

THE INVENTORY ANALYSIS OF MAJOR ADJUSTMENT/PROBLEMS OF INDIAN
AND CHINESE STUDENTS /AT KANSAS STATE UNIVERSITY

by

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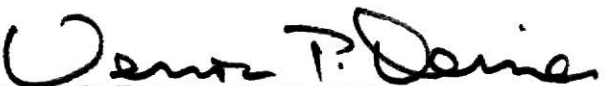
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PREFACE AND ACKNOWLEDGEMENT

I have often walked amidst the new physical, cultural, and academic environment of this campus and admired the careful planning that is evident in many segments of this community. Kansas State University is not only a source of pride to many Americans but also to many international students. It has always been included in the list of America's most promising and advancing institutions of higher learning. For years these institutions have encouraged students to come from different nations all over the world. Kansas State University has contributed a great deal in the direction of increasing better international understanding through its "exchange students program" with various developing countries, and by admitting many more international students seeking advancement in specialized fields.

As a foreign student from India, I was always anxious to meet more (and more) students from various other countries, in order to share their cultural, educational, and personal experiences. I made quite a number of friends from different countries. However, in my experience I succeeded less in developing a "true friendship" (I mean intimate) with Americans. On the other hand, I did create an intimate circle of friends including many Indians, Chinese, Iranians, Germans, Arabs, Egyptians, Pakistanies, and a few more from other European countries.

On several occasions I had an opportunity to listen to many foreign students talking about their difficulties in adjusting to a new setting of cultural and educational life in this country. Sometimes when I asked some of them the question, "What kinds of difficulties do you face, and in what areas?", in reply I used to receive an elaborate list of difficulties and diversified opinions about their solutions.

As a student of regional and community planning, naturally I became interested in the problems of foreign students. My curriculum itself offered me few occasions in which I had an opportunity to discuss these problems with the professors of my department and various authorities on the campus, especially the Dean of Students, Foreign Student Advisor, and the Director of Housing and Food Service.

I looked into these problems more carefully and critically, more from a viewpoint of a planner, to work out a possibility of conducting an organized study. My explorations of the past studies done at other institutions further enhanced my understanding of the problem, problem areas, and problem people.

My own inquisitiveness and enthusiasm along with the encouragement I received from my professors made this study possible. However, a joint decision was reached to limit the study only to the problems of Indian and Chinese students in favor of making it more meaningful.

A study that seemed simple to me and easy to carry out led us through a much more complicated and torturous process than had been anticipated. There were a couple of research windfalls we could not resist. Hence, for instance, the study does present some fascinating data comparing the problems of Indian and Chinese students and testing the influence of a few variables on problems' intensity. This may stimulate some to take a careful "second look" at some of the less manifest impact of such comparisons and testings.

During the entire period leading to completion of this report, Prof. Ray Weisenburger, then Major Advisor on my committee, provided steadfast encouragement and guidance. I am deeply grateful to him and will cherish our association. I am also greatly indebted to Dr. George Peters of the Department of Sociology and Anthropology, who served as the Special Advisor on my committee and provided essential guidance, help, and his knowledgeable experience in dealing