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Academic Needs of South-East Asian Education Students At Fourteen Mid-West Colleges and Universities

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**ACADEMIC NEEDS OF SOUTH-EAST ASIAN EDUCATION STUDENTS
AT FOURTEEN MID-WEST COLLEGES
AND UNIVERSITIES**

By

VU NHAT THANH

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

January

1957

LIFE

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CHAPTER I

INTRODUCTION

REASONS FOR MAKING THIS STUDY

Students, scientists and scholars are seeking education and learning beyond the boundaries of nations and cultures. In the world today there is a great awareness of the need for sharing, exchanging ideas and cooperation, in spite of differences of nationalities, languages and customs.

In the United States, the foreign student population has increased rapidly in the past few years. In 1930, 9,643 foreign students were studying in the U.S. In 1953, this number had risen to 33,647--an increase of 300 per cent. (In Education for One World, the yearly report of 1952-1953 published by the Institute of International Education, this number is quoted as 33,675.)¹ During the same approximate period, the enrollment of American students in the U.S. colleges and universities increased only about 100 per cent.² By 1954, the foreign student population in the U.S. was 34,232.

Out of 33,675 foreign students in the U.S. in 1952-1953, 7,589 came

¹Institute of International Education, Education for One World, 1952-1953, New York, March 1952, p. 7.

²Cora Dubois, Foreign Students and Higher Education in the United States, American Council on Education, Washington D.C., 1956, p. 3

came from the following Far Eastern countries: British Borneo, Burma, Ceylon, China, Malaya, India, Indonesia, Japan, Korea, Nepal, the Philippines, Thailand, and Indochina (which includes Cambodia, Laos and Viet-Nam). These Far Eastern students made up 22 per cent of the total foreign student population in 1953.³ However, in 1955, Far Eastern students numbered 9, 838. This was 30 per cent of the 34, 232 total foreign student population.⁴

China, India, Japan, the Philippines and Korea are among the ten largest nationality groups according to the census of 1954-1955. (The rest are: Canada, Colombia, Mexico, Iran and Venezuela.) The sharpest increase appears among the students from Japan, which had 266 students during the 1949-1950 census and 1, 572 students during 1954-1955; Korea had only 258 students during 1949-1950 and 1, 197 students during 1954-1955.⁵ There was an increase of 482 per cent among the Japanese and 357 per cent among the Koreans in the U. S.

In comparing the number of Far Eastern students majoring in Education in the U. S. universities and colleges of the school year 1952-1953 to that of 1954-1955, an increase of 27 per cent is shown. During the year 1952-1953, 440 Far Eastern students were majoring in Education. By the year 1954-1955,

³Drawn from Education for One World, Table II.

⁴Institute of International Education, Open Doors, 1954, 1955, New York, p. 44.

⁵Open Doors, p. 7

these students numbered 544--an increase of 104. The Philippines, Korea and Thailand had more students majoring in Education in 1955 than in 1953 while Burma and Indonesia had less students in Education in 1955 than in 1953. China and Ceylon had about the same amount of students in Education in 1955 as in 1953. The increase of Far Eastern students in Education of any country can be said in general to be in direct proportion to the increase of the total student population of that country, with the exception of India which had 457 students more in 1955 than in 1953, but had only 4 more students in Education.⁶ (See Table I.) On the other hand there is a great increase of students from China, India, Japan, Korea and the Philippines studying Engineering, Natural and Physical Sciences.

The growing number of foreign students has increased the interest of the American public in widening the opportunity for study for foreign students in the U.S. There are more institutions which are willing to receive foreign students now than there were five years ago. During the school year of 1951-1952, 1,354 institutions were reported to have one or more foreign students while during 1952-1953, the number of institutions receiving foreign students increased to 1,449 and by 1955, there were 2,854 institutions which had foreign students.⁷

⁶Drawn from Education for One World and Open Doors.

⁷Education for One World and Open Doors.

TABLE I

INCREASE OF FAR EASTERN STUDENTS IN EDUCATION IN COMPARISON TO INCREASE OF TOTAL POPULATION DURING TWO YEARS 1953-55

Countries	1952-1953		1954-1955		Increase	
	Total Pop.	Stud. in Edu.	Total Pop.	Stud. in Edu.	Total Pop.	Stud. in Edu.
British Borneo	5	0	7	0	+ 2	0
Burma	137	12	188	5	+ 51	- 7
Ceylon	41	5	34	4	- 7	- 1
*China	2,580	91	2,553	90	- 27	- 1
*Malaya	184	7	189	14	+ 5	+ 7
India	1,216	75	1,673	79	+457	+ 4
*Indochina	84	7	105	11	+ 21	+ 4
Indonesia	141	13	153	7	+ 12	- 6
Japan	1,269	66	1,572	53	+303	- 13
Korea	377	20	1,197	52	+820	+32
Nepal	4	0	4	0	0	0
Philippines	1,129	99	1,476	159	+347	+60
Ryukyu Islands	106	18	101	7	- 5	-11
Thailand	316	27	586	63	+270	+36
Total	7,589	440	9,838	544	+2,256	+116

*China: includes Formosa, Hongkong, and Macau.

*Malaya: includes Singapore.

*Indochina: includes Cambodia, Laos and Viet-Nam.

Also, the U.S. government and many private organizations are offering grants and scholarships to enable foreign students and specialists to acquire their technical training here. This applies especially to those from the underdeveloped countries. The term "underdeveloped countries" is defined as the "countries in which per capita real income is low when compared with the per capita real incomes of the U. S. of America, Canada, Australasia and Western Europe".⁸

The first of the governmental organizations to be mentioned is the Foreign Operations Administration (F. O. A.) which was the new name in 1953 for three agencies: the Institute of Inter-American Affairs (for Latin America), the Economic Cooperation Administration, later the Mutual Security Agency (in Europe), and the Point Four or the Technical Cooperation Administration (for Near East Africa and South Asia). The "Point Four" program consisted basically in "programs for the international exchange of technical knowledge and skills designed to contribute to the balanced and integrated development of the economic resources and productive capacities of economically underdeveloped areas".⁹ In 1955, F. O. A. was brought into the Department of State as a semi-autonomous unit under the title of International Cooperation Administration (I. C. A.). One of the most important tasks or undertakings of I. C. A. in

⁸ Measures for the Economic Development of Underdeveloped Countries, United Nations, New York, 1951, p. 3.

⁹ John W. Grisson, "Technical Assistance Training Programs in Education", School and Society, Jan. 8, 1955, p. 1

the technical assistance program is the Inter-University Contracts, through which the University group in the U. S. works closely with the host institutions in the advancement of education, health, agriculture and other social and economic phases of the host countries. The three phases of the contracts are:

1. Provision of American professors to assist in curriculum building, research, extension and teaching;
2. Training of host country professors both in the country concerned and in the U.S.; and
3. Provision of necessary books and equipment.

The program is closely related to the general economic development including: agriculture, education (including audio-visual education and home economics), industry and engineering, public administration, business administration, medicine and public health, housing and community development and related fields.¹⁰

In the Far East, the following eight countries have I. C. A. University Contracts: Burma, India, Indonesia, Korea, the Philippines, Formosa, Thailand and Viet-Nam.

¹⁰J. Russell Andrus, "Technical Assistance Through Inter-University Contracts", Higher Education, Jan. 1956, p. 76.

TABLE II

I. C. A. UNIVERSITY CONTRACTS IN THE FAR EAST¹¹
 (In operation on September 30, 1955)

Countries	Host Country Institutions	U. S. Universities	Fields of Activity
Burma	Industrial Development Corporation of Ministry & Mines	Armour Research Foundation of I. I. T.	Industrial Research and Development
India	Allahabad Agricultural Institute	U. of Illinois	Agriculture
India	Indian Institute of Technology of Kharagpur	U. of Illinois	Engineering
India	Bengal Engineering College at Sidhpur, W. Bengal, & Indian Institute of Science at Bangalore, Mysore and others	U. of Wisconsin	Engineering and Education
India	Ministry of Education of India	U. of Tennessee	Education (Home Economics)
India	India Ministry of Food & Agriculture	Ohio State U.	Agriculture & Engineering
Indonesia	U. of Indonesia	U. of California	Medicine
Indonesia	Teacher Training Centers in Medan, Semarang and others	Tuskegee Institute	Vocational Education
Indonesia	Gadjah Mada U.	U. of California	Engineering
Korea	National U. of Seoul	U. of Minnesota	Agriculture, Engineering, Medicine & Education

¹¹Drawn from J. Russell Andrus, Higher Education, pp. 78-79

TABLE II (continued)

I. C. A. UNIVERSITY CONTRACTS IN THE FAR EAST

Countries	Host Country Institutions	U. S. Universities	Fields of Activity
Philippines	College of Agriculture, U. of Philippines	Cornell U.	Agriculture
Philippines	Institute of Public Administration, U. of Philippines	U. of Michigan	Public Administration
Philippines	Colleges of Engineering, Education & Business Administration of U. of Philippines	Stanford U.	Engineering, Education and Business Administration
Philippines	U. of Philippines	U. of Connecticut	Labor
Formosa (Taiwan)	Taiwan College of Engineering	Purdue U.	Engineering
Formosa (Taiwan)	Taiwan Teachers' College	Pennsylvania State U.	Education
Formosa (Taiwan)	National Taiwan U.	U. of California	Agriculture
Thailand	Chulalongkorn U.	U. of Texas	Engineering
Thailand	Kasetsart U.	Oregon State College	Agriculture
Thailand	Thammasat U.	Indiana U.	Public Administration
Viet-Nam	National Institute of Administration	Michigan State U.	Public Administration

Among the private organizations, the Ford Foundation has given fellowships for study and research on foreign areas. During the academic year of 1955-1956, a total of 64 fellowships were granted for study and research on Asia and the Near East concerning the culture, history and current problems of these areas.¹²

The Rockefeller Foundation has granted the South East Asia Program at Cornell University a sum of \$500,000. The aim is

... to instruct undergraduates on South East Asian affairs, to train advanced students for teaching, government work, business or other services relating to the area and to develop information on the region through research work. The program also seeks to stimulate in the countries of South East Asia greater interest in the social sciences and humanities. A Cornell center is maintained in Bangkok for this purpose and to help train Americans and others in South East Asian studies.¹³

The U. S. National Student Association has received a \$128,000 grant from the Ford Foundation for a four-year program to develop leadership skills, professional abilities and knowledge of and experience with democratic institutions among the student leaders of the underdeveloped areas of the world. This grant is available for fifteen or more student leaders from Asia, Africa and the Near East and other countries to spend a year at selected colleges and universities in this country working with student organizations

¹² Higher Education, Sept. 1955, p. 10.

¹³ Higher Education, Nov. 1955, p. 43.

on the campus, regional and national level.¹⁴

The present trend of interest regarding the foreign students in the U. S. is also shown in the growing amount of literature concerning the foreign students written by Dubois, Cieslak, Kandel, etc... As early as 1925, the foreign students were already recognized as potential leaders in their homelands. The problem of their adjustment was known at that time.¹⁵ But these publications focus only on the social and financial needs, the adjustment problems, conditions of admissions and the influence of the returnees... These studies and the suggestions made have helped the public to realize and understand the foreign students' problems here and their future role in their own countries and this is very helpful. However, the program of studies through which they get the training in order to play a part in the reconstruction of their homelands is still more important. Very little has been said about the academic needs of the foreign students in different fields of study.

The Far Eastern students in Education during recent years were aware of the educational problems of their own countries and tried to find ways of improving their own educational system on their return. This tendency is shown in the Master's Theses and Doctoral Dissertations written by the foreign students. The survey made by the author in three schools in Chicago

¹⁴Higher Education, Dec. 1955, p. 61

¹⁵W. Reginald Wheeler, H. H. King, and A. B. Davidson (eds.), The Foreign Student in America, Association Press, N. Y., 1925.

(De Paul University, Loyola University, and Chicago University) concerning the theses and dissertations written by the Far Eastern students during the last three years ascertains this tendency. Among 15 students who came to these three schools from China, India, Japan and Viet-Nam, 14 wrote about problems relating directly to education in their own countries. The topics are such as these: "An Analysis of the Problem of Illiteracy in India," by Teresa K. Kalathiveetil, Unpublished Master's Thesis, Loyola University, 1954; or "A Comparative Study of Secondary Education in India and the U. S. of America," by Rev. Singarayer Fernando, Unpublished Master's Thesis, DePaul University, 1956; or "Women's Education in Japan," by Umeyo Tsuda, Master's Paper, Chicago University, spring 1954; or "Some Comparisons in Fundamental Education for Rural and Urban Areas in a Non-Industrialized Country", by Nguyen thi Quyt, Unpublished Master's Thesis, Loyola University, 1955, etc...

It is interesting to note that the number of doctoral dissertations written on foreign education during the last five years is almost equal to the total number accepted in fifty years since the first one in 1884. According to the study of Walter Crosby Eells, 1,059 doctoral dissertations which have been accepted by 69 American institutions are concerned with education in 91 foreign countries. Two-fifths of the total number of these dissertations deal with education in the countries of Asia. Among the dissertations dealing with education in Asia and Africa, almost two-thirds were written by the natives of

the countries of those two continents.¹⁶

It is therefore safe to say that the foreign students', especially the Far Eastern students' interest in Education has been turned toward their own countries when they are studying in U. S. institutions. This new outlook of the Far Eastern students might be due to the fact that their study here gives them a better view of the educational problems at home and makes them see the need for improving their education in order to assist in achieving the educational, economic, political development and raising the standard of living of their people. It indicates somewhat their great concern for the problems relating to the educational conditions of their own countries. If the American institutions note this trend and adjust the curriculum to a wider scope, the Far Eastern students as well as other foreign students will benefit more from their training here.

The author's reasons for making this study, mentioned up to now, have been the increasing number of Far Eastern students, the interest of the American public in foreign students, especially those from Asia, and the Far Eastern students' concern for the educational problems of their own countries as demonstrated by their theses and dissertations. The final reason for this study is the importance of education in the Far East. The term "education" is used here to include all activities of the school and of the community which

¹⁶Walter Crosby Eells, "American Doctoral Dissertations on Foreign Education," Higher Education, Oct. 1955, pp. 19-22.

contribute to the intellectual, social and economic development of a country.

The three great obstacles which prevent these countries from making rapid progress are disease, poverty and ignorance.

"Mass diseases" have caused a very high death rate in those countries.

"Mass diseases" are "diseases which are so widespread and affect so high a proportion of the population, as to be a dominant factor in hindering the social and economic development of a country".¹⁷ The most common mass diseases are malaria, tuberculosis and nutritional diseases. Malaria holds back food production, interferes with industrial and agricultural activities and causes a high toll of death in infancy and childhood. Nutritional diseases are caused by protein deficiency in diet. Even in areas where the diet is not deficient in calories, nutritional diseases still plague the population due to ignorance and taboos. In certain fertile provinces of Northern Thailand for example, prosperity has produced beri-beri because the people prefer the attractive polished rice to the customary unpolished rice which is rich in vitamin B. Similarly, expectant and new mothers follow the taboo of avoiding certain foods which are indispensable to them.¹⁸ It is well recognized by authorities on the development of the underdeveloped countries that mass diseases cannot be cured only by medical means or by producing more and better food but also by combating

¹⁷Preliminary Report on the World Social Situation, United Nations, Department of Social Affairs, N. Y., p. 25.

¹⁸Ibid., pp. 27-28.

ignorance, superstitions and prejudice. This falls rightly within the field of education.

A large percentage of the population in these areas lives in a state of primary poverty where their income is not sufficient to keep them in physical health. The cause of poverty cannot be oversimplified or ascribed to any one cause, but rather to a combination of overpopulation, landlordism, colonialism, lack of capital investment, indebtedness, ill health, illiteracy, caste systems, beliefs and habits of the people. Agricultural production is the main occupation of the majority of the people in these areas. If the standard of living is to be raised so that the people can have "... a diet adequate to physical well-being, a dwelling that meets basic human needs, the education necessary for improvement and development and conditions of work that are technically efficient, economically rewarding and socially satisfactory"¹⁹, urgent steps must be taken. Food production must increase in ratio with the population growth through new techniques and methods of cultivating and fertilizing lands, and choosing of seeds etc... Consumers' and productive co-operatives and credit unions can be introduced to enable the members to acquire their daily needs by pooling their capital. Land reform must be enforced to divert more income to the poor classes. If these measures and many others are to be successful, a large number of technicians and admin-

¹⁹Ibid., p. 4.

istrators must be trained and a program of mass education must be introduced.

Economic progress will not be achieved in a community unless the people themselves realize that progress is possible and wholeheartedly put all their effort into carrying out any program favoring it. It is emphasized again and again that "to secure rapid economic progress involves capturing the enthusiasm of the masses for improvement and making new knowledge available to them directly. This can happen only if hope is held out to them of progressive attainment of a just social order. To arouse their enthusiasm is a matter of popular political leadership. To reach them with new technology, however, is an educational task, which requires a vast multiplication of teachers in the field and a whole new body of techniques of adult education, by radio, screen and other means of visual and oral demonstration."²⁰ A group of experts appointed by the Secretary-General of the United Nations to survey measures for the economic development of under-developed countries in 1951 recommended a program of mass education and a program of education and research among other measures.²¹ The process of economic development depends basically on formal and informal education.

The third main problem of an underdeveloped country, that of mass illiteracy, is associated closely with social and economic deficiencies such as

²⁰Measures for the Economic Development of Under-developed Countries, p. 33.

²¹Ibid., pp. 93-94.

widespread disease, under-production, malnutrition, inadequate housing, etc... A lasting solution must involve not only the skills of reading, writing and calculating but especially the knowledge of improving the ways of life in a community such as how to purify water, to improve personal and public hygiene, to preserve foods, to improve homes, etc... "Education", in its broad sense, "lies at the foundation of economic and social progress."²² Primary education should emphasize the social and civic education which enable the students to take part in national political life and to be active in the work of the local community. For children and adults who have not the advantages of formal education, "fundamental education," as it is called by UNESCO is devised to help them "understand the problems of their immediate environment and their rights and duties as citizens and individuals, and to participate more effectively in the economic and social progress of their community."²³ The methods and approaches of Fundamental Education are various depending upon the social background and development of the community economy and the needs of the community. Secondary and higher education has the purpose of developing quickly the professional and technical talents essential to the conduct of public and private affairs in the newly independent countries. There is a great shortage of personnel in the technical fields, economics and social

²²Preliminary Report on the World Social Situation, p. 79.

²³Ibid., p. 79.

sciences due to prejudice on the part of the educated concerning manual labor and the practical application of technical skills. Only law, medicine, teaching and government positions have professional prestige. There must be a change of attitude on the part of the students regarding manual work.

The idea of using education to counteract disease, poverty and illiteracy in the underdeveloped countries, as emphasized by experts of the United Nations, gives the author the deep conviction that the students who are majoring in Education in the U.S. (as well as in other countries) could help much in the task of raising the standard of living as well as improving education at all levels in the Far East. In many studies relating to the influence of the returnees from the U.S. in India, Africa, and China... (Cieslak, The Foreign Student in American Colleges, 1953; John Useem and Ruth Hill Useem, The Western Educated Man in India, 1955; W. Reginald Wheeler, Henry H. King, and Alexander B. Davidson, eds., The Foreign Student in America, 1925), it is pointed out that most of the returnees held important positions either in the government or in private business. In 1953, Mrs. Louise Halladay Carpenter spent seven months and a half visiting 75 Alumni of Michigan State University and 150 Alumni of other American Universities in the Far and Near East. She found that some were in high positions where they were doing splendid things for themselves and their countries. A group of 25 Thais were helping to develop public education. One of the "astounding" results is a community school with two school busses to transport pupils from villages within a radius

of 10 miles, and dormitories for children of high school age who must come from a greater distance.²⁴

One woman graduate is starting a School of Home Economics at a large university in southern India. A Filipino woman is trying to raise the standards of a college through her position as its principal. An Egyptian is doing a remarkable job in village improvement work.²⁵ There are many others who are working quietly and unceasingly to better the conditions of their homeland, which in turn will lead to better living for the people.

If the returned students can achieve much in the development of their countries, and if education is important in this development, it is just, then, to claim that the students who are majoring in Education can assist effectively in the scheme of rebuilding in any country. Therefore, it is appropriate to study how they are preparing themselves to be ready for the burdensome task awaiting them in their homeland, or in other words, to evaluate the benefits they are receiving from their training in Education in the U. S. universities and colleges while bearing in mind the above educational needs and problems that they will encounter.

²⁴ Louise Halladay Carpenter, "The More We Get Together", International House Quarterly, Vol. 20, 1-2, Spring 1956, pp. 6-7.

²⁵ Ibid., p. 8 .

PURPOSE OF THE STUDY

The purpose of this study, then, is to find out the opinions of the Far Eastern students majoring in Education in the U. S. schools concerning the educational program and training they are getting; to evaluate the benefits of their education in the U. S., and to ask for their suggestions concerning the improvement of value of these programs in relation to their future work in their own countries; in other words, to ascertain the special academic needs of the Far Eastern students majoring in Education in the U. S. schools.

SCOPE OF THE STUDY

The scope of this study is the special academic needs of the Far Eastern students, not their psychological, social and legal needs nor the problem of adjustment. The academic needs studies are of those students from eight countries in the Far East (Korea, Japan, China, India, Malaya, Thailand, the Philippines and Viet-Nam), who are majoring in Education. The area of survey is fourteen schools in the Midwest. There is no attempt on the part of the author to evaluate the total training program of any particular school in this study simply on the basis of the Asian students' needs. Budget, staff and administration limitations of the universities are closely considered. The fact that the universities are set up for American students means that these schools cannot be expected to devote too much time and effort to the foreign students and also the Asian students in Education are very few in

number in proportion to the student body in each school. Some universities which receive a large percentage of foreign students are exceptional in this: Massachusetts Institute of Technology (10.0% of total student enrollment in 1951-52), Harvard University (7.1%) and Columbia University (5.1%).²⁶ This study only proposes to see how the foreign students could best benefit from the study programs in these fourteen schools in order to increase the value of their training, to know how to apply the things learned to the conditions of their own countries and to face constructively the educational problems in their future work.

PROCEDURE OF DATA-GATHERING

The main procedure for gathering data was the questionnaire which was sent to 68 students from eight Far Eastern countries attending fourteen colleges and universities in the Midwest. (See Appendix for complete questionnaire and letter sent to the students.) The names and addresses of the students were obtained from many sources: one-third of the list was secured through the Institute of International Education in Chicago; the rest, from the directories of the Catholic foreign student organizations, such as: the Chinese Catholic Students' Society, the Japanese Catholic Students in America, the Vietnamese Catholic Students' Association in America, and from the Crossroads Student Center in Chicago, a Catholic center run by the members

²⁶Cora DuBois, FSHEUS, p. 201.

of the International Catholic Auxiliaries for foreign students. Forty-one students returned the questionnaire. One questionnaire was lost in the mail and one student went home.

The author also interviewed professors and persons with knowledge and a special interest in the educational situation in Far Eastern countries, such as: Dr. William S. Gray, Professor of the University of Chicago and author of a recent book published by UNESCO, The Teaching of Reading in Fundamental Education, 1956; and Rev. Emmanuel Jacques, Director of the Vietnamese Catholic Student Program.

Letters were sent to the Director General of the Department of Elementary and Adult Education in the Ministry of Education in Thailand, to the Secretary of Education in the Philippines, to the Minister of Education in Viet-Nam and to the President of Lycee Chu-van-An, Saigon, Viet-Nam, to ask about the educational conditions in those three countries and for suggestions pertaining to the training of students in Education in the U.S. who came from those three countries. The author received the above information from all mentioned educational authorities except the Minister of Education in Viet-Nam.

LIMITATIONS OF THE STUDY

The findings of the questionnaires presented in the following chapters cannot be claimed to be a complete or infallible judgment on this whole area

because only a sample of the Far Eastern students in Education in Midwestern schools are represented. In addition, 16 of the students in the study have been in the U.S. for less than one year. They have not taken enough courses in Education nor had enough experience relating to the field of Education to be able to answer the questionnaire adequately and thoroughly. Therefore, their opinions on the program of training are not critical enough. Some are not clear yet about their special field in Education. Furthermore, the questionnaire itself has some weaknesses, such as lack of clarity on some questions, repetition on some items which end up in the same answer. The pre-testing was done with a small number of students (3) in the interview method in which the interviewee could ask more questions to clarify the points, whereas with the questionnaires, the students cannot do so. Hence, the author did not detect the weakness in the construction of the questionnaire in time to change it.

Considering the above weakness of this study, the results are then brought out here for those who are interested in helping the students from Asia to know what are the needs of the Asian students in Education and how these needs can be met.

The following chapters will deal with the background of the students involved in the study, their academic fulfillment, the educational areas of interest relating to the students' countries, other activities and personal contacts which are helpful to their training in Education besides the curriculum of their schools, the benefits they get from U.S. education concerning

their fields of study and their plan of work on their return. The last chapter will contain suggestions which are considered helpful to the training program of the Far Eastern students in Education.

CHAPTER II

BACKGROUND OF THE STUDENTS IN THE STUDY

The forty-one students who returned the questionnaires come from eight countries in the Far East (China, India, Japan, Korea, Malaya, the Philippines, Thailand and Viet-Nam). Slightly more than one-fourth of the students are Filipinos (11 students or 26%); then come the Vietnamese (7, or 17%); Indian (6 or 14%); Thais (4, or 10%); Malayan (2, or 5%); Korean (1, or 2%) and Japanese (1, or 2%).

They are studying in 14 colleges and universities in the Midwest.

Table III shows the number of students of each nationality in each school.

TABLE III

DISTRIBUTION OF ASIAN STUDENTS IN 14 SCHOOLS OF MIDWEST

Schools	Nationalities*								Total
	C	I	J	K	M	P	T	V	
University of Chicago		1	1			1			3
Creighton University								1	1
DePaul University	3	1						1	5
University of Illinois				1				1	2
Indiana State University						2	3		5
Loyola University	4	3						3	10
Marquette University		1				2			3
Marycrest College								1	1
University of Minnesota						1			1
National College of Education					2	1	1		4
Northwestern University						1			1
Notre Dame University	1								1
College of St. Thomas	1								1
University of Wisconsin						3			3
Total	9	6	1	1	2	11	4	7	41

*The nationalities have the initials as follows: C-Chinese, I-Indian, J-Japan, K-Korean, M-Malayan, P-Filipinos, T-Thai, V-Vietnamese.

There is an almost equal number of both sexes in this study, 22 female and 19 male students, and their ages range from 21 to 49. The modal age is between 29 and 32 (10 persons); the next highest frequency is between the ages of 25 and 28 (9 persons). These figures agree with the report of the Institute of International Education which says that the majority of Far Eastern students and Africans are over 25.²⁷ Table IV shows the age range among the sexes.

TABLE IV
DISTRIBUTION OF AGE AMONG THE SEXES

Age	Male	Female	Total in Age Range
49 - 52		1	1
45 - 48	2	2	4
41 - 44	2	1	3
37 - 40	3	1	4
33 - 36	4	2	6
29 - 32	6	4	10
25 - 28	2	7	9
21 - 24		3	3
No answer		1	1
Total	19	22	41

The preparation in the English language is quite satisfactory. Fifteen students say that they have had more than ten years of English study at home.

²⁷ Open Doors, p. 6.

This is due to the large number of Filipinos and Indians who have studied English in school since the primary grades. One student has had no English training at home. A complete analysis of the percentages is as follows: 36% of the students have had more than 10 years of study in English, 62% of the students have had more than 5 years of English, while only 19% have had less than three years of English at home.

From 31 students who answered the question regarding their academic average at home, 10 persons had A as average, 12 had B and 5 received C. The average of two students stood between A and B; another between B and C; the last student checks all three, A, B, and C as his average. Twenty-four, or 77% of the students were academically above average in their own country.

As for their length of study in the U. S., 16 students have been in this country 1 year or less. Eleven others state that they were in the U. S. for 2 years or less. Fourteen students have been in the U. S. from 3 to 8 years. Stated as percentages, the following is shown: 38% of the students have been studying in the U. S. for 1 year or less, 25% for 2 years and above 1 year, and 36% have been in the U. S. from 3 to 8 years.

Twenty-seven students or 65% are studying for their M. A. degrees; 8, or 19%, are working for their Ph. D. degrees. Only 4, or 10%, are studying for their Bachelor degrees. Two others are studying in graduate school but not for a degree.

Again, slightly more than half of the students, or 22 persons, plan to

finish their M. A. degrees in Education before returning home, 16 will get their Ph. D. degree in Education and only 1 aims at a B. A. degree. Two others are not working for any degree. In brief, 53% of the students set the M. A. degree as their goal while 38% aim at the Ph. D. degree before returning home. The analysis of the figures above shows that 8 students who are now working for the B. A. or the M. A. are planning to get the Ph. D. before leaving the U. S.

The students were asked whether they have had any previous training in Education (courses and practice teaching) before coming to the U. S. Twenty-six students or 63% answered positively while the rest did not have any training in Education.

However, when they answered the question relating to previous teaching in their own countries, 33 students said they have been teaching at home. Among those who had taught previously, 8 persons or 11% taught without any formal training in Education.

The levels of teaching of the students range from kindergarten up to college. Two persons have been principals of high schools. Among the 33 persons who did teach at home, 11 or 33% taught in high school, 8 or 24% were teaching on the elementary level, and 5 or 15% in college. Nine others or 28% taught at some time in elementary school and college, elementary school and high school, or at all three levels. As for the 8 students who taught without previous training, 5 have been teaching in high school, 2 in

kindergarten and 1 in vocational school. This reflects the shortage of educators who are chosen to teach without requirements of previous training in teaching and also the levels of schooling in which there is the most demand for teachers.

How long did they teach in their own country? Ten students out of 33 had taught for ten years or more. On the other hand, 11 students report that they had taught for 2 years or less. One student had been principal of a high school for 11 years. The rest had been teaching between 3 and 9 years. Roughly, one-third of the students have been teaching for 10 years or more, while another one-third taught from less than 1 year to 2 years. Among the 8 students who taught without previous training, 4 stayed as teachers for 4 years, 5 years, 6 years and 7 years respectively, while the other 4 taught only from 8 months to one year. The 41 students in this study, then, have extremely different levels of experience in teaching. Eight students did not teach at all while ten others have been teaching for 10 years or more. Between them, 23 persons had taught previously from less than one year up to 9 years.

The students' special fields in Education are 14 in number: Administration (12 students), Guidance and Counseling (5), Elementary Education (5), Curriculum (3), Philosophy of Education (3), Remedial Reading (2), Educational Psychology and Measurements (2), Supervision (1), Educational Sociology (1), Foreign Language on the Elementary level (1), Teacher-training on the Elementary level (1), General Education (1), Audio-visual (1) and Fundamental

Education (1), totalling 39 students. One student is interested in several fields while another has not decided on any specific field yet. Table V shows the special fields in Education of the students according to country.

TABLE V

SPECIAL FIELDS OF STUDENTS ACCORDING TO NATIONALITIES*

Special Fields	C	I	J	K	M	F	T	V	Total
Administration	3	5					2	2	12
Elementary Education	1		1			2		1	5
Guidance & Counseling	1		1			2		1	5
Curriculum					2			1	3
Philosophy of Education	2			1					3
Remedial Reading						2			2
Educational Psychology						1			1
Measurements								1	1
Supervision						1			1
Educational Sociology	1								1
Foreign Language (in Elementary level)							1		1
Teacher-Training						1			1
General Education						1			1
Audio-visual						1			1
Fundamental Education								1	1
Several fields		1							1
Not decided	1								1
Total	9	6	2	1	2	1	3	7	41

* The nationalities have the initials as follows: C-Chinese, I-Indian, J-Japan, K-Korean, M-Malayan, F-Filipino, T-Thai, V-Vietnamese.

In general, many students seem to be interested in Administration, especially the Indians (5 out of 6 students in the study), the Chinese (3 out of 9), and the Thais (2 out of 4). This interest in Administration has some connection with the development of Catholic education in China, India and Viet-Nam because 6 of those in Administration are priests. (Among the other 6 students, 4 are male and 2 are female.) In addition, this large percentage of students (30%) specializing in Administration, with a choice of 14 fields, reflects the students' willingness to accept leadership in the countries where national independence is newly acquired involving the taking over of many schools by the natives, and the introduction of many improvements in education, in order to raise the standard of living of the people. Many more schools of all levels must be opened to accept larger numbers of students. Elementary Education, as chosen by 5 students or 12%, is also an important field in the Far East. The Minister of Education in Thailand once said "all the students in Education from Thailand should pay some attention to Elementary Education which provides a base for all other fields".²⁸

Guidance and Counseling is chosen by 5 students (12%) as their special field. Guidance and Counseling is needed in secondary education and rural community schools in the Philippines,²⁹ as well as in many other countries.

²⁸Information in a letter to the author from Abhai Chandavimol, Dept. of Elementary and Adult Education, Bangkok, Thailand, May 17, 1956.

²⁹Information in a letter to the author from Benigno Aldana, Assistant Director of the Department of Education, Manila, the Philippines, May 23, 1956.

Curriculum building with methods of improving curriculum is the interest of 3 students from the Philippines and Viet-Nam. Two Filipinos are concentrating on Remedial Reading Techniques. The other major subjects are Educational Psychology, Measurements, Supervision, Educational Sociology, English as Foreign Language in elementary schools, Teacher-training, General Education, Audio-visual education and Fundamental Education.

SUMMARY OF THE CHAPTER

The students in this study have come from 8 countries in the Far East, and are majoring in Education in 14 leading schools of the Midwest. Most of them were above the average while studying at home. More than half of the students have been in the U. S. from less than one year to two years. There is one student who has been in the U. S. for 8 years. Sixty-five per cent of the students would be satisfied with the M. A. degree while 38% set the degree of Ph. D. as their goal. Sixty-three per cent had previous training in Education and 80% have been teaching at home. Eleven per cent have been teaching without previous training in Education. The level of teaching ranges from kindergarten to college. The length of time spent in teaching has ranged from less than one year to more than 10 years. Regarding their major fields in Education, 30% are specializing in Administration, 12% in Guidance and Counseling, 12% in Elementary Education. The rest are majoring in eleven other fields.

In the next chapter, opinions of the students concerning their courses of study, experience from training and techniques or methods will be considered.

CHAPTER III

THE STUDENTS' TRAINING PROGRAM AND THEIR NEEDS IN EDUCATION

The foreign students come to study in the U. S. with many motives.

Some expect to perfect their English, others to learn certain skills and still others to gain a better position on their return to their homeland. Whatever the subordinate motives are, the main one is still educational for most of the foreign students. They come to the U. S. to acquire some knowledge or skills that they would not be able to obtain fully at home.

The Far Eastern students in Education come to the U. S. with the same purpose in mind. When they are asked whether they expected to gain in the U. S. anything in the field of Education that was impossible for them to obtain at home, 37 students or 89% answered "Yes"; only 4 students or 10% said "No". The negative answer has many possible reasons. One might be that these students can take the subjects or acquire at home the training they are having now. The countries they come from are Thailand, China and the Philippines. Their special fields of Education are Primary Education, Sociology, General Education and Administration. Also, the fact that 2 out of the 4 students are religious (one priest and one nun) could mean that they have religious motives for coming to the U. S. Whatever motive they had, these 4 students did not expect to gain anything in the U. S. concerning the field of education that was

impossible for them to obtain at home.

Out of 37 students who answered "Yes", 5 students expected to gain in the realm of academic studies; 3 others hoped to gain more experience while the rest or 29 expected to gain in both academic studies and experience. Stated in percentage, the students' expectations can be summarized as follows: 14% of the students expected to obtain something in the realm of academic studies only, 8% in that of experience and 78% in both realms.

In regard to the extent of fulfillment of their academic expectations (courses) after a time of study in the U. S. , 2 students or 5% answered that their expectations are "completely" fulfilled; 23 others or 62% view their expectations as being fulfilled "to a great extent" and 4 students or 11%, to some extent". About two-thirds of the students (67%) think favorably about their gain in academic fields while one-third think less favorably.

The students are asked to state the courses (a) that have fulfilled their expectations, (b) that are useful to them beyond their expectations, and (c) that would help them more if they take those courses.

COURSES THAT HAVE FULFILLED STUDENTS' EXPECTATIONS

They are various and are related directly to their major fields. These courses are grouped under general headings for convenience. Psychology is considered by 11 students as the subject that fulfills their expectation. The courses relating to Psychology mentioned by these students are: Seminar in Child Development, Human Learning, Adolescence and Childhood, Exceptional

Children, Social Psychology, Developmental Psychology, Socialization of Human Personality, Child Psychology and Mental Health. Ten students are satisfied with the courses in Guidance and in Counseling including Organization of Guidance, Principles of Vocational Guidance, Guidance Improvement and Techniques of Counseling. The other subjects chosen by the students as having fulfilled their anticipation are: Philosophy of Education (selected by 9 students) including Modern Theories of Education, Theories of Knowledge, Theory of Valuation, and History of Education; Educational Measurements and Statistics (6); Educational Psychology (6); Curriculum (4) including Elementary Curriculum, Development of Curriculum, Introduction to Curriculum Planning, Social Studies in Elementary Education, Language Arts in Elementary Education and Integration of Audio-Visual Material in Curriculum; Administration (3); Supervision (3); Practice Teaching (3); Educational Sociology (2); Evaluation of Teaching Techniques (2); Audio-visual (2); School Community Relations (2); Comparative Cultures (2); Language Arts (2); Educational Research (1); Introduction to Graduate Study (1); Teaching English as a Foreign Language (1); Methods of Teaching in Elementary and Secondary Education (1); and Reading (10), which includes Reading and Educational Process, Diagnosis and Treatment of Reading Difficulties, Teaching of Reading and Observation in Reading Clinic.

COURSES THAT ARE BEYOND STUDENTS' EXPECTATION

In regard to the courses which are useful to the students beyond their expectations, Psychology is still the subject selected by a large number of

students (5) in comparison to the other subjects. The courses in Psychology are: Child Development, Educational Psychology and Mental Health. Courses relating to Reading are considered by 5 students as being useful beyond their expectations (Reading Therapy, Teaching of Reading, Observation in Reading Clinic, Reading Methods and Practice and Remedial Reading for High School and College students). Next come Supervision (3) which includes Student Teaching Supervision, Elementary Supervision and Introduction to Supervision; Community Relations (2); Tests and Measurements (2); Counseling and Guidance (3); Administration (2); Educational Research (2); Curriculum (2) including High School Curriculum, Language Arts in Elementary School; Educational Sociology (2) including Social Issues in Education and Rural Issues in Education; Educational Philosophy (2) including Principles of Education, Educational Problems; and Audio-visual Aids (1) including Preparation of Inexpensive Instruction Material, Production Techniques of Audio-visual Material.

COURSES WHICH WOULD BE HELPFUL IF STUDENTS TAKE THEM

The students suggest the following courses which would be of help to them if they take them: Reading (3) including Recent Developments in Teaching of Reading, Advanced Diagnostic and Remedial Reading, Observation at Reading Centers in Chicago, and Speech; Counseling (3) including Techniques of Counseling, Practical Training such as Interview, Non-Directive Counseling; Methods of Teaching (3) including Methods of Teaching Reading and Language Arts, Teaching Gifted and Retarded Children, Teaching of Arithmetic; Educa-

tional Guidance and Practicum in Personnel Work (2); Psychology (2) including Psychology of Learning, Psychology of Personality, Social Psychology, Mental Hygiene in School Practice; Administration (2); Comparative Education (2) covering Intercultural Education, Educational Comparative Study; Audio-Visual Education (2); Sociology (1); Problem of Catholic Education (1); American Public Education (1), Foundations of Education (1); Educational Research (1); Workshop in Elementary Education (1); Nursery and Kindergarten Education (1) and Supervision (1). One student feels that she should have studied deeper in one field such as Guidance, Administration or Curriculum instead of taking one or two courses in each field.

It is worthwhile to repeat here that 38% of the students have been studying in the U. S. for one year or less and 25% for two years. This fact means that the students have not had enough courses to do justice to the school program in their evaluation; in other words, the subjects that they did not mention as valuable to them might be overlooked because they have been unable to take those courses by the time they answered the questionnaire. Similarly the courses they suggested as being useful if they take them have to be interpreted in two ways. Some courses are mentioned because the students did not have the chance to take them and those courses are offered by the school; others are mentioned because the students wish to have them in the school program and they are not offered by the school. In the first case, it is mostly the new-coming students who are involved and in the second case, those who have

stayed in the U. S. long enough and have taken more or less most of the subjects in Education in their schools are involved. In any case, all courses mentioned above reveal how important they are in relation to the students' field of interest in Education.

The questionnaire devotes some parts to securing suggestions from the students pertaining to the improvement of the curriculum of their school. They are asked to add courses to the curriculum, to give opinions as to whether these additional courses would be useful only for foreign students or also for American students, and to improve the content of certain courses that they think inadequate.

COURSES TO BE ADDED TO THE CURRICULUM

These courses are: Guidance and Counseling (selected by 4 students) including Practicum in Counseling, Reading and Research in Counseling, Practicum in Community Counseling, Practicum in Industrial Counseling; Curriculum (2) including Study of Curriculum and Construction of Curriculum; Fundamental Education (2) including Adult Education, Basic Education; Sociology (2) including Case and Field Work; Practice Teaching (2); more courses in Philosophy of Education (1); Reading (1) including Clinical Practice in Diagnosis and Treatment of Children's Reading Difficulties at Elementary level; Methods of Teaching (1); Administration (1); Therapy in Teaching Field (1), History of Education (1); Audio-visual (1); Utilization of Audio-visual Material; and Liberal Arts Courses (1) in Teacher's College. From the above sugges-

tions of additional courses to be introduced to the curriculum, it is noted that 6 students express the need having more experience in the fields of Counseling and Guidance, Practice Teaching, Sociology and Reading.

Out of 26 students who answer the question "Do you think that the addition of the courses you suggest would be useful and desirable (a) for foreign students only, (b) for foreign and American students", 24 persons say that the additional courses should be useful for both foreign and American students. The courses which would help the American students in understanding the international situation of Education bear the following titles: International Educational Systems, Educational Theories and Trends in other countries, Comparative Education, Education and Philosophy of other Countries, Intercultural Education, more extensive History of Education. The American students should be helped in World Understanding through these courses: World Geography, Traditions and Cultures of other Lands, Comparative Studies in Religion, History of Oriental Nations, International Relations, and foreign languages (by improving language requirements of the school).

It can be concluded that the courses suggested by the students to be added to the curriculum in order to be helpful to both foreign and American students in Education are those which will offer deeper knowledge and wider experience in the students' major fields of interest, and which will give the students a broad understanding of world education and conditions.

IMPROVEMENT OF THE CONTENT OF SOME COURSES

The students give also some suggestions with respect to the improvement of the content of some courses. Five students feel that Comparative Education should include Intercultural Education, should compare western educational systems with those of the East, and should pay special interest to the educational system in Asia. Three students think that the courses in Curriculum should have more than a purely local scope of study (for instance, too much attention is paid to the curriculum of Chicago schools) and should be more international and practical. Two students believe that they need more practical experience in Practice Teaching. The other courses which need improvement are: Guidance (need of more experience), Educational Research and Educational Psychology (need good program and content), and Methods of Teaching (must study different methods of each country and see how they can meet the needs of these countries). Again, the demand of wider scope of study and more experience is shown in these suggestions.

DEGREE OF FULFILLING STUDENTS' EXPECTATIONS REGARDING EXPERIENCE

In regard to the degree of fulfillment of the students' expectations concerning their experience in the field of Education, out of 32 students who answered the question, 2 students believe that their expectations have been fulfilled "completely", 17 persons think of them as being fulfilled "to a great extent", 10 others "to a small extent", one student "to a certain extent" and 2 persons

"not at all". In short, about 59% of the students consider that what they expected to receive from experience has been fulfilled completely or to a great extent, while 41% of the group estimate this fulfillment less favorably.

Most of the students who feel that they have not fulfilled their expectations as regards experience are not satisfied with their academic gain either. Nine out of 13 graded their academic fulfillment as fulfilled "to a small extent." Ten of the 13 are in graduate studies (M. A. or Ph. D.). Most of them have been in the U. S. for more than 2 years. Their major fields are: Elementary Education, Sociology, Administration, Philosophy, Guidance, Curriculum and Teacher Training in Elementary levels.

EXPERIENCE OBTAINED BY THE STUDENTS

In spite of the fact that almost one-half of the students had higher expectations for the experience they would gain in the U. S. than what they have actually acquired, the experience obtained by the students from their training is not altogether disappointing. In the area of Guidance and Counseling, 5 students declare that they have gained much experience in guidance and counseling techniques through various guidance and counseling clinics. In methods of teaching and techniques, 10 students have benefited from experience of teaching methods in arithmetic, methods in college, ways to direct a learning situation and to introduce democratic procedure in a classroom, and the teacher-pupil relation in the U. S. schools. Two students learned about devices to help children read comprehensively and speedily, reading skills and

mechanics from the in-service training in reading clinic. Four persons have acquired experience in curriculum planning and development. The other areas of study where the students have obtained experience are: Administration (4 students), Supervision (1), Tests and Measurements (2), Educational Psychology (1), Social Studies and Language Arts (1), Technical and Vocational Training (1), Adult Education (1) and Audio-visual Education (1). General experience not related to any specific area of study mentioned by 9 students are: education for leisure and for life, understanding children, widened outlook in education, approaches to becoming a better teacher and sharing with others at home, and cooperative planning. These experiences seem to have been obtained best through observation and visits to schools (as mentioned by 12 students), through the courses taken (10), conferences with teachers, superintendents and principals of schools (5), through reading (4), by dealing with children directly (2), by teaching (1), discussions with American and foreign students (1), by giving educational tests personally (1), by handling the machines relating to reading (1), through interview with the specialists (1), through publications (1) and through the facilities of the university (1).

AREAS WHERE MORE EXPERIENCE IS NEEDED

There are areas in the field of education where the students feel the need of obtaining more experience. Three students hope to have more experience in tests and measurements concerning the use of diagnostic facilities and statistical methods, and the administration of tests. Two others want to

have more opportunities to acquire guidance and counseling skills and to learn the techniques of guidance and counseling on the college level. More experience is also needed in the fields of teaching in elementary grades (mentioned by 1 student), conducting school affairs (1), Elementary Science Education (1), Fundamental Education (1), In-service education of school administrators (1), supervision of teaching arithmetic (1), the teaching of languages (1). Four students express the wish to visit more schools, to gain experience in all school situations, to work with children of underprivileged background and also with their parents, and to work in the countries of the same background as their own. These experiences can be acquired through visits to schools and observation (5), workshops and seminars (3), teaching and research, assistantship and internship in administration (3), research in psychology (1), or it can be gained by taking more courses such as Philosophy of Education, History of Education or courses in the same area (2), through work connected with the courses (1), practice teaching (1), through the help of the advisors and professors in Education (1), through the training in Fundamental Education School (1), and through work in government or in any underdeveloped area (1). One student suggests that an extension of stay in the U. S. will help him to acquire the experience needed. It seems that the areas where the students have obtained experience or where there is a need of more experience are within the students' major fields of interest and the means of acquiring these experiences provide opportunities for the students to do research, to observe and to actually do the work by themselves.

AREAS OF INTEREST IN EDUCATION RELATING TO THE STUDENTS' COUNTRIES

Where the educational expectations of the students before coming to the U. S. , cannot be fulfilled, it is partly due to academic reasons such as an insufficient number of courses in the school curriculum (as noted by 7 students), and inadequate content of courses (opinion of other 7 students). The addition of necessary courses and the improvement of the content of certain courses have been considered above. Lack of, or insufficient experience relating to their major fields is another reason. The third main reason is that the courses which deal with the students' areas of interest are not within the scope of the American schools; in other words, the courses pertaining to educational problems in Asia are not expected to be found in an ordinary American school, with the exception of some universities where foreign students are many in number and where a special program is set up for them. Six students state that the courses they would like to take are outside the scope of the American schools. On the other hand, 12 students say that their expectation is unfulfilled due to reasons related to their own countries.

The students were asked to check their areas of interest relating to their countries on a list provided in the questionnaire in order of importance. Twenty-two students checked the list and the results are as follows (only those topics chosen as 1st, 2nd or 3rd preferences are presented here):

Fundamental Education is chosen by 8 students as preference#1; 3 persons choose Illiteracy and Adult Education as of first importance; 2 others

select Rural Education and Agricultural Development. The other areas chosen as preference #1 are: Compulsory Education (chosen by 1 student), Financing and Mass Education (1), School and Community (1), Vocational Guidance and Training (1), Textbooks and Library (1) and Curriculum (1).

As preference #2, Illiteracy and Adult Education is selected by 7 persons, Fundamental Education by 3 students, Cooperative and Fundamental Education by 2 persons, Curriculum (2), Rural Education and Agricultural Development (2) and School and Community (3).

The areas chosen as preference #3 include Rural Education and Agricultural Development (chosen by 5 students), Compulsory Education (2), Comparative Education (2), Methods of Teaching (2), Text books and Library (2), Educational and Industrial Development (1), Illiteracy and Adult Education (1) and Audio-visual Aids (1).

To sum up, Fundamental Education is selected as preference #1 by 8 students, as preference #2 by 3 students. Illiteracy and Adult Education is considered as preference #1 by 3 persons, as preference #2 by 7 persons, as preference #3 by 1 person. Rural and Agricultural Development is chosen as preference #1 by 2 students, as preference #2 by 2 students and preference #3 by 5 persons. These three areas seem to be the fields of interest of many students in the study. The reasons behind the choice of these areas appear to be those related to educational and economic development of the underdeveloped countries which have been discussed fully in Chapter I. Table VI sums up the

areas of interest in Education relating to the students' countries. For the sake of clarity, each preference #1 will be given 3 points for each student, each preference #2, 2 points and each preference #3, 1 point. The total of these points shows the degree of importance of each area.

TABLE VI

STUDENTS' AREAS OF INTEREST RELATING TO THEIR COUNTRIES

Subject Areas	P*#1		P #2		P #3		Total	
	#S*	Pts.*	#S	Pts.	#S	Pts.	#S	Pts.
Fundamental Education	8	24	3	6			11	30
Illiteracy & Adult Edu.	3	9	7	14	1	1	11	24
Rural Education & Agricultural Development	2	6	2	4	5	5	9	15
Compulsory Education	1	3			2	2	3	5
Finance & Mass Edu.	1	3					1	3
School & Community Vocational Guidance & Vocational Training	1	3	3	6			4	9
Textbooks & Library Curriculum	1	3	2	4	2	2	3	5
Cooperatives & Fundamental Education			2	4			2	4
Comparative Education					2	2	2	2
Methods of Teaching					2	2	2	2
Education & Industrial Development					1	1	1	1
Audio-visual Aids					1	1	1	1

*P - Preference

#S - Number of students

Pts.- Points

TECHNIQUES USED TO OFFER THE SPECIAL COURSES

It is then obvious that most of the above subjects cannot claim a proper place in the curriculum of an ordinary American school. If the schools are to help the foreign students, these courses must be given specially or must be carried out through different procedures and techniques.

The students were asked to consider the feasibility of giving those courses which are outside the scope of their American school. Seven students say that these courses could be given in a specialized American school for foreign students. Seven others think that they could be offered through the cooperation of many colleges and universities of the same area. Seven more students believe that both ways could be used to make these courses available for the foreign students. In brief: 21 students acknowledge that there must be some specialized schools or cooperation of many schools in the same area if these courses necessary for foreign students' training in Education are to be offered.

In regard to how these courses are to be given, 15 students prefer to have credit courses, 9 to have credit seminars, 12 to have credit workshops and only 2 students prefer to have non-credit workshops. No one prefers to have non-credit courses or seminars. Courses, seminars or workshops given with credits are preferred by most of the students either at a specialized American school or through the cooperation of many schools in the same area concerning the subjects of interest relating to the students' countries.

PROGRAMS SUGGESTED BY STUDENTS FOR RECEIVING HELP FROM FOUNDATIONS

In view of many available funds offered by various Foundations to assist in the training of the foreign students (mentioned in Chapter I), Far Eastern students in this study were requested to select from the list of programs in the questionnaire the ones for which they would prefer to receive financial aid from a Foundation. Thirty-eight students give their preference. Two students choose two programs as their first preference.

It seems obvious that a large number of students would prefer to use the funds for scholarships which would allow them to visit educational agencies or centers in the U. S. and other countries in order to observe and to gain experience in their own fields. Altogether 35 students, or 91% of the group, have chosen this program, among them 17 students select it as their first preference, four persons choose it as their second preference, 5 others as their third preference, 5 more as their fourth preference, one as his fifth preference, 2 as their sixth preference and 1 as his seventh preference.

Another program selected by many students is specialized courses for the foreign students which will deal with the subjects of their interest. Thirty-one students or 81% of the group have chosen this program as one or another preference. The third most desirable program is workshop mentioned within the first 7 preferences by 29 students or 75% of the group. Next comes the program of research in the areas of the students' interests, as chosen by 28 students or 73% of the group. Other programs selected by the students are:

seminars (chosen by 23 students or 60%), training grants (21 persons or 55%), subscriptions to international educational magazines (17 students or 44%) and publication of educational bulletins written by the students of the school (13 students or 31%). One student adds to the list suggested in the questionnaire the project of opening a Center of Research or Institute of Comparative Education as her third preference. Another person prefers to use the funds for improving and equipping the foreign schools according to their own cultures (his second preference). Yet another student suggests that the funds be awarded to the Asian students as grants and scholarships to enable them to extend their time of stay in the U. S. The results of all preferences are given in Table VII. Each preference #1 is given 8 points; preference #2, 7 points; preference #3, 6 points, etc... The total of these points is shown in the last column of the Table.

It can be concluded that the five top programs chosen by the students for the use of funds of a Foundation are: scholarships for students to visit educational centers in the U.S. and other countries, specialized courses, workshops, research and seminars. The students' reasons for selecting these can be seen easily. The visits to educational centers in the U. S. and other countries with careful planning of what to observe will allow the person to see the whole field of his concern in action; thereby he will know in general the organization, the difficulties which will be met, and the skills necessary for him to start or develop any work he plans to do in the future. The author

TABLE VII

PROGRAMS FOR RECEIVING HELP FROM FOUNDATIONS

Programs ¹	No. of Students Choose the Program As								Total	
	P#1	P#2	P#3	P#4	P#5	P#6	P#7	P#8	#S	Pts.
Specialized Courses	9	9	7	3	2		1		31	202
Research	5	12	2	5	3	1			28	176
Seminar	1	2	5	7	1	6	1		23	111
Workshop										
School Educational Bulletin			3		2	2	2	3	12	41
Subscription of foreign magazines	1	1	1	1	4	3	6		17	63
Training Grants	3	5	6	2	1	2		2	21	117
Scholarships of Visits	17	4	5	5	1	2	1		35	239
Center of Research ²			1						1	6
Improvement of School ³		1							1	7
Extension of Stay ⁴								1	1	1

- Notes: 1. For complete list of programs, see questionnaire in the Appendix.
 2. Center of Research or Institute of Comparative Education where outstanding scholars from abroad are invited to teach courses in reference to their respective countries.
 3. Use of the funds in equipping the foreign schools and improving them in view of their own countries.
 4. Extension of stay through scholarships and grants.

visited Puerto Rico for six weeks during the summer of 1955 to observe the organization and development of credit unions and cooperatives there. The program and schedule of visit were planned by the Institute of Cooperatives attached to the University of Puerto Rico. She has seen how the credit unions started and developed, the problems encountered by the board of directors and officers, the training of the specialists in this field, the administration of credit unions and so on. The experience gained during six weeks was more valuable than research or reading. In addition, the visit to a country similar in economic background is very helpful because the difficulties as well as successes observed in that country offer the student self-confidence because he knows what to do and how to go about carrying out the plan. Similarly, specialized courses, workshops, research and seminars enrich the students with knowledge and experiences of what has been done in different countries in the fields of special interest.

SUMMARY OF THE CHAPTER

Most of the Far Eastern students in Education who come to the U.S. expect to benefit from the academic studies and to gain experience. Two-thirds of the group evaluate favorably their gain in academic studies. Their suggestions concerning the improvement of the curriculum and of the content of some courses imply that they would like to see the curriculum and the courses expanded to a wider scope which will lead both American and foreign students to a broader view on world education and conditions.

Fifty-nine per cent of the group estimate favorably their gain in experience while the rest of the group are less enthusiastic about it. The areas where they feel a need for more experience is in their major fields of study. The means for attaining these experiences are observation and actual work in the field.

Some students' expectations cannot be fulfilled because their areas of interest are related to their own countries and the regular American schools are not equipped with facilities to satisfy these rather special needs. These areas of interest relating to the students' countries are: Fundamental Education, Illiteracy and Adult Education, Rural and Agricultural Development and many others. Ways to help their needs are various: these areas can be treated in the courses offered by a specialized school for foreign students or through the cooperation of many schools in the same area if the number of foreign students in Education are very few in each school. The students prefer these courses be given as credit-courses, credit-seminars or credit-workshops.

In the event the funds of a Foundation were made available, the students suggest that the funds be used to award scholarships for the students to visit the educational agencies and centers in the U.S. and in other countries, to assist the schools in offering specialized courses, workshops, seminars and research of the area of study concerned.

The next chapter will deal with the opinions of the students and their

suggestions regarding the benefit they gain from various extra-curricular activities, from personal contacts with the students, professors, etc., and from magazines.

CHAPTER IV

OTHER ACTIVITIES HELPFUL TO THE STUDENTS' TRAINING IN EDUCATION

Learning results not only from the subject matters offered by the school but also from all the activities which bring about the wholesome experience of the students. Thus, the Far Eastern students in Education gain their knowledge and experience not purely from the courses and programs of study mentioned in Chapter III, but also from the study clubs, conferences, visits to schools, etc., organized by the school or outside of the school, in other words, from the "extra-curricular" activities, and from the activities outside of the school which the students attend for their own benefit.

It seems rather illogical to call some activities "extra-curricular" because any activity which helps learning and which is organized by the school should also belong to the curriculum. It is then a reluctant use of this term on the part of the author in order to differentiate between the activities which are organized in connection with a course (which have been discussed in Chapter III) and the activities in general organized by the school and which are also helpful to the training of the students in Education.

Out of 23 students who reply to the question regarding the extra-curricular activities which are helpful to their training in the field of Education,

19 students or 82% answer positively; only 4 students or 18% give a negative answer.

EXTRA-CURRICULAR ACTIVITIES HELPFUL TO THE STUDENTS' TRAINING

The extra-curricular activities recommended by the students as being helpful to their training in Education are: educational conferences, visits to schools and famous U.S. educational agencies, study trips, study clubs of which the members are persons of the same interest, discussions among the students and meetings, discussions about methods of teaching in teachers' organizations, safety education and health education.

ACTIVITIES OUTSIDE OF SCHOOL HELPFUL TO THE STUDENTS' TRAINING

The activities helpful to their training outside of the school are enumerated by 21 students or 84% of 25 students who answered the question. Only a part of these activities are related to the field of Education such as: creative work in hobbies to construct audio-visual materials, projects and conferences of P. T. A. groups, acquaintance with school teachers, attendance at teachers' conventions and educational conferences. Other activities which are not included in the field of Education are: visits to museums, libraries, girl scouts' meetings, camps, leadership training, participation in community affairs, speaking to different groups and organizations about their own countries, religious meetings, membership in music clubs, sport clubs, etc. These ac-

tivities develop in the students the experience and qualities of leadership needed for their future work.

PERSONAL CONTACTS HELPFUL TO STUDENTS' TRAINING

Aside from these activities, the personal contacts made with persons connected with the field of Education are very important in the training of the Asian students. The Far Eastern students in this study have made contacts with professors, American and various foreign students, teachers and administrators, parent-teacher associations and the board of education. Out of 39 students, 23 students or 60% say that the contacts made with the professors profit them most. Second most beneficial contact is that with the teachers and administrators, as expressed by 10 students or 26%. The foreign students are the next group from which they have benefited (21% of the group), then come the American students (16% of the group), the board of education (5% of the group, and the P. T. A. (3% of the group). In brief, the professors, teachers and administrators are the ones with whom the students have more contacts and benefited from.

Seventeen students or 44% out of 39 students state that these contacts came by chance while 15 students or 39% say that these contacts have been planned either by the school or by the students. Seven students or 18% think that these contacts have been both planned and come by chance. In general, these contacts have been equally balanced between those planned and those that have come by chance.

Viewing the students' opinions concerning the benefit they gain from the various contacts above, one possible conclusion can be drawn. Only slightly more than a half of the students have benefited from the professors outside of the classroom, one-fourth of them have profited from the teachers and administrators and a lesser percentage of the group have benefited from the foreign students and from the American students. The reason might be that the Far Eastern students have made these contacts with the above people, but only superficially and on the social level as one student made that remark while answering the questionnaire. So, if these contacts could be planned carefully by the school with the definite purpose of helping both foreign and American students to gain more knowledge in Education, these contacts would be more fruitful. Thirty-three students out of 34 students who reply to the question, or 96%, believe that the schools can very well facilitate these contacts. The methods as to how these contacts can be made are suggested by the students in the following.

PLANNED CONTACTS ARRANGED BY THE SCHOOL IN GENERAL AND PROFESSORS

The school can arrange many ways to make possible the meetings and exchange of ideas between the foreign students and different groups of persons mentioned above. It can organize meetings for American and foreign students, conferences on educational topics; it can arrange for the foreign students to meet the professors (such as the foreign-faculty meetings), the

board of education, teachers and administrators or members of parent-teachers' association; it can sponsor a Prospective Teachers' Day; it can establish the foreign students' clubs and introduce them to the above groups or invite leading experts to give lectures, or it can introduce the foreign students to clubs or associations relating to educational work; finally, grants might be sought for the foreign students to do research with the above people.

The students offer the following suggestions, among others, for professors in the Department of Education, or the foreign students' advisor. One student suggests that the professors of the Comparative Education courses or seminars could invite guest speakers to the class, or arrange meetings with the purpose of introducing the foreign students to different groups. The professors in Education can plan discussions in class or out of the class for the American and foreign students concerning their respective fields of interest. The foreign student advisor also can contact the above groups and plan the program for the foreign student in Education.

In brief, the school should encourage better acquaintance between the foreign students and these groups and give more opportunities for them to meet and to exchange ideas. These meetings can be useful both ways because the foreign students can learn more about the American system of education and on the other hand, the American students, professors, teachers, board of directors, can gain some insight into the education in the foreign students' countries. And perhaps this way the foreign students can find some solutions

for their educational problems with the help of these experts. The programs above recommended by the students include meetings of a social nature, such as parties, in order that these groups can know each other better. Then, programs more related to the educational field are suggested, such as conferences, discussions, seminars. Both the school or the Department of Education and the professors can be of great help in these programs.

PUBLICATIONS OR MAGAZINES HELPFUL TO THE STUDENTS' TRAINING

The questionnaire also asked the students to evaluate the publications or magazines that have helped in their research and reading. Because the scope of their research is usually broad and involves American education, world education and the education of their own countries, they are requested to enumerate the American magazines, the UNESCO publications, the educational publications from their own countries and those from other countries which have assisted in expanding their knowledge in the field of Education.

AMERICAN MAGAZINES

Twenty-nine students out of 32 students who answer the question, or 90%, acknowledge that they get much help from the American magazines. Only 4 students or 10% hold the opposite view. These 4 students are among the newcomers who did not have a chance yet to read many American educational magazines. There are 34 educational magazines mentioned by the students. Eight students, or 25%, think that the National Education Associa-

tion Magazine (NEA) helps them most. Four others, or 13%, cite the Elementary School Review. The other magazines enumerated by the students are: Parents' Magazine, (by 3 students), Association for Childhood Education Magazine (2), Education (2), Catholic Educator (2), Education Leadership (2), A. S. C. D. (2), America, School Journal, School and Society, Elementary School Journal, Journal of Experimental Psychology, Psychological Review, Personnel and Guidance, Journal, Science Education, Movie Screen, Audio-Visual, Education Forum, Journal of Educational Research, Library Journal, English Journal, A. C. E. I., S. R. A., A. C. E., N. C. A., A. A. S. S., Phi Delta Kappan and Progressive Education. In summary, the NEA and the Elementary School Review seem to help the students most in their research and study.

UNESCO PUBLICATIONS

Regarding the UNESCO publications, only 11 students read and profited from these. Seventeen students answered "No" to the question. Thirteen others did not answer the question which could be also interpreted as "No." Therefore, there are only 11 students or 27% who have acknowledged gaining something from the UNESCO publications. Most of the remaining students did not read or get any help from these publications. The UNESCO publications read by the students are: Fundamental Education and Adult Education (quarterly bulletin), Compulsory Education in India (book) and other issues of the same series, Reports on Fundamental Education, UNESCO Educational

Mission Report to the Philippines, The Courier. One student read most of the UNESCO educational publications. In general, the students seem to be interested in the educational phases relating to their countries or to certain educational problems of their own countries.

EDUCATIONAL PUBLICATIONS FROM STUDENTS' COUNTRIES

Nineteen students, or 45% out of 41 students have benefited from the educational publications of their own countries. There are 12 magazines from 5 countries. The students from the Philippines have gained from the Association for Childhood Education in the Philippines, Philippines Educational System (book), Philippines Journal of Education (by 3 students), Progress, and PASS-Education in Rural Areas for Better Living. The Indian students name their favorite publications such as: Publications of the Ministry of Education (2), Indian Embassy Publication, Commission Report on Secondary Education, and Textbooks on Education. The publication from China is: Education and Civilization (3). There are also Educational Center from Thailand (by 2 students) and Teachers World Magazines from Malaya.

EDUCATIONAL PUBLICATIONS FROM OTHER COUNTRIES

Only 6 students or 15% out of 41 students have benefited from the educational publications from other countries. One student mentions "no opportunity" as the reason of not using these materials. The magazines used by the students are: The Month, The Tablet, Educational Review, British

Journal of Psychology (all from England), Ecole des Parents (France), L'Enfant (Switzerland), Les Activites de l'Ecole (Belgium). Other publications are from Mexico and Ecuador.

SUMMARY OF THE CHAPTER

Nineteen students believe that the "extra curricular" activities of the school do help their training in education. The activities recommended are: conferences, discussions and visits which will widen and deepen the knowledge and experience of the Far Eastern students.

The activities outside the school are considered helpful by 21 students. These activities attended by the students are partly educational such as hobbies in education, conferences, educational conventions, and partly social.

The students have made contacts with many educational groups among which they benefit mostly from the professors (60%), the teachers and administrators (26%) and the foreign students (21%). There should be some careful planning on the part of the school if these contacts are to be more useful for the foreign students.

Twenty-nine students benefit from the American magazines. Eleven persons gain from the UNESCO publications. Nineteen students find the educational publications of their own countries helpful and 6 students learn much from the educational publications of other countries. There seems to be a lack of interest, or perhaps of facilities, on the part of the students to use and gain benefit from the UNESCO publications, from the educational

publications of their own countries and of other countries.

The students' evaluation concerning the benefits gained from their training in the U. S. , their change of outlook in the realm of Education, and their plan for future work will be treated in the next chapter.

CHAPTER V

BENEFITS FROM U. S. EDUCATION AND PLAN FOR WORK ON RETURN

After a period of study in the U. S. , the Far Eastern students were asked in the questionnaire to see how much and why they have changed in their outlook regarding the field of education. The programs of study from which the students receive most benefit, the kinds of change they experience and the reasons for these changes are presented below.

MOST REWARDING PROGRAMS OF STUDY

Twenty-five students or 65% of the group say that visits to different schools and agencies have been the most rewarding experience among their programs of study which will help them in their future work at home. Other most beneficial programs of study are: the courses, as mentioned by 24 students or 62%; personal contacts, by 23 students or 60%; research, by 15 students or 39%; workshops, by 13 students or 34%; and seminars, by 12 students or 31%. One student adds "informal discussion" to the list of programs suggested in the questionnaire. Another addition is "teachers' convention." In brief, the visits, the courses and personal contacts are the programs most rewarding for the students.

CHANGES IN STUDENTS' OUTLOOK REGARDING PROFESSION

Out of 40 students who answer the question regarding change in their outlook on their profession as a result of their education and experience here, 32 students or 80% say "Yes". Only 8 students or 20% do not feel any change in their outlook concerning their special field in Education. Among the 8 students who give the negative answer, one student explains that the reason is because she has not been able to take enough courses due to her short stay in the U. S. Two other students had just changed their major, so they could not have enough knowledge and experience in their new fields of interest. The fourth student indicates that he experiences a "betterment" in his former outlook, not a change, concerning ways to "achieve the common goal of peace and understanding in the world". The other four students have stayed in the U. S. for two, four, five and six years. Three of them are working for a Doctorate and one for a Master's. Here again, the religious motive in coming to the U. S. can be counted because out of these 8 students, 5 are priests or nuns. In general, it can be said that most of the students (80%) feel some change in their outlook concerning their profession.

KINDS OF CHANGE

In regard to the kinds of change, 31 students or 74% mention various new attitudes and outlooks which have been formed since their study in the U. S. For the purpose of simplification, these changes of outlook are grouped into: (1) General changes of attitude toward teaching and education; (2)

Changes regarding methods, procedures and techniques of teaching; (3) Changes concerning the individual pupil; (4) Changes relating to teacher-pupil relationship; (5) Clearer and deeper outlook on education at home and appreciation for one's own country; (6) Changes on international understanding.

The changes of the students' attitude toward teaching and education in general can be said to be a fuller realization of the true nature of education and a greater sense of responsibility toward their future work. Some of the expressions of the students are: "I view education as a process to develop the whole person, not merely instruction." "Education is a great work which requires patience, talent, and experience on the part of the teacher." "I feel the need of more improvement." "I realize the necessity to learn many more things." "I have more confidence." "I have ideas on what to do when I return home." "I feel at home with the field." Some students find new objectives in education that they were not aware of before, such as "education for leadership," "citizenship training" and "education for leisure."

The changes in regard to methods, procedures and techniques of teaching in general are also brought out. The new methods and techniques acquired by the students relating to their specific fields are: "a scientific outlook in the approach to diagnostic and remedial work in reading;" an ability to "make use of modern developments in group testing and guidance;" "a knowledge that counseling and guidance are most needed phases of the whole educational program;" the acquisition of "modern techniques of guidance and teaching;" "the importance of good supervision"; "the need of

change of curriculum"; a knowledge that "remedies must be in accordance with difficulties"; information must be clearly interpreted before helping the child" (in primary education in remedial reading). Other new methods to be used in teaching in general are: "use of workshop", "value of evaluation", "child-centered quality of the classroom," "learning by doing," and "more student-centered teaching." It is interesting to note that 6 students out of 31 who answer the question, or 15%, see the need of a more democratic approach in education, such as "the organization of a more democratic system of education," "democratic approach," "education must be more democratic," "democracy in the classroom," "practice of democratic procedure in the classroom" and "more democratic processes."

The most important change seen by the students is the realization of the pupil's human dignity, his worth, and the importance of educating him as an individual. The students express this thought in different ways. They see the "need of helping the students as persons," to pay more attention "to individual pupils" and "to the students who neglect class work" (this student states that she did not do this before coming to the U. S. although she did recognize individual differences). They have the "desire to meet individual needs in learning," to educate "the whole child" and to consider "each child as an individual." When the students accept the pupil as an individual and also as a human being, they understand more easily his behavior. They have "greater understanding for children and their behavior", they "realize that

the child's behavior is due to many causes" and that "the child must be helped to be more independent."

Seeing the child's worth as a person, the students feel their relationship toward the pupil has been changed also. They think that the teacher-pupil relationship should be more personal and flexible and there should be true cooperation between the teacher and the pupil.

After studying for a time in the U. S. in the field of Education, the students have a clearer and deeper outlook on the education of and appreciation for their own countries. They see the problems as well as the superior phases of their system of education. They "get many new ideas and methods which will be modified to solve problems at home" while at the same time they "realize defects and problems of the educational system in their own country" and can envision these problems more clearly than before coming to the U. S. They feel "deeper love for one's country" and have a "stronger sense of duty toward their fellowmen in sharing knowledge and education with them."

Finally, they also have been changed on the level of international understanding. They have "a broader view toward the world," they are "more generous toward people," they are "interested in other countries' cultures," they "understand better the American way of life," they have "broadened outlook in life," they "believe in the dignity of labor" and they think that "international understanding and cooperation are necessary in

world education."

Nobody can deny that the above new attitudes changed the students tremendously in their concept of teaching and education, in the teaching techniques and methods, in their understanding of the child, in their new view toward their own country and toward the whole world. These are the objectives of any exchange program in the field of education and these objectives have been satisfactorily fulfilled by a great number of students who have stated these changes (31 students, or 74%).

REASONS FOR CHANGE

The reasons for the above changes are also various. Ten students or 25% say that these changes are due to the combination of all the programs including courses, research, personal contacts, seminars, workshops and visits. Nineteen other students or 41% think that the changes are due to the combination of one or two of the above programs and to the students' effort and thinking.

Six students state that the new attitude they have now is due to personal contacts and interviews with teachers, with children, with "guidance conscious people," educational personnel, and due to the influence of teachers' conventions. Eight more students think the reason for their change in thinking is the combination of courses and anything connected with their study program. Philosophy shows them human dignity, psychology makes them understand themselves and others. Guidance and Counseling courses

are also helpful in knowing how to deal with different kinds of behavior. The term-papers connected to each course give the students deeper understanding in some specific phase of the course. Five students feel that experiences both inside and outside the school influenced their change in attitude. Personal observations and contacts with the teachers stimulate their growth and their depth of understanding. Their respect for the individual's dignity grows daily as they are eye-witnesses to others' respect for the individual. These experiences and contacts with the teachers as well as their experiences with the program of study impress upon them the importance of being a good teacher and of seeking to make education available to each child--sharing their learning with those who are less fortunate in educational opportunities. Two students attribute their changes to the research they did. Four others think that the visits and observations of schools, American families and organizations have to do with the changes. Finally, five students believe that their new attitude is due to their own effort and thinking. They weigh things seen in the light of their country's needs, traditions, customs and the growing trends. They try to evaluate whether the things learned are applicable to their people's needs and happiness. They make special studies concerning the application of their special skill to the needs of their country. In brief, one can conclude from the findings above that the student who changes his attitude and thinking in regard to the field of Education in favor of his future profession since he came to the U.S. is also the one who came with a critical

and open mind, who knows how to profit from his program of study and to take advantage of any possible opportunity in order to acquire needed experience for his future work.

PLAN FOR WORK ON RETURN

All students or 100% will return to their respective countries. Many of them do not yet have any definite plan regarding what they will do on their return. Hence, there are many cases where the students mention two or three tasks that they prefer to do. In the following, 40 students state the tasks they hope to do in their own countries.

Ten students expect to teach in elementary grades. Among them three will work with the pupils who have reading difficulties or will set up remedial reading clinics (the Philippines). Others will teach children English (Japan), or try "to carry out the idea of educating the child as a person" (India), or help their colleagues through demonstrations, workshops, conferences, studies, seminars and research (the Philippines). The rest of the students who plan to teach in elementary grades are from China, Malaya, Thailand and Viet-Nam.

Six persons wish to teach in secondary schools in China, India, the Philippines, Thailand and Viet-Nam while three others choose college level as their teaching field (China and the Philippines). Nine students from India, Korea, the Philippines, Thailand and Viet-Nam think that they will work in a teacher's training school. Ten others from China, India, the Philippines

and Viet-Nam will engage in administration work, among whom three will be principals of a high school, a high school seminary and ecclesiastical college. Two students will help in the field of supervision in Thailand and the Philippines. Four others will busy themselves with the development of Catholic schools and apostolic work (China, India and Viet-Nam).

Two students will help in planning and revising the curriculum (the Philippines and Viet-Nam). Four others choose guidance and counseling work in the role of a school counsellor (the Philippines), and organizer of basic guidance program in the school (the Philippines), in vocational counseling (Viet-Nam), in children counseling (Japan) and personnel work in high school (the Philippines). Finally, five students will work in the field of fundamental education (the Philippines and Viet-Nam).

It seems evident that the students are more interested in the following educational fields: elementary, secondary and college education (while the elementary level is shown more importance by the interest of a large number of students), teacher's training, administration, guidance and counseling, supervision, curriculum and fundamental education.

SUMMARY OF THE CHAPTER

The programs of study which have been most helpful to the Far Eastern students in the light of their future work at home are visits to schools and agencies, the educational courses and the personal contacts with the educational agents.

The majority of the students feel some change in their outlook regarding their special field in education. These changes are concerned with teaching and education in general, methods, procedures and techniques of teaching, the individual pupils, teacher-pupil relationship and the national and international understanding. The reasons of change are due fully or partly to the programs of study and activities and also to the students' effort and thinking.

The students will concentrate on the following fields of work when they return to their own countries: teaching on elementary, secondary and college levels, teachers' training, administration, guidance and counseling, supervision, curriculum and fundamental education.

In the succeeding chapter, the conclusions drawn from the findings, the opinions of the authorities in education of some Far Eastern countries regarding the urgent needs in education of these respective countries and some practical recommendations will be presented.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

SUMMARY OF SIGNIFICANT CONCLUSIONS DRAWN FROM FINDINGS OF CHAPTERS III, IV AND V

Some conclusions concerning the needs of the Far Eastern students in the field of education can be drawn from the findings of the questionnaire.

1. The academic courses are expected by the students to have a wider scope than at present. These courses must give the students a better knowledge of world education.
2. More experience is needed in the following fields of education: tests and measurements, guidance and counseling, practice teaching, administration, supervision and fundamental education.
3. The students need to be helped in the areas of interest relating to their countries such as fundamental education, or more specifically, illiteracy and adult education, rural and agricultural development, school and community, audio-visual education, textbooks and library. They should be familiar with these subjects in the light of the conditions of their countries before engaging in any kind of work there. At times the students must be helped to recognize the educational problems at home.
4. The school can also help the students in planning the extra-cur-

ricular activities relating to education and arranging the meetings with the American and foreign educational authorities.

5. The students' interest in foreign education must be fostered or stimulated through the school subscription of foreign publications and magazines and those of UNESCO.

SUMMARY OF SUGGESTIONS OF EDUCATIONAL AUTHORITIES IN THE PHILIPPINES, THAILAND AND VIET-NAM

Aside from asking the opinions of the students regarding their needs in education and their suggestions of a program of study, the author also tried to find the educational needs of some native countries of the students with an attempt to see whether or not the students' selection of their fields of study in education fit the educational needs of their countries. Letters were sent to Mr. Abhai Chandavimol, Director General, Department of Elementary and Adult Education, Ministry of Education, Bangkok, Thailand; to Mr. Benigni Aldana, Assistant Director of Public Schools, Department of Education, Bureau of Public Schools, Manila, the Philippines; to Mr. Nguyen-duong-Don, Minister of Education, Saigon, Viet-Nam; and to Mr. Vu ngo Xan, Provisor of Lycee Chu van An, Saigon, Viet-Nam. The author did not get any reply from the Minister of Education from Viet-Nam.

EDUCATIONAL NEEDS OF THE PHILIPPINES, THAILAND, VIET-NAM

The above educational authorities were asked to state: (1) the areas of Education to which the students from these three countries should give

special attention and get the training for in the U. S. ; (2) the areas where there is a shortage or lack of educational specialists, and (3) the fields which they expect the returnees to know thoroughly and to work in competently after they have been studying in the U. S. Obviously, these three questions lead to similar answers because what is suggested for the students to become trained in during their study in the U. S. must be what is lacking at home and in which the returnees are expected to show competency after their training abroad.

The answers are presented in the following, according to country:

THAILAND - Elementary education is recommended by the Minister of Education in Thailand to all students in education for special attention because it "provides a base for all other fields." The educational areas where there is a shortage or lack of specialists are (the most acute first): music, shopwork, agriculture, home economics, arts, teachers' training, elementary education, and secondary education.

PHILIPPINES - Regarding the Philippines, the fields in education suggested by the Department of Education to the students for training in the U. S. are: elementary education (including pre-service education of teachers, science teaching in the elementary grades, teaching of English as a second language and rural education); secondary education (including administration and supervision of the rural community high schools, curriculum organization in the rural community high schools, guidance and counseling, science teaching and teaching of English as a second language); teachers' education

(including child growth and development, science education and teaching English as a second language). In general, the teaching of English as a second language and the teaching of science seem to be the major concerns in the elementary, secondary and teachers' education in the Philippines. Rural education is also emphasized in elementary and secondary education. There is a felt need of guidance and counseling in secondary education, and the study of child growth and development in teachers' education.

The areas of education where there is a shortage or lack of educational specialists in the Philippines are: rural education, child growth and development and guidance and counseling in the rural community schools.

The returnees are expected to know thoroughly and to work competently in the following areas after they have been studying in the U. S. : rural education, pre-service education of teachers, administration and supervision of community education, curriculum organization and development, guidance and counseling, science education and teaching, teaching of English as a second language, and child growth and development.

VIET-NAM / In Viet-Nam, emphasis seems to be put upon vocational education, vocational counseling, fundamental education in the rural areas, research, school administration, testing and child psychology. The returnees will be expected to organize producers' and consumers' cooperatives, credit unions, to set up libraries, to introduce recreation and sports, to teach home handicrafts and first aids.

The common educational needs of these three countries appear to lie in rural education, its administration and supervision. The general shortage seems to fall in the category of practical and skilled works. The need of developing and expanding rural education has a close connection with social and economic development of these countries. The shortage of skilled and manual workers can be explained by the hundred-year old prejudice against manual work in the Far East where only the so-called intellectual works are respected and sought after.

CHANGES TO BE MADE IN PUBLIC SCHOOL SYSTEMS IN THAILAND, THE PHILIPPINES, VIET-NAM

The Ministers and Directors of Department of Education were also asked in the letter to indicate the changes or improvements they wish to make in the present system of public elementary schools, high schools, colleges and universities.

THAILAND - In Thailand, the following need to be improved: methods of teaching, curriculum, textbooks and instructional materials, replacement of the examination system by better school tests, and the extension of compulsory education from four years (Grade 1 to 4) to seven years (Grade 1 to 7). Necessary measures are taken to bring about these changes through the improvement of teacher-training, in-service training, supervision, committee and group discussions.

THE PHILIPPINES - In the Philippines, many changes and ways of carrying out those changes are being proposed. The most important of these are the following:

1. The generalization of the teaching of the vernacular in the first two grades in the elementary school, by allowing the elementary schools to use the vernacular as a medium of instruction in the lower grades. (In the Philippines, English is the medium of instruction at all educational levels.)
2. The emphasis on guidance and counseling in both the elementary and the secondary schools, by training teachers on how to undertake guidance and counseling activities in the elementary and the secondary schools.
3. More effective collaboration between the school and the community which can be done by emphasizing community improvement in order to provide the setting for student learning activities.
4. Teaching of English as a second language through in-service training of teachers.
5. Emphasis on vocational education in the general secondary schools for economic development, by giving adequate facilities to the general secondary schools for the purpose of making vocational education and vocational training more effective for the economic development of the community.
6. More effective science teaching in the elementary and secondary schools can be derived from putting emphasis on science education in the teacher-training institutions and greater facilities for science teaching in the schools.

7. Changes are also to be made in the curriculum organization, administration and supervision of the rural and/or community elementary and secondary schools, by gearing the curriculum offerings to the needs of the rural communities and giving emphasis or stress to the administration and supervision of the barrio elementary schools and the regional secondary schools.

VIET-NAM - Regarding the university level, the Rector of the University of Saigon, Mr. Nguyen-quang-Trinh, mentioned the three objectives of the university during the inaugural ceremony of the university on December 20, 1955. The first objective is the engaging of qualified lecturers. The second objective is the reforming of the curricula to adapt it to the requirements of the country, especially in the scientific fields such as the organization of new branches of study (sea-research, mine prospection) and the direction of scientific investigation toward the local resources: zoological, botanical and mineral.

As far as the secondary level is concerned, it is necessary also to improve the curriculum in order to introduce more practical subjects, wrote Mr. Vu ngo Xan, Provisor of Lycee Chu van An, Saigon, Viet-Nam. Regarding the physical sciences (chemistry, physics) and natural sciences, more laboratory work is needed and the theoretical teaching can be shortened. The examination of Baccalaureat I and II can be eliminated, if possible. All students will have to take only one foreign language (at present, both French

and English are required) in order that they can master language more completely. The methods of teaching must also be changed so that the modern instruments and facilities may be used. The student body must be reorganized and should adopt social and cultural works as their activities, such as publishing the school newspaper, sponsoring musical and dramatic programs to help the charity organizations.

It can be summarized that the fields in education which the students from Thailand, the Philippines and Viet-Nam must take into consideration when selecting their fields of study in the light of their countries' urgent needs are: rural and fundamental education, vocational education, vocational counseling, guidance and counseling, child psychology, school test, research, school administration, the teaching of science, methods and curriculum. Referring back to Chapter V (p. 64), the fields of endeavor in which the students will engage on their return are: elementary, secondary and college level, teachers' training, administration, guidance and counseling, supervision, curriculum and fundamental education. These fields show that the students detect well the needs of their countries. However, the fields of child psychology, research and testing are still left open.

RECOMMENDATIONS

This study of the Far Eastern students' training program in Education viewed in the light of their countries' conditions and needs, brings out some general practical recommendations for the students themselves regarding

their study, for the U.S. schools where the Far Eastern students are attending, and for the governments and Foundations which are assisting in the Far Eastern students' training in the U.S. in the field of Education.

1. STUDY PROGRAM AND FAR EASTERN STUDENTS IN EDUCATION

The Far Eastern students who are being trained in Education in the U.S. and who will return to their countries of different educational conditions can be easily puzzled and disappointed to find out that what they have learned from the courses is not altogether applicable and most of all, that they lack instruments or facilities to use their knowledge. Suppose that a student knows the global method of teaching reading in elementary grades, which uses both phonetic and word or sentence methods. In the classroom and in practice teaching in the U.S., he got used to various primers and picture charts. But if he teaches at home, there will be no primers, no charts and if he teaches in a rural school, sometimes there is not even a blackboard. He would be fortunate if he was helped during his training to discover the local resources of his country and make use of them in preparing his teaching materials. Ways to discover his country's educational problems and to find solutions for them are numerous. Aside from the assistance of his advisor and professors, he can gain benefit from various magazines--American and international--UNESCO publications, from the Asian students who have had some experience about his subject of interest before they come to the U.S. or from American specialists who have been working in Asia.

In all courses in Education, for instance Philosophy of Education, the student can choose as subject for his term-paper the evaluation of the present philosophy of education in his own country, its relationship to political, economical and social conditions, etc. In curriculum courses, he could analyze the design of curriculum at home and what objective lies behind. Besides, the courses that are unrealistic and are not closely connected with the atmosphere and needs of the children, their parents and the community could be dropped from the curriculum. In all other subjects, he must bear in mind the possibility of applying the knowledge learned to the educational situation at home.

On the other hand, if education is basic to social accomplishment and national progress, its development in the urban areas only where a selected few can advance their learning is not just and democratic. Children of rural areas also need to develop mentally, physically, spiritually and socially. As a large percentage of the children are in the rural areas, the need for teachers there is overwhelming. This is a special task which the Far Eastern students in Education must think about. It has been mentioned above that the educational authorities in three countries have expected the returnees to do good work in rural education and these persons unanimously think that this field is most in need and also most lacks specialists in these countries. Dr. William S. Gray, author of the recent book published by UNESCO titled The Teaching of Reading in Fundamental Education, said in the interview made by the author that every student from the Far East should at least know about the needs of

their countries and to decide what to do about them through fundamental education. He also stated that there is a danger that the educated persons from the Far East are still standing aloof from the mass which is proved by their lack of interest in knowing about Fundamental Education and realizing its need. He suggested that the universities can offer courses titled "Mass Education in Various Countries of the World," or "Ways of Improving Living Conditions Through Education," or "Teaching the Illiterate to Read and Write." In case the school does not offer these special courses, the Far Eastern students can read the UNESCO publications or those from foreign countries in order to gain some knowledge on the subject.

2. THE SCHOOLS AND FAR EASTERN STUDENTS IN EDUCATION

In addition to the students' effort, the school can assist them tremendously in fulfilling their needs in Education.

a. The content of the special courses can be planned to adapt to both American and foreign students in the school. In case the foreign students are very few in one school, many neighboring schools can cooperate to offer these courses with the understanding that the credits gained from one school can be transferred to another school. On the graduate level, two courses of this nature can be given during the school year and one workshop of the same nature during summer for the students who are interested in the same subject can discuss some major problems together. As far as the undergraduate level is concerned, the Comparative Education courses can be

given in all schools in order to arouse the foreign as well as the American students' interest on international education.

b. Study clubs can be organized for the students of the same interest. Conferences given by the experts of international or fundamental education promote the interest of the students. Informal and formal meetings between professors and students can be planned to provide the students with occasions to discuss some problems with the professors. Visits of educational agencies will give the students first-hand information and experience.

c. A quarterly bulletin published by the students in Education of the school should be encouraged. Loyola University has published two issues of a bulletin named Notes on Comparative Education, edited by the students of the Comparative Education class. It has proved very helpful to the foreign students as well as the American students. The content of each issue could have:

--An article by students on foreign and American education.

--News on various educational experiments and what has been done by different governments, by UNESCO and by the International Cooperation Administration (ICA) in other countries.

--News of what the foreign alumni are doing in their countries.

--Outline of the Master's theses and Doctoral dissertations on foreign education written by students of the schools or neighboring schools.

--Book reviews and magazine reviews on foreign education and related matter.

d. Subscription to magazines and publications from UNESCO and from the foreign countries for research purposes.

e. Orientation programs:

--Undergraduate: to help the students in choosing and working toward a specialized field in graduate school and also to arouse their curiosity about education in their own countries and others.

--Graduate level: to help the students be familiar with the needs of their countries and adapt their studies to it.

f. Joint project of research of several students under the direction of the same advisor instead of individual theses. Each student would be assigned to make the study on one aspect of the problems which the students are interested in.

ASSISTANCE FROM GOVERNMENTS AND FOUNDATIONS

1. The International Cooperation Administration is giving assistance to the students and professionals of different fields from foreign countries to visit different agencies in the U. S. for six months. It can extend its assistance to the students who are already in the U. S. and who are in the middle of their graduate studies or who have finished their schooling, to visit the U. S. educational agencies or the neighboring countries of similar background to their own in order that they could gain some first-hand experience in their own field in Education before returning to work in their own country.

2. This leads to the second problem, that of visa. Immigration regulations should help the foreign students to visit the neighboring countries and to return to the U. S. One Vietnamese student has visited the Fundamental Education Center in Patzcuaro, Mexico, at the end of 1955. She met many difficulties before she was able to return to the U. S.

3. Grants of various Foundations are given to educational projects for foreign students. It is suggested that some grants be given to the schools --non-Catholic as well as Catholic--which agree to start an educational project for foreign students to allow them to have facilities to do so. Grants can be used to finance workshops for interested students from various universities in an area, to assist in publishing school educational bulletin or newsletter. It can also be used to sponsor a center of research in Comparative Education which will study subjects such as Fundamental Education, Compulsory Education, Adult Education, Rural Education, School and Community, Vernacular Language in Education, etc.

RECOMMENDATIONS FOR FURTHER STUDY

The author suggests that more detailed studies on the foreign students' needs in the field of Education should be encouraged. Problems such as a study of existing devices and facilities in the universities which are beneficial to Asian students regarding some specific field in Education, proposals for orientation programs to help Asian students meet their countries' needs, and many others are open for research.

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APPENDIX

March 28, 1956

Dear Friend,

I am sending you this questionnaire as the information I am asking for in it will help me tremendously in preparing my thesis. The tentative thesis title is: "An Analysis of Special Academic Needs of Asian and African Students in Education."

My purpose in writing this thesis is to analyze from the returned questionnaires some special academic needs of the students in Education coming from Asia and Africa, to evaluate how these needs are met and to formulate some suggestions for increasing the value of their training, in reference to their future work at home.

The first 10 questions are concerned with your background and information which will help me to evaluate your answers.

Questions 11-21: academic needs.

Questions 22-25: needs of experience.

Questions 26-28: needs relating to your country.

Questions 29-35: other means which help your training.

Questions 36-40: your evaluation and future outlook.

Aside from my own interest in completing my thesis, your response to this questionnaire may be helpful to others interested in meeting the special needs of Asian and African students studying Education in the U. S.

May I count on your help and cooperation to make this project successful? It would be good if you let the schools know your needs and your suggestions on how to meet them.

Please return the questionnaire to the following address before April 20:

Miss Vu-nhat-Thanh
1103 No. Dearborn
Chicago 10, Illinois

Thank you very much for your cooperation.

Sincerely yours,

(Sgd.) Vu-nhat-Thanh

P.S.-Questions 6 and 7 of the questionnaire are relatively unimportant and you may omit them if you prefer. The data summarized in my thesis will not identify your answers.

LOYOLA UNIVERSITY
Chicago, Illinois

QUESTIONNAIRE FOR M. A. THESIS

1. Name and Location of School: _____

2. Age: _____ Sex: _____ Country: _____
3. Did you have any previous training in the field of Education before coming to the U.S.? (please circle) a. Yes b. No
4. Did you teach at home before coming here? a. Yes b. No
5. If yes, at what level? _____
for how long? _____
6. How many years of English did you have in your country? _____
7. What was your academic average at home? (please check)
 - ___ Excellent (A)
 - ___ Very good (B)
 - ___ Good (C)
 - ___ Fair (D)
8. At what stage of schooling are you now?

___ Undergraduate	Class: _____
___ Graduate	___ Master
	___ Ph.D.
9. How long have you been studying in the U.S.? _____
10. What highest degree are you aiming for? _____
What is your special field in Education? _____
11. Did you expect to get in the U.S. anything in the field of Education that it was impossible for you to obtain at home? ___ Yes ___ No

12. If yes, was this in the realm of strictly academic studies or in the field of experience? ___ Academic ___ Experience ___ Both

13. If the expectation was academic (courses), to what extent has it been fulfilled? (please check)

- ___ a. Completely
 ___ b. To a great extent
 ___ c. To a small extent
 ___ d. Not at all.

14. If the answer falls in (a) or (b), please name the courses that:
 have fulfilled your expectation: _____

are useful to you beyond your expectation: _____

will help you more if you take them: _____

15. If the answer (of question No. 13) falls in (c) or (d), is it due to:

- ___ Insufficient number of courses suitable for your future work.
 ___ Inadequate content in the courses.
 ___ The courses you were looking for are outside the scope of an American college or University.

16. If your expectation has not been fulfilled due to an inadequate number of courses, what other courses would you like to add to the curriculum?

17. If your expectation has not been fulfilled in regard to the content of the

courses given, please give names of the courses and suggestions for improvement of content of the courses.

Names of courses

Suggestions

_____	_____
_____	_____
_____	_____

18. If the courses you were looking for are outside the scope of your school, do you think:

- They are within the scope of some specialized American school.
 They could be given through the cooperation of several colleges and universities within an area.
 Both.

19. Would you prefer that these courses be given by:

- | | |
|---|---|
| <input type="checkbox"/> credit-courses | <input type="checkbox"/> Non-credit courses |
| <input type="checkbox"/> credit seminars | <input type="checkbox"/> Non-credit seminars |
| <input type="checkbox"/> credit workshops | <input type="checkbox"/> Non-credit workshops |

20. Do you think that the addition of the courses you suggest would be useful and desirable:

- For foreign students only.
 For foreign and American students.

21. What courses would you suggest to be useful to the American students?

22. If the expectation was in the realm of experience (question No. 12) directly related to your profession (concerning the field of Education), to what extent has it been fulfilled?

- | | |
|---|---|
| <input type="checkbox"/> a. Completely | <input type="checkbox"/> c. To a small extent |
| <input type="checkbox"/> b. To a great extent | <input type="checkbox"/> d. Not at all |

23. If the answer falls in (a) or (b), please state the areas of experience you have obtained:

How did you get these experiences?

24. If the answer (of question No. 22) falls in (c) or (d), what are the specific areas in which you feel the need of more experience?

25. How do you expect to acquire these experiences?

26. If your expectation has not been fulfilled due to reasons other than academic and experience, is it due to reasons specifically related to education in your country or region? (please circle) a. Yes b. No

27. If yes, do the areas of your interest relating to your country or region fit into any of the following areas? (please give order of preference by writing 1, 2, 3, etc. in the blank).

Fundamental Education
 Illiteracy and Adult Ed.
 Rural Ed. & Agricultural
 Development
 Comparative Education

Curriculum
 Finance & Mass Education
 Teacher's training in Urban
 & Rural areas
 Methods of teaching

- Compulsory Education
- Cooperatives & Fundamental Education
- Education & Industrial Development
- School & Community
- School & Government
- Educational Legislation

- Text-books and library
- Audio-visual aids.
- Recreation
- UNESCO
- Vocational guidance and vocational training
- Others: _____

28. If a Foundation were to give funds to schools with a view to improve the value of training in the U.S. the future educators from other countries, what program would you suggest? (Please give order of preference by writing 1, 2, 3. . . in the blank.)

- Specialized courses.
- Research in the areas of study concerned.
- Seminars.
- Workshops.
- Publication of Educational bulletin written by the students in the school.
- Subscription of international magazines.
- Training grants.
- Scholarships for students to visit the educational agencies or centers in the U.S. and other countries in order to observe and to gain experience in their own field.
- Others: _____

29. Are there any extra-curricular activities that you think would be helpful to your training in the field of Education?

30. Are there any activities outside your school which have directly contributed to your professional training?

31. Have you had contact with any of the following?

- a. Professors, American or foreign who have had experience in educational systems here and abroad.

- b. American students.
 c. Foreign students.
 d. Teachers and Administrators.
 e. P. T. A.
 f. Board of Education.

32. From which of these contacts did you draw most profit? (circle)

a- b- c- d- e- f-

33. Are these profitable contacts mostly

- Planned
 Came by chance

34. Do you think your school could do something to facilitate these contacts?
(please circle) a. Yes b. No

If yes, how? _____

35. Did you get any help through:

American Educational magazines? a. Yes b. No (please circle)

If yes, which ones?

UNESCO publications?

a. Yes b. No

If yes, which ones?

Educational publications from your own country? a. Yes b. No

If yes, which ones?

Educational publications from any other countries? a. Yes b. No

If yes, which ones? (Please name the countries in ()

36. Which of the programs mentioned above are most rewarding and helpful to your work at home?

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> Courses | <input type="checkbox"/> Seminars |
| <input type="checkbox"/> Research | <input type="checkbox"/> Workshops |
| <input type="checkbox"/> Experience | <input type="checkbox"/> Visit |
| <input type="checkbox"/> Personal contacts (No. 31) | <input type="checkbox"/> Others _____ |

37. Do you feel any substantial change in your outlook on your profession as a result of your education and experience here? a. Yes b. No

38. How would you express this change? _____

39. Is this change due to any of the above programs (question No. 36) or to other reasons? Please explain fully.

40. To what country will you return and what do you hope to do there, in the field of Education?

Country of return: _____

Hope to do: _____

Thank you so much for your cooperation and your willingness to help. Please feel free to write any comments or suggestions in the space below or on the back page if necessary.

APPROVAL SHEET

The thesis submitted by Miss Vu Nhat Thanh has been read and approved by three members of the Department of Education.

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

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

11/27/56
Date

John M. Wozniak
Signature of Adviser