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UNIVERSITY OF CALIFORNIA

Los Angeles

The Reactions of Kenyan Returnees to Their
Educational Experiences Abroad

A dissertation submitted in partial satisfaction of the
requirements for the degree Doctor of Education

by

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1966

To

Wendell P. Jones

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ABSTRACT OF THE DISSERTATION

The Reactions of Kenyan Returnees to Their
Educational Experiences Abroad

by

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Doctor of Education

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Professor Wendell P. Jones, Chairman

Statement of the Problem

The United States, in many cases, through governmental and private agencies, contributes a substantial amount of money toward the education of African students in American institutions. In other cases, the individual African students finance their American education through private means, or they are financed by their national governments. In either case, the United States is faced with the problem of perhaps losing the friendship of many individuals through participant discontent. If we are to do the best job possible, then we must ascertain the areas of discontent and seek solutions to the problems.

Methods and Procedure

In order to obtain the reactions of returnees to their educational experiences abroad, not only in the United States but in other countries as well, two months were spent in Nairobi, Kenya. One hundred personal interviews were conducted, and twenty-five individuals returned questionnaires by mail. Seventy-four students included in the study were returnees from the United States; twenty were from the United Kingdom, sixteen from India and Pakistan, and five each from the Soviet Union, Ireland, and Canada.

The questionnaire used was developed before leaving the United States and was adjusted after use in the field. It is included in the Appendix of the dissertation, as is the coding of the questionnaire for data cards.

Summary of the Findings

A need for improvement of the program for African students in the United States is pointed out in five major areas: orientation, social adjustment, finance, academic adjustment, and use of education.

Two basic needs are apparent. One is the need for a good selection, orientation and counseling program in the home country; the other is the institution of a system of district and local foreign student offices throughout the United States. Twenty-one recommendations are made for the improvement of the position of African students in the United States.

CHAPTER I

INTRODUCTION

Statement of the Problem

Educational officials in Africa, even during the colonial era, have been continually faced with the problem of an increased demand for trained manpower. Colonial governments which anticipated eventually granting independence made some attempts to educate the Africans who, some time in the future, would take over the reins of government. This was accomplished by two means in British Colonial Africa. Either the student obtained his higher education in African institutions which granted external degrees of the University of London, or he went abroad.

The greater emphasis was placed on studies abroad. Before independence came to East Africa, for example, only Makerere University College in Kampala, Uganda, was a degree-granting institution. It served students from Kenya, Uganda, and Tanganyika primarily. Therefore, many students went abroad, especially to the United States, for degree-level work.

Since achieving independence the emerging nations of Africa have been faced with an even greater need for trained personnel. In East Africa, this need has resulted

in the creation of a federal University of East Africa, with campuses located at Kampala, Uganda, Nairobi, Kenya, and Dar es Salaam, Tanzania. University of East Africa degrees are granted by each.

Even though colleges and universities are being increased and expanded all over Africa, the demand has been so great and certain courses not available, that many students still have to travel abroad for higher education. The result has been an ever-increasing number of students who are seeking admittance to institutions of higher learning in the United States and elsewhere. In the future, although a Bachelor's degree is becoming more easily obtainable in the African nations, many students will continue to go abroad for graduate work and specialized undergraduate training. As the African nations progress and expand economically, so too do the demands for higher education.

An indication of this expanding demand for higher education can be found in the statistics on African students published by the Institute of International Education and the Committee on Educational Interchange Policy. In 1960, for example, 1,165 students from sub-Saharan Africa were studying in the United States alone. This was an increase of almost 400 per cent over the year 1950.¹ By the academic

¹African Students in the United States (New York: Committee on Educational Interchange Policy, 1960), p. 1.

year 1964-65, the number had risen to 5,358 students.¹

The United States, in many cases, through governmental and private agencies, contributes a substantial amount of money toward the education of African students in American institutions. In other cases, the individual African students finance their American education through private means, or they are financed by their national governments. In either case, the United States is faced with the problem of perhaps losing the friendship of many individuals through participant discontent. If we are to do the best job possible, then we must ascertain the areas of discontent and seek solutions to the problems.

Purpose of the Study

The purposes of this study are to ascertain how a sample of returnees from both the United States and other countries evaluates the educational experience which it had abroad, to identify the major problems and to offer suggestions for the alleviation of these problems.

Kenya was chosen as the country in which to conduct the research because it is a country which had a large number of students who went abroad under such programs as the yearly "airlifts" which are jointly sponsored by the United States and Kenya governments (see Table VIII in Chapter II). Since 1959, 911 students have come to the

¹ Open Doors (New York: Institute of International Education, 1965), p. 16.

United States on these "airlifts." Many of these students have completed their education and are back in Kenya available for interview.

This growing number of students who were forced to seek education abroad was related to the fact that until 1963 there was no degree-granting higher education facility available in Kenya. At that time, however, the Royal College in Nairobi became the University College, Nairobi, a part of the University of East Africa.

The improvement of the program in the United States is, in the final analysis, the logical end-result of this type of inquiry and analysis. It is also an extremely important result, because unless we try to do the best job possible for the foreign student who comes to our land, we will fail to maximize the potentials of international educational exchange.

Methods and Procedures

In order to achieve the objectives of the study, two months were spent in Nairobi, Kenya. It was felt that a more frank reaction to the overseas experience could be obtained after the completion of studies abroad and return home. This also made it possible to interview individuals who had studied in various countries and to draw comparisons between the reactions to experiences in the various countries, in hopes that these comparisons would indicate areas in need of improvement and suggest ways in which the United

States could improve its program of educational experience for foreign students, particularly Africans.

Before leaving for Kenya, a questionnaire was developed which covered the assumed problem areas for the African student. This questionnaire was the result of library research and personal consultation with approximately twenty African students, including six Kenyans. After several revisions, the instrument was pre-tested with a small group of Kenyan students who were in attendance at the University of California, Los Angeles. Further revisions resulted from this pre-test.

Since the Kenyan students at U.C.L.A. were not in a position to make certain kinds of recommendations regarding the questionnaire which returnees could make, it was necessary to make further adjustments in the instrument after arriving in Kenya and conferring with returnees. This circumstance was related to the fact that the Kenyan students still in the United States had lost some touch with their home environment. What was a perfectly acceptable question to current U.S. students was looked upon negatively by the returned student, in some instances. This necessitated some changes in the questionnaire, which will be mentioned later in this chapter.

During the stay in Nairobi, 100 personal interviews were made and 83 questionnaires sent out in the mail. Of the 83 questionnaires mailed, 4 were returned as undeliver-

able, five were returned by the students unanswered, and 27 were returned completed. Of this 27, 3 were discarded because of being poorly filled out. The result was a 30 per cent response by mail. With the addition of one questionnaire which was picked up personally, the total number of students involved comes to 125.

In the case of those students who had studied in more than one country, the reactions were taken for the country in which the longest period of time was spent. However, in some cases, an interviewee preferred to answer in relation to one country and was allowed to do so. In the follow-up interview which was conducted, the investigator attempted to obtain comparisons of experiences and these were noted.

For the two-month period the investigator was based in the Institute of International Education regional office in Nairobi. From this office telephone contacts were made, appointments set up, and questionnaires mailed out. In the case of mailed questionnaires, a covering letter explaining the purpose of the research was included (see Appendix A).

The questionnaire used contained both check-list and open-end type questions (see Appendix B). It was administered in two ways, depending on the desires of the interviewee. He either filled in the questions at his leisure or during an interview period. If the former were the case, a follow-up meeting was necessary for elaboration of some answers and to validate the questionnaire itself. If

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the latter were the case, in most instances the interviewee commented on the questions as he filled them out. The author was then able to make notes as the interviewee progressed through the questions. In some cases the interviewee answered and commented on the questions as they were read to him. Depending on the procedure followed, an interview would take from fifteen minutes to two hours.

This face-to-face contact and the author's reaction to it were noted by means of a tape-recorder at the end of each day. The use of a tape-recorder during the actual interview was considered and rejected because of the detrimental effect on rapport. In order to gain the rapport needed to obtain the frank answers desired, anonymity had to be assured and assiduously maintained. Therefore, only the author's reactions to each individual interviewee were tape-recorded.

Two procedures were planned for the obtaining of names of former students. One was the contact of key persons for referrals to their acquaintances who fitted into the survey, and the other was the acquisition of lists from appropriate offices which would be dealing with returned students in some way or other.

An immediate contact was made at the Ministry of Education, Higher Education Section, in hopes of obtaining the names of students who had gone abroad for their education. It was revealed that there were absolutely no such lists

available. In the past, students have gone to other countries and returned with absolutely no individual records being kept. Even in the case of government-sponsored individuals, once they have returned, they melt into the community and their whereabouts are unknown.

The next step taken toward obtaining a list of students was with the central government personnel office. While personnel records were kept on all persons in government service, it meant that every file had to be pulled and individually inspected for the educational background of each individual. With the cooperation of the personnel office, a list of approximately eighty names was obtained during the first six weeks by a clerk working ~~during~~ his spare time. This list proved about 50 per cent reliable because of transfers to other positions and faulty information.

As a result of the above-mentioned problem and the added fact that most of the individuals on the list were located anywhere in Kenya, the procurement of interviewees settled down to a matter of personal referrals. Contacts were made with Mr. Gordon Hagberg, Regional Director of the Institute of International Education, and Mr. Samuel Ayany, Executive Director of the Central Housing Bureau. Both were personal friends of Dr. Wendell P. Jones, the investigator's doctoral sponsor. As a result of the kindness and cooperation of these two gentlemen, a "snowball" effect produced over two hundred individuals who were contacted

by various means in quest of an interview. While some of these persons were not eligible for interview, they were able to give the names of many more people who had studied abroad.

Revision of the Questionnaire

As mentioned earlier in the chapter, some revision of the questionnaire was necessary after using it in the field. Actually, the revision was only a matter of deleting some questions. Since a greater number of students had been anticipated from non-English-speaking countries, a section had been included on language problems. This section was deleted as it became evident that very few people had gone to areas in which English was the medium of instruction. It has been only since "Uhuru" in December, 1963, that students have gone in large numbers to the Eastern bloc. These have not had enough time to complete their studies and return because of a five-year program, including language instruction, for a Bachelor's degree.

A question on tribal origin was included originally and deleted when it was pointed out by some to be offensive. Interestingly enough, this question was thought to be perfectly acceptable to the Kenyan students in the United States with whom the pre-test was conducted. It would appear that this was a post-"Uhuru" reaction which is unknown to the student in the United States who left Kenya before its independence.

It was also found that more explanation of some questions was necessary with the students who had studied in countries other than the United States. Terms such as "requirements," "electives," and "counselors," for instance, were unknown to someone educated in the British tradition.

A question on the "most" and "least" valuable experience while abroad was shortened to only the "most" valuable. Interviewees found it most difficult to identify the "least" valuable experience and became antagonistic or frustrated in the effort. The "most" valuable experience, on the other hand, was quick in coming.

A question on where the student would like to go if he had another chance for education abroad was ~~also~~ dropped. It did not give any indication of satisfaction or dissatisfaction with the previous program. It was automatically answered with a country other than the one in which he had studied because of a natural desire to see something new.

Composition of the Sample

Obviously, this type of study depended upon the goodwill and cooperation of the individuals involved. Since a prospective interviewee could "take it or leave it," there was no way to obtain a random sample. Therefore, the study is descriptive in nature and only a limited statistical analysis is possible. There is reason to believe, however, that the feelings expressed by the 125 returnees are indicative of the general attitude of the larger population.

In Table I, the United Kingdom includes Scotland, Wales, and England with, of course, the predominant number of students studying in England. Because of the similarity of conditions, the one student who attended a higher institution in Pakistan is included with India. In the case of Canada, the students attended colleges and universities in the Provinces of Quebec, Ontario, Manitoba, and New Brunswick. Those who were in the Soviet Union were in the cities of Moscow, Odessa, and Kiev. All those who listed Ireland as their country of study attended the University of Dublin in the Republic of Ireland and, therefore, are not included under the United Kingdom.

Processing the Data

The results of the questionnaire were coded (see Appendix C) and placed on I.B.M. cards. These cards were then processed by counter-sorter machine for totals by individual countries involved, as well as the entire group. The same method was used for obtaining various comparisons of the data.

Since many of the questions called for more than one answer, some columns are multi-punched. This ruled out use of a computer for data analysis. It also means that these questions will show a response of over 100 per cent. ✓

Limitations of the Study

All of the students involved in this study were

Table I
Distribution of the Sample by Country of Study

Country	Number	Per cent of Sample
U. S. A.	74	59
U. K.	20	16
India and Pakistan	16	13
Canada	5	4
U. S. S. R.	5	4
Ireland	<u>5</u>	<u>4</u>
Total	125	100

returnees from outside the continent of Africa. This limitation was enforced because of the differences in problems which the African student would face in the local environment.

All returnees were former students who had engaged in at least one year of a higher educational program which was designed to culminate in an appropriate certificate, diploma, or degree. Actually, only three people did not achieve the objective. One was a student who had returned from the Soviet Union after one year because of poor grades. Another was a female student in the United States who had returned after two years because the man she had married finished his degree and had to return home. The third was a returnee from the United Kingdom who refused to take some courses which were required and, therefore, never took the final examination.

Because of the limitations of time, all the returnees interviewed personally were located in the Nairobi area. These people, of course, had originally come from all over Kenya, but they were now employed professionally in the capital. Those students who returned a questionnaire by mail, however, were located throughout the entire country.

Related Research

Little research has been done on African students who received their education outside of Africa. The Survey Research Center of the University of California, Berkeley,

lists one study which was conducted with African students here in the United States during 1963. During the first six months of 1961, the International Center of the University of Michigan carried out a survey of African students in the United States for the Institute of International Education.¹ No follow-up studies have been done with African students after their completion of education and return home.

A very recent bibliography published by the External Research Staff of the U.S. Department of State provides an excellent source of current research in cross-cultural education.² Again, very little has been done with African students, but there are some studies which are somewhat related. One study, done by the American Embassy in New Delhi, India, gave particular emphasis to the utility of U.S. education for the returned Indian student.³ Another study with one hundred Greek returnees found them to have become pro-American for life.⁴

¹James M. Davis, Russell G. Hanson, and Duane R. Burnor, IIE Survey of the African Student: His Achievements and His Problems (New York: Institute of International Education, 1961), p. 3.

²Cross-Cultural Education: A Bibliography of Government-Sponsored and Private Research on Foreign Students and Trainees in the U.S. and in Other Countries 1946-1964, U.S. Department of State, Bureau of Intelligence and Research, External Research Staff (Washington, 1965).

³The Exchange of Persons: An Evaluation of the Experiences and Training of Individual Grantees under Fulbright and Technical Cooperation Programs (New Delhi: American Embassy, 1953).

⁴Greek Fulbright Research Project: A Study in Cross-Cultural Education (East Lansing: Michigan State University, 1956).

Three very comprehensive studies were done during the '50s with Mexican,¹ Japanese,² and Indian³ students. In all cases they were studies which focused on cultural aspects. While the Indian study concerns the student after his return home, the Mexican and Japanese studies do discuss the problems faced while in the United States. In some instances the problems are similar to those of the African student.

Organization of the Report

This report will be divided into a total of nine chapters, including the present chapter of an introductory nature. Chapter II will give an over-all biographical picture of the returnees involved in the study, and Chapter III will go into the types and amount of orientation received by the students, both before leaving home and after arrival in the host country.

Social, financial, and academic problems will be discussed in Chapters IV, V, and VI. For these chapters as

¹Ralph L. Beals and Norman D. Humphrey, No Frontier to Learning: the Mexican Student in the United States (Minneapolis: University of Minnesota Press, 1957).

²John W. Bennett, Herbert Passin, and Robert K. McKnight, In Search of Identity: The Japanese Overseas Scholar in America and Japan (Minneapolis: University of Minnesota Press, 1958).

³John and Ruth Useem, The Western-Educated Man in India (New York: The Dryden Press, 1955).

well as the chapter on orientation, each country will be dealt with separately after the over-all picture is presented.

Chapter VII will elaborate upon the returnee's use of his education, and Chapter VIII will give the returned student's reactions to, and attitudes toward, the educational experience abroad.

The final chapter will summarize the problems discussed earlier and make recommendations for their alleviation in the United States setting only.

CHAPTER II

THE INTERVIEWEES: BACKGROUND INFORMATION

The persons interviewed in connection with this study represent a considerable variety in such matters as age, sex, academic achievement, time and years of study abroad, degrees earned, parental occupation, and marital status during period abroad. This chapter details this background information on the interviewees.

In the discussion and tables of this chapter, the "country of study" is the country on which the interviewee chose to report. It does not necessarily indicate that all degrees were obtained there. In some instances an interviewee may have received his Master's degree in the United States and responded to the questionnaire in relation to that country, but he may have received a diploma in education from Makerere University College in Kampala, Uganda and a Bachelor's degree from London University. The majority of the students questioned received all of their education for the Bachelor's degree and such higher degrees as they earned in the same country, however.

Citizenship

The original intention of the investigator was to limit the inquiry to Kenya nationals. Seven of the interviewees, however, as shown in Table II, were found to have Uganda or Tanzania citizenship, but are making "home" in Kenya. The seven appear to be integral members of Kenya life and aspirations and have, therefore, been retained in the study. With the exception of one student who was born in Uganda and now has Kenya citizenship, all are citizens of their country of birth.

Of the Kenya nationals, a majority (62 per cent) studied in the United States. The United Kingdom attracted 14 per cent of the total and India 13 per cent. All of the students who went to Canada and the Soviet Union were Kenya nationals while two of the five (40 per cent) who went to Ireland were non-Kenyans.

Age

The median age at the time of interview for the group as a whole is about thirty-one years, as is shown in Table III. The returnees from the United States and the Soviet Union tended to be younger than the median while those from the other countries were older. The relative youth of the returnees from America is the result of the great influx of Kenyan students due to the "airlifts" which began in 1959. The impact of these movements will be gone into in greater detail later in this chapter in the discussion of

Table II
Citizenship

Country of Citizenship	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Kenya	73	17	15	5	5	3	118
Uganda	1	1	0	0	0	1	3
Tanzania	0	2	1	0	0	1	4
Total	74	20	16	5	5	5	125

Table III
Ages of Returnees at Time of Interview

Chronological Age	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
23	1	0	0	0	0	0	1
24	4	0	0	0	1	0	5
25	4	0	0	1	0	0	5
26	4	0	0	0	1	0	5
27	8	0	1	0	0	0	9
28	11	0	1	0	0	0	12
29	7	1	2	0	1	0	11
30	11	2	0	0	1	0	14
31 *	5	1	1	0	0	0	7
32	5	3	2	2	0	0	12
33	2	4	1	0	1	0	8
34	3	1	1	2	0	2	9
35	2	1	3	0	0	0	6
36	3	0	2	0	0	2	7
37	0	1	0	0	0	1	2
38	1	1	1	0	0	0	3
39	2	1	0	0	0	0	3
40 and older	1	4	1	0	0	0	6
Total	74	20	16	5	5	5	125

*Median age for group as a whole.

the degrees which were earned.

Sex

The distribution of the returnees by sex is shown in Table IV. While fourteen girls were interviewed in the study, this number appears to be out of line with the usual ratio of females to males in foreign study. As indicated earlier, no official figures or estimates are available on foreign study of Kenyans. Education officers could identify no Kenya female nationals who had left the country prior to 1959. The lack of educational facilities for girls undoubtedly plays an important part in the explanation of this figure. Then too, the position of the female in Kenya society before independence must also be considered.

Of the fourteen females who went abroad, thirteen of them went to the United States. Some of these were high school students and all were part of the "airlift" program. Of those interviewed, six left in the 1959 and five in the 1960 "airlifts." The remaining two were taken in the 1961 and 1963 flights. The lone female student who went to the United Kingdom accompanied her husband while he studied for his medical doctorate.

Academic Achievement

The distribution and type of degree held by total and country is illustrated in Table V. Because sixty-six (53 per cent) persons held more than one degree, totals are

Table IV
Sex of Interviewees

Sex	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Male	61	19	16	5	5	5	111
Female	13	1	0	0	0	0	14
Total	74	20	16	5	5	5	125

Table V
Degrees Held

Degrees	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Diploma, Certificate or A. A.	18	16	6	2	3	2	47
Bachelor's	70	15	13	5	1	5	109
Master's	26	3	4	1	3	0	37
Doctorate	2	3	1	0	0	0	26
Total	116	37	24	8	7	7	199

more than 100 per cent. It should be remembered, however, that all the degrees were not necessarily obtained in the country of study.

The academic awards earned ranged from diplomas and associate degrees in fields such as accounting to doctorates in medicine and philosophy. The majority were in the social sciences with courses such as economics and political science popular with the males. Many of the female returnees took courses in nutrition and social welfare. Many students who could obtain scholarships and bursaries continued on for advanced degrees.

Tables VI through IX indicate the distribution of these degrees and the year in which they were obtained. In the case of Table VI, all certificates, diplomas, and associate degrees, which are at a level less than the Bachelor's degree, are listed. These academic awards, in most cases, were stepping-stones to higher degrees.

In the case of Bachelor's degrees in Table VII, it can be seen that only fifteen persons did not receive such a degree. While for the United States, United Kingdom, and India, it means that the level was not achieved, this is true for only one of the four students who studied in the Soviet Union and did not obtain a Bachelor's degree. The other three returnees from the U.S.S.R. were engaged in programs of five to seven years in length which culminated in a Master's degree but by-passed the Bachelor's degree.

Table VI
Year in Which the Certificate, Diploma,
or Associate Degree Was Obtained

Year	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No Response	0	0	1	0	0	0	1
Not Obtained*	53	5	10	3	2	3	76
1966	0	0	2	0	0	0	2
1965	0	0	0	0	1	0	1
1964	1	1	0	0	0	0	2
1963	4	2	0	0	0	0	6
1962	0	0	0	0	0	0	0
1961	2	0	0	0	0	0	2
1960	1	2	0	0	1	0	4
1959	1	3	0	2	1	0	7
1958 and before	12	7	3	0	0	2	24
Total	74	20	16	5	5	5	125

*Indicates those who did not obtain a Certificate, Diploma, or Associate degree before acquiring a Bachelor's degree.

Table VII
Year In Which Bachelor's Degree Was Obtained

Year	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Not Obtained*	4	4	3	0	4	0	15
1966	3	0	0	0	0	0	3
1965	13	1	0	2	1	0	17
1964	19	2	0	0	0	1	22
1963	14	3	0	0	0	1	18
1962	9	0	2	0	0	0	11
1961	7	1	1	1	0	0	10
1960	1	1	3	1	0	1	7
1959	2	1	3	1	0	1	8
1958 and before	2	7	4	0	0	1	14
Total	74	20	16	5	5	5	125

*Indicates those who either did not achieve this level or did not receive a Bachelor's degree before acquiring a Master's degree.

The influx of students which resulted from the special "airlifts" of Kenyan students to the United States is evident in the figures from 1961 to 1965 in Table VII. These "airlifts" reflected the great desire of the political leadership to get people into higher education. Since they are still continuing, many students have not yet returned to Kenya.

Large numbers of students were brought to the United States under the sponsorship of such agencies as the African-American Students Foundation, the United States Agency for International Development (U.S.A.I.D.) and the International Institute of Education (I.I.E.). The numbers involved in these "airlifts" are presented in Table VIII.

The first "airlift" was the result of the enterprising work of the Honorable Tom Mboya, presently the Minister for Economic Planning and Development for Kenya. Mr. Mboya actually toured the United States obtaining scholarships for Kenya students. The second "airlift" was over three times the size of the first and included students from all over East and Central Africa, although most of them still came from Kenya.

The problem of financing such a large undertaking was solved when the Kennedy Foundation granted \$100,000 for transportation. The many problems and a good description by Gordon Hagberg of the total involvement in these "airlifts" is furnished in Mr. Mboya's book, Freedom and

Table VIII
Kenyan Airlifts

Year	Number Involved	Sponsorship
1959	81	African-American Student's Foundation (Mboya Airlift)
1960	295	African-American Student's Foundation (Kennedy Foundation Airlift)
1961	175 147	African-American Student's Foundation I.I.E. through C.E.C.A.F. (Council for Educational Cooperation with Africa)
1962*	40 60	I.I.E. (Supplementary grants) U.S.A.I.D.- African American Institute (Junior Colleges)
1963*	31	I.I.E. (Supplementary grants)
1964*	30 11	I.I.E. (Supplementary grants) I.I.E. (Teachers, full grants)
1965*	20 11	I.I.E. (Supplementary grants) I.I.E. (Full grants)
1966*	<u>10**</u>	I.I.E. (Full grants)
Total	411	

*Chartered plane with privately sponsored students filling it to capacity.

**Anticipated total. Decline in numbers is because of lack of funds.

Source: Gordon Hagberg, Regional Director of the Institute of International Education, Nairobi, Kenya.

After.¹

As can be seen in Table IX, most of the Master's degrees obtained since 1961 have been acquired in the United States. Three of the five students (60 per cent) who studied in the Soviet Union were awarded Master's degrees. Ireland is the only country which did not have a student go on past the Bachelor's degree. Only three students received the Master's degree prior to 1961 and they were individuals who had gone abroad as private students before independence was contemplated.

The picture for doctoral degrees is presented in Table X. All were obtained relatively recently. It should be pointed out here that one of the returnees, who is listed under the United Kingdom actually received his doctorate in education in the United States. Because he had spent more time in the United Kingdom, he was included there for the purposes of the study.

The other two students who received doctorates in the United States were in the fields of veterinary medicine and political science. The two remaining doctorates granted in the United Kingdom were in zoology and medicine, while the one degree obtained in India was in medicine as well.

Number of Years Abroad

The majority of students spent four or five years

¹Tom Mboya, Freedom and After (London: Andre Deutsch Ltd., 1963), pp. 137-149.

Table IX
Year in Which Master's Degree Was Obtained

Year	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Not obtained	48	17	12	3	2	5	87
1966	3	0	0	0	1	0	4
1965	5	0	0	0	2	0	7
1964	9	1	0	0	0	0	10
1963	8	0	1	1	0	0	10
1962	1	0	0	1	0	0	2
1961	0	0	2	0	0	0	2
1960	0	0	0	0	0	0	0
1959	0	1	0	0	0	0	1
1958 and before	0	1	1	0	0	0	2
Total	74	20	16	5	5	5	125

Table X
Year in Which Doctorate Was Obtained

Year	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Not Obtained	72	17	15	5	5	5	119
1966	0	0	0	0	0	0	0
1965	1	0	0	0	0	0	1
1964	0	1	0	0	0	0	1
1963	0	1	0	0	0	0	1
1962	1	1	1	0	0	0	3
1961	0	0	0	0	0	0	0
1960	0	0	0	0	0	0	0
1959	0	0	0	0	0	0	0
1958 and before	0	0	0	0	0	0	0
Total	74	20	16	5	5	5	125

abroad, as can be seen in Table XI. Most of those who spent less than four years abroad attended school in the United States or the United Kingdom. These students either obtained diplomas, certificates, or associate degrees, or they had previous college training which allowed them to obtain a Bachelor's degree in less than the normal time.

Also included in this time abroad is the period some students spent in working in their chosen field in order to obtain professional experience before returning home to seek a position. One returnee from the United States, for example, worked for a year with a Los Angeles television station after completing his course work at the University of Southern California. Another returnee ~~from~~ the United Kingdom worked five years as an engineer before going back to Kenya. These cases were relatively infrequent, however, and most students returned as soon as their course work was completed.

Father's Occupation

It might be expected that the sons of intellectuals would be more likely to go on to higher education. However, such was not the case with this particular sample of Kenya returnees. A great majority of the students came from a working-class background. Actually, almost 60 per cent of them said that their fathers were farmers, as shown in Table XII. Totals do not equal 100 per cent because of multiple answers. For example, while a person may have

Table XI
Years Abroad

Years	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No Response	0	1	0	0	0	0	1
One	1	1	0	0	1	0	3
Two	10	3	2	0	0	0	15
Three	5	3	0	0	0	0	8
Four	25	7	2	1	0	2	37
Five	18	0	4	2	1	1	26
Six	12	1	2	0	2	1	18
Seven	1	2	3	2	1	1	10
Eight	1	1	3	0	0	0	5
Nine	1	1	0	0	0	0	2
Total	74	20	16	5	5	5	125

Table XII
Father's Occupation

Occupation	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No Response	6	0	1	0	1	0	8
Peasant Farmer	40	9	13	4	3	4	73
Civil Servant	6	4	0	0	0	0	10
Politician	1	0	0	0	0	0	1
Clergyman	4	4	1	0	0	0	9
Private Enterprise	6	1	1	0	0	0	8
Teacher	4	0	0	0	0	0	4
Skilled Labor	2	1	2	0	1	0	6
Unskilled Labor	4	0	0	1	0	0	5
Tribal Leader	3	2	0	0	0	1	6
Total	76	21	18	5	5	5	130

been a tribal leader, he also may have engaged in farming or kept a small shop on a private basis. These cases were relatively rare, however.

It should be noticed that less than 10 per cent said that their fathers came from any other single occupational category such as civil servant, clergyman, or teacher. This is probably attributable to two factors. Few Kenya Africans, in any category, are financially able to bear the total cost of higher education for their offspring, and the bursaries or scholarships are competitive for all and generally available regardless of parental status or occupation.

Marital Status

Twenty-seven students (22 per cent) were married before going abroad to study, as shown in Table XIII. In most cases, these wives were left behind in the care of the extended family. However, the students were expected to contribute to their welfare if at all possible.

During the period abroad, another twenty-six students (21 per cent) got married, as shown in Table XIV. The financial problems which resulted from being married, both before leaving home and getting married while a student, will be mentioned again later in this study.

An interesting point to notice in Table XIV is that all the students from Ireland were married before they finished their studies. The three men who married while

Table XIII
Students Married Before Study Abroad

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Yes	15	6	2	2	0	2	27
No	59	14	14	3	5	3	98
Total	74	20	16	5	5	5	125

Table XIV
Students Married During Study Abroad

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Not Applicable	15	6	2	2	0	2	27
Yes	14	5	2	1	1	3	26
No	45	9	12	2	4	0	72
Total	74	20	16	5	5	5	125

in Ireland took Irish girls for their wives. Reactions related thereto will be discussed in the next chapter.

Summary

Almost all of the returnees interviewed for this study were Kenya nationals. The seven individuals who had Uganda and Tanzania citizenship, however, were living in Kenya and will do so for some time to come.

The median age for the group was thirty-one years, with most of the returnees from the United States and the Soviet Union below the median age. Only fourteen girls were interviewed and thirteen of those were students who had gone to the United States since 1959 under the "airlift" programs.

The academic awards earned by the returnees ranged from diplomas to doctorates with almost everyone achieving the Bachelor's degree. Thirty-eight Master's degrees were obtained as well as six doctorates. Most of the work was done in the social sciences. The majority of the students took four or five years to finish their work.

Almost 60 per cent of the returnees listed their fathers' occupation as farming. No other single occupational category could claim as much as 10 per cent of the total. This result is indicative of the fact that few Kenyans, in any occupational group, can afford to pay for higher education for their children, and that scholarships are given on a competitive basis and generally available to all.

Fifty-three students (42 per cent) were either married before their departure or got married during their stay abroad. This helped to complicate the financial picture in many cases.

CHAPTER III

ORIENTATION

Orientation or preparation for effective living and studying in a foreign country is now considered an essential part of educational exchange programs. The increasing emphasis on orientation in both the home country and the host country is rooted in the assumption that the likelihood of student success in a foreign country is enhanced by knowledge of educational patterns and practices, and of social and political ways of life in the country in which the student will be studying and living. This chapter details the reactions of Kenyan returnees to the orientation programs provided them both at home and abroad.

Travel Prior to Foreign Study

While travel to foreign countries is not necessarily an orientation to foreign study and living, it is conceivable that extended visits in countries other than one's own will facilitate adjustment to other countries including a country in which one has chosen to study. Interviewees were queried on the number of countries that had been visited for a period of one month or more prior to the foreign

educational experience.

As shown in Table XV, one hundred (80 per cent) of the interviewees had not been outside East Africa prior to the period of foreign study. The remaining twenty-five students (20 per cent) had made visits, in most instances, to countries bordering East Africa. Such visits offered exposures practically identical with those of the home country. In view of the limited travel of the subjects prior to study abroad, no attempt has been made to show the possible differences in the evaluation of orientation programs by those who experienced foreign travel prior to study abroad and those without travel experience.

Orientation in the Home Country

Orientation can be given in two places: the students' home country or the host country. It can also be held in both countries. Table XVI details the returnees' appraisal of the adequacy of the orientation afforded him before leaving his home country. It is significant to note that sixty-two of the interviewees (50 per cent) reported having received no orientation at all and that thirty-three persons (26 per cent) felt that the orientation provided was inadequate or "less than enough." Fewer than a quarter of the total interviewees (24 per cent) felt that the orientation provided was "enough" or "more than enough."

Interviews revealed that in some instances the orientation lasted only one hour. In other cases, it extended over

Table XV
Previous Travel Outside East Africa

Number of Countries of Travel*	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
None	57	16	15	5	3	4	100
One	10	3	1	0	1	1	16
Two	5	1	0	0	0	0	6
Three	1	0	0	0	1	0	2
Four or more	1	0	0	0	0	0	1
Total	74	20	16	5	5	5	125

*Does not include other countries of study if the student had studied in more than one country.

Table XVI
Orientation Before Leaving Home

Responses	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
None at all	35	9	7	4	3	4	62
Less than enough	22	3	5	1	2	0	33
Enough	16	7	4	0	0	1	28
More than enough	1	1	0	0	0	0	2
Total	74	20	16	5	5	5	125

Table XVII
Special Arrangements for Arrival

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Yes	58	17	15	3	3	4	100
No	16	3	1	2	2	1	25
Total	74	20	16	5	5	5	125

one week. However, the judgment made by the student was whether or not it was enough for him personally. While one student might consider an afternoon of discussion as sufficient for his needs, another might think that three days of lectures and discussion were not adequate. The fact that about 75 per cent felt a need for more orientation before leaving home remains.

Orientation After Arrival in the Host Country

Conversations with the interviewees indicated that the nature of plans for reception in the host country were highly important to them. As shown in Table XVII, one hundred students (80 per cent) reported that ~~they~~ were met upon arrival in the foreign country by some representative of the host country or host school. In some cases this was only a matter of being directed to a further travel connection. In other cases, it meant a tour of the city and arrangements for hotel and meals before going on to the place of study. Such arrangements were welcomed and gave an initial introduction to the host country, but they were considered to be of no value as an introduction to the practices of institutions of higher education.

Even though 80 per cent of the students had received special consideration at the time of their arrival, fifty of them (40 per cent) indicated that they had received no orientation after their arrival in the host country, or

that they could not remember any, as shown in Table XVIII. Thirty-four of these fifty students had received little or no orientation before leaving their own country. This means that one out of every four students received no orientation of any kind prior to beginning study in a host country.

Seventy-four of the interviewees did experience an orientation program in the host country. These orientation programs ranged in duration from one day or less to more than two weeks, as shown in Table XVIII. As the table indicates, however, only thirty-four students (27 per cent) received one week or more orientation. Table XIX shows that only three students failed to take advantage of the meetings offered.

Of the seventy-six students who had received orientation, only eleven of them expressed dissatisfaction with the programs as shown in Table XX. On the other hand, only twenty-one of them said that they felt the meetings were "very valuable." The reason for this can be found in the various types of orientation received, and this is reported in terms of specific countries.

The majority of students who hadn't received orientation expressed a desire for it. Even many of those who had received some form of orientation expressed a wish for more information. Fourteen of the twenty-one persons who answered "very valuable" in Table XX had also answered that they

Table XVIII
Length of Orientation Meetings in the Host Country

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	1	0	0	0	0	0	1
Not held	23	8	5	4	2	4	46
Can't remember	2	1	0	0	1	0	4
One day or less	13	0	3	1	1	0	18
Two days	11	2	0	0	0	0	13
Three days	4	3	0	0	1	0	8
Four days	1	0	0	0	0	0	1
Five days	0	0	0	0	0	0	0
One week	6	4	4	0	0	0	14
Two weeks	8	1	3	0	0	1	13
More than two weeks	5	1	1	0	0	0	7
Total	74	20	16	5	5	5	125

Table XIX
Attendance at Orientation Meetings

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	1	0	0	0	0	0	1
Not held	24	7	5	4	2	4	46
Yes	46	13	10	1	3	1	74
No	2	0	1	0	0	0	3
Sometimes	1	0	0	0	0	0	1
Total	74	20	16	5	5	5	125

Table XX
Value of Orientation Meetings

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Not received	25	8	6	4	2	4	49
Little value	8	1	2	0	0	0	11
Satisfactory	29	8	4	1	1	0	43
Very valuable	11	3	4	0	2	1	21
Unable to say	1	0	0	0	0	0	1
Total	74	20	16	5	5	5	125

had received one week or more of orientation in Table XVIII. It would therefore seem that orientation was not only greatly desired, but that it was also deemed inadequate and appeared to be considered very valuable if the program was at least a week in duration.

The United States

Only seventeen of the seventy-four students who came to the United States felt that they had received adequate orientation before they left the home country, and only thirty-five of them had received more than a day's orientation after their arrival in America. Most expressed a desire for more help in adjusting to the new situation.

Many suggestions were given both by students who had received orientation and those who had not. Some felt that the best way to orient an African student to the new way of life was by making arrangements for him to live with a family. Others felt that this family should be Negro as well. In other cases, great antagonism was expressed toward living with a family because it was too restrictive from a social point of view.

Some felt that more orientation should be given at home while others requested that it be given not only in the United States, but at the exact location of studies rather than, for example, in New York when the study was to be in Chicago. Some even suggested that there be no orientation at all so that the student would have no pre-

conceived ideas.

The consensus which evolved from the interviews pointed out three main problems. The first was the lack of a sound orientation program at either end, there or here. In many cases, the orientation given there was nothing more than the reading of some pamphlets about the United States which had been secured from the United States Information Service. In other cases, it was only a short talk with an embassy official. For many, the situation was almost the same after their arrival in the United States.

The second problem arose where orientation was received. In too many instances, the student said he was really only given a "pep talk" or propaganda about "the land of the free and the home of the brave." Basic issues and problems were not discussed.

The final problem also involved orientation programs which did exist. The students complained that orientation was given by persons who had no familiarity with either Africa or the problems of the African student in the United States.

The United Kingdom

While the United Kingdom does not appear to be doing a better job of orientation than anyone else, there was little complaint about the length or nature of orientation. The bonds of colonialism seemed to make the United Kingdom far less of an unknown quantity to the African student. He,

after all, had been subjected to English culture in various forms and had come up through the British system of education. He had met and talked with Englishmen in East Africa and had been taught by them in school. There was even a feeling of "belonging" because of the Commonwealth relationship. These factors seemed to contribute to the lack of orientation problems faced by the African student in the United Kingdom.

India

General dissatisfaction was expressed on the part of students who had been to India. Seven of the sixteen indicated that they had received no orientation at all before leaving Kenya. This included the one student who had gone to West Pakistan. Five of the nine who had received orientation felt that it was inadequate. Two examples of poor orientation were given. In one case, a friend of an interviewee had been accepted in an Indian school and did not learn until his arrival that the language of instruction was Hindi. It took him two years to acquire sufficient proficiency in Hindi to pursue regular courses. In another case, an interviewee had taken wool clothing with him which was inappropriate for wear in the country.

While India was about average when compared to the other countries in whether or not orientation was held after arrival, it seemed to make an excellent "first impression." Only one person was not met upon arrival.

Most were met by Ministry of Education officials and passed on to school officials. It was at this level that the process tended to end, providing no orientation to life and education in India.

The largest single need for orientation noted by students of Indian institutions lay in the area of social practices and customs. In a country which is caste- as well as color-conscious, the African needs considerable guidance, making this aspect of an orientation vitally important. Suggestions were also made for special language courses which would enable the African student to communicate with the Indian on a social level as well as move more readily into full academic life.

Canada

None of the interviewees who went to Canada had ever been outside of East Africa before their journey abroad. Possibly because of the paucity of African students who go to Canada, there is little attempt made at orientation. In fact, there is some cooperation with the United States to provide orientation for African students.

Only one student had received orientation at home and he felt that it was inadequate. Of the three students who were met upon their arrival in Canada, two of them were met on a personal basis by friends, rather than by official representatives of the country or school. Only one person received orientation after arrival, and it was for only one

day. Those who received none said that it would have been highly desirable.

The Soviet Union

Interviewees who studied in the Soviet Union were not granted Kenya exit visas for study there. The students who went there did so by devious means. They were allowed to go to India, Pakistan, the United States, or the United Kingdom, but not the Soviet Union. Some actually traveled first to the Sudan or Ethiopia without a visa and made arrangements there for travel to the Soviet Union under a more "friendly" atmosphere. Any orientation received before leaving was on an "informal" basis.

Upon arrival in the country, the students were taken to their school, although they felt that no special arrangements had been made other than the normal "Intourist" reception given to any foreigner who arrives in the Soviet Union.

The students had difficulty in expressing an opinion on the orientation received after arrival. While a short orientation program was given immediately upon arrival, in some cases, there was an "orientation" which went on while they were in the "preparatory faculty." This was a period of one year, normally, in which the language was taught before the main academic program was begun. Tours of the Soviet Union were provided at government expense during the entire period abroad as well. Those who received orienta-

tion after arrival in special meetings felt that it was adequate or better. Orientation before arrival was mentioned by one individual as something greatly missed.

Ireland

Only one person received orientation before leaving for Ireland. He was also the only one to receive orientation after arrival. Therefore, four out of the five students who went to Ireland received no orientation of any kind. However, this did not seem to present a problem to those interviewed. Again, as in the case of the United Kingdom, it would seem the adjustment problem was less severe in their cases.

The one student who did receive orientation was given a very comprehensive program after his arrival. Two weeks of morning or afternoon discussions and lectures were alternated with tours. Topics covered ranged from the educational system and use of money to accommodations and how to get in touch with a doctor.

Summary

All of the countries involved in this study need to improve their orientation programs, both in the student's home country and in the host country. In many cases, students received little or no orientation, or the orientation received was felt to be inadequate. Most of those who received no orientation felt that it was greatly missed.

The returnees from the United States and India seemed to have more problems of an orientation nature than did those who had gone to the other countries. The students who had been to the United Kingdom and Ireland appeared to be less in need of orientation because of their familiarity with the "British" way of life.

CHAPTER IV

SOCIAL PROBLEMS

As can be seen from Table XXI, a great number of the problems of adjustment which faced the African student can be classified as social. Getting along in any new environment presents problems for most people. This chapter will discuss the problems which faced the African student in his temporary home.

Geographic Effect

For the African student, moving to another country meant living in a strange climate. In most cases, it meant cold and snow which were completely unknown at home. Twenty-one persons (17 per cent) listed this as the first or second most important problem of adjustment.

The differences in food also presented problems. Nine students (7 per cent) expressed concern over this as a most important problem, and another fifteen (12 per cent) put it in second place.

Although all of the students except those in the Soviet Union and India were in English-speaking countries, the variations and differences in accents arose as a problem

to ten people (12 per cent). This was overcome after a period of exposure to the speech patterns. Slight differences in meaning also arose between countries. None of these problems was so great as to cause permanent problems, however.

Cultural Differences

The differences between African culture and that of the host country are pointed out in Table XXI under "Social Ways and Customs" as well as several other responses which border on this area. Fifty-eight people (46 per cent) listed this in either first or second place. If one includes the other variations on this answer, such as "Fast pace of life," "Carefreeness and informality of people," "Coldness and aloofness of people," "Personal habits of people," and "Superficiality and hypocrisy of people," seventy-seven of the interviewees (62 per cent) found this to be a major problem area.

Racial Discrimination

Twenty-one people (17 per cent) listed racial discrimination as a major problem and seventeen of them considered it to be the most important problem of adjustment they had to face, as shown in Table XXI.

Only seventeen students (14 per cent) stated that they had never faced the problem of racial prejudice on an individual basis as shown in Table XXII.

Table XXI
Most Important Problems of Adjustment

Answers	Country of Study															
	U.S.		U.K.		India		Canada		U.S.-I.		Ireland		Total			
	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd		
No response	2	2	1	1	0	0	0	0	0	0	0	0	0	0	3	3
No difficulty	10	33	1	6	0	3	1	3	0	3	0	3	0	5	12	53
Difference in examination systems	4	1	0	0	0	0	0	0	0	0	0	0	0	0	4	1
Difference in educational systems	2	4	0	0	0	0	0	0	0	1	0	0	1	0	2	5
Climate	6	2	5	2	0	2	1	0	3	0	3	0	0	0	15	6
Food and eating habits	5	1	1	4	3	9	0	0	0	1	0	0	0	0	9	15
Fast pace of life	3	0	1	0	0	0	0	0	0	0	0	1	0	5	0	
Carefreeness and informality of people	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2	1
Coldness and aloofness of people	2	1	2	0	0	0	0	0	0	0	0	0	0	4	1	
Personal habits of people	1	1	0	0	0	1	0	0	0	0	0	0	0	1	2	
Superficiality and hypocrisy of people	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	2
Social ways and customs	19	13	6	4	9	1	1	2	1	0	2	0	0	38	20	
Racial discrimination	11	4	2	0	2	0	1	0	0	0	1	0	1	17	4	
Ability to communicate ideas	2	0	0	0	1	0	0	0	0	0	0	0	0	3	0	
Speech patterns	2	5	0	1	1	0	1	0	1	0	0	0	0	4	6	
Ability to budget funds	0	3	1	1	0	0	0	0	0	1	0	0	0	2	4	
Miscellaneous	3	1	0	1	0	0	0	0	0	0	0	0	0	3	2	
Total	74	74	20	20	16	16	5	5	5	5	5	5	5	5	125	125

Many of these seventeen students did experience a problem in getting accommodations, however. The distinction made here is between a person-to-person relationship, Table XXII, and an impersonal relationship which only involved obtaining living quarters, Table XXIII. Those who answered "Not applicable" were people who lived in school-sponsored dormitories or hostels exclusively.

The various types of housing obtained are shown in Table XXIV. Seventy-seven students (62 per cent) lived in a campus dormitory or hostel at one time or other. Since some students changed their type of residence several times during their period abroad, totals are more than 100 per cent.

While the problem of racial prejudice is lessened by the use of campus dormitories, it is still not solved. In some cases, situations arose where a fellow-student refused to share a room with an African student because of his race.

Social Activities

An interesting phenomenon occurs in the social realm. Only twenty-seven students (22 per cent) expressed the feeling that there was a shortage of social activity, as shown in Table XXV. However, many of the students who indicated that there was enough social activity available also expressed a desire for more "social" on the very next question, as shown in Table XXVI. Totals are more than 100 per cent because of multiple answers.

Table XXII
Racial Prejudice on an Individual Basis

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	0	1	2	0	0	0	3
Never	8	2	1	0	3	3	17
Occasionally	52	17	12	5	2	2	90
Constantly	14	0	1	0	0	0	15
Total	74	20	16	5	5	5	125

Table XXIII
Racial Prejudice in Obtaining Housing

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	1	1	1	0	0	0	3
Not applicable	13	1	7	0	3	0	24
No difficulty	11	1	5	1	2	2	22
Some difficulty	24	14	3	3	0	2	46
Much difficulty	25	3	0	1	0	1	30
Total	74	20	16	5	5	5	125

Table XXIV
Types of Housing

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Alone in apartment	22	10	2	3	1	3	41
Shared apartment	32	6	3	2	1	4	48
Campus dormitory or hostel	50	7	13	3	3	1	77
Roomed with a family	21	7	0	0	0	2	30
Board and room or "digs"	1	2	0	0	0	0	3
Married student's housing	3	0	0	0	0	0	3
Total	129	32	18	8	5	10	202

Table XXV
Availability of Social Activity

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Too little	10	1	13	2	1	0	27
Enough	50	16	3	2	3	2	76
Too much	14	3	0	1	1	3	22
* Total	74	20	16	5	5	5	125

Table XXVI
Desire for More Activities

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
None	19	2	1	1	1	2	26
Professional	35	7	6	3	2	2	55
Social	35	13	12	3	3	2	68
Athletic	12	2	3	2	0	0	19
Religious	8	2	1	0	1	1	13
Student							
politics	1	0	0	0	0	0	1
Travel	0	1	0	0	0	0	1
Total	110	27	23	9	7	7	183

Table XXVII
Invitations to Visit Homes

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Never	0	1	0	0	1	0	2
Rarely	8	8	13	1	3	1	34
Occasionally	0	1	0	0	0	0	1
Frequently	38	8	3	3	1	3	56
Very							
frequently	28	2	0	1	0	1	32
Total	74	20	16	5	5	5	125

When the students were asked about this rather contradictory answer, they would say that even though there was enough social activity available, it was always nice to have more from which to choose.

As a group, the students received many invitations to visit homes, as shown in Table XXVII. Eighty-eight students (70 per cent) were at least frequently invited to homes. However, this percentage is brought up significantly by the response in three particular countries--the United States, Canada, and Ireland.

The number of acceptances varies slightly downward, as shown in Table XXVIII. The reasons expressed for the lack of acceptance varied. The student sometimes felt that the invitations were insincere, or were for an ulterior motive. In many cases, he felt that there just was insufficient time for accepting all the invitations which he received. This is quite understandable when one considers the demand which a full course of studies places on one's time.

The social contacts made evidently have a high degree of holdover value after the student returns home. As shown in Table XXIX, only fourteen students (11 per cent) reported that they have maintained no contact with the host country. Only two persons of the 111 (less than 2 per cent) who have maintained contact said that these were primarily of a business-professional type. It would, therefore, seem that

Table XXVIII
Actual Visitations to Homes

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Never	0	1	0	0	2	0	3
Rarely	14	9	13	1	2	1	40
Occasionally	5	1	1	0	0	0	7
Frequently	40	8	2	4	1	3	58
Very frequently	15	1	0	0	0	1	17
Total	74	20	16	5	5	5	125

Table XXIX
Type of Contacts Maintained After Return

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
None	3	2	5	1	3	0	14
Primarily personal-social	45	13	7	3	1	2	71
Primarily business-professional	1	0	0	0	0	1	2
Combination of both types	25	5	4	1	1	2	38
Total	74	20	16	5	5	5	125

the social contacts made during the period abroad are of a lasting nature.

Personal Needs and Interests

The various types of organizations to which students belonged is shown in Table XXX. Their great interest in clubs for foreign students in general and African students in particular is quite evident. In many cases, they belonged to both groups of this nature, as well as other organizations. Totals, therefore, are greater than 100 per cent. If one considers professional organizations and academic groups as a total entity, he finds that this number, sixty (48 per cent), is a close second in interest. This desire for professional or semi-professional organizations fits in with the desire expressed by fifty-five persons (40 per cent) in Table XXVI, for more professional activities.

As a group, the students averaged about two organizations each, with foreign students' clubs and intellectual groups accounting for over 60 per cent of the total.

Thirty-four students (27 per cent) felt that they did not have enough time for relaxation and such things as attendance at the theater, movies, bowling, and similar activities. This is shown in Table XXXI.

An even higher number, forty-two (34 per cent), expressed dissatisfaction with the time available to them for such things as letter-writing, laundry, clean-up, and

Table XXX
Types of Organizations to Which Students Belonged

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
None	7	0	2	0	1	1	11
African student's club	29	5	7	1	0	2	44
International student's club	31	5	4	1	0	0	41
Social groups	20	7	3	2	1	1	34
Athletic groups	8	6	6	0	2	1	23
Scholastic honorary clubs	3	1	0	0	0	0	4
Religious groups	13	2	3	2	0	1	21
Professional organizations	12	5	2	2	1	0	22
Political clubs	7	6	1	1	0	0	15
Academic groups	22	6	2	3	1	4	38
Total groups joined	145	43	28	12	6	9	242

Table XXXI

Time Spent in Recreational Activities

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
None	1	0	0	0	0	0	1
Too little	19	6	5	1	2	1	34
Adequate	54	13	9	4	3	4	87
Too much	0	1	2	0	0	0	3
Total	74	20	16	5	5	5	125

Table XXXII

Time Left for Personal Needs and Interests

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Too little	24	6	5	3	4	0	42
Enough	50	14	9	2	1	5	81
Too much	0	0	2	0	0	0	2
Total	74	20	16	5	5	5	125

similar activities, as shown in Table XXXII. Here-again the gregariousness of the students presents itself, since recreational activities seemed to overshadow personal needs.

The United States

Thirty-eight students (51 per cent) who responded to the question about adjustment problems listed either cultural differences or racial discrimination as of prime importance. Only eleven persons (15 per cent) expressed "geographic" problems as most important.

Every student interviewed said that he was faced with some degree of racial prejudice. Those who did not face it in a person-to-person situation would find the problem present in obtaining housing, and vice versa. Fourteen people (20 per cent) said that they were faced with racial prejudice constantly on an individual basis, and two out of every three people (66 per cent) had trouble in finding living accommodations. Half of those who had trouble felt that it was a very great problem to them.

Although only ten persons (14 per cent) felt that there was an insufficient amount of social activity available, thirty-five people (47 per cent) asked for more of this type of activity. The same number felt a greater need for professional activities as well, which would indicate that it was not just a matter of wanting "all play and no work."

Every student had been invited to a host national's home at least once with sixty-four people (86 per cent)

reporting it on a "frequently" or "more often basis. Twenty returnees (27 per cent) reported acceptance of the invitations on an occasional basis or less frequently. The reasons for this fell into two categories. Some students felt that they just didn't have time, while others felt that the invitations were not sincere or they were only given so the wealth of the host could be shown.

Only three people (4 per cent) have not maintained contact with Americans. Of those who have kept in touch, forty-five of them (63 per cent) have done so on a personal basis.

The students in America seemed to follow the general trend of the group as a whole in relation to ~~time spent~~ in recreational activities and organization membership. That is, foreign students' clubs and intellectual groups accounted for over 60 per cent of the total groups joined, and 26 per cent of the respondents were unhappy about the time available for recreational activities. A slightly higher number than average indicated religious organization membership, however.

An average response was given on the question of the time left for personal needs as well. Twenty-four persons (33 per cent) felt that there was a shortage of time. In many cases, this was due to the fact that they were working after school to help support themselves.

The United Kingdom

The climate in the United Kingdom was considered a close second to cultural problems there. The racial problem did not seem to cause as much concern as one would expect, because only two people (10 per cent) listed it as a major problem. There was a feeling expressed by some that the British are just naturally cold and aloof with any stranger, which may account somewhat for the reaction.

As was true with the United States and the group as a whole, a need for more social activity was expressed. This was done by thirteen persons (65 per cent), although only one had said that too little was available. Seven people (35 per cent) asked that more professional activities be made available.

Only ten people (50 per cent) were invited into the houses of host nationals more than occasionally and one of those ten failed frequently to accept the invitations. When compared to the United States, this situation looks quite poor. Since only two people expressed racial prejudice as a major problem, however, this would seem to indicate that the reason for the lack of invitations was felt to be the coldness of the British rather than racial bias.

Lasting friendships were made and only two persons (10 per cent) failed to keep in touch with host nationals after their return home. All eighteen students who did so had some degree of personal-social relationship in their

contacts.

The only thing out of the ordinary seems to be a somewhat higher interest in sports and politics. When compared to the United States, this would seem logical because of more familiarity and background in both areas. Many students were active in organizations working for independence. They also were familiar with British types of sports such as soccer, rugby, and cricket.

Six individuals (30 per cent) expressed the feeling that there was too little time available for personal needs and interests. The same number felt the same way about time for recreational activities. This was due to too much time being needed for academic commitments in most cases.

India

Food and cultural differences were named by the students who studied in India as being the major problems faced there. Food was not only highly seasoned, but contained no meat in many cases. Special arrangements for a separate kitchen had to be made after the students protested, in one instance.

Twelve students (75 per cent) said that they were faced with racial prejudice on an individual basis occasionally. One person (6 per cent) said it was constant and another said he never was bothered with it. The discrepancies here are probably the result of definition. Many of those who told about injustices, such as being called names

on the street by both children and adults, were not sure whether to classify it as racial prejudice or caste, since the lower castes have darker skins. The students reported much less of a problem with Indian Christians. Only three people (19 per cent) reported a problem with housing because it was government furnished in most cases. Thirteen of them (81 per cent) had lived at one time or another in the government hostels which were provided.

Thirteen students (81 per cent) said that there was too little social activity available, and logically, for the first time, twelve (75 per cent) expressed a desire for more. Thirteen (81 per cent) said that they rarely were invited to the home of a host national, but they accepted all invitations. Some felt that it was a matter of finances more than anything else. Most Indians were too poor to have people in, and were hesitant to bring someone to their one-room home, which housed a large family.

This lack of contact is reflected somewhat in the fact that five students (31 per cent) maintained no personal contact of any kind with the host country. Only seven (44 per cent) had contacts of a strictly personal-social nature.

Clubs of the foreign-student type were joined most often with athletics coming in a close second. Five students (31 per cent) expressed the feeling that too little time was available for both recreational activities and personal needs and interests. The reason given was the great demand

on extra time by out-of-class assignments. On the other hand, two people (12 per cent) said that too much time was available in both categories and gave the reason that the academic requirements were too easy. The answer probably lies in the individual differences in student ability.

Canada

The pattern for Canada seems to parallel closely that of the United States. Three of the students (60 per cent) expressed concern with social differences, and one (20 per cent) listed racial discrimination as the most important problem of adjustment.

All five students were occasionally faced with racial prejudice and only one (20 per cent) had no problem in obtaining housing because of race. The greatest problem seemed to be in Nova Scotia and New Brunswick where a more provincial atmosphere prevailed.

Three students (60 per cent) expressed a desire for more social as well as professional activities. Only two persons (40 per cent), however, indicated that they felt there was too little social activity available.

Only one student (20 per cent) failed to receive frequent invitations to the homes of host nationals, and he was the only one who failed to visit homes on a frequent basis. He was also the only one who did not maintain contact of some kind with host nationals after his return to Kenya.

Clubs of an academic or professional nature were joined most often with five out of a total of twelve affiliations (42 per cent) being of that nature. Only one student (20 per cent) felt that there was inadequate time available to him for recreational activities. However, three of the five (60 per cent) indicated that there was not enough time for personal needs and interests because of the academic load.

The Soviet Union

Cultural differences did not present a very great problem for students in the Soviet Union. Three students (60 per cent) indicated that their major problem was climatic, with the long cold winters quite a change from Kenya. Since the students were much more culturally sheltered and individually cared for than in the Western countries, they did not face some of the problems which were reported by their counterparts in other countries.

Three of the five (60 per cent) said that they never faced racial prejudice on an individual basis and none had any problem in obtaining accommodations. Where the problem of race did arise, it was usually a case which involved a girl. Some did say that they had heard of racial problems in other areas. In Baku, for instance, there had been a mass exodus of African students because of a racial problem of some kind. They held the feeling that the problem was much more prevalent in the non-Russian areas of the Soviet

Union.

Again, holding true to the pattern, while only one student (20 per cent) said that there were too few social activities available, three of the five (60 per cent) expressed a desire for more activities of this kind. Two felt the need for more professional activities and one indicated a lack in the religious area.

The distance kept between the average Soviet citizen and the students is indicated in the answers to the questions on visitations. Only one student (20 per cent) who studied in Odessa was frequently invited and frequently visited the home of a host national. He said it was always a visit to a girl friend's home, but not always ~~the same~~ one. He was quite an extrovert and a very likable individual.

It appears that no efforts were made on the part of the school and governmental authorities to encourage fraternization with host nationals. If a person took it upon himself to make contacts, it was acceptable. Therefore, it took someone with an outgoing personality to get invitations. The other students, who were less inclined to mix socially were left out. Some said that they felt that the Soviets were very suspicious of all foreigners.

Only two of the students (40 per cent) maintained personal contacts after their return. These were the two people who rarely visited with host nationals, and the

individual who was most socially active has retained no connections with the Soviet Union. This seems to imply that the students who had fewer contacts did a better job of cementing the friendships obtained.

Only athletic groups attracted more than one of the students. Each of the others belonged to only one type of organization. This was decidedly below the averages for other countries.

While three students (60 per cent) felt that there was adequate time for recreational activities, only one (20 per cent) said that he had enough time for his personal needs and interests. Again, the reason given was the great amount of time spent in study.

Ireland

Ireland presents rather a paradox. While it appears on the surface to have the same problems as other countries, the interviewees seemed to be much more satisfied with their experience than those who had been to other countries.

Even though two of them (40 per cent) indicated problems of racial prejudice and three (60 per cent) had housing problems, there was very little animosity expressed over it. One person said he was refused a room because the landlady had never seen a Negro at close range before and just didn't know what to do.

All were satisfied with the social activity; three (60 per cent) even saying that there was too much available.

The other two, who had said that it was adequate, expressed the desire for more social activities, however. Two students (40 per cent) indicated a need for more professional activities and one person (20 per cent) felt that there was a lack of religious activities available to him.

It is in religion that perhaps the key to the student's satisfaction lies. The person who expressed a religious need was a non-Catholic. Three of the students (60 per cent) were Catholic, and as mentioned earlier, they married Catholic Irish girls. The devoutness of the Irish Catholics for their religion seemed to help form a close bond with the Catholic African student. Even the non-Catholics were impressed with the charity of the Irish.

In Ireland, only one student (20 per cent) rarely visited the homes of host nationals, with the other four responding on a frequent basis. All five maintained contact after their return. This would seem natural, because of the family ties assumed by marriage.

Four students (80 per cent) belonged to academic organizations, but none was involved in professional groups. Only one person (20 per cent) felt that the time available to him for recreational activities was insufficient, and all of them thought that they had enough time for their personal needs and interests. This kind of satisfaction was not expressed about any other country.

Summary

The African student faced many social problems while abroad. Only twelve students (10 per cent) felt that they had no problems of adjustment of any kind, while another forty-one (33 per cent) indicated that they had only one major problem. The remainder reported two or more problems, which, to them, were quite important in learning to adjust to life in a new country.

Cultural differences and racial discrimination ranked highest in the list of problems. The individual student had the greatest difficulty in these respects in the United States and India. In the United States, the problem was primarily racial, while in India it was a combination of both color and caste. Ireland and the Soviet Union seemed to present fewer problems for the student from a racial point of view.

An increase in the availability of social and professional activities was requested by the students even though most felt the social activity available was adequate. This seemed to be the result of a great desire for meeting and getting acquainted with host nationals. This desire brought about many visitations to the homes of host nationals, especially in the United States. Many of the contacts made are still being maintained after the return to Kenya.

CHAPTER V

FINANCIAL PROBLEMS

Finance is a problem for the host nation as well as the African student. The question must be answered whether it is best to completely finance a small number of students or partially finance a larger number. Most nations have chosen the latter method. This chapter will go into the problems of a financial nature which the African student faced.

Adequacy of Support

Even though only two persons listed budgeting as a major problem of adjustment (Table XXI), 57 of the 125 students (45 per cent) indicated that they felt that the financial support which they received while abroad was inadequate. As shown in Table XXXIII, only the Soviet Union and Ireland appear to be achieving a high degree of satisfaction.

Family Status

As shown in Tables XIII and XIV in Chapter II, fifty-three students (42 per cent) were married before leaving home, or they got married while studying abroad. As shown

Table XXXIII
Financial Support

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
More than adequate	1	0	0	0	0	0	1
Adequate	37	11	8	3	4	4	67
Less than adequate	36	9	8	2	1	1	57
Total	74	20	16	5	5	5	125

Table XXXIV
Spouse Living with Student

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	4	0	0	0	0	1	5
Not applicable	45	9	12	2	4	0	72
Yes	16	5	0	1	1	3	27
No	8	5	4	0	0	1	17
Part of the time	1	1	0	2	0	0	4
Total	74	20	16	5	5	5	125

in Table XXXIV, thirty-one (65 per cent) of those who answered reported that if they were married while studying abroad, their spouse was living with them. Twenty-three of those who responded (43 per cent) reported that their children were living with them while they were abroad, as shown in Table XXXV.

The added financial burden placed upon the student when he is married while he is studying abroad is obvious, especially when the wife and children are living abroad too. In the case of those who left families behind, much of the financial burden was assumed by the extended family.

Types of Support

The types of support which the students had is shown in Table XXXVI. Since most students had more than one means of support, the totals come to more than 100 per cent.

As can be seen, sixty-four students (51 per cent) classified private funds as a major means of support. This included money earned by part-time work after school as well as during summer vacations. In some cases, these private funds were contributed by entire villages which took up collections for the "local boy" who was making good. In other cases, it was just the extended family which contributed. In either case, the responsibilities which the returned student now faces are extremely interesting. He is expected to contribute to village needs or assume the educational burden of another in the extended family.

Table XXXV
Children Living with Student

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	3	0	0	0	0	1	4
Not applicable	45	9	12	2	4	0	72
Yes	11	5	0	0	0	3	20
No	5	6	2	2	0	1	15
Part of the time	3	0	0	0	0	0	3
No children	7	0	2	1	1	0	11
Total	74	20	16	5	5	5	125

Table XXXVI
Major Means of Support

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Home government scholarship	7	13	0	1	0	3	24
Host government scholarship	32	6	16	1	5	1	61
Private funds	44	8	5	5	0	2	64
Private group scholarship	9	1	0	0	0	1	11
School scholarship	21	0	0	1	0	0	22
Total	113	28	21	8	5	7	182

Type of Employment

Sixty-two students (50 per cent) reported doing part-time work while abroad. This is shown in Table XXXVII. It must be noted, however, that the picture is greatly affected by the responses of the students who had attended school in the United States. It would appear that part-time employment of students is much more acceptable and obtainable in the United States than in other countries.

The picture changes somewhat with regard to employment during vacations. All countries show an increase, with the exception of the Soviet Union, as shown in Table XXXVIII.

The types of employment varied from course-related research work to very menial tasks, such as lavatory attendant. The time involved during the semester varied from a few hours to forty hours. Several students felt that the experience of working for their education was the most important benefit which they gained while studying abroad. Many of the students who worked their way through school laugh at the complaints of current students who claim that their scholarships are insufficient.

The various jobs obtained are shown in Table XXXIX. Because of some students holding more than one job, the totals are more than 100 per cent.

The United States

Thirty-six students (49 per cent) who attended school in the United States said that their financial support was

Table XXXVII
Part-Time Employment

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Yes	51	8	0	3	0	0	62
No	10	3	13	2	2	4	34
Not desired	13	8	2	0	3	1	27
Not allowed	0	1	1	0	0	0	2
Total	74	20	16	5	5	5	125

Table XXXVIII
Vacation Employment

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Yes	56	15	2	5	0	4	82
No	5	0	12	0	2	0	19
Not desired	13	4	2	0	3	1	23
Not allowed	0	1	0	0	0	0	1
Total	74	20	16	5	5	5	125

Table XXXIX
Type of Employment Obtained

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Baby sitter	2	1	0	0	0	0	3
Camp counsellor	9	1	0	0	0	0	10
Campus work	17	1	1	0	0	0	19
Common laborer	13	2	0	3	0	1	19
Construction work	2	0	0	0	0	0	2
Cook	1	0	0	0	0	0	1
Course-related work	4	2	1	1	0	0	9
Factory work	9	4	0	0	0	0	13
Farming work	2	4	0	0	0	1	7
Janitor	5	1	0	1	0	0	7
Miscellaneous	4	0	0	1	0	0	5
Odd jobs	7	1	0	0	0	0	8
Office work	10	5	0	2	0	2	19
Post office work	2	3	0	0	0	0	5
Salesman	5	0	0	0	0	0	5
Teacher	5	0	0	1	0	0	6
Technical work	5	1	2	2	0	1	11
Walter	4	0	0	0	0	0	4
Total	106	26	4	11	0	5	153

inadequate. Of that thirty-six students, seventeen were supporting a spouse and/or children as well as themselves. Eight of these seventeen students felt that their support was inadequate. Therefore, although family responsibilities must have presented more financial demands, the discontent in this group is no greater than the average for the entire group. All of the students who had family responsibilities, except one, worked during vacation, and fourteen of them worked during the regular semester as well.

Private funds were listed by forty-four students (59 per cent) as a major means of support. Another thirty-two persons (43 per cent) listed a host government scholarship as a major support and twenty-one (28 per cent) ~~indicated~~ that a school scholarship was of prime importance to them.

Only thirteen African students in the United States (18 per cent) did not desire part-time and vacation employment. Several students complained that they were either unable to obtain employment or were dissatisfied with the type of job obtained. They felt that they were unable to obtain good jobs because of racial prejudice. The various types of jobs which were obtained are shown in Table XXXIX. While campus work was obtained by seventeen students (23 per cent), twenty students (27 per cent) listed either "common labor" or "odd jobs" as the type of work done at some time or other while studying abroad. Office and factory work fell into third and fourth place respectively.

The United Kingdom

The financial outlook of students in the United Kingdom was just as bleak as for those in the United States. Nine students (45 per cent) felt that they were inadequately provided for, from a financial point of view. Six of these nine persons were married and living with their spouse at the time of their studies. Four of them had children to support as well. One student not living with her husband also had her children with her. It appears, therefore, that the majority of discontent with finances in the United Kingdom came from students with a family to support.

Thirteen of the students (65 per cent) listed a home government scholarship as a major source of support. Six persons (30 per cent) indicated a host government scholarship as a major source, while eight people (40 per cent) needed to rely on private funds.

Fifteen students (75 per cent) worked during their vacations to help support themselves. Eight people (40 per cent) obtained part-time positions while engaged in course work. The lesser percentage for part-time employment might be explained by the high demand on a student's time by academic problems.

The pattern of employment is somewhat different from that for the United States. Eight of the twenty students (40 per cent) worked in either post office or general office work. Only three people (15 per cent) were involved in

"common labor" or "odd jobs." Only one person was able to obtain on-campus work, however.

India

Eight of the students (50 per cent) who studied in India said that their financial support was inadequate. The figure would have been higher, but many students felt that by Indian standards it was adequate. African students received more than a beginning lecturer and more than most Indian students, even though it was not enough to get by on in the manner to which the African students were accustomed to live at home.

None of the four students who was married had his wife and children living with him in India. Since the stipend allowed was so small, it was impossible to support more than one person.

All sixteen students received a host government scholarship, and five of them (31 per cent) augmented it with private funds. Only two people (12 per cent) were able to obtain part-time work. The reason given for this was that so many host nationals were unemployed that it was almost impossible for any student to obtain work. Those who were fortunate enough to do so, obtained either campus, course-related, or technical jobs.

Canada

Two of the students (40 per cent) who had been to

Canada felt that their financial support was inadequate. Considering the small number sampled, they fell into the over-all pattern nevertheless. One was single and the other married.

Three of the students were married and all had their wives with them at some time during their stay in Canada. There were no children involved, however.

Three of the students (60 per cent) had various types of scholarships. All of them indicated that they depended upon private funds for a great amount of their support. These private funds were obtained by part-time employment in the case of three of the students (60 per cent) and vacation employment on the part of all five of them. This is the highest percentage (100 per cent) for any country involved in the study.

As was true with the United States, the occupation which claimed the greatest number was "common labor," with three people (60 per cent) so involved. Two persons each (40 per cent) held "office" and "technical" jobs at some time during their stay in Canada.

The Soviet Union

The students who attended school in the Soviet Union seemed to be quite satisfied financially. Only one person (20 per cent) expressed discontent. He was the student who returned before completion of his courses because of poor grades. His whole reaction to his experience in the Soviet

Union was on the negative side.

Some returnees reported a slight degree of jealousy on the part of Russian students because the Africans had better, western-style clothes, and, in some cases, a higher stipend as well.

Only one of the five students (20 per cent) was married, and he had married another African student while both were taking courses in the Soviet Union. Since both had adequate scholarships, there was no problem after marriage. No children were born to complicate the financial situation.

All five students depended only on their host government scholarship, and they had no private funds to fall back on. None worked to augment his stipend--either ~~part~~ part-time or during vacations. One student reported that a friend of his who had tried to get a job so that he could meet people was told that he should take the government-arranged and financed tours which were provided and relaxed during vacations rather than waste his time working.

The favorable financial position of African students in the Soviet Union is not really surprising, if one stops to consider the position of the average student in the Soviet Union. If he is selected to go on for an academic degree, he is very well cared for as long as he maintains his grades. The only exception made for African students is a slightly higher stipend, in some cases, and government sponsored vacations and trips while the local students are

at home. This allows the Soviet government to accomplish two things. First, the students are kept happy, and second, the government can impress the students with the benefits of Communism and the progress of the Soviet Union.

Ireland

Ireland ties with the Soviet Union for having the most contented African students, from a financial point of view. Only one student (20 per cent) felt that the financial aid was less than adequate. He happened to be one of the three individuals who had married and had children. The other two persons felt that they were adequately taken care of, however.

A home government scholarship was listed by three people (60 per cent) as a major source of income. Private funds were mentioned by two students as well. In order to augment their funds, four persons (80 per cent) worked during their vacations. None, however, worked on a part-time basis during the regular semester. Office work was done at some time during the period abroad by two of the students, but two other jobs held--laborer and farming--required hard physical labor.

Summary

Almost half of the returnees who were interviewed expressed discontent with their financial situation while abroad. The most satisfied students had studied in the

Soviet Union and Ireland.

There was little difference found in attitude between the single students and those who had a wife and family to support.

The two sources relied upon most frequently by the students were host government scholarships and private funds. To augment private funds, most students held either part-time or vacation jobs. This was not true, however, in India where jobs were difficult to obtain and in the Soviet Union where it was discouraged so that students would take government-sponsored tours which were available without cost. The type of employment obtained ranged from manual labor to course-related or technical positions.

CHAPTER VI

ACADEMIC PROBLEMS

While all of the students interviewed, except one who had returned early from the Soviet Union, were successful, they faced several problems of an academic nature. Any improvement in the learning situation for African students would undoubtedly benefit the home country by returning a better-educated and more highly-trained person.

Courses of Study

Courses in the Social Sciences ranked in first place as both major and minor areas of study for the African students interviewed. The entire picture is presented in Table XL. In the case of students who studied in countries other than the United States, a "minor" was a course of study which involved a secondary amount of time. In many cases, under a British type of educational system which allows only for specialization at the undergraduate level, there was no course-work taken which did not involve the "major" subject. These students registered "none" as their answer to the question on what type of "minor" they had.

Most Important Problems

The nine academic problems facing African students and their ranking by order of importance are shown in Table XLI.

In the table, "Requirements" are courses which the student had to take, whether he wanted to do so or not. "Electives" are courses which were chosen by the student, but which he had to take in order to meet graduation requirements. "Methods of instruction" is the way in which individual instructors taught courses. "Content of courses" is the amount and type of material covered or not covered by a course. "Shortage of time" is the problem of generally having more work to do than is desirable. "Assignments" is having too much to do in one specific instance. "Grading" is the way in which grades were assigned. "Tests" is the type and number of tests given during a semester. "Fast pace of coursework" is the covering of the material in a course too rapidly for the student to benefit properly.

Only fourteen students (11 per cent) felt that they had no academic problems, and another 24 (19 per cent) said that although they had one major problem, they had no secondary problems. In general, the students from the United States seemed to have a higher number of problems. The problem most often mentioned in first place is "Requirements." Thirty-five students (28 per cent) were opposed to courses which they felt they did not need and could not use. A total of sixty-five persons (52 per cent) said that the

Table XLI

Most Important Academic Problems

Problems	U.S.		U.K.		India		Canada		U.S.S.R.		Ireland		Total		
	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	
No response	0	0	2	2	0	0	0	0	0	0	0	0	0	2	2
None	5	17	4	8	2	4	1	3	1	3	1	3	1	14	38
Requirements	25	5	3	0	2	2	2	0	1	0	2	0	0	35	7
Electives	3	3	0	0	0	1	0	0	0	0	0	0	0	3	4
Methods of Instruction	8	4	2	3	5	1	0	0	0	1	1	1	1	16	10
Content of Courses	2	4	5	3	3	3	1	0	2	0	0	0	0	13	10
Shortage of Time	9	9	4	2	2	1	0	0	1	0	1	1	1	17	13
Assignments	2	8	0	1	1	0	0	2	0	1	0	0	0	3	12
Grading	5	7	0	0	0	4	1	0	0	0	0	0	0	6	11
Tests	14	16	0	1	1	0	0	0	0	0	0	0	0	15	17
Fast pace of coursework	1	1	0	0	0	0	0	0	0	0	0	0	0	1	1
Total	74	74	20	20	16	16	5	5	5	5	5	5	5	125	125

general requirements for a degree prevented them, at least to a slight degree, from taking courses which would have benefited them at home, as shown in Table XLII.

Eighty-three students (66 per cent) said that they received help with academic problems from their instructors, as shown in Table XLIII. It might be noted that help was obtained more often from friends and fellow students than from assigned counselors. Because of help being obtained from more than one source, totals come to more than 100 per cent.

Grading

Only six students (5 per cent) considered the methods of grading as a prime academic problem, and only another eleven persons (9 per cent) considered it of secondary importance. As shown in Table XLIV, only eighteen people (14 per cent) expressed any doubts on the fairness of grading. In most cases, there were only occasional problems on an individual basis.

On the question of whether or not foreign students should be graded by different standards than host nationals, only fifteen students (12 per cent) expressed any desire for consideration of their position, as shown in Table XLV. Most students were very opposed to making any concession to foreign students in grading because they felt that this would cause the degrees which they received to be of an inferior quality. Those who felt differently, in most cases, said

Table XLII

Unable to Take Desired Courses Because of Requirements

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	1	0	0	0	0	0	1
Yes	19	2	5	2	0	1	29
No	30	10	9	2	4	4	59
To a slight degree	24	8	2	1	1	0	36
Total	74	20	16	5	5	5	125

Table XLIII

Help with Academic Problems

Answers	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	2	0	0	0	0	0	2
No one	8	2	0	1	0	0	11
Fellow students	18	8	4	1	2	2	35
Counselors	19	4	3	1	0	1	28
Instructors	49	11	11	4	5	3	83
Total	96	25	18	7	7	6	159

Table XLIV
Fairness of Grading

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	0	2	0	0	0	0	2
Yes, all of the time	29	8	8	2	2	2	51
Most of the time	37	7	3	3	2	2	54
Part of the time	8	2	5	0	1	1	17
No, never	0	1	0	0	0	0	1
Total	74	20	16	5	5	5	125

Table XLV
Differences in Grading Standards

Answers	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	1	0	0	0	0	0	1
Yes	6	1	3	0	1	0	11
No	65	17	13	5	4	5	109
In some cases	2	2	0	0	0	0	4
Total	74	20	16	5	5	5	125

it should only be in courses completely foreign to the African student because of differences in cultural background.

Shortage of Time

As shown in Table XLI above, thirty students (24 per cent) listed a shortage of time as a problem of first or second importance. Forty-nine persons (39 per cent) stated that they spent over fifty hours each week in both classes and individual study, as shown in Table XLVI. Of the thirty students who listed a shortage of time as a problem, however, only nine persons said that they had put in more than fifty hours in academic activity.

The United States

Over 50 per cent of the students who studied in the United States majored in the Social Sciences. The Physical and Natural Sciences ranked second with Business Administration in third position. Only in Engineering does the number drop below expectations.

Two major problems emerge for students who studied in the United States. These were "Requirements" and "Tests." Concern was expressed about these two problems by almost all students. Even though some failed to place them in first or second place, they usually were placed lower down the scale or during the oral interview.

Many thought that African students should have some

Table XLVI
Hours Per Week in Academic Activity

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
30-40 hours	16	5	3	2	1	1	28
41-50 hours	25	7	7	2	0	1	42
51-60 hours	18	5	2	1	1	0	27
61 or more hours	11	1	4	0	3	3	22
Don't remember	4	2	0	0	0	0	6
Total	74	20	16	5	5	5	125

graduation requirements waived in their cases. Courses such as Music Appreciation, Art Appreciation, Physical Education, and R.O.T.C. were most often mentioned. Even such courses as American History and American Literature came under attack. Some felt that only courses of an international nature should be taken. Language requirements were also disliked because they would not be needed in the home country.

The main problem expressed with "tests" was the use of objective rather than subjective examinations. All of the students had essay examinations during their pre-college education and had never seen a true-false or multiple-choice examination. The frequency of testing was also questioned. Many felt that one examination was all that was necessary and even questioned taking tests on every course rather than a general examination each year.

Only thirty students (40 per cent) felt that requirements for graduation had not affected their choice of classes at least to a slight degree. Nineteen persons (26 per cent) were quite definite in saying that they felt concerned about not getting the proper courses due to requirements which they had to meet.

Many comments were made about the fact that requirements did not allow the African student to specialize and take courses which were needed in the home country. This complaint did not exist, however, at the graduate level.

Some students also felt that there was a shortage of African-oriented courses. Complaints were made about the lack of African History, Geography, Sociology, and the like. For the African teacher to study American education was considered by some to be completely useless.

There were other students too, who felt that they were forced to take courses which they had already completed while obtaining a Cambridge Higher School Certificate. In some cases, students said that they were forced to start as freshmen, and little or no credit was given for sixth form work which was completed at home.

When it came to obtaining help with academic problems, almost as many students went to their friends as did to counselors. Two-thirds of them reported gaining aid from their instructors as well, however.

Little dissatisfaction was expressed with the fairness of grading. There was a feeling expressed by eight people (11 per cent), however, that there should be differences in the grading of foreign students. This concern was linked with the problem of requirements mentioned above. Some felt that it was unfair to judge an African student on an equal basis in such courses as Music Appreciation and American History. In most cases, however, the students felt that they should be treated exactly the same as the United States students.

The academic routine appears to have been a good

preparation for future work, because fifty-four of the students (77 per cent) who said they could remember, spent better than forty hours each week in academic activity. Eleven persons (16 per cent) said that they were engaged in classes and homework at least sixty-one or more hours each week. This kind of schedule probably contributed to the complaint made by some that not enough time was available.

The United Kingdom

Following the general pattern, the Social Sciences accounted for six students (30 per cent). This was slightly below the over-all average, however. Business Administration, Engineering, the Physical and Natural Sciences, and Law each had three students (15 per cent). Two students (10 per cent) studied Education.

The problem of not being able to take courses related closely to African needs presents itself immediately. Eight persons (40 per cent) listed "Requirements" and "Content of courses" as their prime academic problem. They felt that they were not able to take enough courses which would benefit them greatly when they returned. Ten students (50 per cent) were interested in taking certain courses which were outside their field, but they were not allowed to do so because of institutional demands for the degree. It would seem here that the specialization desired by the students who attended school in the United States, worked to the disadvantage of African students in the United Kingdom.

A shortage of time was also mentioned by four students (20 per cent) because so much was covered in some courses that it was difficult to keep up with the work. On the other hand, two students indicated dissatisfaction with the content of courses, because it was not deep or detailed enough for them.

Although there were complaints about a shortage of time, only one person (6 per cent) of the eighteen who could remember stated that he put in more than sixty hours per week. This is the lowest percentage of any country except Canada, which had no one who worked more than sixty hours per week.

Instructors and fellow-students again ranked highest in giving help with academic problems. There may have been some overlap here with "Counselors" because of the tutorial system used in most British institutions.

Of the eighteen students who responded on the fairness of grading, three persons (17 per cent) indicated a problem existed. Two of them felt it was on a personal basis and one individual, who was somewhat disappointed with the entire program, felt that he never was given what he deserved at any time during his stay in the United Kingdom.

Three persons (15 per cent) felt that there should be some consideration given to African students in the matter of grading. Two of these students said that the African was at a disadvantage because English was not his mother

tongue. In the other case, it was felt that an exception should be made only in foreign language courses.

India

India is the exception to the general trend toward courses in the Social Sciences. Only two people (13 per cent) majored in a Social Science program, although five individuals (32 per cent) did have a Social Science minor. The largest number, six persons (38 per cent), majored in Engineering. This was a higher numerical total than in any other country. Canada, on a percentage basis, was first in Engineering with two out of five students.

The problems faced by the African student follow the general pattern. However, eight persons (50 per cent) were concerned with the methods of instruction and content of courses. The large numbers, trying to cover too much in a short period of time, antiquated methods of instruction, and little private attention unless one was able to pay for a tutor, all pointed to a shortage of funds with which to pay for education in India.

* The problem of not being able to take courses related to African problems because of requirements also arose. In some cases, the courses were not available, and in others, the student was not allowed enough diversity of choice. Here again is the same problem about which the students in the United States complained.

As in the other countries, the student in India received

the most help with academic problems from his instructors. Eleven students (69 per cent) stated that they received such help. As mentioned above, however, if private tutoring were needed, it had to be paid for in most cases.

Grading was also somewhat of a problem because of local conditions. Five students (31 per cent) felt that there was a degree of unfairness and three of them (19 per cent) thought that there should be a different standard for foreign students. The reason given was that the grading standards were extremely high in order to eliminate as many students as possible. One student even suggested that foreign students be taught separately from the local students.

Four students (25 per cent) indicated that they worked more than sixty hours per week on their class activities, and two others said that they put in more than fifty hours per week. Of the three persons who indicated a shortage of time, however, two of them were studying less than fifty hours per week, and only one was in the above sixty hours category.

Canada

Social studies again was a predominate major in Canada, and with Engineering, attracted two students (40 per cent) each. The Humanities accounted for the fifth student. The Humanities and Social Sciences were chosen as minors by the two students who listed a minor field of study.

Requirements again were listed by two students (40 per

cent) as limiting them in their selection of courses which would have been valuable upon their return. One student felt that he had no academic problems, and two others said that there were no problems of secondary importance.

Instructors, as in other countries, played the predominant role in helping the students with their academic problems. Four students (80 per cent) received help from them. This was the second highest percentage, only exceeded by the Soviet Union.

No great problem was expressed with grading by the students who had been to Canada. Only a few individual cases arose, and no one felt that there should be any exception made for foreign students. It was felt that the foreign student had to fit into the existing grading system.

A higher percentage of students than in any other country spent forty hours or less each week in academic activity as reported by two students (40 per cent). Another two students indicated forty-one to fifty hours as being the time involved in study. Only one student worked between fifty-one and sixty hours each week.

The Soviet Union

Even in the Soviet Union, the Social Sciences attracted the largest number of students, with two people (40 per cent) engaged in this course of study. Business Administration, Engineering, and the Physical and Natural Sciences each were chosen by the three remaining students.

The content of courses was the only academic problem which was chosen by more than one student as of prime importance. Too much was covered and one student felt that he didn't have enough time to do an adequate job. Here, too, there was a complaint about not being able to take more courses related to Africa. One student felt that he had no academic problems, and two others said that they had no academic problems of secondary importance. This was also true in the case of Canada and Ireland.

All of the students from the Soviet Union listed their instructors as giving them aid with their academic problems. Two students (40 per cent) also listed their fellow students as well, as helping them. ~~Counselors, as such,~~ did not exist.

Only one student (20⁴ per cent) felt that there was any problem with the fairness of grading. The student who had returned early because of poor grades said that he felt that he was graded fairly most of the time. He did, however, say that foreign students should be graded differently than host nationals. He also was the only student to spend forty hours or less in study, which may account for his failure. Three students (60 per cent) indicated that they spent more than sixty hours per week in academic activity.

Ireland

Ireland had the highest percentage of students involved in a Social Science major of all five countries. Three

students (60 per cent) so indicated, with Engineering and Education accounting for the other two persons. Business Administration and the Humanities were each chosen twice as minor fields of study.

Again, requirements were mentioned by two people (40 per cent) as being the main academic problem. In one case, the student felt that he could not take the courses which he wanted. In the other case, the individual disagreed with meeting prerequisites which were required for the program he desired.

Methods of instruction and a shortage of time also were each mentioned by two other students. Three students (60 per cent) listed over sixty hours per week as the ~~average~~ average time spent in academic work. It is somewhat surprising that more did not feel that a shortage of time was an academic problem. As was true with Canada and the Soviet Union one student said that he had no academic problems and two more felt that they had no problems of a secondary nature.

Three students (60 per cent) received help with their academic problems from their instructors. Since help was received from more than one source, fellow students were listed twice (40 per cent), and counselors once (20 per cent) as well.

Only one student (20 per cent) expressed any concern with grading, and no one felt that any concessions should be made to foreign students in this matter. The one person

who indicated any problem said that he always seemed to be doing better during the semester than his final grade indicated. He did admit, however, that this was just a feeling that he had and he could not substantiate any claim to unfairness.

Only the students in the Soviet Union put in more hours per week in academic activity, on a per capita basis, than did the students in Ireland. Three students (60 per cent) said that they were engaged over sixty hours per week in educational activity. Only one of these students listed a shortage of time as an academic problem, however.

Summary

Almost all of the returnees interviewed felt that they had faced academic problems of varying importance. The problem most often mentioned was that of taking courses which were part of the requirements for the granting of a degree. Many students felt that courses such as Music Appreciation or Physical Education were a waste of time, because they would not enable them to do a better job when they returned to Africa.

The lack of African-related courses available was also reported by many students to be a major problem. This was complicated by the fact that the majority of students were majoring in Social Sciences courses.

When a student needed help with an academic problem, in most cases he turned to his instructors. However, fellow

students were approached more frequently than counselors, who were the last to be asked.

Very few students expressed any feeling that they were faced with the problem of unfair grades. While the great majority felt that there should be no differentiation made in the grading of African students, a few persons did indicate that their status should be taken into account in courses that were completely culturally foreign to the African.

A shortage of time was also reported as being a problem. Almost half of the students indicated that they occupied themselves over fifty hours per week in academic work. However, in many instances, there was little correlation between the time spent in academic activity and the feeling that there was not enough time available.

For the student who went to the United States, the differences in the entire educational system in general, and the testing methods in particular, caused a great concern. This was due to the student's educational background which was British-oriented.

CHAPTER VII

USE OF EDUCATION

After one reviews the problems which the African student faced while abroad, the next question which comes to mind is about how he is using the education which he obtained. This chapter will give a short description of the present situation of the 125 students contacted for the study.

Present Employment

The type of work being done by the 125 persons who filled out questionnaires is shown in Table XLVII. Some individuals were unemployed, because they had just returned from abroad and had not had time to locate a satisfactory job.

In Table XLVII, those who worked directly for the national government are listed in the first category as opposed to those who worked in an agency such as the Industrial and Commercial Development Corporation, which had been set up by the state. This latter type of group falls into the fourth category. In the second group appear all organizations of a federal nature, such as the East African

Table XLVII
Present Employment

Position	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Unemployed	1	0	2	0	0	0	3
National Government	28	2	3	1	2	0	36
Federal Agency	9	9	3	1	0	4	26
Private Industry	9	3	3	1	3	0	19
Agency of the National Government	24	3	1	1	0	0	29
Local Government	3	3	4	1	0	1	12
Total	74	20	16	5	5	5	125

Railways and Harbors Commission. Those people working for companies such as Esso, Shell-BP, or British-American Tobacco Company, fall into the third category. The last group consists of people who are working in an organization such as the Nairobi City Council.

Some interesting placements are evident. Sixty-two (84 per cent) of the seventy-four students who studied in the United States are employed in either the national government or an agency of the national government. Nine (45 per cent) of the twenty students who studied in the United Kingdom are employed in federal agencies. While the students who studied in India are fairly evenly distributed, the largest number, four (25 per cent), work in local government. Canada has one person (20 per cent) in each of the divisions. Three (60 per cent) of the five students who had been to the Soviet Union were employed in private industry. Four (80 per cent) of the five students who had been to Ireland were working in a federal agency.

Job Responsibilities

The particular job responsibilities of the returned students are shown in Table XLVIII. The needs of a new nation are evident by the fact that seventy-eight students (62 per cent) now find themselves in administrative positions of one type or another. Even a Doctor of Veterinary Medicine who studied in the United States found himself in a position at the University College which kept him engaged

Table XLVIII
Job Responsibilities

Responsibilities	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	1	0	0	0	0	0	1
Not applicable	1	0	2	0	0	0	3
In training	3	1	0	1	1	0	6
Administrative	45	14	10	3	1	5	78
Teaching	9	3	0	0	0	0	12
Clerical	0	0	0	0	1	0	1
Accounting	3	3	1	0	1	0	8
Sales	1	0	0	1	0	0	2
Engineering	1	1	1	1	0	1	5
Planning and Research	15	0	1	0	1	0	17
Marketing	3	0	0	0	1	0	4
Medical	0	1	1	0	0	0	2
Total	82	23	16	6	6	6	139

in teaching and administration. Because of this type of overlapping in some cases, the totals in Table XLVIII are more than 100 per cent.

Preparation

There seemed to be little correlation between what the student studied and whether he felt he was working in the area for which he was prepared. Only fifteen students (12 per cent) said that they definitely felt that they were not working in the proper area, as shown in Table XLIX. Thirty-one persons (25 per cent) did, however, say that they were working in an area for which they were only partially prepared.

The area of preparation also seemed to have little correlation with whether or not a student felt he was adequately prepared for his present position. A person who had majored in Geography, for instance, felt that he was very adequately prepared to administer a section of the Ministry of Education. Only two people felt that they were inadequately trained for their present position, as shown in Table L. Both of these individuals had studied in the United States and were embittered generally with their whole experience. Twenty-eight students (22 per cent), however, felt that it would have been unfair to answer the question, because they were working in an area for which they were only partially academically prepared.

Table XLIX
Working In the Area of Preparation

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	1	0	2	0	0	0	3
Yes	45	12	12	3	1	3	76
No	7	3	1	1	3	0	15
Partially	21	5	1	1	1	2	31
Total	74	20	16	5	5	5	125

Table L
Adequately Prepared for Position

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	1	0	2	0	0	0	3
Not applicable	17	5	1	1	3	1	28
Very adequately	12	7	6	1	2	1	29
Adequately	42	8	7	3	0	3	63
Inadequately	1	0	0	0	0	0	1
Very inadequately	1	0	0	0	0	0	1
Total	74	20	16	5	5	5	125

Acceptance of the Degree

Only nine students (7 per cent) indicated that they had any problem with the acceptance of their degree when they returned home, as shown in Table LI. The United States and India were the only two countries which presented a problem. In both cases, most of the students were older individuals who had returned before independence and were judged by either holders of British degrees or British nationals. The student from the United States, who had said that his degree was not accepted, was an Associate of Applied Science degree-holder who had studied agriculture in an American junior college. He said that he was only considered the equivalent of a Cambridge Higher School Certificate holder when he returned. Another American degree holder who said there was only partial acceptance of his degree had attended a small, comparatively unknown Bible college. There was almost unanimous agreement that the problem of degree acceptance was nonexistent in Kenya today.

Professional Affiliation

Only thirty-nine students (31 per cent) had maintained connections with the host country through professional organizations, as shown in Table LII. On a percentage basis, the United Kingdom and Ireland present the best picture with 75 and 60 per cent respectively. The students from the Soviet Union had kept no contact whatsoever. Only sixteen persons (22 per cent) have connections with groups in the

Table LI
Acceptance of the Degree

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	0	0	2	0	1	0	3
Not applicable	0	1	0	0	1	0	2
Yes	69	19	10	5	3	5	111
No	1	0	2	0	0	0	3
Partially	4	0	2	0	0	0	6
Total	74	20	16	5	5	5	125

Table LII
Membership in Professional Societies

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	1	0	1	0	0	0	2
Yes	16	15	4	1	0	3	39
No	57	5	11	4	5	2	84
Total	74	20	16	5	5	5	125

United States.

The percentages go up very slightly in relation to the number of students who are receiving professional publications from the host country, as shown in Table LIII. Only India and Canada lost ground in this respect. This loss meant a net gain of only three persons for a total of forty-two students (34 per cent) who received professional publications from the host country.

Ireland had four students (80 per cent) receiving publications, and the United Kingdom claimed fifteen to maintain the same percentage as belonged to professional organizations. Only nineteen students from the United States (26 per cent) responded affirmatively to the question.

Summary

More than half of the students interviewed are presently employed by the government of Kenya. Almost another quarter of the returnees are working in an agency of the national government.

Administrative positions are held by the majority of returnees in all types of employment. Even though they were not academically prepared for jobs of an administrative nature, most of the students felt that they were adequately prepared for their present positions.

While there was some problem with the acceptance of non-British degrees before independence, there was little concern expressed at this time. Those who had difficulty

Table LIII
Professional Publications Received

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	1	0	0	0	0	0	1
Yes	19	15	3	0	1	4	42
No	54	5	13	5	4	1	82
Total	74	20	16	5	5	5	125

today would probably have faced a similar problem in other countries as well.

Professional contacts through membership in organizations or receipt of publications is quite low. Most students seem to have lost touch with the host country as soon as they returned to Kenya.

CHAPTER VIII

STUDENT REACTIONS AND ATTITUDES

While a desirable result of research of this nature is identifying problems and suggesting solutions, another important aspect to be investigated is the reactions and attitudes of the African student now that he has had time to evaluate the total experience. This chapter will describe the feelings of the returned student and answer the question of whether or not the individual countries are doing a good job in making friends for the future.

Quality of the Educational Program

There was a high degree of satisfaction expressed by the African student for his educational program, as shown in Table LIV. Of the 120 students who responded to the question, 103 (86 per cent) said that the program was at least as good or better than they expected. Only fifteen students (12 per cent) expressed complete disappointment. All of these disappointed students had been to the United States, the United Kingdom, or India. The students from the Soviet Union and Ireland, on a percentage basis, were the most satisfied with four students (80 per cent) and five

Table LIV
Quality of the Educational Program

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	3	1	1	0	0	0	5
Exceptionally high	8	2	3	0	3	2	18
Higher	23	9	4	3	1	3	43
The same	28	5	6	2	1	0	42
Lower	10	3	2	0	0	0	15
Exceptionally low	0	0	0	0	0	0	0
Higher in some respects, lower in others	2	0	0	0	0	0	2
Total	74	20	16	5	5	5	125

students (100 per cent) respectively indicating that the program was higher than their expectations.

In conjunction with the question on the quality of education, the student was asked whether or not he felt that other students who had studied in the same country felt as he did about their experiences. Only nineteen students (15 per cent) felt that their reactions were exceptional. Another thirteen students (10 per cent), however, indicated that they could not make a comparison, as shown in Table LV.

Change in Preconceived Ideas About the Host Country

Working on the assumption that a student had preconceived ideas about the country to which he was going (a valid assumption in almost all cases), the students were asked if their ideas had changed since the completion of their period abroad. As shown in Table LVI, only eight students (6 per cent) said that their ideas about the host country had undergone no changes. Thirty-one students (25 per cent) did, however, indicate that while there was a change from their preconceived ideas, it was only a partial change.

The types of change in preconceived ideas is indicated in Table LVII. Again, here the United States, United Kingdom, and India suffer, with the United States having the greatest problem. The social aspect and its racial implica-

Table LV
Similarity of Reactions to Those of Other Students

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	3	0	0	0	0	0	3
Yes	52	15	13	3	3	4	90
No	13	3	2	0	1	0	19
Doesn't know	6	2	1	2	1	1	13
Total	74	20	16	5	5	5	125

Table LVI
Change in Preconceived Ideas

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	3	0	0	0	0	0	3
Yes	51	10	12	3	3	4	83
No	2	4	1	0	0	1	8
Partially	18	6	3	2	2	0	31
Total	74	20	16	5	5	5	125

tions were named most often by the students who had been to the United States as the reason for the downward revision of their ideas about the host country. This played the major part in the reactions to the United Kingdom and India as well.

Opinion of the Host Country Now

While Table LVII may appear to be somewhat discouraging because of the downward trend in the change of preconceived ideas, the picture is not as dark as it may look at first hand. In many cases, the student tended to expect a great deal, especially from the United States and United Kingdom. He had been taught, for the most part by British teachers, who tended to extoll the virtues of the United Kingdom. He had heard wonderful things about freedom and democracy in the United States. It would have been difficult for any country to live up to the expectations of these students. On the other hand, he had heard derogatory comments about the Soviet Union and Ireland, so he did not expect a great deal from either of those countries.

Another measure of the success of the educational programs is whether or not a student now feels that he understands the host country and its people. This result is shown in Table LVIII. Here the picture again brightens as we find ninety-six students (77 per cent) stating that they definitely were able to develop such an understanding. However, we again see that the United States, United Kingdom,

Table LVII
Types of Change in Preconceived Ideas

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	3	2	0	0	0	1	6
Not applicable	1	2	1	0	0	0	4
Better	35	11	11	5	4	4	70
Worse	22	5	4	0	1	0	32
Better on some aspects, worse on others	13	0	0	0	0	0	13
Total	74	20	16	5	5	5	125

Table LVIII
Ability to Develop an Understanding of the Host Country

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	1	0	0	0	0	0	1
Yes	58	16	8	5	4	5	96
No	1	0	2	0	0	0	3
Partially	14	4	6	0	1	0	25
Total	74	20	16	5	5	5	125

and India have twenty-four students (19 per cent) who were able to develop only a partial understanding. The problem was again social and racial. It is naturally rather difficult for an African student to understand such prejudices.

This ability to understand other people will again present itself later in this chapter when the most valuable experiences abroad are discussed. Actually, only three students (2 per cent) stated that they were unable to develop any understanding of the host country. Two of these students had studied in India, and they blamed the extremely different cultural mores for their reactions. The other student, who had been to the United States, was a very embittered young man who had developed a general dislike of anything American because of the racial problems he faced.

With the idea that perhaps the reactions toward the host country were affected by the amount of traveling done, comparisons were made between travel, as shown in Table LIX, and answers on the changes in preconceived ideas, and the opinion of the host country now. No single pattern emerged, with one exception. Of the fifty-one students who had said that they had traveled a great deal, forty-one (80 per cent) indicated that they had been able to develop an understanding of the host country, as shown in Table LX. However, since this number was only 43 per cent of the ninety-six students who had said that they were able to develop an understanding of the host country, travel was only one

Table LIX
Amount of Traveling Done

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	1	0	0	0	0	0	1
A great deal	23	9	10	3	3	3	51
Some	39	11	5	2	1	2	60
Very little	11	0	1	0	1	0	13
Total	74	20	16	5	5	5	125

Table LX
Ability of the Student Who Traveled a Great
Deal to Develop an Understanding of the Host Country

Answer	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
Yes	21	7	5	3	2	3	41
No	0	0	1	0	0	0	1
Partially	2	2	4	0	1	0	9
Total	23	9	10	3	3	3	51

small factor.

Most Valuable Experiences While Abroad

While the quest for knowledge was the prime reason for the African student's journey abroad, it ranked third in over-all value in the student's appraisal of his most valuable experiences, as shown in Table LXI. Sixty-six students (53 per cent) felt that being broadened in outlook and learning to understand other people was one of the most beneficial results of their period abroad. Since more than one experience was listed by some students, the totals in Table LXI are more than 100 per cent.

Suggestions for the Improvement of the Educational Program

Ninety-four students (75 per cent) took the time to offer suggestions for the improvement of the educational position of African students in the future. The results are shown in Table LXII. Since some students made more than one suggestion, totals are more than 100 per cent.

The need for a course of study which is more closely related to the needs of African countries emerges as the most-offered suggestion. This was undoubtedly affected by the fact that the majority of the students were social studies graduates. In second position is the request for more adequate financial aid. Interestingly enough, while the need for easing local graduation requirements was given

Table LXI

Most Valuable Experiences Abroad

Answer	Country of Study					Total
	U.S.	U.K.	India	Canada	U.S.S.R. Ireland	
No response	3	2	1	0	1	7
Working hard for an education	5	0	1	0	0	6
Friendships made and people met	19	1	1	1	1	23
Academic experience	11	4	1	1	1	19
Traveling done	3	1	0	0	1	5
The experiences of communal living	2	1	0	0	0	3
Industriousness observed	8	1	0	0	1	10
Being independent	1	0	0	1	0	2
Gaining the ability to judge people as individuals	3	0	1	0	0	4
Being broadened in outlook	39	8	10	3	3	66
Being able to enlighten people about Africa	0	1	0	0	0	1
Observing foreign politics and government	1	3	2	0	0	6
Gaining a sense of duty	2	0	0	0	0	2
Being able to work during vacations	1	0	0	0	0	1
Industrial training received	1	2	0	0	0	3
Feeling of equalitarianism gained	1	0	0	0	0	1
Realizing the need for improving race relations	2	0	1	0	0	3
Learning to appreciate and understand home	2	1	0	0	0	3
Miscellaneous	1	0	1	0	0	2
Total	105	25	19	6	7	170

Table LXII
 Suggestions for the Improvement of the Educational Program

Suggestion	Country of Study						Total
	U.S.	U.K.	India	Canada	U.S.S.R.	Ireland	
No response	17	3	6	2	2	1	31
No change	1	2	1	0	0	0	4
Orientation should be given, especially in the locale of study	3	0	1	0	0	0	4
Orientation program should include the host country's educational system	5	0	1	0	0	0	6
Courses should be provided which are related to the needs of African countries	15	7	1	1	1	2	27
Financial aid should be increased	8	4	2	0	0	1	15
Only graduate students should be allowed to go abroad for studies	2	3	1	0	0	0	6
Local graduation requirements should be eased	12	1	0	0	0	0	13
No exceptions should be made for African students	7	1	0	1	0	0	9
Provisions should be made so that families accompany married students	0	1	0	0	0	0	1
Teachers should have had some experience in Africa	0	1	1	0	0	0	2
There should be closer contact between students and home government	2	0	0	0	0	0	2
More practical training should be made available to African students	1	1	0	0	0	0	2
The emotional maturity of students should be carefully checked before allowing them to go abroad	1	0	0	0	0	0	1

Table LXII (Cont.)

Suggestion	Country of Study				Ireland	Total
	U.S.	U.K.	India	Canada		
African students should be required to take more courses of a "liberal arts" nature	2	0	1	0	0	3
Greater recognition should be given to "Higher Schools Certificate" holders	2	0	0	0	0	2
More counseling should be given	5	2	1	0	0	8
Only school certificate holders, or preferably higher should go abroad	0	1	2	1	0	4
Miscellaneous	6	0	3	1	2	14
	89	27	21	6	5	154

third place, the suggestion that no exceptions be made for African students follows closely behind. The need for better orientation is indicated, too, in several of the responses.

Suggestions for the Improvement
of Community Relations

Eighty-six students (69 per cent) made suggestions for the improvement of the African student's position in relation to the local community. The results are presented in Table LXIII. Since some students gave more than one suggestion, the totals are more than 100 per cent.

A large variety of suggestions were made with only one standing significantly above the others. This was the suggestion that more social activities should be organized for African students. The feeling was held by some that it was too difficult and time-consuming for African students to make a desirable number of contacts with host nationals and that planned social activities made it easier to meet people.

Many of the other suggestions are related to the desire for personal contact too. The need was expressed for meetings which were primarily for the purpose of discussing problems with host nationals. These could take the form of lectures, panel discussions, debates, and similar activities. Family relationships and work projects which allowed for closer contact with host nationals were also desired.

The need for financial assistance was also expressed

Table LXIII
 Suggestions for the Improvement of Community Relations

Suggestion	Country of Study				Total		
	U.S.	U.K.	India	Canada		U.S.S.R.	Ireland
No response	28	3	5	0	1	2	39
No change	2	1	0	0	0	0	3
Social activities should be organized for African students	8	3	4	3	1	1	20
No special arrangements should be made for African students	3	1	0	1	0	0	5
The local community should be educated so that it understands Africa and its cultural differences	4	4	2	0	1	0	11
Anti-discrimination laws should be rigidly enforced	2	0	0	0	0	0	2
Family relationships should be provided	4	1	3	0	1	0	9
More travel opportunities should be provided	4	2	2	0	0	0	8
Better orientation should be given, especially on local social etiquette	5	1	1	1	0	0	8
Africans should be in on the planning and execution of local community relations ideas	0	1	1	0	0	0	2
The radio and T.V. image of Africa should be controlled	1	1	0	0	0	0	2
Provisions should be made for open discussions with local people	4	1	2	0	1	1	9
Help should be given in obtaining vacation employment, especially that related to course work	7	0	0	2	0	0	9

Table LXIII (Cont.)

Suggestion	Country of Study					
	U.S.	U.K.	India	Canada	U.S.S.R. Ireland	Total
More contacts should be made available with common people, not just the wealthy	2	0	0	0	0	2
Hostels should be available so that students need not live with a family	0	1	0	0	0	1
The African student should try more to adjust to the local community	3	3	2	1	0	10
Projects should be set up which allow Africans to work side-by-side with host nationals	4	0	0	0	0	4
More counselling should be given	1	0	1	0	0	2
Miscellaneous	4	1	0	1	1	8
Total	86	24	23	9	6	154

by the appeal for help in obtaining vacation employment, especially that which is related to the field of academic endeavor.

The need for orientation of a social nature was also mentioned, as was counseling on social problems. The need for orientation and counseling was not one-sided, however. The students also felt that the local community needed some education as well, so that they could more easily understand Africa and its cultural differences.

Summary

The United States, United Kingdom, and India are faced with the largest participant discontent problem. While a majority of students are satisfied in all areas, those who expressed unhappiness were returnees from these three countries.

One of the most beneficial results of study abroad, from the point of view of the returned student, was his ability to better understand people and have his outlook on life broadened. The educational knowledge gained was ranked a poor third in over-all value.

The need for a course of study which was more closely related to African needs and problems was the most often mentioned suggestion for the improvement of the academic program in all countries. Only one suggestion by the returnees for community relations improvement stood out above all others. That was the request for more social activities

which would enable them to meet and talk with host nationals. Many of the less often mentioned suggestions indicated a desire for more personal contacts as well.

CHAPTER IX

RECOMMENDATIONS

Reactions of Kenya returnees to their educational experiences abroad in the United States, India, Canada, the Soviet Union and Ireland have been detailed in the preceding chapters. Their reactions indicate some major problems which African students have encountered in foreign countries. The problems are in the areas of orientation, social adjustment, finance, academic adjustment, and use of education. They are encountered in all countries in which the interviewees studied, but with various degrees of severity.

The reasons for the problems are related to such factors as a country's political system, educational system, cultural patterns, selection of students, and general historical background. All of these factors play an important part in the way the host country reacts to the African student as well as the way the African student reacts to the host country. Such factors as a nation's historical background cannot be changed, but in most areas, adjustments and modifications are required if the maximum degree of success and accomplishment is to accrue to the African student and to the host country as a result of the presence of the

foreign students. This chapter presents recommendations designed to make the stay of African students in the United States more satisfactory for both the visiting student and the United States.

Orientation

It would appear that the United States is doing a job of orienting African students to their new environment which is comparable to that of other countries, and in some instances somewhat better. However, many more of the students interviewed came to the United States than went to other countries. Since many students considered our orientation programs to be inadequate, we are presented with a need for review and improvement.

A major part of the problem with which the United States is faced is that many students are privately sponsored. They receive financial aid from private groups, and they make applications to and are accepted by colleges and universities throughout the nation. They are therefore, in many cases, not involved in official orientation programs of any kind before leaving home. If they attend a small school which has few foreign students, the evidence indicates that they are not likely to be given any program of orientation after their arrival. Even many non-privately sponsored students got no orientation or reported that what they did receive was inadequate.

Because of this lack of a good orientation program for

both private and non-private students, it is recommended that participation in a well-developed group orientation program be required of all students before the issuance of a student visa. This program should be developed by appropriate arms of the United States Embassy in each country, in cooperation with local agencies.

Because of the fact that the students would be going to all parts of the United States, the orientation program would have to be kept somewhat general in nature. One of the most important topics to be covered would be the American educational system. Since African students are familiar only with European systems of education, it would be desirable to present not only the intricacies of higher education, but the functions of primary and secondary education in the United States as well. This would enable the African student to understand the background of the higher educational program in which he will find himself.

The differences between European and American higher education should be covered in detail. Explanations of such things as requirements for graduation, the place of electives in the curriculum, the system of grading, and the nature, type, and importance of quizzes, tests, and examinations should be thoroughly explained.

Although the topic should be fully covered again after arrival in the United States, a general cultural orientation should be given in the home country as well. This should

be conducted both by Americans present in the African country, and African returnees who are familiar with what the student needs to know from first hand experience. The presentation should include films, lectures, speeches, debates, and discussions which give the African student a chance to question and learn.

Some of what is suggested above has been tried with success by the Institute of International Education in Nairobi, Kenya, with limited numbers of students. If such a program existed in each African country involved in sending their students to the United States, the first step toward a thorough orientation program would be taken, and many of the complaints of students about the lack of orientation would be eliminated or be made much less a deterrent to student adjustment.

Such a general orientation program in the home country does not solve all problems, however. The great distances involved and differences in problems because of regional attitudes make further orientation in the area of study an absolute necessity. It is, therefore, recommended that a system of district and local foreign student advisory officers be established throughout the country.

Six advisory districts should be set up on a geographic basis for the coordination of the national program, which should be administered by the Bureau of Higher Education of the United States Office of Education. These districts

should cover the Eastern, Southern, Mid-western, Great Plains, Northwestern, and Southwestern sections of the nation. In turn, local offices should be set up on the basis of the number of colleges and universities involved with foreign students in each district. These offices would, of course, be involved with more than just African students. At the local level, they could assist foreign student offices which do exist in colleges and universities with a sufficient enrollment of foreign students to warrant their existence. In institutions which do not have such offices, they would provide a much-needed service for foreign students who are now on their own.

The second step in the orientation of African students should take place at the local level. This would enable the students to receive an accurate picture of the local situation and the problems with which they will be faced in that area.

This second step should be an expansion of the orientation received in the home countries. Africans themselves should be involved in presenting the program, because they are in the best position to know the pitfalls which lie in the path of the new student.

Many students who had received orientation felt that it was too "sugar coated." The problems of racial prejudice, for instance, were not presented in a way which prepared the student for his first encounter with the bigotry with which

every interviewee who had studied in the United States was faced at some time, on either a personal basis or in trying to find housing. They requested a true picture of anticipated problems so that when they actually encountered such annoying matters as inability to be served in a restaurant or barber shop for the first time, they would not be completely overwhelmed by the situation. The solution here is an orientation program which "lays it on the line." The facts should be presented completely and no attempt should be made to cover up the problems to be encountered. If an individual is mature enough to travel abroad for an education, he should be mature enough to face the facts of the situation.

An orientation program along the lines outlined above would take excellent planning and administration, as well as the expenditure of more funds. The fact remains, however, that if we, as a nation, are going to present educational opportunities to African students, we must also be prepared to give them a proper orientation which will do much to develop the friendships which we begin by the original offer of educational opportunity.

Social Problems

The greatest problem for the African student who comes to America is created by the differences in social practice. For the African student, many social problems automatically involve race; it is almost impossible to separate the two.

It is in this area that the United States needs to improve its program most drastically.

Learning to understand the American way of life was a very great problem for some students. The fast pace of life in America, for instance, was quite a change from the leisurely atmosphere of Kenya, especially outside Nairobi. The differences in food and eating habits were also a problem, as was becoming accustomed to the carefreeness and informality of people in general. Americans were thought by some to be rather superficial and hypocritical, because friendships were not of a close and lasting nature. These aspects of the American personality should be thoroughly treated in both the pre-departure and post-arrival orientation so that students realize that they are not in a staid and sophisticated type of society in the British tradition.

Although most returnees felt that the social activities available were sufficient, they still expressed a great desire for more. This indicates the need on the part of the students to meet and get to know Americans.

Here we find another project for the local foreign students' office which was mentioned earlier in the chapter. It is, therefore, recommended that this local office should be the coordinating body for a good social program. Several approaches are available. Those students who so desire should be "adopted" by American families. These families need not necessarily be located near campus. They may be

in physical contact with the students only on week-ends or vacations, much as the American college student who goes home only on special occasions or week-ends. The point is that this is a "home away from home" for the student, which he can visit without a specific invitation or prior notice.

Caution would have to be exercised in the selection of these homes, especially if it were to be a full-time residence for the student. The participants would have to be highly motivated and willing to put themselves out to help. In some cases, these families should be Negro in order to promote greater understanding between the two.

Caution would also need to be exercised in the selection of African students to partake in such a program. ~~None~~ should be talked into it or kept in the program after he changed his mind. Several returnees were highly critical of living with an American family because of the restrictions such an arrangement placed upon them socially.

The desire on the part of African students to meet Americans can still be met in another manner. Lists of both interested students and Americans should be kept and arrangements made so that students can visit American homes during their leisure time. Many students who were interviewed reported great satisfaction with such programs. Some requested more contact with Negro families, however. There is the problem of insincerity here though, against which safeguards should be established. In some cases,

people invite Africans out of sheer curiosity or only to impress the Africans with their affluence. Persons with such purposes are identified quickly by the students and should be deleted from the list of acceptable homes immediately.

A final example of how Africans can be helped to meet Americans is through the normal social activities which occur on any campus. Arrangements should be made for the organization of such activities as dances, theater groups, beach parties, hikes, and athletic contests. These opportunities would allow the African to meet Americans on an equal footing and do much to promote mutual understanding.

The African student not only desires to understand Americans, he wants Americans to understand him. Most Americans have no idea what Africa today is like. To most, it is a continent of teeming jungles and backward people. Little is known of the progress and civilization to be found there. In order to educate the American to the "new" Africa, it is recommended that a "community awareness" program be instituted. It could not only enlighten the American public about Africa, but help the local citizen to appreciate the problems of the African student as well.

This educating of the local community could be accomplished in many ways. Speakers' bureaus could be established for various areas. Students from African countries could speak at meetings of influential groups such as Rotary,

Lions, and Optimist clubs. Discussion groups could be organized which would go into the problems of the day, as well as racial tensions. This would give the African student a feeling of contribution and belonging as well.

The largest social problem facing the African student is, of course, racial prejudice. One African student who was interviewed summed up the social problem in one sentence: he said, "Solve the problems of the American Negro, and you've solved the problems of the African student." While the solution may not be quite that all-encompassing, there is much truth in this statement.

While the African student is naturally very antagonistic toward the racial situation in the United States, he does, in most cases, understand the problems involved in changing it. He appreciates the efforts which America is making at the federal level to bring equality to the American Negro. We must, therefore, continue to make progress as a nation toward the complete integration of the Negro in American society. One way such objectives can be accomplished is by the implementation of "fair housing" laws wherever they exist. A local foreign students' office could help police such laws, and make it easier for an African student to obtain a place to live in the local community.

Since the African student is continually encountering problems of a social nature, it is recommended that expert counseling be available at all times. This counseling

should be a prime project of the local foreign students' office. While students may turn to instructors for help on academic problems, they can only turn to friends on problems of a social nature. In many instances, this is a case of the blind leading the blind. The availability of good counseling would do much to prevent small problems from causing lasting bitterness.

Financial Problems

With almost half of the students who studied in the United States expressing the feeling that their financial aid was inadequate, it is obvious that a problem exists in this area for the United States.

The students reported facing many problems of a financial nature. Many students did not have enough private capital to supplement their scholarships. In other cases the scholarships themselves were too small to allow the student a reasonable existence, even with a large personal contribution. The fact that some students had families at home, and others got married and had children while abroad complicated the financial picture too. All these needs made part-time work a necessity. However, many students found it very difficult to obtain work because of racial bigotry. Even when a job was obtained, the student many times did not possess the ability to manage his funds so that they were used in the best manner.

The entire financial picture is complicated by the

fact that students are allowed to come to the United States on their own, if they have been accepted by individual schools. In a free society, this problem will continue to exist.

In order to prevent private students from running out of funds after their arrival, it is recommended that students should not be granted visas who cannot show that they are financially able to get along for the time involved. It is further recommended that the student be made to stay with his sponsors, or at least under their control. Sponsors must also be held responsible for students for whom they have signed. It would be better, eventually, to keep out some students altogether, than to allow everyone to come and have half of them discontented after they arrive.

An alternative recommendation to the one immediately above can be made, but it is severely limited because of lack of financing. That recommendation is that every student who gets accepted should be given either a full scholarship or a supplementary scholarship to be added to his own resources. However, without an increase in appropriations, the number of students accepted would have to be greatly curtailed.

Because of the many complaints from married returnees that they should have been allowed to bring their families with them, it is recommended that only single persons be selected for scholarships. It would be better to send and

support three single students than one student and his family. This might seem cruel to married men, but the money spent on students must be looked upon as the African country's investment in the future. Good investments are judged by the dividends that they pay. Three educated people return a better dividend than one.

On the other hand, if students get married while abroad, some arrangements should exist for increasing the amount of support available. While getting married should not be encouraged, it is only reasonable to make allowances for such changes. Again, here we are faced with the problem of privately sponsored students. While the government can increase its part of the support given to a student, it cannot force a private agency to do so.

As time passes, more higher education facilities are becoming available in the African countries themselves. Therefore, it is recommended that scholarships be provided in local African educational institutions except where the local colleges and universities cannot provide the proper courses. The same recommendation was made last year by the House Sub-Committee on Africa.¹ It would allow more people to receive education for the same amount of money.

The need for a local foreign students' office to aid

¹African Students and Study Programs in the United States, House Foreign Affairs Committee, Sub-Committee on Africa, 89th Cong., 1st sess., House Report No. 809 (Washington: 1965), p. 6.

in obtaining jobs for Africans presents itself immediately. This office could aid the student in obtaining both part-time and vacation work. This would not only aid the student financially and enable him to obtain course-related work more easily, but it would also give the students the often-requested opportunity to meet and work with Americans. It would solve part of the problem of the African student finding it difficult to obtain any job at all because of his race, as well.

Since good orientation could indirectly contribute to the financial well-being of students, it is recommended that the post-arrival program of orientation cover the financial aspects of living in the United States. Many students commented that they not only knew nothing about budgeting, but they had never lived on their own before. In other words, they did not know the value of money. If a system of budgeting were presented at orientation meetings which were held in the area of study, the amount available would go farther, and the problem of finding out in mid-semester that the allowance was used up would not occur.

Academic Problems

The African student is faced with four main academic problems in the United States. They are the lack of courses which are related to African needs and interests, the lack of recognition of previous academic work completed, the requirements of the particular college or university for the granting of a degree, and a lack of understanding of the testing procedures used in American higher education.

Since many of the problems of the African student could only be solved by a change in the American system of higher education, their alleviation can only be accomplished by a better orientation and counseling program for the student, and a greater awareness of the student's degree of achievement on the part of college and university authorities in the United States.

Careful pre-departure counseling must be given so that students who are looking for courses in the social sciences which are related to Africa do not accept appointments to small colleges without an African studies program. This problem is less prevalent with students who are taking courses leading to professional or scientific degrees. However, in the social sciences, students must be instructed to choose institutions carefully or they will be disappointed after their arrival.

A certain degree of counseling for the colleges and universities which accept foreign students must be done as

well. A concerted effort must be made by such an agency as the local foreign students' office to inform the higher educational institutions in the area of the equivalence of the work already completed abroad. In many cases, students with Cambridge Higher School Certificates were made to repeat courses at the freshman level which they had already completed at home.

A thorough educational orientation must be given to the student in the location of study before he begins his course work. This program should include a complete description of the American educational system and the differences between it and the European system to which the African student is accustomed. The reasons for local graduation requirements must be given, as well as hints on how to study, how to take examinations, and how much importance is attached to certain tests. Typical objective tests should be presented and perhaps even a practice examination given on the material covered during the orientation. All this would help the student to learn what to expect before it happens.

This orientation program should be followed by continual counseling so that as new problems arise, someone is available to lend a hand. Instructors may not always be at hand, and friends are not always the most desirable people for the student to see about problems.

If such an orientation and counseling program as

outlined above were instituted, many of the subsidiary problems of an academic nature, such as electives, methods of instruction, content of courses, assignments, grading, and a shortage of time, would present much less a problem as well. The result would be a happier and more successful African student.

Uses of Education

To make recommendations on the use of education by Africans may be a bit presumptuous for an American. However, a few comments seem to be in order.

There is little that one can suggest on the proper use of manpower in a developing nation. In some cases, gross violations appear: Sometimes the reason given is political, at other times it is tribal. These are usually rare instances where personalities have clashed and bitterness results. In most cases, a person is in the wrong job because he was needed and available at the correct time. Usually, one finds these persons who might be considered as misplaced doing a more than adequate job.

It is in the planning stage that the United States might be of greater assistance to the African nation. There should be closer coordination on a government to government basis in awarding scholarships. The United States should do its best to make education available in areas which are vital to the new nation's growth. It should also keep a close control on the students after their arrival to ensure

that they continue to pursue the course for which they were chosen. This could be enforced by a local foreign students' office.

It is difficult, however, to control students who are getting their education by private means. They are in a position to change majors as often as they desire, and return with a degree which is not needed in the home country. So far, with the tremendous need for educated people of any kind, there has not been a surplus of intellectuals. However, the picture is changing more each year as students return. The time is near when persons without specific skills will find it difficult to find suitable employment. Continual counseling ~~will be enough~~ to keep the students aware of needs in the home country and employment opportunities.

An area which could be improved by the United States is that of follow-up activities which would foster continued growth in the student's area of specialization. When the students return, there is little professional contact maintained with the host country. The contact which is kept is on the side of the student only. Therefore, the majority of students who studied in the United States do not belong to any professional societies or receive any professional publications of any kind.

Contact should be kept with the returned student through the United States Embassy or United States Informa-

tion Service. He should be supplied with a journal which is of interest to his field of study. In the case of people who are working outside their area of study, perhaps two journals would be in order, one in the area of study and the other in the area of work. The student would, therefore, be able to keep up in both fields.

In the case of exceptional returnees, short-term follow-up courses or tours under the direction of the United States Agency for International Development might be made available. These could take place locally or in the United States. In any case, it would do much to foster good will and assist the African country in its development.

These types of follow-up activities would mean two problems--money and addresses. When one considers the money that has already been spent on the student's education, however, another four or five dollars a year for a subscription does not seem like too much. In the case of short-term follow-up courses or tours, U.S.A.I.D. already has such a program in operation. It would only mean fitting the returnee into the existing program.

The problem of addresses should not be a great one either, after the original distribution list was established. If a student were receiving a desirable journal free of charge, he would probably be happy to keep his address current.

The entire point to consider here is that friendships

made on a professional basis are not something to let slip into oblivion. In many cases, the subscription rate for an American journal is too much to expect a newly returned student to afford. The maintaining of these contacts should be well worth the money spent in a follow-up program of this nature.

Summary

Two basic needs arise as a result of this study. One is the need for a good selection, orientation, and counseling program in the home country, and the other is the institution of a system of district and local foreign student offices throughout the United States.

The following is a summary of the recommendations based upon the above premises.

Orientation Problems

1. Participation in a well-developed orientation program should be required of all students before the issuance of a student visa.
2. A local orientation program which presents all the facts of life in the new environment should be given to every student.
3. Both pre-departure and post-arrival orientation should thoroughly cover topics which can be generally classified under "the American way of life."

Social Problems

4. An "adoption" program for African students by American families should be instituted.
5. Arrangements should be made for the visitation of African students to the homes of interested Americans.
6. Dances, theater groups, beach parties, hikes, athletic contests, and activities of a similar nature should be organized so that Africans can get to know Americans on an equal footing.
7. A "community awareness" program should be instituted which would alert the local community to the African situation today and the problems of the African student as well.
8. The continual improvement of the position of the American Negro must be encouraged and laws of a "civil rights" nature should be implemented and enforced, thereby improving the position of the African student.
9. A thorough system of counseling for the African student should be inaugurated which would enable him to obtain help as individual problems arose.

Financial Problems

10. Students should be made to present proof that they are financially able to care for themselves for the time involved before they are granted a student visa.
11. Private students must be made to stay under the control of sponsors and sponsors must be held financially

responsible for the students for whom they have signed.

12. Within the limits of financial appropriations, every student accepted should be given either a full scholarship or a supplementary scholarship to be added to his own resources.

13. Scholarships should be provided in local African educational institutions, except when courses needed are not available.

15. Part-time and vacation employment should be made available to the African student through the local foreign students' office.

Academic Problems

16. Pre-departure counseling must be given so that students choose institutions which are able to provide the courses desired.

17. Colleges and universities which accept African students must be made aware of the equivalence of academic work done abroad.

18. The post arrival orientation program must include a complete comparison and description of the American system of higher education.

19. Continual academic counseling must be available to the African student through either the school or local foreign students' office.

Uses of Education

20. There should be closer coordination on a government to government basis so that educational opportunities are made available in areas which are vital to the new nation's growth.

21. Follow-up activities which would foster continued growth in the student's area of specialization should be promoted.

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APPENDIX A

COVERING LETTER

Nairobi, Kenya
April, 1966

Dear foreign student returnee,

Enclosed you will find a questionnaire about your period of study abroad. Will you please be kind enough to fill it out and return it in the stamped and addressed envelope which is also enclosed?

The purpose of this questionnaire and the research which I am doing is to improve the conditions of study for Kenyan students in the United States. By analyzing the data which I obtain, I hope to be able to compare the programs and benefits of the several countries which are involved in the education of Kenyan students. I then should be able to make recommendations for the improvement of the American program. My research is being conducted with the authorization of the University of California at Los Angeles.

Please notice that no name is requested and therefore complete anonymity is assured. Should you want further information, please feel free to write to me in Nairobi. If you desire, you may make explanations or elaborations of any of your answers on the questionnaire.

I realize that I am asking a great deal of you and that your time is very valuable. However, I am sure that you can see the benefits to future Kenyan students which can result from this type of research.

Thank you in advance for the time I have taken and the trouble to which you will go. Rest assured that it is greatly appreciated.

Sincerely,

APPENDIX B
QUESTIONNAIRE

QUESTIONNAIRE

I. Please answer the following biographical questions.

1. In what country were you born? _____
2. Of what country are you a citizen? _____
3. What is your age? _____
4. What is your sex? Male Female
5. In which countries outside East Africa did you spend at least one month before your study abroad? _____

6. College and University Education:

<u>Institution</u>	<u>Country</u>	<u>Diploma or Degree</u>	<u>Year Granted</u>
7. During what years did you study abroad? _____
8. What was your major field of study abroad? _____
9. What was your minor field of study abroad? _____
10. What is/was your father's occupation? _____
11. Were you married before going abroad to study?
 Yes No
12. Did you marry during your period abroad?
 Yes No

13. If you were married during your period abroad, was your spouse with you?

Yes No

Were your children with you?

Yes No None

14. Where are you now employed? _____

15. What are your particular responsibilities? _____

11. The following questions are related to your preparation before your studies actually began.

16. Did you receive any orientation or information about how to get along in the host country before you left?

More than enough Enough Less than enough

None at all

17. Were any special arrangements made for your arrival in the host country? Yes No

18. After you arrived abroad, were any meetings held which gave an orientation to, or information about, the host country?

Yes No

19. How long did these meetings last? _____

20. Were you personally able to attend the meetings?

Yes No

21. How valuable to you were these meetings? Very valuable

Satisfactory Little value Not received

III. The following questions are related to your actual study abroad and your reactions to that experience.

22. In order of importance, what three or more aspects of life abroad did you find most difficult to adjust to? _____

23. Did you find that there was a sufficient amount of social activity available? ___ Too much ___ Enough ___ Too little
24. What kinds of general activities would you have liked more of, if any? ___ Professional ___ Social ___ Athletic
 ___ Religious ___ None ___ Other (Specify): _____
25. How often were you invited to visit the home of a host national?
 ___ Very frequently ___ Frequently ___ Rarely ___ Never
26. How often did you actually visit the home of a host national?
 ___ Very frequently ___ Frequently ___ Rarely ___ Never
27. Did you maintain contact with any host nationals after returning home? ___ Yes ___ No
28. If so, how would you classify these contacts?
 ___ Primarily personal- ___ Combination of both types
 social
 ___ Primarily business- ___ None
 professional
29. To what clubs or organizations did you belong? _____

30. Do you feel that you had enough time left for your personal needs and interests each day?
 ___ Too little ___ Enough ___ Too much

31. How would you describe the time you were able to spend each week in recreational activities?
 None Too little Adequate Too much
32. Were you faced with the problem of racial prejudice on an individual basis?
 Never Occasionally Constantly
33. Did you experience any difficulty in obtaining housing because of racial prejudice?
 No difficulty Much difficulty
 Some difficulty Not applicable
34. What type of housing did you obtain?
 Alone in apartment campus dormitory
 Shared apartment Roomed with a family
 Other (Specify): _____
35. What was your major means of support while studying abroad?
 Home government scholarship Private funds
 Host government scholarship Other (Specify): _____

36. How would you classify the financial support which you received while abroad?
 More than adequate Adequate Less than adequate
37. Were you able to obtain part-time employment?
 Yes No Not desired
38. Were you able to obtain vacation employment?
 Yes No Not desired
39. If you were able to obtain employment, what kind was it? _____

40. Please number your chief academic problems by order of importance.

Requirements Methods of instruction
 Electives Content of courses
 Language ability Shortage of time
 Assignments Grading
 Tests Other (Specify): _____

41. From whom did you get the most help with your academic problems?

No one Counselors Others (Specify): _____
 Friends Instructors

42. How much time did you generally spend per week in both classes and individual study?

30-40 hours 41-50 hours 51-60 hours 61 or more hours

43. Do you feel that you were graded fairly?

Yes, all of the time Part of the time
 Most of the time No, never

44. Do you feel that foreign students should be graded by different standards than those used for nationals?

Yes No

45. Did course requirements for a degree prevent you from taking courses that would have benefited you at home?

Yes No To a slight degree

46. How would you rate the quality of your educational program in relation to what you expected?

Exceptionally high Lower The same
 Higher Exceptionally low

47. Do you feel that your reactions to your educational program are prevalent among other returned African students?

Yes No

48. Did your stay abroad change your preconceived ideas about the host country?

Yes No Partially

49. If so, was this change for the better or worse?

Better Worse

50. How much traveling did you do in the host country?

A great deal Some Very little

51. Would you have liked to travel more? Yes No

52. During your stay abroad what stands out as the most valuable part of your experience? _____

53. Were you able to develop an understanding of the way of life of the host country? Yes No Partially

54. What is your opinion of the host country now? Very

favorable Favorable Unfavorable Unable to say

Comment, if any: _____

IV. The following questions are related to your situation after your return and the uses made of the education which you received abroad.

55. Are you now working in the area for which you were prepared?

Yes No Partially

56. If you are engaged in the area of your study, do you feel that you were adequately prepared for your present position?

Very adequately Inadequately Not applicable

Adequately Very inadequately

57. Was your overseas degree accepted upon your return home?

Yes No Partially

58. Are you now a member of any professional societies of the host country?

Yes No If so, please list: _____

59. Do you now receive any professional publications from the host country: Yes No If so, please list: _____

60. If you so desire, please give any suggestions which you may have for the improvement of the position of African students in the future in each of the following areas as related to your country of study.

a. Educational program: _____

b. Community relations: _____

c. Other: _____

APPENDIX C

CODING OF QUESTIONNAIRE FOR DATA CARD

CODING OF QUESTIONNAIRE FOR DATA CARD*

Columns 1-3: Student number.

Column 4, Question 1: Country of birth.

1. Kenya
2. Uganda
3. Tanzania

C 5, Q 2: Country of citizenship.

1. Kenya
2. Uganda
3. Tanzania

C 6, Q 3: Age of interviewee.

1. 23 years of age
2. 24 years of age
3. 25 years of age
4. 26 years of age
5. 27 years of age
6. 28 years of age
7. 29 years of age
8. 30 years of age
9. 31 years of age

*R=No response, X=Not applicable, In all cases

C 7, Q 3: Age of interviewee (cont.).

1. 32 years of age
2. 33 years of age
3. 34 years of age
4. 35 years of age
5. 36 years of age
6. 37 years of age
7. 38 years of age
8. 39 years of age
9. 40 years of age and over

C 8, Q 4: Sex of interviewee.

1. Male
2. Female

C 9, Q 5: Number of countries outside East Africa where at least one month was spent before period of study abroad.

- | | |
|--------------------|--------------------|
| 0. None | 5. Five countries |
| 1. One country | 6. Six countries |
| 2. Two countries | 7. Seven countries |
| 3. Three countries | 8. Eight countries |
| 4. Four countries | 9. Nine countries |

C 10, Q 6: Place where certificate, diploma, or associate degree was obtained.

0. Not obtained
1. U. S. A.
2. U. K.
3. India

4. Canada
5. U. S. S. R.
6. Ireland
7. Pakistan
8. Africa

C 11, Q 6: Place where Bachelor's degree was obtained.

0. Not obtained
1. U. S. A.
2. U. K.
3. India
4. Canada
5. U. S. S. R.
6. Ireland
7. Pakistan
8. Africa

C 12, Q 6: Place where further graduate study after the Bachelor's degree or toward the Master's degree was obtained.

0. Not obtained
1. U. S. A.
2. U. K.
3. India^s
4. Canada
5. U. S. S. R.
6. Ireland
7. Pakistan

C 13, Q 6: Place where further graduate study after the Master's degree or toward the doctorate was obtained.

0. Not obtained
1. U. S. A.
2. U. K.
3. India
4. Canada
5. U. S. S. R.
6. Ireland
7. Pakistan

C 14, Q 6: Degrees held.

0. Not obtained
1. Certificate, diploma, or Associate degree
2. Bachelor's
3. Master's
4. Doctorate

C 15, Q 6: Year in which certificate, diploma, or Associate degree was obtained.

- | | |
|-----------------|--------------------|
| 0. Not obtained | 5. 1962 |
| 1. 1966 | 6. 1961 |
| 2. 1965 | 7. 1960 |
| 3. 1964 | 8. 1959 |
| 4. 1963 | 9. 1958 and before |

C 16, Q 6: Year in which Bachelor's degree was obtained.

- | | |
|-----------------|--------------------|
| 0. Not obtained | 5. 1962 |
| 1. 1966 | 6. 1961 |
| 2. 1965 | 7. 1960 |
| 3. 1964 | 8. 1959 |
| 4. 1963 | 9. 1958 and before |

C 17, Q 6: Year in which Master's degree was obtained.

- | | |
|-----------------|--------------------|
| 0. Not obtained | 5. 1962 |
| 1. 1966 | 6. 1961 |
| 2. 1965 | 7. 1960 |
| 3. 1964 | 8. 1959 |
| 4. 1963 | 9. 1958 and before |

C 19, Q 7: How many years spent abroad.

- | | |
|----------------|----------------|
| 1. One year | 6. Six years |
| 2. Two years | 7. Seven years |
| 3. Three years | 8. Eight years |
| 4. Four years | 9. Nine years |
| 5. Five years | |

C 20, Q 8: Major field of study abroad.

1. Social Science
2. Business Administration
3. Medical Science
4. Engineering
5. Physical and Natural Sciences
6. Humanities
7. Education

8. Agriculture

9. Law

C 21, Q 9: Minor field of study abroad.

0. None

1. Social Science

2. Business Administration

3. Medical Science

4. Engineering

5. Physical and Natural Sciences

6. Humanities

7. Education

8. Agriculture

C 22, Q 10: Father's occupation

1. Peasant farmer

2. Civil servant

3. Politician

4. Clergyman

5. Private enterprise

6. Teacher

7. Skilled labor

8. Unskilled labor

9. Tribal leader

C 23, Q 11: Married before going abroad.

1. Yes

2. No

C 24, Q 12: Got married during period abroad.

1. Yes
2. No

C 25, Q 13: If married during period abroad, spouse was living with student.

1. Yes
2. No
3. Part of the time

C 26, Q 13: If married during period abroad, children were living with student.

1. Yes
2. No
3. Part of the time
4. No children

C 27, Q 14: Present employment.

0. Unemployed
1. National government
2. Federal agency
3. Private industry
4. Agency of the national government
5. Local government

C 28, Q 15: Particular job responsibilities.

0. In training
1. Administrative
2. Teaching
3. Clerical
4. Accounting

5. Sales
6. Engineering
7. Planning and research
8. Marketing
9. Medical

C 29, Q 16: Amount of orientation received before leaving for study.

0. None at all
1. Less than enough
2. Enough
3. More than enough
4. Can't remember

C 30, Q 17: Special arrangements made for arrival.

1. Yes
2. No
3. Can't remember

C 31, Q 18: Orientation held after arrival.

1. Yes
2. No
3. Can't remember

C 32, Q 19: Length of orientation meetings.

0. Not held
1. Can't remember
2. Two days
3. Three days
4. Four days
5. Five days

7. One week
8. Two weeks
9. More than two weeks

C 33, Q 20: Attended orientation meetings.

0. Not held
1. Yes
2. No
3. Sometimes

C 34, Q 21: Value of orientation meetings.

0. Not received
1. Little value
2. Satisfactory
3. Valuable
4. Very valuable
5. Unable to say

C 35, Q 22: Most difficult adjustment to life abroad.

0. No difficulty
1. Difference in educational systems
3. Climate
4. Food and eating habits
5. Fast pace of life
6. Carefreeness and informality of people
7. Coldness and aloofness of people
8. Personal habits of people
9. Superficiality and hypocrisy of people

C 36, Q 22: Most difficult adjustment to life abroad. (Cont.)

1. Social ways and customs
2. Racial discrimination
3. Ability to communicate ideas
4. Difference in student-teacher relations
5. Speech patterns
6. Ability to budget funds
7. Political thinking
8. New family problems
9. Academic work too easy

C 37, Q 22: Second most difficult adjustment to life abroad.

0. No difficulty
1. Difference in examination systems
2. Difference in educational systems
3. Climate
4. Food and eating habits
5. Fast pace of life
6. Carefreeness and informality of people
7. Coldness and aloofness of people
8. Personal habits of people
9. Superficiality and hypocrisy of people

C 38, Q 22: Second most difficult adjustment to life abroad. (Cont.)

1. Social ways and customs
2. Racial discrimination
3. Ability to communicate ideas
4. Difference in student-teacher relations

5. Speech patterns
6. Ability to budget funds
7. Political thinking
8. New family problems
9. Academic work too easy

C 39, Q 23: Amount of social activity available.

1. Too little
2. Enough
3. Too much

C 40, Q 24: Desire expressed for more activities.

0. None
1. Professional
2. Social
3. Athletic
4. Religious
5. Student politics
6. Travel

C 41, Q 25: Invitations received to visit homes.

0. Never
1. Rarely
2. Occasionally
3. Frequently
4. Very frequently

C 42, Q 26: Actual visitations to homes.

0. Never
1. Rarely

2. Occasionally
3. Frequently
4. Very frequently

C 43, Q 27-8: Type of contacts maintained after return home.

0. None
1. Primarily personal-social
2. Primarily business-professional
3. Combination of both types

C 44, Q 29: Types of organizations to which students belonged.

0. None
1. African students' clubs
2. International students' clubs
3. Social groups
4. Athletic groups
5. Scholastic honorary clubs
6. Religious groups
7. Professional organizations
8. Political clubs
9. Academic groups

C 45, Q 30: Time left for personal needs and interests.

1. Too little
2. Enough
3. Too much

C 46, Q 31: Time spent each week in recreational activities.

0. None
1. Too little

2. Adequate

3. Too much

C 47, Q 32: Faced the problem of racial prejudice on an individual basis.

1. Never

2. Occasionally

3. Constantly

C 48, Q 33: Experienced difficulty in obtaining housing because of racial prejudice.

1. No difficulty

2. Some difficulty

3. Much difficulty

C 49, Q 34: Type of housing obtained.

1. Alone in apartment

2. Shared apartment

3. Campus dormitory or hostel

4. Roomed with a family

5. Board and room or "digs"

6. Married students housing

C 50, Q 35: Major means of support.

1. Home government scholarship

2. Host government scholarship

3. Private funds

4. Private group scholarship

5. School scholarship

C 51, Q 36: Financial support classification.

1. More than adequate

2. Adequate
3. Less than adequate

C 52, Q 37: Part-time employment obtained.

1. Yes
2. No
3. Not desired
4. Not allowed

C 53, Q 38: Vacation employment obtained.

1. Yes
2. No
3. Not desired
4. Not allowed

C 54, Q 39: Type of employment obtained

1. Janitor
2. Campus work
3. Office work
4. Salesman
5. Course related work
6. Camp counsellor
7. Waiter
8. Common laborer
9. Post Office

C 55, Q 39: Type of employment obtained (Cont.)

1. Teaching
2. Technical
3. Cook

4. Baby sitting
5. Odd jobs
6. Farm
7. Factory
8. Construction
9. Miscellaneous

C 56, Q 40: Most important academic problem.

0. None
1. Requirements
2. Electives
3. Methods of instruction
4. Content of courses
5. Shortage of time
6. Assignments
7. Grading
8. Tests
9. Fast pace of coursework

C 57, Q 40: Second most important academic problem.

0. None
1. Requirements
2. Electives
3. Methods of instruction
4. Content of courses
5. Shortage of time
6. Assignments

7. Grading
8. Test
9. Fast pace of coursework

C 58, Q 41: People who gave most help with academic problems.

0. No one
1. Friends and fellow students
2. Counselors
3. Instructors
4. No Problems

C 59, Q 42: Time per week in both classes and individual study.

1. 30-40 hours
2. 41-50 hours
3. 51-60 hours
4. 61 or more hours
5. Don't remember

C 60, Q 43: Feelings on fairness of grading.

1. Yes, all of the time
2. Most of the time
3. Part of the time
4. No, never

C 61, Q 44: Whether foreign students should be graded by different standards.

1. Yes
2. No

C 62, Q 45: Whether requirements for a degree prevented student from taking courses which would have benefited him at home.

1. Yes

2. No
3. To a slight degree

C 63, Q 46: Quality of education in relation to what student expected.

1. Exceptionally high
2. Higher
3. The same
4. Lower
5. Exceptionally low
6. Higher in some aspects, lower in others

C 64, Q 47: Does student feel his reactions are the same as others who have returned.

1. Yes
2. No
3. Doesn't know

C 65, Q 48: Preconceived ideas about host country changed.

1. Yes
2. No
3. Partially

C 66, Q 49: Change for the better or worse.

1. Better
2. Worse
3. Better on some aspects, worse on others

C 67, Q 50: Amount of traveling done.

1. A great deal
2. Some
3. Very little

C 68, Q 52: Most valuable experiences.

1. Working hard for an education
2. Friendships made and people met
3. Academic experience
4. Traveling done
5. The experience of communal living
6. Industriousness observed
7. Being independent
8. Gaining the ability to judge people as individuals
9. Being broadened in outlook

C 69, Q 52: Most valuable experiences. (Cont.)

1. Being able to enlighten people about Africa
2. Observing foreign politics and government
3. Gaining a sense of duty
4. Being able to work during vacations
5. Industrial training received
6. Feeling of equalitarianism gained
7. Realizing the need for improving race relations
8. Learning to appreciate and understand home
9. Miscellaneous

C 70, Q 53: Whether student was able to develop an understanding of the way of life of the host country.

1. Yes
2. No
3. Partially

C 71, Q 54: Students opinion of the host country.

1. Very favorable

C 79, Q 60: Suggestions for improving the position of African students in relation to the local community.

0. No change.
1. Social activities should be organized for African students.
2. No special arrangements should be made for African students.
3. The local community should be educated so that it understands Africa and its cultural differences.
4. Anti-discrimination laws should be rigidly enforced.
5. Family relationships should be provided.
6. More travel opportunities should be provided.
7. Better orientation should be given, especially on local social etiquette.
8. Africans should be in on the planning and execution of local community relations ideas.
9. The radio and T. V. image of Africa should be controlled.

C 80, Q 60: Suggestions for improving the position of African students in relation to the local community. (Cont.)

1. Students should be allowed to go for long periods only so that they can build an understanding of the host country.
2. Provisions should be made for open discussions with local people
3. Help should be given in obtaining vocation work, especially that related to course work.
4. More contacts should be made available with common people, not just the wealthy.
5. Hostels should be available so that students need not live with a family.
6. The African student should try more to adjust to the local community.

7. Projects should be set up which allow Africans to work side-by-side with host nationals.
8. More counselling should be given.
9. Miscellaneous.

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