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THE IRANIAN STUDENT IN LOGAN, AN EXPLORATORY STUDY OF
FOREIGN STUDENT SOCIAL EXPERIENCE AND ADJUSTMENT

by

Ruth C. Busch

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

of

MASTER OF SCIENCE

in

Sociology

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah

1955

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PREFACE

The study to be reported in the following pages is an exploratory investigation of the social experiences, adjustments, and attitudes of Iranian students at the Utah State Agricultural College. It was devised as a preliminary, not a terminal, investigation. Two possible avenues of further research were considered when the scope of the study was delimited.

1. A study of the social experience and adjustment of all foreign students in Logan, irrespective of nationality.

2. A study of the social experience and adjustment of Iranian students--in the United States and after their return home--irrespective of school attended in the United States.

Both types of study were prohibitively broad and expensive for the present endeavor. But the present study should not be construed as eliminating the need for either--rather does it demand a follow-up for the following reasons:

1. In an exploratory study only the most tentative hypotheses can be offered. Rigorous demonstration is not possible.

2. The limited, intensive investigation is based on a sample prohibitively small for statistical analysis.

It will be noted that the areas investigated in this study are those which would be treated in either type of extensive study. Furthermore, hypotheses are suggested for future investigation in both areas.

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INTRODUCTION

Under the auspices of government and private sponsors the exchange of persons as foreign students has become an immense venture. An analysis of the goals of sponsors made by the Committee on Educational Interchange Policy (5) indicates that the following are the most common reasons for supporting exchange of students:

1. To promote international understanding and good will among the peoples of the world as a contribution to peace.
2. To develop friends and supporters for the United States by giving persons from other countries a better understanding of the life and culture of the United States.
3. To contribute to the economic, social or political development of other countries.
4. To aid in the educational or professional development of outstanding individuals.
5. To advance knowledge throughout the world for the general welfare of mankind.

In the past much has been written stressing the value of foreign student exchange in achieving the above goals. The literature is replete with idealism; little attention has been paid to actualities.

Recently awareness of the difficulties of foreign student exchange has been growing. Social scientists became interested in the foreign student for two reasons: first, special social problems were developing around foreign students for which they might help devise solutions; second, the exchange of students offered an excellent opportunity to study culture contact and culture change among modern, civilized peoples. A body of scientific literature is now developing both in the specialized area of foreign student problems and in the more general

field of inter-connections with existing theory of culture change.

This study is an effort to add to such literature.

REVIEW OF LITERATURE

Theoretical framework

In defining "cross-cultural education" as education in a culture contact situation, we introduce a necessity for several subsidiary definitions. Cross-cultural education is but one example of a much broader dynamic, culture change. The literature of culture change is highly developed, and as a consequence, the terminology has become specialized. A common understanding of the terms to be employed, and of the phenomena they name, is essential for communication.

By culture we mean the man-made part of the environment--both material and non-material (13). The Iranian student, the subject of this study, has been reared in Iranian culture--which includes Persian rugs and poetry, the language of Farsi, the social political, and economic institutions of Iran. His culture has given him his mode of dress and of speech, even, to some extent, his way of thinking.

Culture change, then, implies activity on the part of man to effect a change in his environment; it does not, however, necessarily imply purposeful activity directed toward a change in his environment. The culture change with which this study is connected is the complex surrounding the technological development of Iran, for it is to participate in this activity--either directly, or in related social areas--that the Iranian student has come to America. This study is concerned with the American phase of this culture change situation. In addition to the changes in the student, other culture changes are of importance, such as the culture change in Logan due to the presence of foreign students. Likewise, the great changes in the world's cultural heritage--

such as entrance into the atomic age--are not without their relevance to the Iranian student.

When the Iranian student returns to his homeland, he will probably go as an innovator, one who introduces change. Innovation includes invention, discovery, and introduction from the outside (2). The student may carry back with him American traits, or his education may enable him to discover new principles, or to invent.

Culture contact refers to the situation existing when people of different cultures are sufficiently proximate to interact (13). That the culture contact situation is stimulating to culture change is the reason foreign students seek the experience in America. The Iranian student is in contact with the Logan culture, and with the technological culture of his field of study. From the contact experience he hopes to gain education and insights which will help him as an innovator at home.

The individual Iranian student finds in Logan other individuals who share much of his cultural heritage--his fellow Iranian students. They tend to form a group, speaking their native language, celebrating national holidays together. Such a group, immersed in a larger culture, has, or forms, what is called a sub-culture, composed of "factorable social situations. . . (which form) in their combination a functioning unity which has an integrated impact on the participating individual."

(9) A given culture may usually be sub-divided at a number of levels. Thus, Latter Day Saint (Mormon) culture is a sub-culture of the American culture. Logan is a smaller sub-culture. The student body has a sub-culture of its own, and from this we may still distinguish the Iranian student sub-culture.

When an individual is in close and constant contact with a culture not his own, he is subject to adjustment difficulties. Many of the behavior cues to which he responds in his own culture are absent or have a changed meaning. The effect on him has been called culture shock (6). He may be mildly surprised and occasionally pained, as are many foreign students in America. He may be constantly bewildered and have a lost, miserable feeling which leads to serious adjustment difficulties. In extreme cases culture shock can lead to psychoses, as it has among some primitive peoples exposed to culture contact.

An individual who is reared in a culture contact situation, perhaps as a member of two sub-cultures, is termed marginal. To some extent, one culture alienates him from the other. The term marginal has been used in the literature to imply many psychological manifestations which accompany marginality in its extreme forms-- when the two cultures are in definite conflict. However, in this thesis it is applied to those students whose bi-cultural up-bringing separates them from the typical Iranian. Since each individual's cultural heritage is slightly different from his neighbor's, marginality is a matter of degree. This usage follows the original definition of marginality: "a cultural hybrid, living and sharing intimately in the cultural life of two distinct peoples." (7) However, as the distinct cultures are not necessarily conflicting, the further psychological manifestations of extreme marginality are not implied (8, 10).

All of the concepts defined above are applicable along continua. Culture, therefore, may refer to a nation or it may be limited to the individual. Culture change may be the great processes of industrialization or the very small invention of a not-much-better mouse trap.

Culture contact may refer to the proximity of two nations, or it may refer to the situation of a rural boy who marries an urban girl.

It is not for convenience that the terminology of culture change is applied to both great and small phenomena. The theory which applies to a larger case should also apply to the smaller. It is for that reason that studies of cross-cultural education gain their theoretical significance. Much of the theory of culture change has been developed from studies of primitive people. If it is sufficiently general, it should apply equally to the highly developed cultures which are in contact in cross-cultural education. The situation of the foreign student in cross-cultural education has much in common with the position of the American expert working abroad, the soldier stationed in a foreign land, and even with the college trained extension agent who works with the less educated farmer. All are involved in culture change. All are in the culture contact situation.

The foregoing does not imply that the hypotheses developed in this thesis may be applied to any bull in any china shop. Some similarities to other culture contact situations may be noted, but the research at this level is specific to the particular foreign student group studied. Generalizations of wider applicability are at a higher level of abstraction and are the province of theorists with many specific studies at hand from which to work.

Foreign student research

Among the examples of problem oriented research is an analysis of foreign student problems made by Reisha Elaine Forstat at Purdue University in 1949 (7). Her work was to determine the relative frequency of several types of problems among the 181 foreign students at Purdue.

She indicates that 90 percent of the students were comparatively satisfied with their American experience, 75 percent would come to the United States if they had it to do over, and 35 percent would come to Purdue on a second try. Although Miss Forstat's findings are less favorable than the idealists had expected, they are not highly negative. The problems which the students reported, of which "finding suitable dates" was most frequently given, were not sufficiently severe to discourage the student about his total United States experience.

The most thorough investigation of exchange of persons undertaken to date is the work of the Social Science Research Council's Committee on Cross-Cultural Education, headed by M. Brewster Smith. This committee established eight projects dealing with four groups of nationals: Japanese, Mexican, Scandinavian, and Indian. In each of the four nations, studies of students returned from the United States were conducted. At each of four schools in the United States where students from one of the countries were present, a domestic study was undertaken. The domestic studies on which reports are currently available (in unpublished, tentative form 3, 4, 16, and 18) were exploratory in nature, one year in duration, and more descriptive than analytical in form, due to the small size of the samples available for analysis. The methods used were those which seemed expedient and possible and which promised a wide yield of information. Heavy reliance was placed on data gathered through free interviews. While having the disadvantage of lacking fixed comparability and introducing possible bias through the relation of interviewer and respondent, the freely collected data proved most valuable because they allowed the respondent to emphasize

that which was important to him and to introduce areas of which the project planners had been unaware. In addition the free interview situation created interest in the respondent and induced better cooperation than could be obtained through the use of fixed schedules.

In each of the four domestic projects other supplemental techniques were also employed. A "General Information Form" was used to gather control data on age, marital status, past education, and work experience, etc. A "U. S. Information Test" devised at the University of Pennsylvania for the Indian Student Project was used to indicate the amount of informal knowledge of the United States that the student had acquired. Items in the test were selected from information which the majority of Americans would know and which the foreign student could learn through mass communications media or through personal contact with Americans, but which he would probably not learn from formal study of the United States, or of any one academic discipline. In addition teachers from whom the students had taken courses were asked to respond to short rating questionnaires on the student's class work, class participation, interest, and a few personality characteristics. In some of the domestic projects, various types of social-psychological tests of personality characteristics were administered. A schedule on ideology and his perception of the ideology of his compatriots and of the American people.

In each of the domestic projects the highest confidence was placed in the products of the free interviews. The results of other tests were compared to interview data as an estimate of the validity of the tests. Very little doubt was expressed in the validity of the free interview data, although their deficiencies in yielding

strictly comparable data were recognized.

Of the other techniques employed, the incomplete sentence test and the ideological instrument were felt to be the most rewarding. The U. S. Information test was interesting, but was not sufficiently refined, nor the purpose in using it sufficiently clear to make it very useful. The professorial ratings fall in the same category.

The Social Science Research Council is currently continuing its study of cross-cultural education with more refined direction and methodology. Final results of the studies are not yet available. Reference will be made to the tentative hypotheses suggested by the preliminary investigations in conjunction with the hypotheses arising from the Iranian study. Here, then, it is necessary to summarize the results of the four tentative reports taken as a whole.

1. The results currently available are exploratory, and highly tentative.
2. The results indicate:
 - a. There is a significant difference between foreign students by nationality which seems to be attributable to real cultural variables and not simply to characteristics of the sample (19).
 - b. There is a great variability among foreign students of the same nationality which seems to be attributable to dimensions of personality but which is insufficient to destroy the cultural variation (19).
 - c. Foreign students of differing nationalities may be grouped in terms of their response to America along lines of American perceptions of their homelands. That is, students

from countries perceived as "underdeveloped" by Americans show some differences in common from those perceived as advanced--regardless of the cultural dissimilarity between the nations (18, 3, and 16). This difference is mediated by the strength and confidence in the emergent nationalism of the underdeveloped country (4).

From each study the following generalizations concerning the individual student in his American experience emerged;

1. The student shows a general increase over time in the accuracy of his perceptions of the United States.
2. He shows a diversification of attitudes over time, i.e., he becomes selectively critical of aspects of United States culture rather than becoming wholly positive or negative in his feeling toward the United States (3).
3. Students may reject the United States generally--as a world power, as a friendly nation, as a place to live--but may accept U. S. ideology and like American people. A variety of general responses is available as well as selective criticism (3).
4. Students follow a pattern of adjustment to the United States which can be divided into descriptively useful stages (18, 16);
 - a. Students resident for one year or less: These students are closely tied to the home culture, inclined to observe rather participate in American life, not particularly critical. They are eager to travel as "professional tourists." They seek and experience many American contacts.

- b. Students resident between one and two years; These are searching for a mode of adjustment to the United States. They have tired of the initial burst of observation and acceptance and of high numbers of American contacts. They tend to retreat into the sub-culture of student compatriots, speak the native language more frequently. They are less inclined to think of their return home or to seek an experience because of the value its memory will have after the return home.
- c. Students resident for more than two years; These have made their adjustment to American life either by accepting portions of it and moving into deeper and more extensive American contacts or by withdrawing into the sub-culture more completely. They tend to be more selectively critical of American culture and less generally negative than students in the second stage.
- d. Students who are planning to return home in the near future; These students are preparing for readjustment at home and are evaluating their American experience more philosophically than students in any other stage. They show more resemblance to the first stage than to the second or third.

The stages described above do not correspond directly to those reported in any one of the studies, but are an attempted synthesis of the project reports, each of which does deal with important observed differences varying with length of stay in the United States. The speed with which students move through the stages varies with the individual, and with the culture from which he derives. For example, the Researchers

on Scandanavian Project would probably shorten rather drastically the time periods given above.

It is, of course, possible for a student to omit some of the stages. Two examples from the Iranian study will illustrate this point. Many Iranian students have no expectation of remaining in the United States for more than one year. Some of these have remained apparently strict observers throughout their stay. Another student has contemplated immigration from the time he left home. He has rejected the Iranian sub-culture and moved directly from a brief observation stage to a stage which he feels constitutes more permanent adjustment.

One other research project is pertinent to the current study. It is an interdepartmental study of the "Attitudes of the Asiatic Students Attending the Utah State Agricultural College toward the United States, Logan, and the U.S.A.C." undertaken by Bashir Aridi for the departments of Sociology and Political Science in 1951-52 (1).

Mr. Aridi used an attitude interview schedule to obtain his responses, but gave some freedom to the use of his schedule by translating questions and by allowing his respondents to discuss questions during the interview. The results of Mr. Aridi's research show a negative foreign student attitude toward Logan and Utah with some generalization to the nation as a whole. The negative attitudes were felt to be attributable to personal experience in Logan and not to ideological considerations. Most students said that they would not return to the U.S.A.C., nor would they recommend it to others. They felt that the U.S.A.C. was not doing a good job of building favorable attitudes toward the United States in their homelands. Although the students liked their professors and their courses, they considered the social conditions in Logan sufficiently

poor to negate favorable aspects of the college.

Mr. Aridi did not find a diversification of attitudes or a development of selectively critical attitudes. That is, his respondents appeared to generalize from a few unpleasant experiences and unfavorable perceptions to form a negative attitude toward the American people, America as a place to live, and the United States as a potential ally to their homelands. In this way his findings differ from those of the Social Science Research Council.

The difference observed might be attributable to any of three causes other than faulty research; differing methodology, characteristics of the sample, or peculiarities of the student's Logan experience.

The generalized negative attitude which Mr. Aridi found was measured with a simplified Likert-type scale and derived from a poll type of questionnaire. As Jahoda, Deutsch, and Cook (15, p. 196) state: "The main disadvantage of the Likert-type scale is that frequently the total score of an individual has little clear meaning, since many patterns of response to the various items may produce the same score." This disadvantage is, of course, increased when the scores of a group are averaged to produce an "average attitude." Techniques of scaling attitudes have been devised for measurement of unidimensional attitudes. The intent is not the differentiation of selectively critical attitudes; it is the differentiation of degrees of the generalized attitude, and for this the researcher must assume (or achieve) unidimensionality, internal consistency, and correct assignment of weights to items. Mr. Aridi's intent was to find a measure of the total attitude toward Logan and the United States taken as a whole, and to achieve this goal his Likert-type scale was

reasonably appropriate. But, as mentioned, this generalized attitude might in fact be composed of several very important elements which are not revealed by Mr. Aridi's method. If one is interested, as the present researcher, in the component parts of the generalized attitude, i.e., in selectivity in attitude, a new approach is needed.

The free-interview approach used by the Social Science Research Council is most useful for such differentiation of attitudes. As Jahoda, Deutsch, and Cook state in their discussion of the similar open-end interview (15, p. 173):

The advantages of open-end interviews and questionnaires are obvious. The subject's responses give a more detailed picture of his attitudes, a picture which is less subject to misinterpretation than the responses to poll questions. The open-end question, by not suggesting responses, allows the subject to respond in terms of his own frame of reference Thus, the open-end question provides an indicator of the factors which are prominent in the thinking of the individual about a given issue.

For exact comparability of responses and the formation scales this method is less useful.

The sample studied by Mr. Aridi also differs from the samples used by the various Social Science Research Council teams. Mr. Aridi dealt exclusively with Asiatic students--but these are from an array of nations and cultural backgrounds. Many of his subjects were from the Middle East, an area untouched by the Council. The Asian area includes no country accorded the title "advanced" in American stereotype. The Council's samples did include one such area, Scandinavia, which among American scientists is often accorded higher technological status than the United States itself.

Nevertheless, the possibility remains that such is attributable to unique aspects of the Logan setting. The following observations on

the Logan setting will give background to the present study and serve as a basis for comparing this and Mr. Aridi's Logan studies with current research on foreign students in other schools.

THE LOGAN SETTING

Three approaches to understanding the Logan setting will be used; First, a preliminary listing of characteristics of the setting, both material and non-material, will be given. Second, a brief look at the foreign student's perception of the Logan scene will be presented, abstracted from participant observation field notes and supplemented by a short survey of foreign student problems conducted by the author and another student for the Personnel Office of U.S.A.C. during the spring of 1954. Third, a brief history of foreign student relations with the town will be presented from the limited historical records available.

Characteristics of Logan

The town of Logan has the following pertinent characteristics;

1. Logan is the largest center in Cache Valley, northern Utah. The climate is temperate--wet in winter, dry in summer. More water is available in Cache Valley for irrigation and domestic use than in most of the surrounding areas. Logan is on the eastern side of Cache Valley, and spreads from the downtown section on the valley floor up steep slopes to a relatively flat area where the college and some residences are situated.
2. The population of Logan is about 16,000. Racially it is almost entirely Caucasoid, chiefly of northern European stock. Besides the college, the major occupations of townspeople are dependent on the agricultural hinterland. There is little industry. The average income

for the valley is considerably above the national average.

3. In religion, Logan is largely of the Latter Day Saint faith. The other represented religions include chiefly Protestant and Catholic faiths. Very few representatives of other than Christian religions live in Logan. Available religious facilities include several Wards of the L.D.S. Church, an L. D. S. Institute, and a College Branch Chapel of the L. D. S. Church, a few Protestant Churches, and a Roman Catholic Church. There is an L. D. S. Temple situated in Logan which attracts rural L. D. S. people to retirement in the town and which gives Logan an aura of respectability recognized throughout the state.

4. Logan's recreational facilities include four movie theaters, several restaurants, two "lounges" serving beer and soft drinks, and a few pool halls and other tap rooms. There are no night clubs or dance halls within the city. It has a bowling alley, a roller skating rink, and an excellent ice skating rink in winter provided by the city. In addition are the recreational facilities of the college--swimming pool, tennis courts, gymnasium, and the standard facilities of a student union building.

5. Logan is 84 miles from Salt Lake City, 50 miles from Ogden, and 90 miles from Pocatello, Idaho. Each of these metropolitan areas provides some recreational facilities (especially night clubs) which are utilized by students having both the desire and the financial ability.

6. Historically Logan was founded by pioneers of the L. D. S. faith. It was populated by L. D. S. people among whom numbered many new convert immigrants from northern European countries. Logan has had few contacts with non-L. D. S. groups until very recently. Contacts

with people foreign to both Church and State have been even more rare. The consequent intellectual climate is not cosmopolitan.

7. The Utah State Agricultural College is a small state college with enrollment currently a little over 3,000. It is situated 1 mile east of the shopping center on a hill over-looking the valley. A few small grocery stores, restaurants, and the college bookstore are the only shopping facilities within walking distance of the school. There is bus service to and from the center of town.

8. The major academic emphases at U. S. A. C. are on forestry, education, agriculture, and engineering. However, a liberal education is offered, and many students major in non-technical fields. Graduate study is possible in most academic disciplines.

9. Most students live in apartments or rooms rented from townspeople, though college housing is available for both married and single students in small numbers. Private housing is available near the campus or near the center, as well as distant from both.

10. Over two-thirds of the students are men, but almost half of these students are married. The number of single men, however, is still considerably greater than the number of single women.

11. College regulations give students considerable freedom to arrange their own off-campus living. However, on campus more restrictions are enforced. Cutting of classes is quite successfully minimized. There is no smoking allowed in college buildings, and no alcohol is allowed at any college functions. (The Cosmopolitan Club Adviser, for example, is charged with the responsibility of being sure there is no alcohol at any club meetings, wherever they may be held.)

12. There are usually about 100 foreign students registered at the U. S. A. C. Many of these are from Middle Eastern countries. The rest are chiefly from other Asian and Latin American countries. There are very few students from Europe, nor have there been many in the past. The fairly large number of students from Canada come chiefly from the western Provinces and do not tend to classify themselves as foreign students. They number about 20 in addition to the 100, (See Appendix, table I).

13. There is currently a part-time foreign student adviser who assists foreign students with problems of all sorts and sizes, and who is well liked by most of the foreign students. His effectiveness in integrating foreign students in community and college life is limited by the time he has available, the funds, and the variously indifferent and emotionally charged attitudes which surround the problem situations. The post has just recently been created, and it is yet too early to evaluate its effectiveness completely.

14. There is a campus Cosmopolitan Club which vacillates in its aims and program between functioning as a social outlet for the foreign student and as an instrument for educating and entertaining townspeople. It has a variable foreign student membership which is quite large, and a faithful following of townspeople, American students, and faculty which is quite small.

15. A newly established international room in the Union Building provides a small, attractively furnished center for teas and discussions, study, or relaxation. Moderately successful weekly coffee hours have been established in this room under the direction of a group of faculty wives and townspeople. Aside from these weekly functions, the room is

usually idle, or is used as a study room by the general student population.

16. Close to the campus is a small, privately operated restaurant, "The Bird." This functions as more of a center for foreign student relaxation than does the International Room, chiefly because refreshments are constantly available and because smoking is permitted.

X Foreign student perceptions of Logan

Foreign student perceptions of the Logan community are extremely varied. Three patterns of varying acceptance of the community emerged from observation and interviews:

1. It is a very bad place for the foreigner. The people are unfriendly. The students won't speak to foreigners. The college has no reputation in my country. They give away grades here. A degree from U. S. A. C. means nothing at home. The college has no facilities to help the foreigner. The townspeople won't rent rooms to foreigners. If I had known what it was like, I would not have come here.

2. Logan is a good place to study. It is quiet and the living expenses are low. It is all right for the foreigner if he can get away from town for recreation sometimes. The professors are very helpful. It is hard to get acquainted with many Americans here, but I can find enough American friends--mostly among out-of-state people.

3. The only trouble here is that the foreign students tell you it is bad place. The people are friendly; the school is good. I like it here very much. Most of the foreign students expect everyone to treat them like kings. They won't try to be friendly.

Early impressions of the town are usually more negative than later ones. These early perceptions appear to be conditioned by a disappointed expectation of a larger city, an initial difficulty in finding a suitable place to live, and early conversations with other negative students who are much more vocal than those more favorable to the town. The negative answer to questions about Logan has become fashionable. First conversations naturally yield the polite "I like it very much here." But later superficial conversation is usually very derogatory. It

requires building considerable rapport with some students to elicit even selectively favorable opinions about any part of the local scene. Criticism of the college is exempt from the fashion, and is generally favorable or selective from the first.

Of the descriptive details listed earlier, the following are most strongly perceived--sometimes distortedly-- by the foreign students.

1. The dominance of the L. D. S. religion. The presence of strong religion in the materialistic United States is, in itself, surprising to the student. The taboo in the L. D. S. religion on alcohol and tobacco, and to a lesser extent on coffee and tea, is additional surprise. The religion is blamed by the foreign students for much that is perceived as discrimination--difficulties with housing, with dating, and with law enforcement officials in particular. The position of the L. D. S. faith regarding Negroes is widely known--or known of, perhaps inaccurately--and widely condemned among the foreign students.

2. The climate. The climatic similarity to home country conditions is given by many foreign students as their reason for selecting, or being advised to select, the U. S. A. C.

3. Recreational facilities. Students are pleased to find four theaters in a town so small. Lack of other recreational facilities is strongly felt, particularly by students who would enjoy night clubs and dancing. For, though dancing is an accepted and common form of recreation, it is not easily available to foreign students because of their difficulty in finding dates, and it is available only in an atmosphere that bears little resemblance to a night club.

4. The number of married students. It is generally noted that many students are married, and often commended as a situation desirable but impossible in the home country.

5. Possession of cars. Having one's own transportation is thought to be important in Logan. Foreign students feel a need for a car or for access to the car of a compatriot, both for local transportation from distant housing to school and for tourist travel and transport to neighboring cities.

History of foreign students in Logan

An historical approach to understanding the Logan setting from the foreign student's point of view cannot be very extensive. However, some development of this approach will be profitable.

Logan did not have a large number of students from abroad until after World War II. In 1939-40 Dr. Franklin S. Harris, former president of the U. S. A. C., was agricultural adviser to the Iranian government. In this and later trips, his influence attracted a large number of Middle Eastern students to the U. S. A. C. A large number of students from Iraq and Iran in particular came to the college soon after the end of World War II (See Appendix, table I.)

During the years from 1946 to 1950, a large number of American G. I.'s were present on campus. Their number was sufficient to cause a slight culture change in the college community and a liberalization of some community attitudes. A symbol of this change may be seen in the college regulations on smoking. Smoking had been permitted only on one spot on campus--popularly known as nicotene point. During the post-war period smoking all over campus, except within college buildings, became acceptable. Containers for cigarette butts were installed

at entrances to buildings. Social life during this period was active and cosmopolitan. Community interest in world affairs was high, as it was throughout the nation.

A Cosmopolitan Club was organized in 1947. Its initial program focused on world affairs--discussion of American foreign policy, human rights, world religions, etc. For several years the club remained active and well supported. It put on an excellent yearly assembly and supported a soccer team that attracted interest on campus and won recognition for the college. The community interest in foreign students remained fairly high. The large number of Iranian students celebrated their national New Year's holiday each year and received extensive and favorable newspaper publicity.

By 1951 the college population and the community attitudes were growing more conservative. The number of G. I.'s in school was diminishing, and the remaining G. I.'s were more removed from their foreign experiences and less cosmopolitan. The nation, too, had been embittered by lack of "gratitude" for its foreign aid and had become involved in a disillusioning Korean conflict--it had also produced McCarthyism. The novelty and the idealistic appeal of the foreigner were wearing off.

The foreign student group in Logan was also becoming more heterogeneous. During 1951 the Cosmopolitan Club was almost extinguished by internal election disputes and by lack of a coherent program. This seems to have been the nadir of foreign student relations with the community.

In the years since 1951 the foreign student population has leveled off at its present number, about 100. The Cosmopolitan Club has been

built up, and has adopted goals more conservative and more attainable. Its current program is designed to provide recreation and expression for foreign students and to work for improved community relations. It suffers from a certain dullness of restricted initiative (sample programs: a lecture on the history of Cache Valley, a lecture on American sports, travelogues of various countries) but it is not subject to internal strife or external criticism of the magnitude of its earlier years.

Foreign student relations with the community have been assisted by the appointment of a foreign student adviser, the formation of a committee of International Room Hostesses, and by the Cosmopolitan Club's production of several highly entertaining programs on various foreign lands.

Current community discrimination against the foreign student seems to be based largely on the following factors:

1. Dislike of smoking, combined with a stereotype of the foreign student as necessarily a smoker.
2. Fear of intermarriage of foreign boys with local girls.
3. Persistence of occasional "scare" rumors of sexual license among foreign students, apparently based on a few incidents indeterminably exaggerated in the late 1940's.

The Cosmopolitan Club has gained a core of highly faithful community participants during the past three years. The religious unity of the town seems to be slowly disappearing. Racial unity of the American students has been lessened by the presence of some very popular and sociable American Negroes on campus. While dating in Logan remains extremely difficult, there is an increasing amount of opinion

which blames the difficulty more on the shortage of women than on active discrimination. For, while the ratio of single men to single women (under 2:1) is considerably smaller than that found in many Eastern co-educational schools, the apparent ratio, including married students, is greater (about 3:1). There are no women's colleges near to fill the gap.

While the openness and freedom of the immediate post-war period will probably not soon be restored (two foreign students were fraternity members at that time), it may be replaced by a warming, less fearful general community.

THE METHODS

The methods used in exploring the area of foreign student adjustment in Logan were selected as the research progressed from the demands of the research situation. During 1953-54, the chief technique employed was participant observation. In this phase, little selectivity was employed in the research. Data collected are difficult to focus and are useful chiefly for illustrative purposes. During Spring Quarter, 1954, a limited survey of foreign student adjustment and attitudes was conducted for the Personnel Office of the U. S. A. C. by Charles Martin, a graduate student in Sociology, and the author. The major interest of the Personnel Office lay in ascertaining the use made by foreign students of advisory and counseling services of the college. Since the sample used in this study was limited (30 students), and not effectively random, it is of little value in the formulation of generalizations. However, it served two useful purposes;

1. It provided a source of some illustrative material on the range of foreign student responses--a range based on a broader, if not strictly determinable, population than the single nation used in the second year of research.

2. It provided a warning to the researcher of several dangers inherent in the research problem;

First, the foreign student "group" in Logan exists only as an out-group; Individuals frequently object to being considered members of the "group;" loyalty to the "group" is largely non-existent. The researcher whose problem defines foreign students as a group and who

attempts to deal with them as such raises an obstacle to establishing the rapport on which he must rely.

Second, with the Logan foreign students, a formal interview schedule appeared often to elicit responses structured for a formal situation and not valid as measures of "true" feeling. For example, we were well acquainted with several of the students interviewed. But throughout the interview the student's responses would be surprising to us. At the end of the interview he would relax and give us his personal opinion on exactly the areas just covered in the formal interview. The follow-up interview was always different, and often contradictory to the formal interview.

The student did not interpret the formal interview as dangerous to him. He would allow us to write down the later responses without complaint. The formal interview situation, in contrast to the informal follow-up, seemed rather to elicit more responses phrased in ceremonial language. It is possible that the responses to questions in the controlled part of the interview are more "valid" than the later ones as a measure of "public attitude," and as a basis of predicting behavior--verbal and non-verbal--in a "public" situation. The student was probably not "lying;" his use of language was more ceremonial. That is, he was responding to his definition of the situation with a conventional response which seemed to be appropriate. While perhaps some ceremonial language was used in the follow-up interview in the sense that the foreign student is expected to converse about Logan in somewhat negative terms, it is the researcher's considered judgment that a much closer picture of the private attitude was conveyed in the informal phase of the interview. It is our judgment, too, that the private attitude is a more valid measure of attitude if attitude is

defined as a tendency to act in a certain way in a given situation. In other than a common sense way, we are unable to test the actual validity of our judgment because the student's attitude, in the action determining sense, is of more importance after his return to the home country. We do have in our favor the experience of researchers in the past who have been troubled, especially in cross-cultural situations, in the use of the formal interview schedule. In other words, the validity of our approach is supported by such research experience.

Third, it was found that considerable time per student is required to establish rapport of a personal or impersonal nature. Hence, with a research staff of one, and a limited time, adequate coverage of the entire foreign student population in Logan is impossible.

During the summer of 1954, contact and acquaintance with the work of the Social Science Research Council was established. Much of the methodology for the second year's study was derived from the work of their Committee on Cross-Cultural Education.

(X) First, a country was selected for intensive study at the U. S. A. C. Iran was chosen for several reasons; First, there have been a number of Iranian students on campus for several years, making some historical data available. Second, a continuing number of Iranians is expected in the future, due partly to unchangeable climatic similarities between Utah and Iran. Third, the arrangements between the Foreign Operations Administration and the College make probable a continued awareness of Iranian affairs at U. S. A. C. Thus a future, intensive study of Iranian students might profitably be centered at this College. The potential usefulness of this and further studies was also considered in the selection.

The next methodological step was the development of an interview outline. The outline is reproduced in the Appendix in combination with response categories drawn from the data and giving the number of students whose responses fall into each category. The interview outline was devised as a guide to subjects to be covered. No attempt was made to maintain a constant structuring of questions. The error introduced through varying wording was felt to be insignificant compared to the value of freely structured and explained questions in overcoming linguistic barriers. The generally recognized advantages and disadvantages of this method have been discussed in the Review of Literature.

Interviews were conducted throughout Fall and Winter Quarters of 1954-55 with each of the 16 Iranian students registered during that time. Two students present in Logan during parts of Fall Quarter only were not contacted because of scheduling difficulties. Two new students were registered for Winter Quarter and were included in the study.

Early interviews were scheduled with students who showed considerable interest in the study and whose schedules allowed time for intensive interviewing. Those students whose academic loads were heavy, or who showed some resistance to questioning, were interviewed later when the interviewer's techniques were improved, unproductive questions could be dropped, and the interview time could be shortened. The interview time ranged from slightly less than 1 hour to over 8 hours--in the latter case spread over several sessions.

In addition to the interviews, observations and informal conversations with foreign students were continued through the second

year, with selective emphasis on the Iranian group.

A general information form was used to accumulate control data. A "teacher's rating form" was developed and distributed to 36 professors who had taught Iranian students during Fall Quarter. The rating form is reproduced in the Appendix with a summary of results obtained through its use.

The collected data were analyzed in dozens of two by two tables. Further breakdown of variables was prohibited by the size of the sample. A sample of some of the more significant tables is included in the Appendix. However, because generalization to any population from a sample of unknown representativeness, and of 16 in number, is impossible, serious statistical analysis was not attempted. Furthermore, presentation of some tables would be a violation of the confidence promised to respondents, as individual students can often be located in the tabulation of such small numbers.

THE FINDINGS

Background

The Iranian student comes from a land which has but two socio-economic classes of any considerable size. The educated student can reasonably be expected to come from the upper class--especially if he is supported by his father--although some students, aware of many others better off than themselves, tend to think of themselves as representatives of the small middle class. All are aware of the great economic distance which separates them from the lower class at home.

Although Iran is considered an "underdeveloped" country by most people in the United States, it has never had a strictly colonial status. The Iranian student apparently does not feel defensive or apologetic about his country's technological status. There was little evidence of the defensive criticism of the United States that was discovered by the Social Science Research Council among students from underdeveloped countries. The technological difference is recognized, improved technology is actively sought, but pride in the traditions and history of Iran seems to make defensive criticism of the United States unnecessary. Only where American ignorance paints Iran as extremely primitive does the student develop a defense reaction. Here his reaction takes the form of a desire to make clear that city life and upper class life in Iran is quite on a par with the United States. There is no attempt to defend the home country by negating the values of high technological development.

⌘ The majority of Iranian students are Moslem by religion (12 to 4). These are representative of the Moslem majority at home, although the representation of minority members among students is probably higher than their proportion of the home population. Minorities in Iran are accorded relatively good socio-economic status, although they are restricted from certain political positions and discrimination and persecution of minorities have not been unknown.

Few of the students are fundamentalists in their religion. The major observed difference attributable to religious affiliation is a tendency for students from the majority group to identify more strongly with the home culture. —

Political life in Iran is of considerable importance and interest to most of the students. The importance of Iran in the world struggle between Russia and the West is keenly felt. Criticism of American foreign policy in Iran is common. Lack of insight into Iranian affairs by Americans is deplored. However, among most of the students this criticism is quite selective and enters little into their attitudes toward the American people, American culture, or toward America as a place to live.

⌘ Education in Iran, while not as widespread as in the United States, is highly developed for those to whom it is available. The educational systems are patterned after the French. Up to, and to some extent including, college all students take approximately the same course. Very little choice of curriculum is available. In the last (twelfth) year of high school the student is allowed to specialize, three areas of specialization being available each of

which is preparatory for different college careers; natural science (for agriculture, medicine), physical science and mathematics (for engineering), and the liberal or humanities area. —

Competition in schooling is keen. Throughout school a student must keep up all of his subjects or be retarded in all. The rank of students is determined chiefly from an exam given at the end of each year. The same examination is given at the same time throughout the nation. The ranking of students in a school is posted after the exams --competition is thus for the top position in the school, not merely for a top grade which might be shared with other top-ranking students. At the time of graduation from high school, competition for entrance to Iranian schools is particularly keen. Well over 1,000 students may be competing for a very small number of admissions positions. Again rankings of individual students are posted. One is not simply accepted or rejected--he stands 232nd out of 500 who tried and failed to get into a certain school.

Students coming to the U. S. A. C. often feel that their preparation for college is superior to that of the average freshman entering with them. The basic courses which they take in mathematics, chemistry, and biology seem to repeat the courses taken in the final years of high school at home. Contrary to expectation, this repetitiveness does not seem an annoyance to the student, nor does it generally give him an advantage which leads to much higher grades. Conceivably he may relax in his application to studies which are familiar. Repetitive courses are taken as an opportunity to better English or to improve adjustment to the American system of education. The various courses

in fields not studied at home, usually specialized, provide sufficient challenge.

^ The cultural differences between the United States and Iran which are most frequently noted by students are as follows: Freedom of academic curricula is much greater in the United States. Here the students in one school and even one major may have several different classes. A group does not move from one class to another as a group; each student follows his own program. The interest of professors in helping students with class work is much greater. To some students it appears that professors lack courage to flunk a student; others perceive the same phenomenon as a very positive interest that the professor shows in his students.

The freedom of students to perform two roles having conflicting social rank is perceived. The student whose prestige is high is able to work part time on jobs which have very low social rank. Many of the Iranian students generalize this freedom to the entire American culture, which they perceive as classless, or at least minimally stratified.

The hospitality of people in the United States (or, sometimes, in Logan) is perceived as weaker than that in Iran. People in the United States are less polite. This perception is one which is shared by a great many American travelers to Iran and is reported in much of the literature on the Iranian people (20, 12). To some students the preconception of a rude and inhospitable America was so strong that they perceived America as surprisingly polite and hospitable. They would note with surprise that Americans were not a rough and vulgar people.

Connected to the complex surrounding hospitality is one of special interest to the validity of this study. It is noted in the literature on Iran that Iranian people are extremely diplomatic--that when questioned they tend to phrase their answers in accordance with their perception of what the questioner wants to hear (11, 12, 20). Naturally such a tendency would have a profound influence on the validity of a study based on Iranian responses to questions. Some checking for such responses was necessary in making the study. Several approaches are used. First, the interviewer attempted to leave the student with no knowledge of her own cultural background until after some perceptions of the local scene had been gathered. This, it was felt, would lead the respondent to identify the interviewer with the local culture. If he were responding to a perception of desired response, he would tend to be favorable. Later the interviewer acknowledged being from a different section of the United States. The above procedure was inapplicable to students who had known the interviewer for a considerable period. However, with those upon whom the technique was tried, no difference in response was noted. Phrasing of questions in the same general area first to suggest a positive answer, then a negative answer was equally ineffectual. Respondants seemed quite willing to sidestep the leading question and give answers in contradiction to the lead.

An entirely different validity check was employed after the interviewing had been completed. Most of the students were told that the interviewer had encountered mention of the culture trait in the literature. They were asked if they thought the trait would enter into the interview situation. Students were all of the opinion that

the culture trait did exist and would be very influential in determining answers to diplomatic questions. If, they said, questions were asked about American-Iranian relations, the answers received would be in terms of their perception of my wish--probably to hear America praised. A general attitude question, out of context, would be likely to get the same type of response. However, when attitude questions were intermingled as they were in the interview with questions about experiences, students felt that sufficient rapport would develop to overcome such tendencies. No student would declare that politeness would not influence the responses of his compatriots--yet no student felt that he had himself been forced to phrase his answers with any regard for their politeness.

A second problem of research based on cultural differences was uncovered early and attempts were made to circumvent it during the research and in the report. Students felt that extra care must be employed to see that no student was personally identifiable. Naturally with a small sample this poses several difficulties. Nevertheless, much effort has gone into the concealing of identities since so many students felt that use of what they said--however innocent--against them was quite possible and probable. When we note that most students will return to be important people at home, and when we remember that we ourselves live in the McCarthy era, this need not seem surprising.

The Logan experience

The remainder of the descriptive section of this thesis will be devoted to an item by item summary of the interview findings, organized in the chronology of the student's experience in America. Descriptive

statements may be checked with the interview outline which appears in the Appendix with categorized responses of the Iranian students.

The potential student to America generally develops his wish to come to United States on his own. Some few students had not hoped to come to the United States until a scholarship offering interested them. Most, however, had developed a wish to study abroad. Some wanted schooling which was not available at home (either not offered, or offered under such keen competition that they were ineligible.) These selected the United States because their professional goals seemed achievable here. Others wanted to come to the United States to see what the country is like. Academic goals were important in deciding to continue school, but not in the selection of the United States as the place to continue.

The U. S. A. C. was universally selected on the advice of Americans. None of the students had heard much about the school. To most it was recommended by Americans in Iran as a place with climatic conditions similar to Iran's. Others have come to the U. S. A. C. simply because they were accepted here, or because it was recommended for their major fields.

The quality of the preconceptions of the United States formed by the student before leaving home varies tremendously. All of the students had been slightly influenced by the Hollywood picture of the U. S. To some the breakdown of this picture was quite surprising, but to most it had been merely a vague expectation never wholly confirmed by the intellect. They did not expect the United States to be as portrayed by Hollywood--they simply did not have a definite expectation, and Hollywood served temporarily to fill a void.

The most realistic preconceptions of the United States were held by students who had worked with Americans abroad. They held a far less idealized picture than those who had talked to Iranian students returned from the United States.

Most of the students expected a livelier social life in the United States than they have found in Logan. Some were very disappointed with the life here--others had had little or no desire to participate and were rather relieved by its absence.

Few of the students had any remembered fears or anticipations of American life. Those that they recalled surrounded fears of "getting lost," and of language difficulties, hope for freer social life, dating, etc.

All of the Iranian students entered the United States through New York City, some by plane, some by sea. Their recall of impressions of the city is almost without affect. They remember their few days or hours in the city as observers. Little generalized emotional response is recalled--either of excitement, of fear, or of pleasure or displeasure.

Like most groups of travellers, the Iranian students varied a great deal in their perception of our Customs proceedings. Some had great difficulty with Customs officials--getting a very negative and frustrating first impression. Others had no trouble at all and were quite surprised with the absence of difficulty. The variable appears to be a real difference in the behavior of Customs officials and not variation in the student.

Some of the students came directly from New York City to Logan, either by a long and tiring bus trip from which they hoped to see some of the nation, or quickly and directly by train or plane. Other students

have attended other colleges in the United States and transferred from these to Logan. Those students who are in the United States on scholarships go to orientation centers before coming to the U. S. A. C. Students on Point Four scholarships go to Washington, D. C., for about ten days. The latter group do not generally have much information about the program they will follow in the United States. Many of them do not expect to study here, but to travel and observe. Very few are aware that they will be sent to the U. S. A. C. For some this is a source of frustration and confusion. As professional men they have not been formal students for many years. A wish to have had more information before leaving home was expressed by many. All of the Point Four students seem to have overcome the frustration of lack of prior knowledge of program during their stay here.

The arrival in Logan is characterized for the student by a generalized feeling of disappointment. He comes into a town which seems extremely small. Many students had no expectation of small cities in the United States at all. They felt that the United States was reputedly a very advanced nation; any city that was not at least the size of larger cities at home would be insignificant in the United States. The high status accorded the small city in the United States is not conferred in Iran. At the more personal level, students felt that they would be very much outside the local social life. They feared the small town's strong in-group and expected to be conspicuous but at the same ignored. Then, too, what would there be to do in a small town? At first impression Logan did not look large enough to support even a movie theater.

The student's first move, after securing a place for the night,

is to find the college and contact his adviser, whoever he had corresponded with, or the registrar. Strangely, many of the students inquired about the college down town and received answers about its location which led them to walk the up-hill mile from the center to the college. That such experience did not frustrate and annoy the student is a remarkable commentary on his patience--or perhaps his need for exercise!

After making some initial contact with college personnel, the student's next step is to look for rooms or an apartment. If the student is not assisted in finding a place to live by Iranians already established in Logan, the room-getting experience is usually unpleasant. Using either the lists supplied by the Housing Office, or advertisements in the local paper, the student is led to many homes which refuse to rent to foreign students. Other landlords may state that their apartment had just been rented, but most students feel (perhaps mistakenly) that such a response merely covers up a refusal to rent to them. In many cases the student's frustration with the search for a place to live is heightened by his unrealistic preconception of more desirable living quarters at lower cost.

In a surprisingly short time most students become aware of, and acquainted with, the other Iranian students on campus. In only a few cases did they know the students before coming to the United States, or know of their being in Logan. Some students had no expectation of finding other Iranians on campus at all. The student may spot compatriots without any prior knowledge of their being here--by hearing the language or by recognizing an Iranian "look"--or he is often put in touch with them by professors or officials of the school.

If the student has arrived much before the beginning of the quarter,

he has a period of boredom and loneliness before his academic work may be started. This is a time when homesickness runs very high, especially if the student has not contacted any Iranians in Logan. The student is not aware of any facilities the college might offer him at that time.

The beginning of schooling offers very little difficulty to most of the students. Those who have attended other American or European schools are favorably impressed by the ease of registration at U. S. A. C. Those who experience some difficulty with registration all found ready assistance from advisers, professors, or officials of the school. Compatriots are also helpful. Registration procedure seems to offer fewer traumatic moments to the Iranian newcomer than it does to the entering American freshman. Where the language deficiency on arrival is great, there is some confusion about registration, but little feeling of frustration or other unpleasantness surrounds the experience. Many students decide after registration on changing programs. The procedures for dropping or changing classes apparently offer them no great felt difficulties.

When classes begin, boredom disappears. The student who has insufficient knowledge of English becomes immediately very conscious of his handicap--especially in courses requiring a specialized but common English vocabulary, i. e., a vocabulary already known to the majority of American students. For the student whose mastery of English is adequate, the first shock is the discovery of the importance of daily assignments, homework, or periodic quizzes. The student is accustomed to an academic system which demands little of him until the end of the course. He is likely to be making a leisurely adjustment to

American life when his first round of quizzes catches him up. It is probable that his lack of preparedness for any test aggravates his dislike for the type of test, objective, which he encounters. Many students express an early dislike of objective tests, particularly true-false tests, which fades somewhat as they become better adjusted to American education.

Throughout the first quarter in the United States many students experience serious academic difficulties which are often reflected in low grades. Even with a good command of English, the student finds much lecture material escapes him. Reading of texts is slow; written assignments are slow and laborious. But no matter how much difficulty the student has in learning or performing in class, he develops the feeling that his time has not been wasted, that the courses have been useful to him, that his stay has been successful.

When the student arrives in Logan he necessarily meets many Americans at first. However, in most of the studies reported by the Social Science Research Council the duration of the period of high numbers of American contacts was much greater than was found in Logan. During the first week or two of his stay in Logan, the student feels that he has met many Americans--professors, students, officials, townspeople. But within a month the effect of the initial high number of contacts has disappeared; the student is likely to say he has not met any Americans at all. It is believed that this is one of the more significant differences between Logan and other schools at which foreign student experiences have been investigated. The Logan foreign student retreats with great rapidity into the sub-culture of his compatriots.

Lack of significant and lasting contact experience in Logan is compounded with a sense of social distance from American students. The Iranian student often feels an extreme loss of social status in his American environs. Not only is he accorded less respect by the people with whom he deals, but also many of the status symbols have a changed meaning. One simple example is in the use of public transportation facilities. During early weeks in the United States some students will walk the mile from town to campus rather than use the bus, a symbol of low status at home. The change of status and of status symbols may have a favorable effect intellectually, but the emotional affect is still one of some confusion and some pain.

Iranian students in Logan are active in few formal groups outside of class. During 1953-54 very few of the Iranian students were active even in the Cosmopolitan Club. In the current year (1954-55) the majority of Iranian students have been moderately active in this club, but the activity is largely based on a feeling of obligation, not on a desire for formal association. Organizations within the student's academic field offer attraction to a few of the students, but a particularly active interest in clubs and organizations was not found in any of the students.

Leisure time is very rare for many of the Iranian students in Logan, particularly those with some language difficulty and those more advanced in their studies. Students who do have a considerable amount of spare time do not regard it as "leisure" because they do not fill it with enjoyable recreation. The student who spends about one hour per day conversing over a cup of coffee and one night per week attending a movie does not regard these brief moments of relaxation as

a recreational use of leisure time. If the rest of his time is felt to be profitably spent in study, he is relatively satisfied with his program. If he is studying or idle for lack of other things to do, he is subject to homesickness and general ennui. For the younger students in particular lack of recreation opportunities in Logan is a serious difficulty. Many of the younger students have done some dating in Logan, but it is difficult and often discouraging. Students who have dated have felt social pressure on them, and on their dates, to stop. In response to this felt pressure the student withdraws from attempts at dating entirely.

The Iranian students patronize most of the available recreational facilities of the town and the college. They make use of the game room, the television room, the cafeteria, and the fountain in the Union Building. In town, the students attend the movies, eat at many of the restaurants, and go occasionally to one or the other of the lounges. Quite frequently the younger students break from routine for a trip to Ogden and sometimes Salt Lake City. At these centers night life and dancing are more available.

The student maintains a considerable amount of contact with the home culture throughout his stay in Logan. He receives letters from home at least once a week and writes about as frequently. Newer students naturally correspond more; after about a year the rate may drop considerably. Students follow the news of Iranian affairs--sometimes in the American press, in "Time" and "Newsweek," on the radio, sometimes in Persian newspapers sent from home. With one exception, all of the students were in close contact with the Iranian sub-culture on campus. Within this group students often relax into the Persian

language. The newer students resist the speaking of Persian, both to improve their English and to avoid antagonizing Americans who may overhear them. Older students who are secure in their use of English seem to enjoy speaking Persian more. To the student who has been in the United States more than two years, language makes little difference. He answers in the language in which he is addressed; if he initiates a conversation, he may do it in either language unless his hearer's knowledge of English is particularly weak.

Most of the discussion of student attitudes will be better left to the following section where it may be analyzed in relation to the student's experience. Here a few of the more universal attitudes will be mentioned.

In general the students are favorable to the U. S. A. C. Many of them feel that this college has something quite distinctive to offer them in their fields. While few of the Iranians believe that the U. S. A. C. is generally prestigious at home, they do claim, in their own fields, a specialized offering of this college which they feel would not be found elsewhere. In general the regard for professors and for courses taken is high.

On the other hand, regard for the student body and for the town of Logan is low. The average American student appears uneducated and unfriendly to many of the Iranians. Townspeople seem provincial and small minded. These negative perceptions are probably colored by defensive reactions. Rejection by the student body and by the townspeople is keenly felt. Many of the students expressed a strong desire to attend another college while they were in the United States in order that they might go home with a more favorable impression of the American people.

Relationships in background, experience, and adjustment

A large amount of analytical detail will not be attempted in this section because the results obtained would be quite useless, based as they are on a minute sample of an undefinable population. Although the data were forced through some statistical processes, no statistical treatment will be given them in the report. To enter statistics in the record at this point would only serve to give the thesis a false accuracy which is neither safe nor desirable.

Such relationships as do appear in the data are recorded here descriptively, that the reader may not be tempted to take them too seriously. Several syndromes of apparently related variables are recorded in the hope that future researchers may find them useful, or at least suggestive.

The first significant control variable discovered was that of age. The Iranian students on campus during 1954-55 could be divided into two groups, older (over 28) and younger, which showed quite consistent differences. Some of these differences were in other variables which were treated as independent--thus, the differences in dependent variables cannot be attributed to age alone.

The older group included all of the students who were married as well as some who were not. It included all of the students supported by scholarships while in America. All of the older students had held jobs in Iran, and most of them felt secure in their employment plans after their return. The older students were more likely to be in technical fields than the younger, and were firmer in their desire to remain in the field chosen. They were generally more advanced in their studies--many of them had studied beyond the bachelor's

degree before coming to the United States. The advanced students were those who held scholarships; the same group had but one year in the United States. Many of these were not candidates for degrees at the U. S. A. C., but were special students with considerable academic freedom and little pressure to conform to measures of academic performance.

The older students who cannot be separated from the above syndrome of related independent variables, show certain common experiences and reactions to experiences in the United States. The older student speaks less Persian in the United States. If his English is good, he uses it; if it is poor, he struggles to keep himself from relaxing into Persian. They are more prone to be observers in their American experience. Where they are critical, the criticism has little personal or emotional overtone. While they share the unpleasant first impression of Logan, they are more likely to accept the town later in their stay. They are not particularly concerned by lack of recreational facilities in Logan. They share the concern over lack of intimate contact with American people, but their major motivation in coming to the United States has been academic--lack of contact is unfortunate, but not crushing.

The younger students were all single, none had held jobs for an appreciable time at home. All of the younger students were supported in the United States by their families. Younger students were candidates for degrees in the United States, and were more amenable to changing their major subjects and to majoring in liberal fields. Many of the younger students had attended several different schools and colleges in the United States, in Iran, and elsewhere, and had some inclination

to transfer from the U. S. A. C. to another American college before returning home.

Younger students feel the recreational deficiencies of Logan (or the perceived deficiencies) keenly, and are sensitive to rejection by the students and townspeople. Whether his English is good or poor, the younger student tends to do more speaking in Persian. The students extremely critical of Logan are all in the younger group, although by no means are all of the younger critical. Neither younger nor older students were willing to generalize from Logan to the United States, but the younger students were generally more certain that Logan is an atypical community.

A second division of students was possible into those belonging to minority (Bahai, Christian) or majority (Moslem) religious groups in the home country. Minority group members tended to identify with the home culture slightly less than majority members. They were able to criticize the Iranian culture more freely, they associated with other Iranian students slightly less and with Americans proportionately more. The minority member was more favorable to the United States culture, although he might be critical of Logan, and his plans for the future were more apt to include prolonged stay in the United States. From among those students who are minority members at home came the students who were considering immigration to the United States, possible marriage to American girls, or possible return to the United States for later visits when studies are completed. Students in the minority group were interestingly removed from the culture pattern of ceremonial use of language mentioned earlier. They recognized the pattern as an Iranian trait, but seemed to exempt their own sub-culture

from any tendency to its inculcation.

Minority status probably operates by making the student marginal to his home culture. The data indicate that other measures of marginality may be equally effective. Two students included in the study had received their high school training outside of Iran. These students showed many similarities to minority group members. While it must be recognized that all students who come to the United States for higher education are atypical of their compatriots, their degrees of marginality may differ. The student who has been in the United States for several years might be expected to identify with his home culture less than the newcomer. Indeed, marginality might be used to explain part of the effects that length of stay in America appears to produce. It is probably on the basis of marginality rather than simply religious affiliation that distinctions should be made.

Perhaps the most interesting syndrome of variables surrounded an independent variable which necessitates too many subdivisions for the size of the sample available. General knowledge of the cases indicates that it may be an important causal variable; it will, therefore, be described even though the data cannot be said to warrant much faith being placed in the description. The variable is the length of time spent in the United States; the findings are similar to those of the Social Science Research Council's teams as described earlier.

The student who has recently arrived in the United States tends to observe life around him with emotional detachment. If he has difficulties with Customs officials, with registration, or with people on campus, he will report these difficulties without seeming to attach much significance to them or to generalize from them to expected behavior of other Americans. In Logan, the newly arrived student reports that

"The foreign students don't seem to like it here very much"--but he seems to exclude himself from the group that has made its decision.

The student who has been in Logan for about one year, but not for more than two years, is much more critical of his Logan experience. It is among these students that all criticism of the college as an educational institution originated. The student who is in his second year in Logan is prone to retreat more fully into the sub-culture of Iranian students. He speaks the Persian language, associated with Iranian students. While he has established numerous American contacts, few of these appear as friends, most are speaking acquaintances.

Students who had been in Logan for more than two years were a rarity during 1954-55. However, interview material can be supplemented somewhat with data obtained by participant observation during the preceding year. The student who has spent several years in Logan is considerably more accepting than the second year student. Some of the acquaintances of earlier years have developed into friendships. Logan has become a second home to him--he is quite willing to see people and things he likes and dislikes without generalizing to the entire scene. Naturally, after he had invested three or four years in a U. S. A. C. education, he is unlikely to condemn the school--but he seems more accurate in his perception of the comparative status of U. S. A. C. and other schools, both in his field and in other fields. He does not consider it one of the worst schools in the country--nor is it necessarily the "best place for him in his field."

Several of the students in the 1954-55 sample were newly arrived at the U. S. A. C. but had been in the United States at other schools for one or more years. With the exception of one student, whose definite

intention to immigrate to the United States makes him generally atypical, this group constitutes those most negative to Logan and least prone to generalize from Logan to the nation. The variable of having outside experience need not imply that the perceptions of Logan's atypicality is realistic. Many of these students retreated so promptly and completely to the Iranian sub-culture that they could not be said to have experienced life in Logan before their perceptions were colored by negative rumors. By the end of the study some of the students were finding a place for themselves in Logan and were beginning to lose the highly negative emotional response to the town. Nevertheless, students who had experience outside of Logan viewed the past experience as far more successful and more pleasant than that in Logan.

Two variables which were expected to produce significant differences in attitude did not apparently influence success. Grades received from the college do not appear to influence the student's attitude toward his American experience. A low grade is a slight academic disappointment, but does not even give the student a feeling of failure to profit from the course. Many of the students feel that their grades reflect some language difficulty. Others are under no pressure to achieve good grades and feel that they are justified in selective learning of information which they will need at home, even though items omitted may lower their grade in the course. No division of students favorable or unfavorable to Logan or the United States on the basis of academic performance was possible.

X The student's ability, or felt ability, in the English language was also expected to influence his attitudes. The student does feel the handicap of poor English in his academic work and in making social

contacts. However, he does not respond to the frustration of language by forming negative opinions of the community. Nor does he take all of the blame for difficulties upon his language deficiency, exempting the community from criticism altogether. The student with little knowledge of English may feel that his learning of course material is slow and imperfect, but he still feels that taking courses is worthwhile and that his academic experience is satisfactory. His attitude toward the general experience is not influenced by his English deficiency. —

RECOMMENDATIONS FOR FUTURE RESEARCH

To avoid duplication of this research and to make a significant contribution to the understanding of cross-cultural education, future investigations must incorporate certain improvements over the current study.

1. The study must be based on a larger sample.
2. The study must have a better defined, and probably more limited, scope.
3. The study would be facilitated if operational hypotheses were developed before the research was started.

The sample

The first requisite may be satisfied by extending the time period for the study over a number of years. If the enrollment of Iranian students on campus remains substantially as it has been in the past, a workable, though still small, sample could be accumulated in about five years. Such an approach would have the added advantage of enabling the investigator to follow individuals through their adjustment to the United States. Greater validity could be expected in testing hypotheses concerning length of stay in America.

The length of time required to expand the sample over a number of years may be prohibitive. Another possible solution is to extend the population studied, either to include other nationalities in Logan or to include Iranian students on other campuses. A study of the first type might be undertaken with a very limited scope without necessitating much expense. Any effort to extend the study beyond the Logan campus,

however, would require considerable financial backing. If funds are available for such an expanded study, every effort should be made to include an overseas project. The lasting effects of the United States experience on the foreign student can only be studied after his return home. These effects are certainly the most important, both theoretically and practically.

The scope

The discovery of significant areas for further investigation of foreign (and particularly Iranian) student adjustment in Logan was one of the principle aims of the exploratory study. The following areas promise to yield interesting, and perhaps useful, information:

The investigator constantly wishes for information on what happens to the student on his return home. An investigator who has the opportunity to study the returned student will probably want to spend some time in exploratory work in the field. However, some suggestions for the delimitation of the scope will be available when the work of the overseas projects of the Social Science Research Council are published. Areas which seem promising from domestic research are his occupational adjustment, use of education gained in America, innovations made and attempted and the direction of these, his attitudes toward America and Americans and the expression he gives these attitudes.

An interesting aspect of the student's adjustment in Logan arose in the exploratory data but could not be separated from a host of other control variables. Students whose plans and goals in American study were definite appeared more favorable to Logan and the United States than those whose plans were indefinite. This occurred whether or not the specific goals were being fulfilled. With a larger sample further investigation of this relationship would be profitable.

Factors related to the student's selection of a major field are worthy of investigation. Many of the older students, whose majors were in technical or scientific fields, deplored the tendency of younger students to switch from technical to more liberal subjects-- from engineering to agriculture to the social sciences. Those who had made the change generally considered their new majors more interesting, and even more vital to Iran than were the technical fields. Since the students were concerned themselves about the selection of majors by compatriots, this area might prove very fruitful. Of course, knowledge of the needs and the felt needs in the home country would make investigation of the area more meaningful.

The syndromes of related variables developed in the preceding section all seem worthy of further investigation. The separate significances of age, marital status, source of support, etc., in determining attitudes toward the American experience may not be determinable. Further investigation of the variables with a larger sample is certainly warranted.

If the sample is expanded by extension of the population to other nationals in Logan some additional suggested areas are worthy of investigation. The students' reasons for coming to Logan are varied, and probably influence their willingness to accept the town. The preconceptions and plans of students before coming to Logan can profitably be correlated with attitudes even though much of the data must be obtained through recall.

Recreational deficiencies, or felt deficiencies, of Logan seemed significant in determining the attitudes of Iranian students. The recreational patterns of other foreign students might be profitably compared with their attitudes.

Time after time, in conversations and interviews, students have said, "People in Logan don't like the foreigner." The perceived rejection is responsible for many of the negative attitudes toward the Logan community. A profitable study would be to investigate the image of the foreigner that is held by the student body or by townspeople. Attitudes and behavior of community members toward foreign students would be an interesting companion study to that done by Mr. Aridi.

Hypotheses

The hypotheses suggested here in conclusion cannot be logically exhaustive. They are presented as hypotheses arising from the data, and may be most useful in helping to plan research if taken in conjunction with hypotheses derived from the literature and devised logically at the conference table.

1. The degree of identification with the home culture varies inversely with the student's marginality to the home culture. Membership in a religious or ethnic minority, travel outside the country prior to the American experience, length of stay in the United States are possible indices to marginality.
2. The student who is more identified with the home culture will be more immersed in the Iranian student sub-culture.
3. The student who is more identified with the home culture will be more sensitive to the status ascribed to Iran in the United States. His attitudes toward the United States and toward Iran will vary in accordance with his perception of the status of Iran in the United States.
 - a. If he perceives the status ascribed to Iran as low, he will be unwilling to extend his identification to a larger geographic area--the Middle East, or Asia.

4. The Iranian student will feel more favorable to Logan the more of the following characteristics he possesses:
 - a. Maturity--about thirty years of age, married.
 - b. Financial support from the U. S. government or from a U. S. agency.
 - c. High degree of marginality to the home culture.
 - d. Higher income than the strict \$160 which may be exchanged at the student rate. (This applies to the United States government supported students and to some private students who can afford to pay more for dollars.)
 - e. High academic goal orientation.
 - f. Advanced student status.
 - g. Definite plans and a firm decision on a major field.
 - h. Selection of a technical major subject--preferably one accorded high status by the American students at the U. S. A. C.
 - i. Security of employment after returning home.
 - j. Choice of the United States as a place to study for academic reasons.
 - k. Lack of experience elsewhere in the United States.
 - l. Information about the United States from Americans in Iran. (It is worth stating that many Utahns have been to Iran on Point Four appointments--thus chances of getting some orientation to Utah are better for those whose source is American than for those consulting returned relatives.)
 - m. Little time for recreation, little desire for dating.
 - n. Either a very short or a very long time in the United States.

5. Students tend to favor certain aspects of American culture:
 - a. Informal relationships of professors with students.
 - b. Individual freedom to assume several roles which carry differing prestige.
 - c. The relatively acceptable status of physical work.
 - d. The de-emphasis of final examinations.
 - e. Freedom of choice in academic curriculum.
 - f. American dating--as they believe it exists elsewhere, but not as it is found in Logan.

6. Students will tend to disfavor certain aspects of American culture:
 - a. The low level of academic achievement in American high schools.
 - b. Lack of diversity of interests in American college students.
 - c. Objective examinations.
 - d. Racial and religious prejudice in America--not at the stereotyping level, in which they sympathize, but as active discrimination either politically, socially, or economically.
 - e. Social pressure for ideational conformity in America, particularly in L. D. S. behavior patterns and taboos, and in the national communist "witch hunts."
 - f. Strength of fundamentalistic religious outlook.
(Students are far more condescending than emotional.)
 - g. Some aspects of American foreign policy toward Iran.

SUMMARY

1. An increasing number of foreign students come to the United States each year, encouraged by ideals which are not necessarily realized. Social scientists are interested in the interchange of students both because it creates some social problems and because it offers a good opportunity to study culture change.

2. Studies of cross-cultural education have been initiated at several American colleges. The Social Science Research Council (SSRC) is developing a theoretical formulation of processes and phenomena involved. An attitude study of Asiatic students in Logan shows a more generalized negative response to the United States than would be expected from SSRC hypotheses.

3. Logan is a small college city where the predominant culture is L. D. S. (Mormon). There had been few outside influences in Logan until 1945 when returning G. I.'s created a temporary cosmopolitanism into which the first foreign students came.

4. Using a liberalized open-end interview technique, intensive investigations were carried out with the 16 Iranian students in Logan during 1954-55. Results are in harmony with both SSRC work and that previously done in Logan: the generalized attitude toward the town is negative, but many specialized favorable responses remain. The generalized unfavorable response does not eliminate felt satisfaction with the adjustment in America or feelings of success in the American experience.

5. Successful adjustment and an accepting attitude toward the American experience appear to be correlated with maturity, marginality to the home culture, and length of stay in America.

6. Future research should be conducted with a larger sample, a more limited scope, and more definite operational hypotheses.

APPENDIX

Foreign student enrollment at U. S. A. C., 1945-1955

The following table shows the foreign student enrollment at U. S. A. C. over the past ten years, by cultural groupings. The major distinction made in the table is between students from cultures primarily derived from "Western Civilization," i.e., belonging to the culture area of Western Europe and the modern societies of the Western Hemisphere and students from other cultures, called "non-Western."

It should be noted that the latter group is not homogeneous except in being different from the former. It is expected from culture contact theory that students from a similar cultural background will have responses to the slight culture change encountered in the United States which are different from the responses of students whose cultural origins are in greater contrast to the United States. The division is made in the table on that theoretical basis, and is not derived from the study herein reported.

The other divisions made in the table are for the convenience of the reader in corroborating general statements made in the body of the thesis.

The table shows the pattern of enrollment at U. S. A. C., which reached a peak in 1949-1950. It may be compared with table 2, which shows the national trend in foreign student enrollment over most of the same period. In contrast to enrollment at U. S. A. C., the national enrollment has consistently increased since World War II.

Table 1. Foreign student enrollment at U. S. A. C., 1945-1955

School year	Number of students									Total
	Non-western				Western					
	Iran	Arab Nations	Other	Sub-total	Europe	Canada	Other	Sub-total		
1945-46	1	0	1	2	0	13	1	14	16	
1946-47	15	8	3	26	5	17	6	28	54	
1947-48	29	64	12	105	2	24	7	33	138	
1948-49	36	67	19	122	8	26	9	43	165	
1949-50	32	81	26	139	9	28	7	44	183	
1950-51	30	58	24	112	8	38	5	51	163	
1951-52	21	47	25	93	7	30	3	40	133	
1952-53	20	42	25	87	10	19	8	37	124	
1953-54	14	31	28	73	25	20	9	44	127	
1954-55*	18	26	26	70	13	32	8	53	123	

* Final lists of foreign students for 1954-1955 may differ from that available at the time of writing.

Table 2. Foreign student enrollment in the United States, 1945-1955*

School year	Number of students								Total
	Non-western				Western				
	Iran	Arab Nations	Other	Sub-total	Europe	Canada	Other	Sub-total	
1945-46									
1946-47	187	422	3,115	3,724	3,470	2,676	4,481	10,627	14,351
1947-48									
1948-49	466	1,281	7,391	9,138	4,091	4,166	6,202	14,459	23,597
1949-50	570	1,252	7,559	9,381	5,209	4,362	6,090	15,661	25,042
1950-51	773	1,342	8,526	10,641	6,295	4,498	6,533	17,326	27,967
1951-52	859	1,310	8,578	10,747	6,537	4,193	6,387	17,117	27,864
1952-53	881	1,401	10,742	13,024	7,856	4,572	7,686	20,114	33,138
1953-54	961	1,677	11,675	14,313	6,171	4,775	8,522	19,468	33,781
1954-55									

* Adapted from (14)

Sample "two by two" tables

Table 3, page 67, shows the relation of several variables, both independent and dependent, to age. In general the older students appear to be more settled, more tolerant, and less dependent on the sub-culture of Iranian students than are the younger. Perhaps the difficult to define concept of maturity is the important factor determining the differences.

The age distribution of respondents in this study is from 21 to 45, with the median age at 27 or 28 (a discontinuity in the distribution), and the average age of 29. The average age is considerably higher than that of American students, but only slightly higher than that generally found among foreign students. However, the distribution of ages is over a considerably wider range than that expected for a group of 16 foreign students.

The tables on age are included as a sample of the data analysis technique. Further tables are not included as a protection to respondents. The variable of age was felt to be relatively harmless; further, division of the students into two equal groups allows the individual the protection of numbers in whichever category he may fall.

Table 3. Responses on several variables of Iranian students at U. S. A. C., 1954-1955, by age

Variable	Category	Ages	
		21-28	28-46
1. Marital status	Married		4
	Single	8	4
2. Source of support in United States	Family	8	3
	Scholarship		5
3. Job experience in Iran	Had worked		7
	Had not worked	8	1
4. Educational level before coming to U. S. A. C.	College degree		5
	No college degree	8	3
5. Major field	Technical	5	8
	Liberal	3	
6. Degree of decision on major field	Definite	3	6
	Indefinite	5	2
7. Expected length of stay in United States	About one year		5
	Several years	8	3
8. Candidacy for degrees in United States	Candidate	8	4
	Non-candidate		4
9. Job expectation on return to Iran	Known, certain job		6
	Unknown job	8	1*
10. Felt amount of Persian spoken in United States	Much	5	1
	Little	3	7
11. Perception of recreational opportunities in Logan	Satisfactory	2	5
	Unsatisfactory	6	3
12. First impression of Logan	Pleasant		3
	Unpleasant	8	5
13. Current impression of Logan	Pleasant	2	6
	Unpleasant	6	2
14. Transfer desires (not necessarily immediate)	Transfer	8	1
	Stay in Logan		7

* One student plans definitely to immigrate; he does not yet have certain employment in the United States, but the question does not accurately apply to his case.

Professor's rating form

On page 69 is shown a copy of the short questionnaire which was submitted to 36 professors with whom the Iranian students had registered for courses during Fall Quarter, 1954. Five of the questionnaires were not filled in because the students had dropped the course before the professor was sufficiently acquainted with them to supply answers to the questions.

The results obtained by the use of this schedule are not very useful. It became evident that the rating form could not be used as a validity check on student responses; the personalities and opinions of the professors introduced extra variables which were too significant. Indeed, the validity of the rating form is more in question than that of the interviews with students. Some professors seemed to feel a compulsion to answer all questions with an "average" or "above average" response. For example, one professor who had instructed three Iranian students checked the "average" category throughout, but had given one student the grade of B, one a C, and one a D. On question 7, "Did he bring Iran or the Middle East into the discussion," he checked "Sometimes," although the subject matter of the course prohibited an intelligent reference to any nation; checking with American students showed that very little classroom discussion was possible in the course, and the professor had not seen the student outside of class.

Abridged interview outline

I. Background and control data: ("Could you tell me a little about yourself? about the places you grew up and went to school? about your choice of a major field? the jobs you've held in Iran?")

A. Age:	21-24: 3	
	24-27: 5	
	27-30: 1	
	30-33: 4	
	33-36: 0	
	36-up: 3	
B. Marital status:	Married: 4	
	Single: 12	
C. Source of support while in the U. S.:		
	Family: 10	
	Own savings: 1	
	Point Four: 4	
	Other scholarship: 1	
D. Amount of support while in the U. S.:		
	Over \$160: 12	
	Not over \$160: 4	
E. Level of education before U. S. A. C.:		
	High school: 6	
	Some college: 5	
	College degree: 2	
	Post-graduate study: 3	
F. Major field:		
	Science: 2	
	Engineering: 5	
	Pre-med. or pre-dent.: 2	
	Technology: 1	
	Agriculture: 3	
	Political science or pre-law: 3	
G. Possible changes in major:	Will not change: 10	
	May change: 7	
H. Jobs held in Iran:	Full time (professional status): 7	
	Part time (non-professional): 2	
	None: 7	
I. Job expectation on return:	Known job: 6	
	Unknown job: 9	
	(Immigration to U. S.): 1	
J. Time spent in U. S.:	Less than one year: 9	
	One to two years: 4	
	Two or more years: 3	

K. Time spent in Logan: Less than one year: 13
 One to two years: 2
 Two or more years: 1

II. Plans and preconceptions

A. "Could you tell me how you started thinking of coming to the United States? to U. S. A. C.?"

1. Origin of idea of U. S.:

Academic goals: 8
 Scholarship offering: 4
 Family suggestion: 3
 Childhood dream: 1

2. Origin of idea of U. S. A. C.:

Advised, for climate: 5
 Advised, for major: 3
 Sent by sponsoring agency: 5
 Applied to many, accepted here: 3

3. Goals for U. S. stay:

	Primary	Secondary
Academic:	10	6
Professional:	5	3
Social:	0	7
Permanent settlement:	1	0

B. "What did you expect the United States to be like? What was your major source of information about the United States before you came?" What about Logan and the college here."

1. Source:

	U. S.	Logan
Mass media	5	0
Formal study	0	1
Returned relatives	3	1
Americans in Iran	8	3
Speculation only	0	11

2. Nature:

	U.S.	Logan
Definite and realistic	4	5
Definite, unrealistic	1	0
Indefinite, realistic	8	2
Indefinite, unrealistic	3	9

C. "What things worried you about coming to the U. S.? What did you look forward to most?"

1. Fears:

Getting lost among the crowds: 3
 Having trouble with the language: 4
 None: 9

2. Anticipations:	Seeing the people:	5
	Seeing the technology:	4
	A freer social life:	5
	Nothing in particular:	2

III. Experience in the United States

A. "Could you tell me a little about your arrival in the United States? what you did during your first day in America?"

1. Port of arrival:	New York City:	16
2. Impression of Customs:	Pleasant:	6
	Unpleasant:	4
	Neutral:	6
3. Impression of New York City:	Pleasant:	3
	Unpleasant:	2
	Neutral:	11
4. Activity:	Left city immediately:	6
	Stayed briefly to visit friends:	3
	Stayed to see the sights:	7

B. "What did you do in the United States before coming to Logan?"

Came directly to Logan:	7
Went to an orientation center:	5
Went to college elsewhere:	4

C. "What was your first impression of Logan when you arrived? What did you do in Logan at first?"

1. First impression:	A neat, clean little city:	3
	There will be nothing to do here:	8
	I will be conspicuous and friendless:	5
2. First activities:		
a. Contacting college:	Had some difficulty:	5
	No difficulty:	11
b. Hunting for a room:	Had some difficulty:	7
	No difficulty:	9
c. Meeting Iranians:	Introduced by Americans:	6
	Knew them before coming:	4
	Met them without prior knowledge:	5
	Did not seek contact:	1

D. "Have you joined any formal groups on campus?"

Cosmopolitan Club	13
Other clubs	5
None	2*

E. "What do you do with your leisure time in Logan?"

1. Amount of leisure:	Much:	8
	Little:	8
2. Activity:	Goes to movies:	15
	Goes out of town:	7
	Visits Logan friends:	4
	Visits other Iranians:	8
	Reads:	6
	"Mostly nothing":	7*
3. Feeling toward use of leisure time:	Satisfactory:	6
	Not satisfactory:	10

F. "How many Americans do you feel you know well?"

"Many":	7
"Few":	9

G. "Do you keep in touch with people at home? Do you follow the news of Iran? How much of the time do you speak Persian?"

1. Letters:	One per week or more:	16
2. News:	Follows through Iranian papers:	11
	" " American papers:	6
	" " News magazines:	8
	Not very interested:	1*
3. Speaking Persian:	Much:	6
	Little:	10
4. Feeling toward speaking Persian:	Seeks chances to speak it:	6
	Seeks to avoid speaking it:	6
	Indifferent:	4

The attitudes and experiences recorded above are recorded as of the time of the interview. Attitudes and experiences are subject to change, and many of the above have changed to the author's knowledge. Control data, however, are also taken from the time of the interview.

* Not mutually exclusive categories.

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