an American Campus (Minneapolis, 1956).

included 19 students, of whom two were Pakistani, one Singhalese, and 16 Indian.

(2) The 100 subjects of the thesis study come from 10 of 14 Indian states and two Union Territories. The Useems' study was restricted to students of Bombay State. Although Lambert and Bressler selected subjects from various parts of India, the number of students representing these areas was 16, as noted.

CHAPTER III

METHOD AND FINDINGS

The method the writer used in collecting data for the present research was the questionnaire. Four hundred addresses were obtained from the following centers: University of Chicago, Roosevelt University, Loyola University, India Students' Association, India Catholic Association, All India Catholic University Federations, and Y.M.C.A. Four hundred students contacted personally by the writer were supplied with questionnaires¹ and requested to answer all questions. The questionnaires were to be returned to the writer. A stamped, self-addressed return envelope and a covering letter² accompanied each questionnaire. Of the 400 students, only 103 (25.75 per cent) returned the questionnaires. Greater representativeness was obtained since Indian students studying in other states often come to Chicago to seek employment during the summer vacation. Before the present thesis was undertaken, the writer had proposed to study the impact of American education upon the returned Indian students. Accordingly, 440 address of returned Indian students from 10 states were obtained by

¹Appendix I

²Appendix II

writing to the Consulate Generals in Delhi, Bombay, Calcutta, Madras, and Bangalore.³ The writer was unable to get any addresses from the other four states of India. In evaluating a research proposal regarding the impact of American education upon the returned Indian students, the late Rev. Sylvester Sieber, S.V.D., of Loyola University, suggested that "the attempt would be frustrating and end in failure" as the response would in all probability be poor. Therefore, the present venture of studying the impact of American education upon the Indian students while they are still in the U.S.A. was decided upon.

The author was not guided in the preparation of this thesis by any existing work related specifically to the thesis study. Two related studies consulted by the author were The Western Educated Man in India⁴ and Indian Students on an American Campus.⁵ The scarcity of material on Indian students in the United States was another reason for the writer's interest in pursuing the present study.

For the purpose of obtaining information and materials relative to Indian students, the writer addressed letters of inquiry to the following:

Consulate General of India, San Francisco, California

Consulate General of India, New York

³Appendix III

⁴Useem, The Western Educated Man in India (New York, 1955).

⁵Richard D. Lambert and Marvin Bressler, Indian Students on an American Campus (Minneapolis, 1956).

Embassy of India, Washington, D.C.

United States Information Service, Madras, India

United States Information Service, Bombay, India

United States Information Service, Calcutta, India

United States Information Service, New Delhi, India

United States Educational Foundation in India, New Delhi, India

Institute of International Education, New York

Bureau of Educational and Cultural Affairs, Department of State,
Washington, D.C.

Education Department, Embassy of India, Washington, D.C.

Program Research and Evaluation Staff, Bureau of Educational and
Cultural Affairs, Department of State, Washington, D.C.

National Association of Foreign Student Advisers, New York, N.Y.

The Questionnaire.---The questionnaire is divided into six sections.

The first section is comprised of 10 questions dealing with the age, the home state in India, marital status, economic and educational background of the respondents. It also is concerned with the religious affiliation of the students, the major purpose of their coming to this country and the duration of their stay.

The second section consists of 13 questions. It deals with the American environment of the respondents; the social functions they have attended; the organizations to which they have spoken about India and its people; difficulties in social contacts; the extra-curricular activities in which

they have participated; the types of employment they have had and the difficulties in the employment; religious practices; and any racial discrimination they may have encountered. An attempt also is made to study whether needy students have sought any guidance in order to overcome difficulties, financial or otherwise.

The third section contains 12 questions concerned with the various agencies which the students approached for personal help and/or practical assistance for the development of India, understanding gained through education and employment, and the change of attitude toward different spheres of activity (political, social, and spiritual) brought about by the influence of any agency.

The fourth section containing fifteen questions focuses its attention on the general impact of American life upon the student: his visits to American families; the interest, if any, he has for the development of India as a result of his stay in the United States; the effect of management-labor relations upon him; any change in attitude toward religion and people in general; any change in his original purpose for coming to the U.S. and the reasons for such changes. It also touches upon the nature of the difficulties the student anticipates upon his return to India due to the influence of the American way of life.

The fifth section has twenty-three questions which try to assess the reactions and opinions of the Indian students on various phases of American life. The students are called upon to voice their opinion freely on

different subjects. The questions are scattered and varied in such a way as to obtain the students' dominant views on the different aspects of American life: the dating system in America and the absence and the presence of it in some form or another in India; their estimates of the many charitable organizations, religious groups, management-labor relations; their ideas about specialization in the field of technology; their views on Americans in general (particularly teachers) as compared with Indians; their concern for national or international affairs; their appraisal of Americans in the field of international welfare; their impressions of the American system in general.

The sixth and final section, comprised of three questions, deals with the values the Indian student has developed during his stay in the United States and the recommendations he would make in the light of his experiences. As one totals up the different sections, one finds that the aggregate exceeds the actual number of sixty-four questions; the reason for this difference is that the divisions are slightly overlapping and are not always clear-cut; consequently, some questions are classified in two or more sections.

Returns of the Questionnaire. The writer distributed a total of 400 questionnaires to male students only during the months of May, June and July of 1962. It took five months (May to September 1962) to receive 87 answered questionnaires, that is, 22 per cent of the total distributed. Many attempts were made to contact those students who delayed returning the questionnaires. Some neglected the request, some forgot, while others were indifferent. At the end of six months, 103 (25.75 per cent) questionnaires had been received.

Three of the 103 questionnaires (2.9 per cent) were returned unanswered with letters of apology or non-cooperation ("No time for such things"). Thus, 100 returned questionnaires were used for the basis of this thesis study.

Characteristics of the Respondents.--The one hundred male students who answered the questionnaires constitute a good representation of India since they come from ten of fourteen different states and the two Union territories, including the recent annexation of Goa by the government of India. Thirty-three per cent are from South India and sixty per cent from North India. Seven per cent did not indicate any state affiliation. Among the North Indian states, the former Bombay state, now Gujarati and Maharashtra, has the largest number of respondents and the State of Punjab the second largest number. Among the South Indian States, Andrapredesh has the largest number of respondents and Kerala the second largest number. (See Table II, p. 27).

The mean age of the sample distribution is 26.7 years. Fifty-two per cent of the sample students fell within the age group of 25 - 29 years. This may be explained by the fact that most of the students from India have completed four years of university work (Bachelor's degree) in India and have come abroad either to work toward a Master's program or to receive a technical training. The average age of the sample is consistent with a minimum requirement of 16 years for entrance into any university in India and the four-year period required to complete a Bachelor's degree. (See Table III, p. 27).

TABLE II

STATES OF ORIGIN OF 100 STUDENT RESPONDENTS

States in India	No. of Students	Percentage
Gujarathi	21	21.0
Andhra Pradesh	17	17.0
Punjab	12	12.0
Kerala	10	10.0
Maharashtra	8	8.0
Madhya Pradesh	6	6.0
Madras	5	5.0
Utter Pradesh	5	5.0
Delhi	3	3.0
West Bengal	3	3.0
Rajasthan	1	1.0
Mysore	1	1.0
Goa	1	1.0
Not Answered	7	7.0
Total	100	100.00

TABLE III

AGE DISTRIBUTION OF THE RESPONDENTS

Age	Number	Percentage
20 - 24	29	29.0
25 - 29	52	52.0
30 - 34	10	10.0
35 - 39	2	2.0
40 and over	1	1.0
Not Answered	6	6.0
Total	100	100.0

Educational Background.-- The educational status of the respondents is an important factor. A survey of the Open Doors (an annual report on International Exchange by the Institute of International Education) of 1954-62 shows that the majority of foreign students come for either a post-graduate course or for doctoral program. Table IV shows that 56 per cent of the respondents possess a Bachelor's degree and are working toward a Master's program; 35 per cent have a Master's degree and are working toward another Master's program in an allied field of study; 3 per cent are working toward a doctoral program; and one per cent are working toward a post-doctoral program; five per cent did not complete this aspect of the questionnaire.

TABLE IV

ACADEMIC STATUS OF THE RESPONDENTS

Academic Status	No. of Persons	Percentage
A.B. Degree Holders	56	56.0
A.M. Degree Holders	35	35.0
Ph.D. Candidate	3	3.0
Post Doctoral	1	1.0
Did Not Answer	5	5.0
Total	100	100.0

It is observed that 58 per cent of the sample students are studying in various branches of engineering: chemical, mechanical, civil, electrical, industrial, ceramic, structural, and petroleum. Table V also shows that seventeen per cent of the respondents are studying physical and natural sciences; nine per cent, social sciences; seven per cent, humanities; four per cent, education; and five per cent, business administration. Most of the Indian students (75 per cent) concentrate on sciences and engineering. This finding may be accounted for by the need for skilled technicians and engineers in carrying out the Five-Year Plans by the Government of India. Higher studies in engineering and sciences being limited in India would reasonably prompt more of the Indian students to study abroad.

TABLE V
AREAS OF STUDY OF THE RESPONDENTS

Area of Studies	Number	Percentage
Engineering	58	58.0
Physical and Natural Sciences	17	17.0
Social Sciences	9	9.0
Humanities	7	7.0
Other	9	9.0
Total	100	100.0

TABLE VI

COMPARISON OF INDIAN STUDENTS IN U.S. (1962)
WITH PRESENT STUDY'S RESPONDENTS AS TO FIELDS
OF STUDY

Area of Study	Percentage of all Indian Students	Percentage of Respondents
Engineering	34.2	58.0
Humanities	7.7	7.0
Natural Sciences	21.1	17.7
Social Sciences	11.1	9.0
Other	17.1	9.0
No Answer	8.9	--
Total	100.0	100.0

In answering question 58 of the questionnaire, 61 persons answered that they came to this country with the main purpose of higher education and seven of these students indicated the additional purpose of seeing the New World. Seventeen students came over for specialized training and two of these went on to state their purpose was also to help build India economically, industrially, and educationally. Most of the 78 persons whose main purpose was higher education and specialized training are students in engineering and sciences. (See Table VI).

TABLE VII

MAJOR PURPOSE FOR RESPONDENTS
COMING TO THE UNITED STATES

Major Purpose	No. of Subjects	Percentage
Education (Humanities and Sciences)	61	61.0
Improved Social Status	5	5.0
Specialization and Training (In Engineering and Technology)	17	17.0
Not Answered	17	17.0
Total	100	100.0

Another characteristic of the respondents is their marital status. Thirty-seven students said they are not yet married and thirty-six students are married, out of which one student married an American girl. The other twenty-seven subjects (27 per cent) did not report anything concerning their status. (See Table VIII).

The writer would like to consider the students under two groups: those whose stay in the United States was more than 12 months and those whose stay was less than 12 months. There were 63 subjects belonging to the former category, out of which 29 of the subjects had been here for more than 24 months and four for more than 72 months. Thirty-seven students have been here in the United States for less than 12 months. (See Table IX).

TABLE VIII
MARITAL STATUS OF THE STUDENT RESPONDENTS

Status	Number	Percentage
Unmarried	37	37.0
Married to Indian	35	35.0
Married to American	1	1.0
Not Answered	27	27.0
Total	100	100.0

TABLE IX
DURATION OF THE RESPONDENTS' STAY IN U.S.A.

Duration	Years	No. of Subjects	Percentage
1 - 12 months	1	37	37.0
13 - 24 months	2	34	34.0
25 - 36 months	3	14	14.0
37 - 48 months	4	8	8.0
49 - 60 months	5	3	3.0
61 - 72 months	6	0	0.0
73 - 84 months	7	2	2.0
85 - and over	8	2	2.0
Total		100	100.0

In Table X, it is worth noting the population of India according to religions represented by the respondents in the study. There were 356,879,394 people according to the 1961 census. Of these, 85 per cent are listed as Hindus, 9.92 per cent Muslims, 2.30 per cent Christians, 1.74 per cent Sikhs, and 0.45 per cent Jains. The thesis sample, which includes 16 per cent Christians, is a marked deviation from the 2.30 percentage of Christians in India. This fact is accounted for by the greater number of students from the South India states who came over here through the help of Christian organizations and educational institutions. Seven of the sample reported that they belong to no religion as such, or, rather, they believe in what they call universal religion. There is a trend among the educated Hindus in India to look upon all religions as equal and practice none.

TABLE X

RELIGIOUS AFFILIATION OF THE RESPONDENTS

Religious Group	Number	Per Cent
Hindus	47	47.0
Catholics	14	14.0
Muslims	10	10.0
Jains	6	6.0
Sikhs	5	5.0
Protestants	2	2.0
No Religious Affiliation	7	7.0
Not Answered	9	9.0
Total	100	100.0

It is significant that 46 students are self-supporting and 37 students are supported by their relatives in India. The American Government and American Foundations and organizations support 20 of the sample respondents. Only two of the subjects are supported by the Indian Government and Indian foundations. According to Table XI, the Indian Government in 1962 supported 67 persons of a total of 5,621 Indian students in the United States. The tabulations in Table II which show that there are many respondents from Bombay, the seat of commerce, and Andhra Pradesh, the state of many rich farmers, substantiate the reasoning that many students are supported by wealthy parents and relatives. Nine subjects did not supply information in regard to their backing.

TABLE XI
SOURCE OF SUPPORT OF RESPONDENTS IN U.S.A.

Maintenance	No. of Subjects	Percentage
Indian Government	1	0.8
U.S. Government	3	2.4
Indian Foundation	1	0.8
U.S. Foundations	7	5.7
Catholic (American) Organizations	6	4.8
Personal Effort	46	37.1
U.S. Friends	4	3.2
Relatives in India	37	29.8
Others	10	8.1
Refuse to Answer	2	1.6
No Answer	7	5.7
Total	124*	100.0

*The total number of persons (124) shown in Table XI is based on 100 respondents. The reason for the difference is due to some students receiving support from more than one source (question 48 of questionnaire).

TABLE XII

COLLEGES AND UNIVERSITIES IN
WHICH RESPONDENTS ARE ENROLLED

Name of the Institution	No. of Students
University of Chicago	14
Missouri School of Mines and Metallurgy	12
Loyola University, Chicago	11
Chicago Technical College	7
De Paul University, Chicago	7
Illinois Institute of Technology	7
Kansas State University	7
Oklahoma State University	7
Michigan State University	3
Northwestern University, Chicago	3
University of Illinois	3
University of Minnesota	3
University of Wisconsin	3
Clark University, Worcester, Mass.	2
Indiana Technical College	2
Louisiana State University	2
University of Southwestern Louisiana	2
Yuba College, Marysville, California	2
Alpena Community College, Alpena, Michigan	1
American Institute of Engineering and Technology, Chicago	1
Asbury College, Wilmore	1
Bates College, Lewistown, Maine	1
Columbia University, New York	1
Evansville College, Evansville, Indiana	1
Fairleigh Dickson University, Rutherford, New Jersey	1
Lehigh University, Bethlehem, Pennsylvania	1
Massachusetts Institute of Technology	1
Northeastern University, Boston, Massachusetts	1
University of Arizona	1
University of California	1
University of Colorado	1
University of Nebraska	1
Utah State University	1
Total*	112

*Some students attended two or more colleges and/or universities, thus making the total number of students to exceed 100.

Summary.--The research data for the present study was gathered mainly through the use of the questionnaire technique. One hundred Indian male students coming from ten different Indian states and two Union territories of New Delhi and Goa comprised the subjects for this study. The subjects, twenty to forty years of age, were pursuing studies in 35 different universities and colleges in the United States. Four hundred were supplied questionnaires by personal contact and requested to answer all questions and return them to the writer. A stamped, self-addressed envelope and a covering letter accompanied each questionnaire. Addresses of the students were obtained by the writer from three universities and four organizations in the Chicago area.

The study revealed that 63 of the subjects had been in the host country for more than one year and 37 for less than one year. Other characteristics of the respondents such as academic status, major fields of study, purpose of stay in the host country, and religious affiliations were considered.

The thesis study of the respondents' academic status showed ninety-one students working toward a Master's program and four toward a Doctoral program.

It was found that engineering and sciences are the most popular areas of study, with fifty-eight of the 100 respondents enrolled in an engineering program and seventeen in fields of physical and natural sciences.

Out of the 100 respondents, 37 were unmarried and 36 were married. Only one student was married to an American. The other 27 did not indicate their marital status.

The religious affiliations of the respondents were as follows: 47 Hindus; 14 Catholics; 10 Muslims; 2 Protestants; 6 Jains; 5 Sikhs; and 7 no religious affiliations.

According to this thesis study, 46 respondents maintained themselves; 37 received financial support from Indian relatives; 20 were helped by American organizations and friends; two were helped by the Indian government and foundations.

Sixty-one identified their major purpose in coming to the U.S. as higher education and seventeen wanted specialized training.

According to the survey report of Open Doors, the growth of Indian students as compared with all foreign students in the United States has expanded from 1,673 to 5,621 within the period 1954-62, a growth from 4.8 per cent of the total in 1954-55 to 9.7 per cent in 1961-62.

CHAPTER IV

THE SAMPLE OF INDIAN STUDENTS IN AMERICA

Indian Students' Image of America

In this chapter, the writer wishes to report the impressions of the Indian students about America, before and after their arrival in the United States, their attitudes and reactions to the various phases of American life and subsequent changes of attitudes.

While in India, the main source of the subjects' knowledge of America was literature, newspapers and movies; however, these sources apparently resulted in both a favorable and unfavorable picture of the United States. The answers to question 51(a) of the questionnaire, "What was your view of America before your arrival in the United States politically, socially, spiritually?" are classified in the Table XIII as favorable and unfavorable opinions.

The majority of the responding students had entertained a good opinion about America. Some identified the United States as a "highly stable democracy," "a country working for world peace" and above all "anti-communistic" in all possible ways. Socially, it was in their opinion that the United States is a "well advanced educated country." The religious life of America ranked high in their esteem. Of the students who held unfavorable opinions, some looked upon America as "unrealistic," "immature," "coercive"

TABLE XIII

RESPONDENTS' IMPRESSIONS OF AMERICAN LIFE BEFORE ARRIVAL IN THE
UNITED STATES

Category	Favorable Opinion		Unfavorable Opinion		No Answer		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Political Life	60	60.0	20	20.0	20	20.0	100	100.0
Social Life	55	55.0	19	19.0	26	26.0	100	100.0
Religious Life	34	34.0	15	15.0	51	51.0	100	100.0
Others	23	23.0	2	2.0	75	75.0	100	100.0

"naive." Some believed that mechanization of life predominated in America. These strong criticisms may be due to selective sources of knowledge regarding America and/or to magnification, due to insufficient knowledge of what were considered defects in the American system. Significantly, one-fifth to one-half of the respondents expressed no opinion.

As indicated by the answers to question 63 of the questionnaire "Please write briefly your general opinion of America's people and systems" and tabulated in Table XIV, the strong criticisms are reduced during the students' stay in the host country.

Shortly after the students' arrival to the United States they began to recognize the vast difference between the home and host country, between their theoretical knowledge of America and the "real" America. Their reactions were many and varied.

When asked (question 6 of questionnaire) to write about their first attitude toward American girls, six (6 per cent) respondents did not know what to say; ten (10 per cent) did not answer the question; eight (8 per cent) did not have any striking impressions so as to be recorded. Seventy-six respondents expressed as many as 100 different impressions of which 79 (59.0 per cent of the total sample respondents' answers) were positive statements such as "intelligent," "sincere," "friendly," and other statements which described the American girl as "normal," "natural," "good - looking" and "like any other girl"; the remaining 21 impressions (16.9 per cent of the total respondents' answers) emphasized such characteristics as "lack of femininity" and "aggressiveness."

TABLE XIV

RESPONDENTS' VIEWS OF AMERICAN LIFE AFTER ARRIVAL TO UNITED STATES

Favorable Opinions	Number	Per Cent	Unfavorable Opinions	Number	Per Cent
Americans are courteous	26	13.3	Americans are people with superiority complex	8	4.1
Helpful and generous	20	10.3	Materialistic	6	3.1
Hardworking	16	8.2	Ambitious	5	2.6
Genuine and truthful	14	7.1	Mechanical	5	2.6
Frank and open-minded	8	4.1	Spiritually void	3	1.5
Polite	6	3.1	Sex is all important	3	1.5
Active	5	2.6	Snobbish minded	2	1.0
Rational minded	3	1.5	Bad	1	0.5
Anti-communistic	2	1.0	Not Answered	20	20.0
			No idea	12	12.0
Total	100	51.2		65	48.9

A comparison of respondents of longer duration of stay and those of shorter duration of stay in the host country in relation to percentage of student respondents dating American girls seems to indicate that the longer the period of residence in the U.S. the greater the degree of acculturation. Table XV shows that 32 of 63 (50.9 per cent) respondents whose stay in the U.S. was one year or more, and 5 of 37 (13.5 per cent) respondents whose stay was less than one year dated American girls. Twenty-nine of the same 63 (46.0 per cent) respondents and 32 of the same 37 (86.5 per cent) respondents did not date American girls. Two of 63 (3.3 per cent) student respondents did not answer this part of the question. Seventeen of 63 (27 per cent) respondents and 2 of 37 (5.4 per cent) had dated Indian girls in India while 45 of 63 (71.4 per cent) and 35 of 37 (94.6 per cent) respondents had not dated Indian girls in India. Seven of 63 (11.1 per cent) respondents and 2 of 37 (5.4 per cent) respondents dated Indian girls in the U.S.; 54 of 63 (85.4 per cent) respondents and 34 of 37 (91.9 per cent) respondents did not date Indian girls in the U.S.

In reference to question nine of the questionnaire 13 (20.6 per cent) respondents did not prefer to date American girls, 3 (8 per cent) did not know how to answer the question, 15 (28.8 per cent) left the question unanswered and 31 (49.3 per cent) expressed a desire to date American girls. To secure a better understanding of the subjects' attitude toward the dating system, they were asked in question 10 "Would you like the American system initiated and established in India?" Table XVI compares the responses

TABLE XV

AMERICAN AND INDIAN GIRLS DATED BY RESPONDENTS
IN INDIA AND AMERICA

Category	Subjects Who Dated		Subjects Who Did Not Date		Not Answered	Total
	Duration of Stay in U.S.A.				Number	Number
	One year & more	Less than a year	One year & more	Less than a year		
Dated American Girls in U.S.A.	32	5	29	32	2	100
Dated Indian Girls in India	17	2	45	35	1	100
Dated Indian Girls in U.S.A.	7	2	54	34	3	100

between the sample students in U.S. for one year or more and the sample students in U.S. for less than one year in relation to the question of initiating and establishing the dating system in India. It was found that there were no significant deviation from the views of the respondents of a longer duration of stay to those of a shorter duration of stay in the host country. They appeared to have parallel opinions. Those who wanted to initiate the dating system in India were of the opinion that it should be initiated only after sometime, when it would become wanted with some modifications to suit the Indian culture. Those who asserted a cultural difference between India and America relative to the dating system were of the mind that American parents played a key role in the United States by encouraging it and counselling the young people. One student remarked that in India parents do not have "faith in the young people's right of such liberty." The majority of opinions seemed to indicate that any attempt to initiate this system would end in frustration and failure. (Table XVI).

The opinions regarding America's charitable organizations were gathered from question 20 of the questionnaire. Twenty-two (22 per cent) student respondents did not answer this question, 34 (34 per cent) stated that they "had no idea about these organizations." Thirty-seven of 44 (86.1 per cent) respondents regarded America's charitable organizations with high esteem. One of the above 44 (2.3 per cent) respondents expressed that they were "denomination-minded" and six of the same 44 (13.6 per cent) said that these organizations were nothing but "propaganda sources."

TABLE XVI

RESPONSES OF SUBJECTS TO QUESTION OF INITIATING
DATING SYSTEM IN INDIA

Categories of Answers	Subjects Whose Stay a Year & More		Subjects Whose Stay Less than a Year	
	Number	Per cent	Number	Per cent
"Yes" Responses	20	31.8	12	32.4
"No" Responses	38	60.3	24	64.8
Not Answered	4	6.3	1	2.7
"Do not know" Responses	1	1.6	--	--
Total	63	100.0	37	99.9

The answers to question 27 "Which religious group shows the greatest interest regarding India's development?" are tabulated in Table XVII. Twenty-five of the sample respondents did not know the answer and 17 did not answer the question. The remaining 58 respondents selected one or more religious group, making a total of 65 answers. Twenty-seven of the 65 (41.5 per cent) replies designated Protestants as the religious group most interested in India's development.

TABLE XVII

RELIGIOUS GROUPS ASSOCIATED WITH GREATEST INTEREST
IN INDIA'S DEVELOPMENT

Religious Groups	Number of Respondents	Per cent
Protestants	27	24.2
Catholics	19	16.9
Jewish	1	0.9
All groups	12	10.7
Others	4	3.6
None	2	1.8
Did not know	25	25.0
Did not answer	17	17.0
Total	107	100.0

To question 26, "Do Americans generally show a genuine interest in matters of international concern?" Sixty-eight subjects answered "yes", 18 answered "no", 11 did not answer this question and three expressed ignorance about the answer. Question 28 which asked for any compliments regarding America's international understanding initiated responses which seemed inconsistent with responses to question 26. The students who formerly

expressed appreciation for America's concern for international affairs were now considerably less enthusiastic about it. Only 44 students were consistent in answering question 26 and 28 and even among this group some students were inclined to believe America's international concern to be "self-centered," "merely inquisitive" or as "a way to thwart communistic expansion." Thirty offered no compliments. There seemed to be a lack of appreciation for Americans' international concern.

In respect to the study of the opinions of the Indian students as regards labor, questions 33 and 34 of the questionnaire were analyzed. Eighty-five of the respondents esteemed America as the leading teacher regarding the dignity of labor, six did not agree to this view, five did not answer and four did not know anything about this. Concerning the question posed in regard to competition in labor, it is observed (Table XIX) that 34 subject respondents did not answer and 17 expressed that they did not have any idea about this aspect of labor. Only 47 respondents answered this question. Thirty-four (34 per cent of the total sample but 72.3 per cent of those who answered the question) appreciated the fact of competition whereas 13 (13 per cent of total sample but 27.7 per cent of those who answered the question) criticized the system. Table XX reveals more specifically the opinions of the student respondents concerning the competitive system in America's industry and business.

TABLE XVIII

RESPONDENTS' OPINIONS REGARDING THE PRESENCE OF COMPETITION
IN AMERICA'S INDUSTRY AND LABOR

Category	Number	Per cent
Appreciated the system	34	34.0
Criticized	13	13.0
Not Answered	36	36.0
No idea	17	17.0
Total	100	100.0

TABLE XIX

RESPONDENTS' OPINIONS REGARDING THE PRESENCE OF COMPETITION
IN AMERICA'S INDUSTRY AND LABOR

Conducive to the growth of Society			Not conducive to the growth of Society		
Various Statements	Number	Per cent	Various Statements	Number	Per cent
Good	11	11.0	Bad	4	4.0
Enhances the Economy	9	9.0	Unhealthy Pressure	4	4.0
Increases the Standard of Life	4	4.0	Favors materialistic principles	3	3.0
Produces more alertness and drive in work	4	4.0	Destroys the pleasure of work	1	1.0
Produces greater quantity of work	4	4.0	Hinders individual creativity	-	--
Excites the individual's creativeness	2	2.0			
Sub Total	34	34.0	Sub Total	13	13.0

Table XX shows varied opinion as to whether or not specialization in the United States was over-emphasized.

The writer was inclined to think that the longer the students stayed in the U.S. the less they were aware of the predominance of specialization. Regarding the respondents who stayed more than one year the writer was unable to draw any specific conclusion in this area since there was practically no difference in the percentage of assertion and denial, but there was a larger difference between the responses of the respondents who stayed less than one year.

Two questions, 43 and 45, were posed to emit the respondents' opinions in comparing the superiority of Americans and Indians in various aspects of life. The results are tabulated in Tables XXI and XXII.

There was seemingly a contradiction in the various opinions expressed. They felt that the Indians were more spiritual-minded than the Americans, but the Americans excelled the Indians in church activity. The general impression was that the Americans were not spiritual-minded people.

The respondents' evaluation of the professors, Indian and American, was made by posing question 45 which is concerned with items of comparison between the Indian and American professors as to superiority. (Table XXII).

TABLE XX

RESPONDENTS' OPINIONS OF OVER-SPECIALIZATION
IN THE UNITED STATES

Category	Yes		No		Not Answered		No idea		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Students in U.S. for more than one year	26	41.27	27	42.86	7	11.11	3	4.76	63	100
Students in U.S. for less than one year	10	27.0	14	37.84	10	27.0	3	8.1	37	99.9

TABLE XXI

COMPARISON BETWEEN AMERICANS AND INDIANS AS TO SUPERIORITY IN VARIOUS ASPECTS

	"Yes" Responses		"No" Responses		Not Answered		"Did not know" Responses		No difference		Total in Category	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per cent
Spiritual-mindedness	8	8.0	67	67.0	17	17.0	5	5.0	3	3.0	100	100.0
Chruch attendance	31	31.0	36	36.0	27	27.0	5	5.0	-	-	100	100.0
Practical help to the needy	38	38.0	35	35.0	23	23.0	2	2.0	2	2.0	100	100.0
Church activity	39	39.0	21	21.0	34	34.0	5	5.0	1	1.0	100	100.0
Law abiding	34	34.0	23	23.0	36	36.0	6	6.0	1	1.0	100	100.0

*The responses were given to the question: Are Americans superior to the Indians? The question pertains to the categories in the above Table.

The sample students rated the American professors as superior to the Indian professors in their manner of teaching, in clarity of their exposition of the subject and more so in their attitude toward students and in following democratic procedures. The Indian professors were rated highly in maintaining strict discipline in class.

The two major religious groups in the United States are Protestants and Catholics. Question 44 (with items of comparison as to superiority between the Catholicism and Protestantism in U.S.A.) was posed in an attempt to gather the students' judgement of certain religious practices. (Table XXIII).

It is interesting to note that about one-half of the students did not answer question 44 and about another one-third did not know how to answer it; therefore, only 20.1 per cent of the respondents answered the question. Nineteen ranked Catholics first in reverence in the act of worship; 13 praised their charitable organizations and their work in interracial justice. The Protestants were noted for their activities in church programmes for youth, social, recreational and counselling programmes.

It is the opinion of the writer that segregation is a factor which would make the Indian students view America with displeasure, since they are at times viewed as "colored" and treated unkindly, even though another kind of discrimination, the caste system, is not new to them.

TABLE XXII

RESPONDENTS' EVALUATION OF AMERICAN AND INDIAN TEACHERS

Category	Indians Superior		Americans Superior		Both equal		Not answered		Don't know		Total	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Method of Teaching	21	21.0	53	53.0	7	7.0	10	10.0	2	2.0	100	100.0
Discipline in class	42	42.0	37	37.0	10	10.0	9	9.0	3	3.0	100	100.0
Intelligence	28	28.0	36	36.0	17	17.0	18	18.0	5	5.0	100	100.0
Knowledge of subject matter	21	21.0	53	53.0	11	11.0	13	13.0	4	4.0	100	100.0
Clarity in teaching	24	24.0	47	47.0	12	12.0	14	14.0	3	3.0	100	100.0
Attitude toward students	7	7.0	71	71.0	10	10.0	12	12.0	1	1.0	100	100.0
Democratic procedures	4	4.0	64	64.0	13	13.0	18	18.0	1	1.0	100	100.0

TABLE XXIII

RESPONDENTS' EVALUATION OF PROTESTANTISM AND CATHOLICISM
IN UNITED STATES AS TO SUPERIORITY

Category	Catholics Superior		Protestants Superior		Not answered		Did not know		Both equal		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Reverence in Worshiping	19	19.0	3	3.0	50	50.0	26	26.0	2	2.0	100	100.0
Lay activity in Churches	9	9.0	8	8.0	52	52.0	27	27.0	2	2.0	100	100.0
Charitable Organizations	13	13.0	11	11.0	45	45.0	27	27.0	2	2.0	100	100.0
Church Program for youth	8	8.0	11	11.0	51	51.0	28	28.0	2	2.0	100	100.0
Material assistance for India	10	10.0	10	10.0	51	51.0	27	27.0	3	3.0	100	100.0
Counselling program	7	7.0	11	11.0	52	52.0	27	27.0	2	2.0	100	100.0
Recreational	4	4.0	17	17.0	52	52.0	27	27.0	2	2.0	100	100.0
Social	5	5.0	17	17.0	49	49.0	26	26.0	3	3.0	100	100.0
Interracial justice	13	13.0	5	5.0	53	53.0	27	27.0	2	2.0	100	100.0

A mean of 14.5 per cent of the students in this sample experienced racial discrimination in one or more of the categories of Table XXIV but 27 per cent in employment sectors. Perhaps some of the Indian students coming from wealthy and middle class families would associate menial labor like pot-washing, cleaning the floor, etc., with discrimination. Moreover, it is likely that a number of respondents worked along with unskilled laborers, many of whom might be Negroes. This could lead the Indians to think they were being discriminated against and treated equally with the Negro people.

TABLE XXIV

WHERE RACIAL DISCRIMINATION WAS EXPERIENCED BY RESPONDENTS

Category	"Yes" * Responses		"No" * Responses		Not Answered		Total	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
College	13	13.0	82	82.0	5	5.0	100	100.0
Church	6	6.0	77	77.0	17	17.0	100	100.0
Social Gatherings	12	12.0	74	74.0	14	14.0	100	100.0
Places of Employment	27	27.0	59	59.0	14	14.0	100	100.0

**"Yes" responses indicate experience of racial discrimination by respondents.
 "No" responses indicate no experience of racial discrimination by respondents.

The Impact of American Education and Life
On Indian Students

The central theme of the thesis study is concerned with the impact of American life upon the Indian students. There are indications to suggest that the impact was gradual in proportion to the length of time one spent in this country. Being of the opinion that one of the greatest influential factors is working with other people, the writer attempted to study the impact of employment upon the respondents by analyzing questions 31, 32, 35, 36, and 37. To question 32 (pertaining to understanding of American personality and character gained by employment) 45 (45 per cent) did not answer and 7 (7 per cent) said that they learned nothing. Of the remaining 48 students, 21 (60.4 per cent) noticed the democratic attitude of the employers. One student put it as "democracy in action." Thirty-one (64.6 per cent) students learned that Americans are 'hard working,' 'honest,' and 'reliable.' As few as six (12 per cent) reported to have been "hurt" by the "bossy attitude" or "hostile attitude" of the employers. Many students expressed high commendation about the labor system in this country.

Table XXV shows the kinds of employment in which the sample respondents were engaged. Participation in employment could be a factor in the formation of the respondents' attitude.

Forty-seven (47 per cent) respondents did not supply information to question 31 (in reference to kind of employment). It might be due to the fact that they were not employed. From the 53 students who supplied the data, 15 (22.4 per cent) were working as Research assistants in the Universities, 15 per cent were doing all types of engineering work and others were employed in various kinds of restaurant jobs.

TABLE XXV
TYPES OF OCCUPATION OF RESPONDENTS

Types of employment	Number	Per cent
Research workers	15	15.0
Engineering workers	8	8.0
Labor	7	7.0
Accounting supervisor	4	4.0
Janitor	3	3.0
Bus Boy	3	3.0
Social worker	3	3.0
Teacher	2	2.1
Factory worker	1	1.0
Clinical worker	1	1.0
Pot washer	1	1.0
Stock boy	1	1.0
Houseman	1	1.0
Designer	1	1.0
Highway department	1	1.0
Distributor	1	1.0
Not answered	47	47.0
Total	100	100.0

TABLE XXVI

MANAGEMENT-LABOR RELATIONSHIPS EXPERIENCED BY RESPONDENTS

Relationships in Management-Labor	"Yes" * Responses		"No" ** Responses		Not answered		"Do Not Know" Responses		Total	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Friendly	44	44.0	9	9.0	43	43.0	4	4.0	100	100.0
Hostile	6	6.0	16	16.0	76	76.0	2	2.0	100	100.0
Authoritarian	8	8.0	13	13.0	77	77.0	2	2.0	100	100.0
Democratic	25	25.0	6	6.0	67	67.0	2	2.0	100	100.0
Cooperative	29	29.0	5	5.0	64	64.0	2	2.0	100	100.0
Equality	14	14.0	8	8.0	74	74.0	4	4.0	100	100.0

*"Yes" responses for each relationship indicates an experience of that relationship. "No" responses indicate no experience of that relationship.

The management-labor relationships the respondents have personally experienced in the United States is shown in Table XXVI.

Whether the impact of American life upon the Indian students would be enhanced or marred may, in the writer's opinion, to some extent depend upon certain problems encountered in the area of work (question 37).

TABLE XIVII
DIFFICULTIES IN EMPLOYMENT EXPERIENCED BY RESPONDENTS

Difficulties in Employment	Yes		No		Not Answered		Total	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Language	10	10.0	65	65.0	25	25.0	100	100.0
Customs	10	10.0	52	52.0	38	38.0	100	100.0
Others	14	14.0	28	28.0	58	58.0	100	100.0

From the previous analysis it could be reasonably concluded that about half of the students entertained a positive friendly attitude toward Americans. Forty-one per cent of the students who answered the question experienced difficulties in their employment; this percentage would have likely been reduced had the students sought advice and counsel. It is the opinion of the writer that the respondents did not understand the richness of

of taking counsel from competent persons and/or they felt embarrassed to admit to others, particularly those of another people and culture, the problems they were experiencing. The students may also have thought that the people of the host country could not understand their problems.

In an attempt to gather some evidence as to how the respondents dealt with their needs for counsel and material help arising from lack of employment, problems in employment or any other type of difficulty, the writer posed question 21 (organizations and groups contacted for counsel and material help) (Table XXVIII) it is observed that 18 of the respondents (85 in number since 15 questionnaires were left unanswered) made efforts to contact the categorized groups and organizations for help. Among these 18 subjects, eight subjects contacted the Y.M.C.A. The writer concludes that the Y.M.C.A. is most approached since the majority of Indian students are male and of the Hindu faith and would, therefore, feel reluctant to visit a specific denominational religious group.

The primary goal of the Indian students in the United States was to secure a better education; therefore, the writer is of the opinion that the influence of American education is of great potential importance. In this respect, questions 47, 49, and 59 were presented to the subjects of this thesis study.

TABLE XXVIII
ORGANIZATIONS AND GROUPS CONTACTED BY RESPONDENTS
FOR COUNSEL AND MATERIAL HELP

Organizations and Groups	**Yes** Responses		**No** Responses	
	Number	Per cent	Number	Per cent
Y.M.C.A.	8	8.0		
Y.W.C.A.	2	2.0		
Salvation Army	1	1.0		
Other Protestant Groups	2	2.0		
Catholic Groups	4	4.0		
Jewish Groups	1	1.0		
Others (Specify)	-	-	67	67.0
Not answered	15	15.0		
Total	33	33.0	67	67.0

Yes responses indicate respondents' contact with organizations for help.
 No responses indicate no contact with organizations for help.

It is observed from Table XXIX that a relatively small percentage of the sample students did not answer question 47 (concerning the advantages of American education) but among those who answered, the majority expressed a positive response to American education

The impact was great enough to give 58 of 63 (92.0 per cent) respondents who were in U.S. longer than one year, impetus for personal development, 46 of 63 (69.8 per cent) a better understanding of human behavior, 42 of 63 (66.7 per cent) insight into the democratic values of liberty, justice and equality. More over it was advantageous for 53 of 63 (84.1 per cent) in realizing their own goal. Table XXIX helps to confirm the advantage of American education for Indian students. In Table XXIX the writer made a comparison on the basis of the length of stay of the subjects in the United States. Six of 37 (16.2 per cent) students of less than one year stay said that American education was not advantageous for realizing man's fundamental rights; this percentage is more pronounced than that of 10 of 63 (15.9 per cent) students in the U.S. over one year who held this view. Three of 37 (8.1 per cent) students in the U.S. less than one year denied that American education was advantageous for personal development and 3 of 63 (4.8 per cent) students in the U.S. over one year had the same opinion. In response to the educational system being advantageous for creating an international interest, 37 of 63 (58.7 per cent) students of a longer duration of stay and 20 of 37 (54.1 per cent) students of the shorter duration gave a positive response; nineteen of 63 (30.2 per cent) whose stay was over a year and 5 of 37 (13.5 per cent) whose stay was less than a year gave a negative answer. It would appear as though the more advanced the students were in education, and the more years they spent in this society, the more they were convinced of their American educational experience had not promoted their international interest.

TABLE XXIX
RESPONDENTS' EVALUATION OF AMERICAN EDUCATION

Category (advantageous for....)	Students in U.S. longer than One Year							
	"Yes" Responses		"No" Responses		Not Answered		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Personal Development	58	92.0	3	4.8	2	3.2	63	100.0
Social Maturity	44	69.8	11	17.5	8	12.7	63	100.0
Better understanding of human behavior	46	73.0	11	17.5	6	9.5	63	100.0
Realization of man's right to liberty, justice and equality	42	66.7	10	15.9	11	17.5	63	100.1
Reaching own goal	53	84.1	5	7.9	5	7.9	63	99.9
Development of international interest	37	58.7	19	30.2	7	11.1	63	100.0
Creative thinking	48	76.2	11	17.5	4	6.3	63	100.0
Securing professional position	51	80.9	6	9.5	6	9.5	63	99.9

TABLE XXIX (cont.)

RESPONDENTS' EVALUATION OF AMERICAN EDUCATION

Category (advantageous for...)	Students in U.S. less than One Year							
	"Yes" Responses		"No" Responses		Not Answered		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Personal Development	31	83.8	3	8.1	3	8.1	37	100.0
Social Maturity	24	64.9	6	16.2	7	18.9	37	100.0
Better understanding of human behavior	21	56.8	5	13.5	11	29.7	37	100.0
Realization of man's right to liberty, justice and equality	21	56.8	6	16.2	10	27.0	37	100.0
Reaching own goal	30	81.1	1	2.7	6	16.2	37	100.0
Development of international interest	29	54.1	5	13.5	12	32.4	37	100.0
Creative thinking	33	89.2	2	5.4	2	5.4	37	100.0
Securing professional position	29	78.4	1	2.7	7	18.9	37	100.0

Tables XXX and XXXI indicate that American education and living has helped to develop in 31 of 63 (49.2 per cent) students of over one year stay "much" courage and in 22 of 63 (34.9 per cent) "some" courage. Of students of less than one year stay, it was observed that 15 of 37 (40.5 per cent) gained "much" courage and 9 of 37 (24.3 per cent) "some" courage. The writer notes that the length of stay of the respondents in the host country did not appear to be a determining factor in this particular aspect of the analysis.

It was observed from XXX that 44 of 63 (69.8 per cent) students judge that they have developed "much" self-reliance and 13 of 63 (20.6 per cent) "some" degree. Also, 21 of 37 (47.6 per cent) students of less than one year period, judge that they have developed "much" self reliance and 6 of 37 (16.2 per cent) "some" degree of it.

There were also indications of a trend among the Indian students of becoming to understand India and her problems in a larger perspective after coming to the U.S.; consequently, they felt impelled to help India improve her technical, social and educational conditions. Answers to question 59 show thirty of 63 (47.6 per cent) whose stay exceeded one year had "much" understanding of India and her problems, 22 of 63 (34.9 per cent) students had "some" understanding, 10 of 37 (27.0 per cent) whose stay was less than one year had "much" understanding and 8 of 37 (21.6 per cent) had "some" understanding of India (Tables XXX and XXI).

TABLE XXX

IMPACT OF AMERICAN EDUCATION AND LIFE ON RESPONDENTS IN U.S. MORE THAN ONE YEAR
IN PERSONAL DEVELOPMENT AND UNDERSTANDING

	Much		Some		None		Not answered		Total	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Self-reliance	44	69.8	13	20.6	-	-	6	9.5	63	99.9
Courage	31	49.2	22	34.9	3	4.8	7	11.1	63	100.0
Spirit of imitation	30	47.6	18	28.6	3	4.8	12	19.0	63	100.0
Spirit of working for common good-mankind	16	25.4	31	49.2	8	12.7	8	12.7	63	100.0
Spirit of helping better international relationships	21	33.3	31	49.2	10	15.9	1	1.6	63	100.0
A better understanding of human relationships	29	46.0	24	38.1	6	9.5	4	6.3	63	100.0
A better understanding of Indian and her problem	30	47.6	22	34.9	8	12.7	3	4.8	63	100.0
A desire to help India improve her social, technical and educational conditions	29	46.0	24	38.1	4	6.3	6	9.5	63	99.9
A better understanding of Americans' national and international problems	37	58.7	17	26.9	6	9.5	3	4.8	63	99.9

TABLE XXXI

IMPACT OF AMERICAN EDUCATION AND LIFE ON RESPONDENTS IN U.S. LESS THAN ONE YEAR
IN PERSONAL DEVELOPMENT AND UNDERSTANDING

	Much		Some		None		Not answered		Total	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Self reliance	21	47.6	6	16.2	1	2.7	9	24.3	37	100.0
Courage	15	40.5	9	24.3	3	8.1	10	27.0	37	99.9
Spirit of imitation	10	27.0	17	45.9	2	5.4	8	21.6	37	99.9
Spirit of working for common good-mankind	5	13.5	19	51.4	4	10.8	9	24.3	37	100.0
Spirit of helping better international relationships	9	24.3	14	37.8	2	5.4	12	32.4	37	99.9
A better understanding of human relationships	8	21.6	8	21.6	8	21.6	13	35.1	37	99.9
A better understanding of India and her problems	10	27.0	8	21.6	6	16.2	13	35.1	37	99.9
A desire to help India improve her social, technical and educational conditions	14	37.8	11	29.7	3	8.1	9	24.3	37	99.9
A better understanding of Americans' national and international problems	9	24.3	15	40.5	2	5.4	11	29.7	37	99.9

The writer notes a direct relationship between the respondents' understanding of America's national and international problems and the length of their stay in the host country. Thirty-seven of 63 (58.7 per cent) students of over one year period of stay indicated a "much" deeper insight in this respect as compared to 9 of 37 (24.3 per cent) students of the less than one year period of stay.

Further attention was given (question 54) to American education and life upon the respondents as it related to any change of attitude by the respondents, of significance in the findings of this analysis (Table XXXII) is the greater per cent age of students noticing a change in their attitudes toward education (50 per cent) and life itself (51 per cent). The table reveals that religion was the least cited in regard to change in attitude.

It is quite possible that the subjects preferred to check the category "life in general" because of its ambiguity thus avoiding detailed thought. The writer is of the opinion that the subjects usually avoided remarks on any specific aspect.

Education would be considered one of the most influential factors in bringing about a change of attitude because the respondents are continually in the atmosphere of learning.

The writer would consider at least two factors that might be the basis for the low percentage of students showing any change of attitude toward religion. One, the student was not interested in any religion other than his own; two, the impact of American life and education was lacking in this respect.

TABLE XXXII

RESPONDENTS' CHANGE OF ATTITUDES DUE TO IMPACT
OF AMERICAN EDUCATION

Category	"Yes" Responses		"No" Responses		Not Answered		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Life (in general)	51	51.0	35	35.0	14	14.0	100	100.0
Education	50	50.0	25	25.0	25	25.0	100	100.0
People (in general)	39	39.0	33	33.0	28	28.0	100	100.0
Training in Employment	30	30.0	30	30.0	40	40.0	100	100.0
International Welfare	29	29.0	31	31.0	40	40.0	100	100.0
Politics	25	25.0	40	40.0	35	35.0	100	100.0
Racial segregation and discrimination	25	25.0	33	33.0	42	42.0	100	100.0
Social life	23	23.0	37	37.0	40	40.0	100	100.0
Religion	21	21.0	46	46.0	33	33.0	100	100.0

In the writer's estimation, favorable opinions and attitudes of the respondents to the host country paves the way for acculturation and assimilation. The analysis of question 63 (general opinion of America's people and systems) revealed that 20 of 100 subjects did not answer this question and 12 of the remaining 80 had no opinion to offer. Sixty-eight per cent of the total subjects expressed as many as 133 opinions: 98 of 133 (73.7 per cent) opinions were of high commendation for the American system and the people, 35 of 133 (26.3 per cent) opinions were of adverse nature such as "spiritually discontented people," "mistrustful," "leading a life of materialism." The educational system claimed high praise as "well-advanced," "systematic," "practical" and "excellent" by all of the 87 subjects. One subject thought that the system of education was "bad" and 12 subjects did not answer this question. The subjects of the thesis study give suggestive evidence of becoming acculturated into the American society.

The respondents, although "harvesting" many advantages during their stay in the United States, are at the same time "reaping" some problems. They anticipate certain problems (question 61) upon returning to India. The difficulty of securing the right kind of profession suited to their academic training and wishes is viewed as a problem to 26 subjects (49.1 per cent of total number of expected problems) of the other 50 respondents who enumerated some 53 problems in all, some subjects anticipating more than one kind of problem, 16 (30.2 per cent of the total expected problems) subjects expected difficulties in social adjustment and 8 (20.7 of total expected problems)

subjects anticipated problems in areas of "finance," "proper equipment" and "cooperation from the government." Five respondents were not able to specify any problem, twenty did not expect any problem and twenty-five did not answer the question.

Summary

The findings of the research at this point as related to the impact of American education and life upon the Indian students would permit the author to suggest that the longer the Indian students spent in the host country, and the more the degree of American education, the more is the acculturation of these students into American society. The sample students whose stay was more than one year showed greater tendencies to adapt themselves to the American way of life than the others. They felt they had gained a better understanding of national and international affairs, acquired personal development, deepened their convictions of democratic values and developed a confidence of achieving their goals. All these and more, they attributed to the influence of American life and education.

Social Interaction

To whatever degree the foreign student remained outside the host society without being involved in social interaction, he seemingly remained a foreign element. Before he could become a part of the society, there had to occur interpersonal relationships and the acquiring of the habits and customs of the new culture. In this section of the study, the author wants to deal with

the social interaction of the Indian students in American society. Knowing what type of functions the respondents attended indicates to some degree what kind of social interaction they had experienced.

TABLE XXXIII

TYPES OF FUNCTIONS ATTENDED BY RESPONDENTS

Types of functions attended	Number of instances	Per cent
Family visits	40	28.4
Discussion groups	52	36.9
Seminars	43	30.5
Recreational clubs	6	4.3
Total	141	100.1

Twenty-six students did not answer this question and the remaining 74 students reported having attended several types of social functions. Functions coming under the family visits were home visits, Christian Family Movement parties, and social functions like marriage celebrations and dates. The subjects' participation in family visits gave them a more clear and realistic idea of the American way of life. Forty of 141 (28.4 per cent) instances of attending functions were family visits; 43 of 141 (30.5 per cent) were seminars; 52 of 141 (36.9 per cent) were discussion groups and 6 of 141 (4.3

per cent) were activities of recreational clubs. The seminars and discussion groups were considered by the respondents as helpful means in gaining a better understanding of the American way of life. There is a seeming discrepancy in the number of persons reported as having attended more than one of these functions, the total number of functions attended exceeding the total number 74 of persons attending.

TABLE XXXIV

NUMBER OF TIMES RESPONDENTS ATTENDED VARIOUS FUNCTIONS

Category*	Number of Subjects	Per cent
Once	13	13.0
A few times	25	25.0
Many times	29	29.0
Not at all	3	3.0
Not answered	30	30.0
Total	100	100.0

*Categories as given by respondents

TABLE XXXV

75

METHODS USED BY AMERICANS IN MAKING RESPONDENTS FEEL WELCOME

Category	Number of instances	Per cent
Introduced to other members	74	77.9
Invitations	5	5.3
Meeting at the stations	3	3.2
Transportation	1	1.1
Nothing	12	12.6
Total	95	100.1

Thirty-two students did not answer this question and 68 students noted 95 instances of various methods used by Americans to make the students feel welcome to their homes.

TABLE XXXVI

INVITATIONS TO HOMES RECEIVED BY
RESPONDENTS

Category	Number of subjects	Per cent
One time	79	79.0
A few times	8	8.0
Never	9	9.0
Did not answer	4	4.0
Total	100	100.0

*Categories are given by respondents

It is possible that certain difficulties encountered in home visits could discourage future social engagements. Therefore, the writer posed question 13 (What difficulties were encountered in home visits?).

TABLE XXXVII

DIFFICULTIES ENCOUNTERED BY THE RESPONDENTS
IN HOST FAMILIES

Category*	Number of persons	Per cent
No difficulties	59	68.6
Diet	8	9.1
Customs (American)	8	9.1
Lack of knowledge of Americans	7	8.1
Communication	4	4.8
Total	86	100.0

*Categories as given by respondents

Twenty-two subjects did not answer this question and 78 subjects gave 86 responses. Fifty-nine of 86 (68.6 per cent) responses showed that they had no difficulties during visits with the host families. Tables XXXVI and XXXVII indicate that the foreign guest felt quite at home with the host. Many contributory factors were at work in establishing this fact. The introduction of these students to the other members of the family, touring the house,

centering the conversation around their home town in India, their family and other topics concerning India made them feel welcome at the functions. In answering question 12 (As a student do you receive invitations into homes?) nine students of the sample reported as not having received any invitations. The writer concludes that these students were either newcomers or were studying in places where there were no cross-cultural programs. It is not probable that the latter was the case since the foreign students generally study in large towns and cities; therefore, the writer infers that they would be newcomers to the host country. It is observed in Table XXXVII, that 8 of 86 (9.2 per cent) difficulties were due to diet, 8 of 86 (9.2 per cent) difficulties were due to American social customs, 7 of 86 (8.2 per cent) difficulties were contributed to a lack of knowledge of Americans have about other countries (particularly in this context, India) as a stumbling block for mutual understanding between the foreign guest and host, 4.8 per cent of difficulties were due to language problems.

Sixty-three (63 per cent) of the foreign guests gained a better understanding of American people and way of life. This fact should indicate the great importance of inviting foreign students into American homes. It was observed, Table XXXVIII, that thirty-nine students (39 per cent) better understood the American people and four (4 per cent) gained 'friends' and 13 gained 'nothing' by their visits.

According to Table XXXIX, 49 students were invited by individuals for a walk, a ride, or a talk over a cup of tea. These were also occasions to learn more about American life and people.

TABLE XXXVIII
VALUES RECEIVED BY RESPONDENTS IN HOME VISITS

Category	Number	Per cent
Better understanding of American way of life	39	39.0
Better understanding of American people	24	24.0
Gaining friends	4	4.0
No value	13	13.0
Not answered	20	20.0
Total	100	100.0

*Categories as given by respondents

TABLE XXXIX
CASUAL INVITATIONS RECEIVED BY RESPONDENTS

Category*	Number	Per cent
Yes*	49	49.0
No*	33	33.0
Not answered	18	18.0
Total	100	100.0

*Categories as given by respondents. "Yes" responses indicate respondents received invitation. "No" responses indicate respondents did not receive invitations.

Question 17 (related to extra-curricular activities) brought out the fact that generally Indian students were confined to their own studies. The writer infers that anything outside the school work was not an attraction for them and they would not take part unless perhaps they were pressured into it. The writer considers extra-curricular activities to be very valuable in initiating and establishing interpersonal relationships that would be profitable to both the foreign students and the Americans.

TABLE XL

EXTRA CURRICULAR ACTIVITIES OF RESPONDENTS

Category	Number of subjects	Per cent
Yes*	25	25.0
No*	71	71.0
Not answered	4	4.0
Total	100	100.0

*Categories as given by respondents. "Yes" responses indicate respondents participation in extra-curricular activities. "No" responses indicate respondents did not participate in extra-curricular activities.

The purposes of the respondents for engaging in extra-curricular activities are indicated in Table XLI.

TABLE XLI

PURPOSES FOR EXTRACURRICULAR ACTIVITIES OF RESPONDENTS

Category	Number of subjects	Per cent
Gain knowledge	8	25.0
Cultural exchange	6	18.8
Self improvement	5	15.6
Help India	4	12.5
International friendship	2	6.3
Gaining more friends	1	3.1
Nothing	6	18.8
Total	32	100.1

*Categories as given by respondents.

It is quite possible that since there were many lengthy questions in the questionnaire regarding social interaction, many of the subjects failed to respond. The answers received could not be ignored despite the fact that 74 did not answer this question. Twenty-six respondents gave 32 responses.

Any racial or religious discrimination in the host country could have a deterrent effect upon the Indian mind and might thereby hinder free social interactions. The study of question 50 (Table XXIV) indicates that the majority (approximately 73 per cent) were not objects of such practices.

However, we cannot dismiss the 15 per cent as unimportant in that the students who experienced discrimination could have a far-reaching influence.

If a host society is to have any influence on the foreign guest, the foreign guest must also interact with that society. From previous studies (Tables XXXIII - XLI) it could be reasonably concluded that the Indian students are engaging in social interaction within the American society.

Question 60 stated: What did you feel is the most important factor you have learned from your contact with the American society and culture? Thirty-five subjects did not answer the question and the other 65 gave responses numbering about 91. Seven of 91 (7.7 per cent) responses were that they learned "nothing," 37 of 91 (40.7 per cent) were that they learned the "dignity of labor," 13 of 91 (14.3 per cent) pertained to "the democratic values," and 8 of 91 (8.8 per cent) dealt with the "generosity" of the people.

TABLE XLII

MOST IMPORTANT VALUES GAINED BY RESPONDENTS
IN AMERICAN CULTURE & SOCIETY

Category	Number of subjects	Per cent
Dignity of labor	37	40.7
Democratic values	13	14.3
Generosity	8	8.8
Self-reliance and courage	8	8.8
Nothing	7	7.7
Open-mindedness	4	4.4
Friendly	3	3.3
Humility	3	3.3
Secularism	3	3.3
Spirit of initiation	3	3.3
Patriotic spirit	2	2.2
Total	91	100.1

*Categories as given by respondents

Change of Views and Attitudes

In the last phase of the study of the impact of American life upon Indian students, it was proposed to study if there had been any change in the views and attitudes of the respondents and what effected the changes, if any, and the subsequent changes, if any, in the goals and conduct of the respondents.

The attitudes of the foreign guests toward their host country is of no little importance in establishing favorable relationships based upon mutual understanding. The writer posed question 51 (view of America before and since arrival to United States) to study this viewpoint. (Table XLIII).

TABLE XLIII

CHANGE OR NO CHANGE OF RESPONDENTS' VIEWS OF AMERICA SINCE ARRIVAL TO UNITED STATES

Category *	Number of subjects	Per cent
Yes	46	46.0
No	41	41.0
Not answered	13	13.0
Total	100	100.0

*Categories as given by respondents

In the study of question 51b (What view of America was changed, if any, since arrival in the U.S.A.?) 41 students expressed a change in their views of the United States. Of these 41 students, 11 gave no reasons for change of views; 8 of 41 (18.8 per cent) changed their views because they saw America was not in any way different from other countries; 11 of 41 (26.8 per cent) changed their views because they experienced comforts of life beyond their expectation and 8 of 41 (18.8 per cent) changed their views on account of "social arrogance" and a "lack of spirituality" in the society.

The writer would ascertain from the study of question 51 that the Indian students before their arrival to the United States lack sufficient information about the host country. Moreover, even if the students should have the right kind of information, it is humanly difficult, if not impossible, to really comprehend another people and another nation without coming into direct contact with them.

It is interesting to note (Table XLIV) that 38 Indian students experienced a change of view of their own homeland during their sojourn in the United States. In a previous analysis (question 62) 16 of the students anticipated difficulties in social adjustment upon returning to India.

Other questions related to the area of attitudes have been analyzed earlier in the thesis study (Tables XXXIX - XXX - XXXI).

Question 42 (change of religious affiliations) was posed to gather more indication of possible impact of the American education and life upon Indian students in the area of religion.

TABLE XLIV

CHANGING OF RESPONDENTS' VIEWS OF INDIA DURING THEIR STAY
IN THE UNITED STATES

Category	Times	Per cent
No change	54	54.0
Change	38	38.0
Not answered	8	8.0
Total	100	100.0

It is observed in Table XLV that 69 respondents did not answer the question and 28 did not change their religious affiliations. Only three students of the total of these who answered reported a change of religion due to the American influence.

It is the opinion of the writer that:

- 1) Christianity was not attractive to the Indian students, most of whom are non-Christians;
- 2) Christianity was not introduced to them during their stay in the United States;
- 3) Indian students are firmly rooted in their religious faiths and practices.

TABLE XLV

**RESPONDENTS' CHANGE IN RELIGIOUS AFFILIATION EFFECTED
BY AMERICAN INFLUENCE**

Category	Persons	Per cent
Change, due to American influence	3	3.0
No change	28	28.0
Not answered	69	69.0
Total	100	100.0

TABLE XLVI

CHANGES IN RESPONDENTS' BEHAVIOR IN VARIOUS ASPECTS

Category	"Yes" Responses		"No" Responses		Not Answered		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
People in general	37	37.0	36	36.0	27	27.0	100	100.0
People in authority	33	33.0	34	34.0	33	33.0	100	100.0
In social life	34	34.0	34	34.0	32	32.0	100	100.0
In religious life	20	20.0	41	41.0	39	39.0	100	100.0
In educational life	48	48.0	21	21.0	31	31.0	100	100.0
In family life	23	23.0	36	36.0	41	41.0	100	100.0

"Yes" responses indicate respondents change of behavior in the specific category. "No" responses indicate respondents experienced no change of behavior in the classified category.

It was observed (Table XLVI) that 48 of the students noticed a change in their behavior and Table XXXII revealed that 50 of the students reported a change of attitude due to the impact of education. The results of the analysis of how advantageous American education is for the Indian students (Table XXIX) shows strong evidence of a favorable attitude by the majority of Indian students toward the American system of education.

In relating question 51 to question 52, it is found that factors such as "foreign aid to India," "American education," "America's attempt at disarmament," and "political grievances of other countries" resulted favorable attitudes toward America. American newspapers were criticized for "not informing the public of genuine facts," and "not playing a fair game in their roles." Some unfavorable views of America were brought through the medium of newspapers; other unfavorable views were attributed to the "materialistic view of Americans." However, the aspects of American social life indicated a change to favorable views.

Summary

The results have tended to indicate that the majority of Indian students came to the United States with a high regard for the host country. During their stay 26.8 per cent of respondents' views changed favorably and 18.8 per cent of the respondents' views changed unfavorably.

Education was esteemed highly by the greater majority of the respondents as practical, systematic and well-advanced. The determinant most effective in changing of views and attitudes and in developing the whole person was

education. Employment was ranked next to education in its effective influence upon the Indian students. Home visits were considered by the foreign guest as the best means of gaining a mutual understanding between the Indian guest and the American host. The Indian student maintained his original religious faith and practices.

There were suggestive evidences that the longer the duration of stay and the greater the degree of education, the greater the impact of American education and life.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The main purpose of the thesis study was to analyze the impact of American education and life upon the Indian students. In this respect, the writer made a study of the views and attitudes and reactions of the students to the American way of life. This was done by the questionnaire method. Of the 400 Indian students who were requested to answer the questionnaire 100 students responded.

The secondary objective of the study was to investigate the possibilities that might provoke future research, and also on the basis of the thesis findings to make tentative suggestions for improving relationships between Indian students and the American people. The information gathered in this research was to be taken as representative of the respondents, not generalizable to all Indian students in the U.S.

The findings of this study indicate that:

1. The majority of the Indian student respondents came to the United States with a high regard for their host country, believing it to be democratic and God-fearing. During the sojourn in the host country their original views were changed either favorably or unfavorably; however, the favorable opinions exceeded the unfavorable by 48.8 per cent.

2. The general opinion of America's charitable organizations was one of admiration with the exception of a few students who criticised their "denominational partiality" and "propaganda techniques." In respect to religious groups showing the greatest interest in India's development, Protestants were given first rank and Catholics second.
3. In the opinion of many, the United States was the teacher and leader of the world with regard to the dignity of labor. A great many students saw "democracy in action" in various areas of employment and noticed that the Americans are "hard working, honest, and reliable."
4. Only 16.5 per cent of the students had encountered racial discrimination.
5. Generally, the Indian students did not consider the Americans as spiritual minded people, even though they were very active in church groups and organizations, they found a predominant materialistic view among the Americans. The Indian students did not change their religious faiths and practices during their stay in the United States.
6. Many students developed a greater understanding and appreciation of America's national and international problems and also a greater concern for the development of their own homeland.
7. The Indian students, for the most part, considered that the American professors surpassed the Indian professors in their methods of teaching, and in their attitude toward students. Indian professors

were given first preference as to maintenance of class discipline and American professors as to democratic procedures. Almost all of the students came to the U.S.A. for the purpose of study. They realized not only this goal but also gained self-confidence and courage, impetus for personal development, appreciation of democratic values and leadership, and a better understanding of human behavior. They praised the American educational system as "practical," "systematic" and "well advanced."

8. The longer the students remained in the United States, the more they were affected by the American way of life.
9. The greater the degree of education, the greater the impact of American education and life upon the Indian students.
10. The greater the students' duration of stay in the United States, the greater the understanding and appreciation for the American system and her people.

Most of the respondents attributed their changes of attitudes and behavior to education, employment, observation of the American life, and social contacts, especially home visits.

Recommendations

Recommendations of Respondents.---In view of the experiences the students had in the United States, they made the following recommendations (Question 64 of the questionnaire):

1. There should be more exchange of students between the United States and India.
2. There should be more understanding on the part of the Americans regarding the Indian students and their problems.
3. American newspapers and magazines must try to present the facts about India and other foreign countries. In this respect, the Indian Embassy could be of help to the press.
4. An increase of cultural delegations between the United States and India to help alleviate misconceptions on both sides.

Recommendations by the Writer.---In concluding this thesis study, the writer wishes to suggest the following recommendations:

1. Before coming to the United States, the Indian students should become familiar with the regulations and policies of the Ministry of Education, Government of India. In this way, the students could make proper plans as to what type of foreign education or training would be most practical and suitable for their life in India. The Indian News, a paper published by the Indian Embassy, Washington, D.C., offers helpful information to Indian students in the U.S.A. regarding employment opportunities in India and the respective qualifications required. Many anticipatory fears of not securing a profession or job upon returning to India might be eliminated by reference to this paper sent out to Indian students upon request.

2. There should be an orientation program in India for students planning to study in the United States or any other country. The writer would suggest that the American Consulate General in India might organize orientation classes.
3. There should be a program of seminars and discussion groups for the purpose of the returned Indian students keeping up-to-date in their respective fields of study. Again, the American Consulate General might encourage and/or initiate such a program.
4. Private foundations and organizations in India should take more initiative in sponsoring Indian students for foreign training which would be beneficial for India.
5. There should be more emphasis by Americans on personal concern for the foreign guests. The writer considers personal and family interest to be very important in establishing favorable relationships between the foreign students and the Americans. More casual invitations to small-group social and recreational activities are suggested. It is proposed by the writer that a volunteer group of students in a college or university could plan a student to student program in which one American student would befriend one Indian student.
6. The Indian student must take more initiative in creating cordial and friendly relationships with the American people in both on-campus and off-campus life.

7. More courses concerning international affairs should be introduced into the college and university curriculum. Also, more seminars, discussion groups and lectures in this respect should be encouraged in institutions of learning.
8. In suggesting a possibility of further research, the writer would quote Lambert and Bressler: "Cross-cultural education has been primarily interested in the foreign student himself. The impact of foreign students upon the Americans with whom they come into contact is an important but little explored area of research. Cross-cultural education is an interactive process enriching the visited as well as the visitor, and future research might well seek out ways of maximizing the benefits to be derived from such cosmopolitan contacts."¹

In his message to Indians in foreign lands, on Republic Day, 1956, President Rajendra Prasad showed concern regarding the individual abroad in representing his own country. He wrote: "Personal contacts with foreign nationals are a potential medium of an individual's assessment, and in this particular case, the assessment of the individual might well be the assessment of the nation he belongs to . . . Let every Indian abroad, therefore, know that he is in a way the custodian of the nation's prestige and honor in foreign lands."²

¹Richard D. Lambert and Marvin Bressler, Indian Students On Our American Campus (Minneapolis, 1956), p. 104.

²Ibid., p. 101.

The Prime Minister of India, Jawaharlal Nehru, in his message to the Indian Students' Association of the University of Texas, remarked: "Our students in the United States have another task. They have to interpret our country to the people of the United States and to make friends with them. We want friendly and cordial relations between India and America."³

³Institute of International Education, News Bulletin (New York, October 1955), XXXI, No. 1. p. 19.

BIBLIOGRAPHY

I. PRIMARY SOURCES

A. BOOKS

Cieslak, Edward Charwood. The Foreign Student in American Colleges. Detroit, 1955.

Lambert, Richard D., and Marvin Bressler. Indian Students on an American Campus. Minneapolis, 1957.

Morris, Richard T. The Two-Way Mirror. Minnesota, 1960.

Nehru, Jawaharlal. The Discovery of India. New York, 1950.

Useem, John and Ruth. The Western Educated Man in India. New York, 1955.

B. ARTICLES

Bailyn, Lotte and Herbert C. Kelman. "The Effects of a Year's Experience in America on the Self-Image of Scandinavians: A Preliminary Analysis of Reaction to a New Environment," The Journal of Social Issues XVIII (January 1962), 30-40.

Beals, Ralph L. "The Mexican Student Views the United States," Annals, CCXCV (September 1954), 108-115.

Berbusse, E.W. "Foreign Students on the American Catholic Campus," National Catholic Education Association Bulletin, LVI (August 1959), 428-434.

Chandrasekhar, Sripati. "The Unplanned Million," The Guardian, (August 1961).

Coelho, George V. "Personal growth and Educational Development through Working and Studying Abroad," The Journal of Social Issue, XVIII (January 1962), 55-57.

Culhane, Eugene K. "Student Visitors are V.I.P.'S," America, XCV (May 1956) 199.

Dooley, K. "Student has Families on Two Continents," Ave Maria, XCC (August 1959) 30.

Gardner, John W. "Foreign Student in America," Foreign Affairs, XXX (July 1952), 637-650.

- Graham, Grace and Charles Zwingmann, "Guidance of Students from Abroad," School and Society, LXXXVI (September 1952), 148-149.
- Hass, H. "Our Asian overseas Students," Messenger, XI (September 1959), 641-647.
- Kelman, Herbert C. "Changing Attitudes Through International Activities," The Journal of Social Issues, XVIII (January 1962), 68-87.
- Kho, F.O.G. and H. Hass. "Asiatic Students in the Western World," Shield, XXVI (March 1957) 3.
- Lambert, Richard D. and Marvin Bressler. "Indian Students and the United States: Cross-cultural Images," Annals, CCXCV (September 1954), 62-72.
- Mc Namar, P.J. "Foreign Students Are Our Guests," Shield, XXXVIII (January 1959), 10-11.
- O'Shea, David. "Report on Foreign Students," Ave Maria, LXXXVII (March 1958) 20-25.
- Rogan, J. "Strangers in our Midst," Ave Maria, LXXV (April 1957), 8-11.
- Schild, Erling O. "The Foreign Students as Strangers Learning the Norms of the Host - culture," The Journal of Social Issues, XVIII (January 1962), 50.
- Scott, Franklin D. "Swedish Students' Image of the United States," Annals, CCXCV (September 1954) 136.
- Selltiz, Claire and Stuart W. Cook. "Factors Influencing Attitudes of Foreign Students Toward the Host Country," The Journal of Social Issues, XVIII (January 1962) 7-23.
- Sewell, William H. and Richard T. Morris. "Scandinavian Students' Image of the United States: A Study in Cross-cultural Education," Annals, CCXCV
- Storm, William B. and Richard W. Gable. "Foreign Students in the United States: The Problem of Achieving Maximum Benefits," The Educational Record, XXXII (October 1961), 304-315.

II. SECONDARY SOURCES

A. BOOKS

- Adeney, David H. The Unchanging Commission. Chicago, 1955.

- Balasundaram, Palayam M. Stimulating Greater Understanding Between India and U.S.A. Boston, 1960.
- Berry, Gerald L. Religions of the World. New York, 1957.
- Brown, Mackenzie D. Indian Political Thought From Manu to Gandhi. Los Angeles, 1958.
- Dawes, Norman. A Two Way Street. New York, 1962.
- Dharmu, A. M. Democracy in India. Bangalore, 1951.
- Dube, S. C. Indian Village. New York, 1955.
- Du Bois, Cora. Foreign Students and Higher Education in the United States. New York, 1956.
- Ghurye, G. S. Caste and Class in India. Bombay, 1957.
- Howell, A. P. Education in British India. Calcutta, 1872.
- Mudaliar, Lakshmanaswami A. Education in India. New York, 1960.
- Marriott, McKim. Village India. Chicago, 1958.
- Misra, B. B. The Indian Middle Classes. New York, 1961.
- Motwani, Kewal. Manu Dharma Sastra. Madras, 1958.
- Mayo, Katherine. Mother India. New York, 1957.
- Panikkar, K.M. The Afro-Asian States and Their Problems. New York, 1959.
- Panikkar, K.M. The Hindu Society at Cross Roads. New York, 1961.
- Pitt, Malcolm. Introducing Hinduism. New York, 1958.
- Radhakrishnan, S. The Hindu View of Life. New York, 1962.
- Ruthnaswamy, Mariadas. India From the Dawn. Milwaukee, 1949.
- Scott, Franklin D. The American Experience of Swedish Students. New York, 1956.
- Sarkar, S.C. Hindustan Year Book. Calcutta, 1958.

Spear, Percival. Indian Modern History. Michigan, 1961.

Sewell, William H. and Oluf M. Davidson. Scandinavian Students on an American Campus. Minneapolis, 1961.

Zimmer, Heinrich. Philosophies of India. New York, 1960.

B. PAMPHLETS

The Carnegie Institute of Technology, Steelman for India (Pennsylvania, 1957).

The First National City Bank of New York, India (New York, 1960).

The Ford Foundation in India, Roots of Change (New York, 1960).

Open Doors 1954-1955 (New York, May, 1955).

Open Doors 1956 (New York, June, 1956).

Open Doors 1957 (New York, June, 1957).

Open Doors 1958 (New York, May, 1958).

Open Doors 1959 (New York, May, 1959).

Open Doors 1960 (New York, May, 1960).

Open Doors 1961 (New York, May, 1961).

Open Doors 1962 (New York, June, 1962).

1. Give name and place and dates of the university(ies) you attended in the United States.

<u>Name of College University</u>	<u>Place</u>	<u>Major Field</u>	<u>Degrees earned (if any)</u>	<u>Dates (Month, Attended: from</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2. How many years have you been in America? _____ From 19____ to _____

3. What social functions and activities do you attend? Please state.

<u>Kind of functions</u>	<u>How often?</u>	<u>With whom?</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. What methods, if any, were used to make the foreign student feel welcome at the social functions?

5. Do you feel that these functions present good opportunities to become better acquainted with and to gain a better understanding of Americans?

- a. Do you gain any or more friends through such functions?

yes _____ no _____

If yes, how many? _____

yes _____ no _____

- b. Are these friendships lasting?

7. Do you date American girls? Yes _____ No _____

a. Did you date Indian girls in India? Yes _____ No _____

b. Do you date Indian girls in America? Yes _____ No _____

8. What do you think is the major cultural difference between America and India in the dating system?

9. Whom do you prefer to date within the American system?

10. Would you like the American system initiated and established in India?

Yes _____ No _____.

Please explain.

11. If you are married, did you marry an American girl or Indian girl?

American wife _____

Indian wife _____

Other(specify) _____

12. As a student, do you receive invitations into homes? _____

13. What difficulties do you encounter in trying to feel at home? Please explain.

interest and concern for foreign students and for a better international outlook? Please explain.

15. What values do you receive from visits in the homes?

16. Do you receive casual invitations from individuals for such activities as a walk to the park, a drive into the countryside, or a chat over a cup of coffee? Please explain.

a. To what extent?

b. By whom?

17. Do you engage in organized activities outside the U.S. university?

Yes ____ No ____

a. If yes, please name the organization(s) and activities:

Organization

Activities

18. Briefly describe your role within such organizations?

19. What values do you receive from such activities? Please explain.

20. What is your opinion of America's charitable organizations?

21. Have you sought counsel or material help from

YMCA _____

Jewish group _____

YWCA _____

Others (specify) _____

Salvation Army _____

Other Protestant group? _____

Catholic group _____

22. What organizations or foundations have you approached during your stay in America, for personal, and / or practical assistance toward the development of India:

	<u>Organization</u>	<u>Purpose</u>
In education	_____	_____
	_____	_____
	_____	_____

In medicine

In technology

In religion

In agriculture

In sanitation

In nursing

In teaching

In other areas
(specify)

need to Americans?

Yes _____ No _____

Please explain. ...

24. Do you receive and fulfill invitations for speaking engagements?

Yes _____ No _____

a. By whom?

b. What groups?

c. What organization(s)?

25. On what subjects were you asked to speak?

26. Do Americans generally show a genuine interest in matters of international concern?

Yes _____ No _____

development? Please check.

Protestant _____

Catholic _____

Jewish _____

Other _____

28. Do you have any compliments about America's international understanding?

29. What is your main interest in India's development during your stay in United States? Please check one.

educational _____ political _____ social _____ economical _____
medical _____ religious _____

Please explain.

30. Have these interests been stimulated by your stay in the U.S.? Yes _____ No _____
Please explain.

31. Are you employed? Yes _____ No _____

If "yes" what type(s) of employment do you have?

gained by employment?

33. Do you agree that America is a leading teacher regarding dignity of labor?

Yes _____ No _____

Please explain.

34. What is your opinion concerning the competitive drive in America's labor system?

35. What management -- labor relationships have you personally experienced in the United States?

Friendly Yes _____ No _____ Please explain

Hostile Yes _____ No _____ Please explain

Authoritarian Yes _____ No _____ Please explain

Democratic Yes _____ No _____ Please explain

Equal Yes _____ No _____ Please explain

36. What influence has American management-labor relations had upon your attitude toward labor in India?

37. Do you encounter major difficulties in your employment in the United States

language? Yes _____ No _____ Please explain.

customs? Yes _____ No _____ Please explain.

others ? Yes _____ No _____ Please explain.
(specify)

38. Do you feel that specialization in United States is over-emphasized in areas of professional and technical skills?

Yes _____ No _____

1. _____
2. _____
3. _____

40. Are you regularly attending a church in America? Yes _____ No _____

If yes, which one? _____

41. Are you now a member of a religion? Yes _____ No _____

Please explain.

42. If you have changed religion, do you attribute such change to an American influence? Please explain.

43. Do you think Americans are superior to Indians in the following:

spiritual mindedness Yes _____ No _____ Please explain.

church attendance Yes _____ No _____ Please explain.

practical help to needy Yes _____ No _____ Please explain.

law(national) abiding Yes _____ No _____ Please explain.

44. Between Protestantism and Catholicism, which do you consider superior in the following:

	<u>Catholic</u>	<u>Protestant</u>	<u>Don't know</u>
reverence in worship.....	()	()	()
lay activity in the church....	()	()	()
charitable organizations.....	()	()	()
church program for youth.....	()	()	()
material assistance for India. (and other countries)	()	()	()
counseling program.....	()	()	()
recreational	()	()	()
social.....	()	()	()
interracial justice.....	()	()	()

45. Between Indian and American professors, whom do you consider superior, according to the following:

	<u>Indian</u>	<u>American</u>
method of teaching	()	()
discipline in class.....	()	()
intelligence	()	()
knowledge of subject matter.....	()	()
clarity in teaching	()	()
attitude toward students	()	()
domocratic procedures	()	()

46. What is your opinion of the American educational system? Please explain.

own personal development	(..)	()
own social maturity	()	()
better understanding of human behavior	()	()
realization of man's right for liberty, justice and equality.....	()	()
reaching your own goal	()	()
development of international interest	()	()
creative thinking	()	()
securing professional positions	()	()

48. How were you sponsored?

Through:	<u>Yes</u>	<u>No</u>
Indian government.....	()	()
American government.....	()	()
Indian Foundations.....	()	()
American Foundations	()	()
Catholic Organizations.....	()	()
Protestant Organizations.....	()	()
Personal effort.....	()	()
American friends.....	()	()
Indian relatives	()	()
Others	()	()

49. Due to an American education, do you feel that you will be able to contribute more to India's progress?

Yes _____ No _____

Please explain.

collegeYes _____ No _____
churchYes _____ No _____
social functions.....Yes _____ No _____
employment.....Yes _____ No _____

51. International welfare is much dependent upon the individual's view of another nation.

a. What was your view of America before your arrival in the United States?

Politically _____

Socially _____

Spiritually _____

Others _____

b. Since your arrival, is your view of America the same as that held before your coming to the United States?

Yes _____ No _____

Please explain.

If no, please state your present view briefly.

of view, if any, during your stay in the United States?

politically _____

socially _____

spiritually _____

53. National and international welfare is dependent upon one's view of his own country.

a. Before your stay in America:

1. Did you view India the same as

your friends yes _____ no _____

your relatives yes _____ no _____

your teachers yes _____ no _____

a. 2. What was your view of India?

political view _____

social view _____

religious view _____

1. Did you gain a different view of your own land and people?

yes _____ no _____

2. If yes, express briefly how it differed from your previous view.

3. Through what medium or media do you feel your view was altered?

54. The impact of American life on students is of no little concern to America as well as to other nations represented by their students in the United States.

a. Do you notice any change in your attitude, during your stay in America, toward: life in general?

yes _____ no _____ Please explain

people in general? yes _____ no _____ Please explain.

politics? yes _____ no _____ Please explain.

education? yes _____ no _____ Please explain.

religion? yes _____ no _____ Please explain.

employment? yes _____ no _____ Please explain.

social life? yes _____ no _____ Please explain.

international welfare yes _____ no _____ Please explain.

racial dicrimination and segregation yes _____ no _____ Please explain.

b. 1. Briefly express the difference of any attitude which has been significantly changed during your stay in the United States to that formerly held before your coming to the United States?

2. How do you think these significant changes of attitude came about?

behavior to:

people in general

yes _____ no _____

Please explain.

people in authority

yes _____ no _____

Please explain.

in social life

yes _____ no _____

Please explain.

in religious life

yes _____ no _____

Please explain.

in educational life

yes _____ no _____

Please explain.

in family life

yes _____ no _____

Please explain.

in what way(s) it differed?

What do you consider to be the greatest factor(s) in bringing about the change(s) in your behavior. Please explain.

57. To have a goal in life is to give direction to life.

1. What goal did you have prior to your arrival in America?

2. Has your goal changed? yes _____ no _____ Please explain.

3. What do you think affected the change?

58. Foreign students seek higher education in the United States for a variety of reasons.

1. What was your major purpose for coming to the United States?

yes _____ no _____ Please explain.

59. Do you believe that American living and education has helped to develop in you the following:

	Much _____	Some _____	Little _____	None _____
self-reliance	_____	_____	_____	_____
courage	_____	_____	_____	_____
spirit of initiation	_____	_____	_____	_____
spirit of working for the common good mankind	_____	_____	_____	_____
spirit of helping to better international relationships	_____	_____	_____	_____
a better understanding of human relationships	_____	_____	_____	_____
a better understanding of India - her problems, and needs	_____	_____	_____	_____
a desire to help India improve her technical, social educational conditions	_____	_____	_____	_____
a better understanding of America's national and international problems	_____	_____	_____	_____

60. What do you feel, is the most important factor you have learned from your contact with American society and culture?

1. Securing the right kind of profession or job to fit the specialized training received in America?

yes _____ no _____ Please explain.

2. Will you secure cooperation from India authorities within your profession or vocation to help put your American knowledge to good use?

yes _____ no _____ Please explain.

62. What do you think will be your greatest problem in India when you return?
Please explain.

63. Please write briefly your general opinion of America's people and systems?

64. As a result of your experience, what recommendations would you make for a better understanding between America and India?

APPENDIX II

March, 1962

Dear Friend:

The Enclosed questionnaire is part of a research study toward the completion of my Master's Degree in Sociology. This research will necessarily be vital for my thesis, "The Indian Students in America," which would yield findings of great value in improving the American study experiences of future Indian scholars, to the mutual benefit of both India and the United States.

I would, therefore, request your kind cooperation in answering and returning the questionnaire to me at your earliest convenience.

You may be certain that your name will not be revealed in any way. The data obtained through the questionnaire will be used only for thesis purposes.

Without your generous help, this thesis could not be possible.

Thank you for your much needed contribution toward the success of my thesis study.

Sincerely yours,

Isaac Arokiasamy

APPENDIX III

September 8, 1961

The American Consulate General
U.S. Information Service
Delhi, India

Dear Sir:

I am completing my Master's degree in Sociology at Loyola University in Chicago, Illinois, and am requesting your assistance.

The subject of the thesis assigned to me by my advisor is The Returned American Educated Indians from 1946-1960.

In order to complete statistics and data it will be necessary to acquire information from returned students. I have prepared a questionnaire, and am now in the process of compiling a list of such students to whom the questionnaire will be mailed.

I respectfully request from you the names and present addresses of returned Indian students. In order to have an adequate sampling, students from all states in India should be represented. Any other data you could supply would be greatly appreciated.

As a student of sociology, and a native of Madras State, India, I have a great interest to make this research as fruitful and meaningful as possible.

Your assistance is vital, and you may be assured of my sincere gratitude.

Very sincerely yours,

Issac Arokiasamy

Approval Sheet

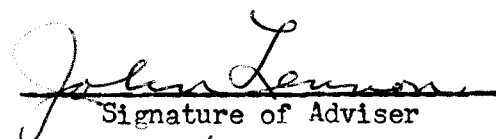
The thesis submitted by Isaac Arokiasamy has been read and approved by a board of three members of the Department of Sociology.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

5-28-64

Date


Signature of Adviser

for
Paul W. Mundy