

OPINIONS OF THE UNITED STATES
HELD BY BRAZILIAN AGRICULTURAL
STUDENTS

Thesis for the Degree of M. A.
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Lucille N. Witt
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This is to certify that the
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Opinions of the United States Held
by Brazilian Agricultural Students

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Lucille N. Witt

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Major professor

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AGRICULTURAL STUDENTS

By .

Lucille N. Witt

AN ABSTRACT

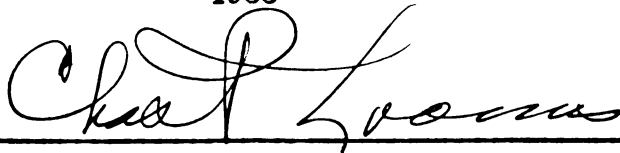
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ABSTRACT

A study was made of thirty Brazilian agriculturists who had attended school in the United States. They were interviewed in Brazil during a three month period when the author was in Brazil. Opinions and attitudes toward the United States were expressed, as well as a review of the experiences which they had encountered with Americans both in the United States and in Brazil.

In general, it was found that the opinions of these Brazilians corresponded quite closely with the opinions of a group of Latin Americans, at the time of leaving the United States, who had been studied five or six years ago. Even though the Brazilians had returned to their native country and had had time to reflect upon the differences between the cultures of Brazil and the United States, their attitudes did not undergo any major changes. However, their preferences for certain situations were more closely related with the previous study than were their choices of which items were more typical of either the United States or Brazil. Part of this could possibly be accounted for because of the fact that this was a specific group of people from a specific country, rather than from all of Latin America.

Certain very definite statements were made by this group concerning the situations which they would prefer to encounter in the United States as students. First, the size of the institution which they attended was not of prime importance, except that they did not want

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a very small college. Second, they were definitely in favor of a college which was located in a small city or community. Third, they preferred a college with relatively few Latin Americans and other foreign students. Fourth, they were very much opposed to international houses and especially houses or dormitories which were reserved solely for Latin American students and/or other foreign students.

On the whole their experiences while in the United States were very pleasant. Those most vividly remembered centered primarily around helpful and friendly relations with individuals who had gone out of their way to be of assistance to them. However, they did encounter some disagreeable experiences. The most annoying of these was that Americans had so little knowledge about their country (Brazil) and therefore were always asking them very foolish questions.

There were certain characteristics of the American cultural environment which definitely impressed this group. They were; the adequacy of the universities, both as to facilities and staff, the cooperation of Americans in their various ways of life, the fact that so many people worked and that doing so was no disgrace, and the hospitality shown to foreigners, as exemplified by the general friendliness of the Americans toward this group.

In contrast to the favorable characteristics, there were certain characteristics towards which they were antagonistic, such as; racial discrimination, lack of general knowledge about other cultures, speed in everything that was done, and the great amount of materialism and superiority feeling of the Americans.

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There were certain contributions which this group believed that Americans could make in aiding Brazil. These were: sending technical and professional personnel to Brazil, assisting in their educational program, giving financial assistance to help develop natural resources, and encourage heavy industries, transportation and health programs.

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CHAPTER I

INTRODUCTION

Importance of the Topic

There was in the United States, after World War I, an adoption of a primarily isolationism attitude and an increasing awareness of our growing technological achievements. However, the Roosevelt Administration, with special credit given to Cordell Hull, began to recognize that the United States could not live in an isolated world, but was, in fact, dependent upon other nations for numerous supplies and market outlets. More than that, the good will of other countries also was very important to the United States. Hence, the development of the Good Neighbor Policy and its adoption toward Latin America.

With the advent of the Second World War, the United States found that more than ever it was dependent upon Latin American countries for critical goods - metals, rubber, medicinal products, etc. And along with this, there was an urgent need that these countries be on the side of the Allies. Many of the Latin American countries were dependent upon the United States as a market and as a source of capital goods. At the culmination of World War II, the United States foresaw more than ever the need for good relations with foreign countries, especially when the realization of the expansion by Soviet Russia through world communism was brought into the forefront.

Ex-President Truman in his famed Point Four Program recognized the fact that many countries were in dire need of assistance in providing visions of a better future for their people. This led to financial and technical aid above the immediate aid offered by the Marshall Plan. The Point Four Program has become known as the Technical Assistance Program whereby the United States would aid in the development of various areas designated by the cooperating country. The importance which has been given to agricultural development and to aiding Latin American countries is shown by the fact that almost one-fourth of the Point Four Funds was spent on Agriculture and Forestry in 1949 and the American Republics received 38 percent of the total funds for the same period.¹

The exchange of students did not start with the Point Four Program nor with its immediate predecessor the Inter-Departmental Committee on Scientific and Cultural Cooperation. It began much earlier with the Institute of International Education which was founded in 1919.² The number of students from other countries studying in the United States has increased greatly since that time, particularly in the years following World War II. The Institute of Inter-American Affairs and the various Departments cooperating in the Inter-Departmental Committee gave United States Government blessings and financial support to Latin American students desiring to, and worthy of, study in the United States. This program has

¹ Office of Public Affairs, Dept. of State, The Point Four Program, Dept. of State Pub. 3347, Econ. Coop. Series, Dec. 1949.

² 34th Annual Report, Institute of International Education, 1953.

been continued and extended to additional countries under the Point Four Program in its various alphabetical nomenclature and administrative transformations. This is apparently a significant and accepted aspect of the foreign policy of the United States. It is obviously believed that the interest of the United States, broadly conceived, will be advanced by having a large number of students training in, and experiencing the cultural environment of, American Colleges and Universities. It is the belief of those sponsoring these programs that these students will be able to return to their native countries and make beneficial use of this knowledge obtained in the United States.

Purpose of the Study

This exchange of student program and other international programs are a reflection of the interest of the people of the United States and their feelings of responsibility toward other nations. This increased interest and the expansion of the number of students has given rise to questions about how American institutions can best meet these additional and important responsibilities. It is not a problem or a field of interest limited only to sociological studies, but queries are being made by Presidents of Colleges, private institutions, sponsoring governmental agencies, foundations, and the foreign student himself. A number of studies, in response to these interests, have been made which are directly focused toward providing a better understanding of these problems.

The information on which this study was based was collected during the Fall of 1952 from a group of Brazilians, who had been students in the United States. Since the writer had the opportunity to travel to Brazil, it was possible to collect the data from the Brazilians in their native country. Various agricultural schools were to be visited, thus it seemed appropriate to make a study of agriculturists since they could be easily contacted and in addition, they would fit into the framework of an earlier study which had been made by Loomis and Schuler.³ Finances, time, and transportation were all qualifying factors in determining the scope of this study. A study of these thirty Brazilian agriculturists provided a basis to verify other studies which had been made of Brazilians and other Latin Americans while they had been in the United States.

Loomis and Schuler made a study of a group of agricultural trainees brought to the United States under the sponsorship of the United States Department of Agriculture, comparing their reactions upon arrival in the United States with their attitudes one year later, just prior to their departure. One of the main interests of this study was to check some of these attitudes and opinions in Brazil, to see if after being back in their native country for a period of one to ten years the attitudes toward the United States would have changed.

Agriculturists are of utmost importance to the economy of Brazil. About 70 percent of Brazil's population is rural and

³Charles P. Loomis and Edgar Schuler, "Acculturation of Latin American Students in the United States", Applied Anthropology, Vol. 7 No. 2, Spring 1948.

agriculture represents the major gainful employment.⁴ The main exports of Brazil are agricultural products, the most important of which are coffee, cotton, cocoa, waxes, fats and oils. Moreover, the population is increasing rapidly -this and the former condition make agriculture and agricultural advances an important facet in Brazil's development. Obviously, agricultural technicians play a vital role in providing information which will enable agriculture to make its contribution to this dynamic, unfolding nation.

Many underdeveloped countries have a similar strong emphasis upon agriculture. In recognition of this, the United States Government has given a prominent place to agricultural students and teachers (University and Extension) in the exchange of persons program. It is hoped that this survey of the students who have returned to their native countries will assist in making this program more effective.

Research Plan

Follow-up of the Loomis-Schuler study. At the time that Loomis and Schuler made their study of the United States Department of Agriculture trainees, they hoped that there could be a follow-up study made of these trainees in their own native countries.⁵ When the present study was first being considered it was planned that the

⁴George Wythe, Brazil An Expanding Economy, The Twentieth Century Fund, New York, 1949, pp. 49-50.

⁵Charles P. Loomis and Edgar Schuler, op. cit.

twenty-two Brazilians who participated in the earlier study could be contacted again and given the same questionnaire so that a comparison of identical people could be made. Information was received from Washington, D. C. giving addresses of these trainees and additional information about them.⁶ Even before going to Brazil, it was known that it would be impossible to contact all of this group because of the widely dispersed locations of the individuals and knowing that some parts of Brazil could not be visited during this trip.

Difficulties were encountered in Brazil in locating even some of these 22 trainees, since several years had elapsed and many of them were not at the known addresses and could not be located. A decision was made, however, to use some of the same questions which were used in the Loomis-Schuler study on such former United States trained students who could be contacted. A new questionnaire was added which was felt to be important when studying reactions of foreign students (those who had attended Colleges or Universities in the United States) to numerous cultural traits of the United States.

People interviewed. The opportunity for a trip to Brazil was possible but the areas to be visited would be limited. The plan of the trip was to visit a number of states in Brazil and to spend time at several of the agricultural colleges and research centers as well as some time in the larger cities. It was decided that

⁶Ellis Clough, Personal Correspondence

when in these specific areas there would be an opportunity to contact and interview those persons who had attended Colleges or Universities in the United States. In order to keep the sample to a specific group of people, only those who had some connection with agriculture would be interviewed. This made for a more homogeneous group as to cultural background, interest in a specific field of study, and in general attended the same type of institution in the United States, and had the some type of experiences. While this restriction was made to facilitate the study, it also made it possible to compare this study with that study made by Loomis and Schuler. In addition, because of the nature of the trip, it was easier to establish rapport with these people.

Upon arrival at these various institutions of teaching and research, members of the staff were questioned about colleagues who had attended school in the United States. An effort was made to administer the questionnaire to all of those individuals who fitted this category. In most instances it was possible to reach each staff member. However, in several cases these members were out of town and could not be contacted during the period of visitation at these various locations. While this sample of thirty Brazilians may be small, one only has to look at the over-all picture of Brazilians attending school in the United States to recognize that this number appears to be a significant sample.

During the year 1952 there were 2,807 South American students attending Colleges and Universities in the United States, and of this number 446 or approximately one-sixth of them were Brazilians. The

enrollment of the Brazilians in various fields of study ranged from 140 students or 32 percent in English down to sixteen or four percent in Agriculture.⁷ This, however, is not a complete picture of those studying Agriculture in the United States since there are United States Department of Agriculture trainees (Brazilian) learning new methods and techniques, but who are not actually attending Colleges or Universities.

There has been a real shift from European education to obtaining an education in the United States, especially following World War II. The Brazilians attending institutions of higher learning in the United States from 1923 to 1951 are shown in Table 1.

TABLE 1
BRAZILIANS ATTENDING U. S. COLLEGES SINCE 1923*

Indicated Years	No. of Students
1923-24	52
1930-31	36
1936-37	21
1939-40	69
1944-45	170
1946-47	334
1947-48	325
1948-49	457
1949-50	432
1950-51	446

* Source: Institute of International Education

Developing the instrument. In order to make some comparisons and some follow-up of the Loomis and Schuler study, a decision was

⁷ "Census of the Foreign Student Population of the United States", Education for One World, Inst. of Internatl. Educ., 1950-51.

made to take part of the questions from the opinion questionnaire which they had used. Forty cultural traits of Brazil and the United States were chosen from their original list of 96.⁸ Those items chosen were the ones which had shown up to be very definitely typical of the native country and others which were typically United States cultural traits as designated by the earlier study. Also numerous items were chosen on which there had been a substantial change of opinion after the trainees had spent one year in the United States.

The interviewees were asked to mark in the appropriate columns whether an item was more typical of Brazil, more typical of the United States, or is there no difference. In addition, for each item they marked which they preferred: the situation in Brazil, or in the United States, or is there no difference.

It was felt that it was more important to find out whether these situations were more typical of one country than another and which situation they preferred rather than to try to determine the degree of typicality, especially since it was not possible to interview identical people who had been interviewed in the earlier study mentioned.

The second part of the questionnaire was made up of a group of questions which might be of some use to others interested in foreign students, such as educational institutions, governmental bureaus, private foundations, and individuals. This questionnaire was an attempt to find out certain specific facts about their experiences while in the

⁸Loomis and Schuler, op. cit.

United States and also their experiences with Americans in Brazil. Instead of just obtaining information about these people and their experiences, there also was an attempt made to get some facts which might aid future foreign students attending Colleges and Universities in the United States. It was hoped that upon analysis of the data it would be possible to make some specific recommendations, either for future studies or to interested institutions of higher learning.

Administering the instrument. The first part of the study dealing with cultural traits was written in Portuguese and given to each individual to answer at his leisure. By having this written in the native language there was less chance for confusion or ambiguity. In addition, they were given ample time to complete this part and to do some serious thinking about how they wanted to answer.

The second part of the questionnaire was taken individually, with a face to face relationship between the interviewer and the interviewee. These questions were asked primarily in English, but where there was any question or doubt about the meaning of the questions, they were rephrased in Portuguese by the interviewer.

In most cases the interviewer had the opportunity to spend considerable additional time with each interviewee, such as being a guest in the home of the individual, spending time in their offices to find out the work they were performing, travelling to rural sections with them to see some of the results of their work, spending time in research laboratories, and talking about mutual friends in the United States or about the Colleges or Universities which they attended.

Confirmation of some of the results was made by talking with other Americans working in Brazil, some of whom were with the Embassy or Consulates, and others who were working for private foundations.

CHAPTER II

REVIEW OF LITERATURE

It is estimated that about 34,000 foreign students and 10,000 specialists and technicians came to the United States during 1953.⁹ How are we accepting our responsibilities as a host nation and University? Are these individuals returning to their homelands as ambassadors of good will towards the United States? What is the role of the University and the professors toward the foreign student? How can the foreign students become better oriented? These are only a part of the questions which are being answered in the numerous studies and articles written about the foreign students.

Of the many studies made and articles written about the foreign students, the study made by Loomis and Schuler¹⁰ to appraise one type of foreign student training program was one of the first to study scientifically the attitudes of these students. It was hoped by the authors that this type of study would aid educational and other agencies where there were foreign students to better evaluate their methods of teaching or training. This study was made of 62 trainees in the United States Department of Agriculture from Latin America. Over one-half of these trainees came from Brazil and Venezuela - two of the more developed countries of Latin America.

⁹ 34th Annual Report, Inst. of Internatl. Educ., 1953, p. 2

¹⁰ Loomis and Schuler, op. cit.

The average of these trainees had completed 14.5 years of school, had an average of 2.5 years of training in English, and in age varied from twenty to forty-nine years of age with a mean of 30.5 years.

These various government agencies were interested that these trainees, as an objective of the program, developed a favorable attitude toward the United States.

Instruments were developed by Loomis and Schuler which were filled out by the trainees upon arrival in the United States. Then at the end of one year, these same instruments were again filled out by the trainees. Thus, it was possible to study and evaluate any changes which had occurred during the year they were in the United States. Several types of tests were given to the trainees - one the English language test was, of course, given in English. All of the remainder were administered in the language which was native to the informant so there would be no chance of a mistake in interpretation. In addition to the English language test, there was a test developed to evaluate the trainee's knowledge about the United States. From this test, it was shown that the informants knew more about important personages in the United States than they did about the size of cities, or types and amounts of Latin American exports to this country. Another instrument used was a questionnaire on the principal manner in which they had obtained information about the United States. It was not surprising to find that motion pictures ranked at the head of this group.

The instrument used, which is probably most useful to interested institutions, was the opinion analysis. A list of 96 items of culture, typical of the United States and of Latin America, were selected by

a group of sociologists, anthropologists and social psychologists to be used in this part of the study. These items such as "The observance of religious holidays" and "Proficiency in handling machinery" were listed and opposite these columns were set up in which the trainees checked the item as being more typical of their country or of the United States or as being no different. Following this, they were to check how much more typical of the country checked than of the other country is this item. To score this latter part, the trainees were to make a designation as to what degree this item was more typical. By assigning numerical values to these various gradations, it was possible to compare the degree of typicality and percentage of the degree of change.

This instrument of testing does give an opportunity to analyze the attitudes of these trainees toward typicality items of their own countries and the United States. Probably of most importance is that an analysis can be made of how their attitudes changed during a one year stay in the United States. It was felt in this study that two factors played an important part on the scores on items which actually produced more unfavorable attitudes toward the United States. When taking the first tests, the trainees could possibly not have reacted as critically toward the United States since they were guests of this country and did not like to criticize. Upon taking the tests the second time (or at the end of one year's stay), many were anxious to return to their homeland and were homesick and thus situations in their own country were seen in a different light and the weaknesses

probably were not so predominant. It was felt that these trainees should if possible be interviewed again in their own country to obtain the most significant results. These trainees returned to their own countries feeling that the basic cultural differences are definitely existent between Latin America and the United States.

Since this was a group of agricultural trainees, their attitudes might well be different than other groups of students or trainees. Their own cultural background in their native country would undoubtedly make some differences in the attitude test. This type of test could well be given to a wide selection of trainees and to a number of foreign students in our Colleges and Universities.

The main purpose of the Institute of International Education, which was founded in 1919, was to "increase understanding between the United States and other nations through the exchange of promising college students and of advanced specialists in many fields."¹¹ Their program has grown from this early date, when they arranged for seven scholars from Western Europe to visit the United States, up to 1953 when they conducted programs involving over 4000 students, specialists and leaders in all fields in exchange with 81 countries of the world. Over this period of time, serious thought has been given to this problem of the foreign student and how this country could better help the student. One of the recent innovations of this group has been a way in which these students could be introduced to the United States and its culture. Recently summer orientation

¹¹34th Annual Report, Institute of International Education, 1953.

centers at fourteen Colleges and Universities have been set up to provide 573 students with an introduction to society and culture and also to provide them with instruction in English. In addition to the group placed in these orientation centers, 116 students were placed as guests in American homes during the month of August. It undoubtedly will take several years of experimentation and study to discover if these students are better able to fit into the college life and if their reactions toward the United States will be different because of this type of orientation.¹²

In a study by the Useems¹³ made during a one-year stay in India of approximately 140 Indians educated in the United States or in England, an attempt was made to appraise the attitudes of this group. This sample of Western educated Indians lived in the small towns and cities of Bombay state and were ranked as members of the middle classes in their communities. The interest was the way in which this group appraised American and British character and their assessment of certain aspects of life in these two countries. The four qualities of Americans which were rated highest by these Indians were "friendly", "equalitarian", "generous", and "energetic". They were aware of the lack of class distinction, especially since every one seemed to have so much. The most unfavorable aspect of both the United Kingdom and the United States was that of racial discrimination. Some of these

¹² Ibid.

¹³ Ruth and John Useem, "Images of the United States and Britain Held by Foreign Educated Indians", The Annals of the Amer. Acad. of Pol. and Soc. Sci., Sept. 1954. Also see book by same authors, The Western Educated Man in India: A Study of his Social Roles and Influences. Dryden Press, N. Y., 1955

students themselves actually felt the brunt of racial discrimination, and many of those who had not been discriminated against had heard of instances where it had happened to Indians. In regard to the academic community, almost all reported that there had been no discrimination.

One of the usual complaints against the American was that even though he seemed very friendly, this friendliness seemed superficial and it was very difficult to have a real friend. As to Americans in India, the students felt that the Americans did not act the same as they had in the United States. They are much less hospitable and seemed to stay with their own group. Other aspects of American society are enigmatic to the Indian student and among these are family life, materialism, cooperation of a group and individualism of Americans. In talking with friends, neighbors, and family in India, it was found that those who were highly critical of Americans while in the United States were great defenders of Americans in India. The United States wants the foreign students to better understand the culture here, while the Indians would like it if Americans knew more about India and could better understand the Indian culture.

The study by Beals¹⁴ was that of intensive interviewing of ten Mexican students at the University of California at Los Angeles. Usually the Mexican student finds it easier to adjust to the culture of the United States because of the nearness of the two countries and the more adequate knowledge which the student has of the United

¹⁴Ralph Beals, "The Mexican Student Views the United States", The Annals of the American Academy of Political and Social Science, Sept. 1954.

States. The student may be pleased to find the high standard of living as he had expected, technical advances, and good diet, but also finds that one of the main goals of the people was to make money and get work. The order of the American life, be it the law and order to the ease of doing laboratory experiment, is the aspect which most students liked best in the United States. The Mexican students were surprised at the lack of class distinction. They believed that Americans were friendly and courteous, but that it was very difficult to establish friendship. Many said they associated with other foreign students because of lack of opportunity to have social contact with the American students.

They were surprised at the grading competitiveness in the University, but liked the opportunity for more class discussions and more contact with the professors, as compared to the more authoritarian teaching in Mexico. The subject of discrimination brought about discrepancies in the thinking that the United States was a democratic country, yet the treatment of Negroes, especially in the South, was so intolerant. Yet these Mexicans will admit that they have discrimination, but it is social discrimination against the poor classes. Because this study is and should be limited to ideas expressed by Mexicans, Beals felt that one should not attempt to translate these ideas as being those of Latin Americans as a whole. The Mexican student himself would be the first to agree that he is a Mexican and should be thought of as such and that his thoughts reflect those of a Mexican, not a Latin American.

At the University of Wisconsin, Sewell, Morris and Davidsen¹⁵ made a study of Scandinavian students consisting of thirty-eight students from Norway, Sweden and Denmark. The emphasis of this study was centered around the students' perceptions of various major areas of American society. This group admired the friendliness and spontaneity of Americans, the quick acceptance of the stranger into the group. However, there was the feeling that this acceptance and warmth was only skin deep. This shallowness was merely a means to cover up a lack of real concern for the other individual. Americans have many acquaintances but few friends. The idea that Americans are a happy go lucky group, but have a strong spirit, is one of the strong motivating forces in bringing about the technical and commercial advances found in the United States. As against this idea is the way which Americans are excessive in spending and buying on the installment plan which gives a false idea of the standard of living. The American code seems to the Scandinavian student to be: Do not be different, but if you have to, be different together.

As to the American Universities, they believe that the supervision of class attendance and frequent examinations is very childish. This is the sort of thing that would happen in the grade and high schools, but not in the colleges in their native lands. However, they do favor the student teacher relationships and the fine facilities for study.

¹⁵William Sewell, Richard Morris, and Oluf Davidsen, "Scandinavian Students' Images of the United States: A Study in Cross-cultural Education", The Annals of the American Academy of Political and Social Science, Sept. 1954.

This group of students certainly had it easier than many foreign students in adjusting and orienting to the American culture. Most of them knew the English language and their prior knowledge of the United States was very broad. Upon returning to their homeland, they find that they tend to forget the bad things and only remember the good things about America and also that they find themselves defending the United States more at home than while they were in the United States.

In an article appearing in School and Society, recognition of numerous problems facing foreign students was made. It was stated that there are no ready made solutions but that the following are some of the suggestions offered: (1) It is an error to label the students as foreign, this in itself sometimes carries a psychological connotation against the students. Possibly the use of international students would be more acceptable. (2) It is a mistake to encourage the student to join foreign clubs or to live in international houses. The student should be encouraged and aided in having more contact with the American students. (3) Someone should help to guide the student to avoid clinging rigidly to the standards of his own culture and rejecting, without critical analysis, those of his new environment. (4) Recognition by the professors that the student's training often was completed in a more autocratic school. The student will need to be encouraged to ask questions and to participate in group discussions. (5) The graduate student is often more isolated than the undergraduate and special attention should be given to this group.¹⁶

Some suggestions which were advocated in an article by Hsi-en Chen¹⁷ are as follows: (1) It is important to give special attention to a wise guidance program in order to help the foreign student in his adjustments and to bring about more favorable circumstances to enable him to succeed in his studies and to enjoy his stay in the United States. (2) There should be provisions made to explain to the student the unique characteristics of the American school system. (3) In many cases there is need for help to overcome the language barriers.

The background of the students in the study by Scott¹⁸ is not a cross section of the Swedish people. These students are more likely to be young men of the cities, with a good educational background and a good knowledge of the English language. These students upon coming to the United States were amazed at the hospitality shown them, but also suspected that much of the friendliness was superficial. They participated easily in American cultural life and experience minimal barriers to intellectual intercourse. They came to the conclusion that the Americans are materialistic, and have more money because they worked hard and had great resources, and looked upon things as a means to a better life. The Swedish students complained that they cannot find the breadth of cultural interest and knowledge which makes

¹⁷Theodore Hsi-en Chen, "The Guidance of Foreign Students", Journal of Higher Education, Vol. XXI, No. 3, Ohio State Univ., March 1950.

¹⁸Franklin D. Scott, "The Swedish Students' Image of the United States", The Annals of the American Academy of Political and Social Science, Sept. 1954.

for stimulating conversation. The college students are annoyed by the academic discipline of quizzes, examinations, term papers, and reports and wonder how the mature student can tolerate this paternalism. However, they find many things in the universities which they like such as class discussion, the close contact between teachers and students and the extracurricular activity which helps young people. The students who attended the small colleges felt more fully acquainted with the United States than did those who attended large schools and lived in large cities. The Swedish students found much adaptable material in the United States and are using it fully and effectively in their home country.

CHAPTER III

SOCIAL AND EDUCATIONAL BACKGROUND OF BRAZILIAN AGRICULTURAL STUDENTS

The Importance of Agriculture

To the ever growing industrial economy of Brazil, agriculture is becoming more important than ever before. At present a little less than two-thirds of Brazil's population is engaged in agriculture and dependent upon the products of the soil for their livelihood. Yet cultivated land is only about 1.8 percent of the total land area. Brazil is largely self-sustaining in food products with the exception of wheat, although the average diet appears insufficient by nutritional standards. As the movement of people to the cities continues, the need for greater productivity from the land becomes a must. Many of those in the rural areas now are living at a subsistence level. One of the major problems in Brazil is to raise the standard of living and to increase the productivity of agriculture so as to provide ample food products for the industrialized areas.¹⁹

Brazil's major source of foreign exchange has been through its ability to produce agricultural and forest products which are of importance to other parts of the world, namely; coffee, cotton, cocoa, fats and waxes. This exchange has been used in the past mainly for the importation of consumer goods (finished products).

¹⁹ George Wythe, op. cit., pp. 37-48.

However, this has been rapidly changing and more products, such as industrial machinery, are being imported into Brazil so that they themselves can produce some of their own finished consumer products.

Brazil is important because of its location and geographical expanse, but this is also one of its main liabilities.²⁰ Communication and transportation are definitely hampered by this immense area of land, much of which is actual jungle. Most of the highways and railroads run directly from the inland area to the ocean where products can be transferred to ships for further transporting. There is little linking of inland areas by any network of roads or railroads, which makes for the isolation of many sections of the country.

The steps which have been suggested for the solution of agricultural problems in Brazil as advocated by Wythe²¹ are: (1) Help provide a decent income for farmers; (2) provide better educational knowledge about farming (soil conservation and rebuilding are very necessary), (3) encourage the quasi-nomadic farmers to settle on plots of land of their own, and (4) continue breaking up of some of the larger estates in order to provide some good plots of land for the smaller farmer and thereby increase the ability of this growing middle class to emerge in Brazil.

In his message to Congress on March 15, 1948, President Dutra said, "Improvement of the standard of living depends, above all, upon the possibility of foodstuffs, which urbanization and

²⁰Preston James, Latin America, Odyssey Press, N. Y., 1942, p. 388.

²¹George Wythe, op. cit., pp. 127.

industrialization have perturbed, as everyone knows. I therefore urge favoring a greater production of consumer goods, particularly through reviving interest in agriculture."²²

The Institutional and Bureaucratic Setting in Which the Interviewees Function

The illiteracy of Brazil as a whole runs well over 50 percent, while in the rural areas this percentage is well over 75 percent.²³ Even though the Constitution of Brazil provides that there should be free education for all of the children, this is not feasible. Again transportation and lack of communication become a detriment - this along with the shortage of trained personnel for teaching, plus insufficient facilities. With this lack of educational facilities at the lower levels it is surprising to find that among the institutions of higher learning, Brazil has eleven agricultural colleges and nine veterinary schools operated by the Federal Government, State, or Church. However, the explanation is that enrollments in these colleges are very small, ranging from the largest of only 260 students to the smallest of twenty students. These colleges are located in about one-half of the states as indicated on the map. (See Figure I).

In 1952 the twenty schools (agricultural and veterinary) had a total enrollment of 1715 students, and of this number no more than four-hundred per year will graduate with the equivalent of a B. S. degree. These will be added to the 4000 registered agronomos, a term

²²As quoted in Wythe, op. cit., p. 117.

²³T. Lynn Smith, Brazil: People and Institutions, Louisiana State Univ. Press, Baton Rouge, 1946, p. 662.

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Brazilian Population by States in 1950

North	1,883,325	East	19,162,745
Guaporé	37,438	Sergipe	650,132
Acre	116,124	Bahia	4,900,419
Amazonas	530,920	Minas Gerais	7,839,792
Rio Branco	17,623	Espírito Santo	870,987
Para'	1,142,846	Rio de Janeiro	2,326,201
Amapa'	38,374	Federal District	2,413,152
Northeast	12,652,624	South	17,183,594
Maranhão	1,600,396	São Paulo	9,242,610
Piauí	1,064,438	Paraná	2,149,509
Ceará	2,735,702	Santa Catarina	1,578,159
Rio Grande do Norte	983,572	Rio Grande do Sul	4,213,316
Paraíba	1,730,784	Central West	1,763,191
Pernambuco	3,430,630	Mato Grosso	528,451
Alagoas	1,106,454	Goiás	1,234,740
Total Brazil	52,632,577		

Major Exports, 1950, value in dollars

Coffee	\$ 795,378,000
Cotton	108,255,000
Cocoa and products	82,915,000
Pine lumber	30,164,000
Carnauba Wax	20,420,000
Tobacco	19,915,000
Other items	211,373,000
Total	\$ 1,245,674,000

Major Imports, 1950, value in dollars

Vehicles and accessories	\$ 113,215,000
Gasoline and Petroleum products	119,438,000
Wheat and flour	102,263,000
Electrical machinery and apparatus	54,399,000
Textile machinery	23,694,000
Tractors and Paper and Pulp	23,635,000
Accessories	23,350,000
Road machinery	17,980,000
Coal	16,368,000
Other items	521,329,000
Total	\$ 1,015,671,000

Index of Cost of Living of Working Class in Sao Paulo

1939	100	1946	296
1940	105	1947	386
1941	119	1948	418
1942	133	1949	411
1943	154	1950	435
1944	210	1951	464
1945	259	1952	520 approx.

which refers to those who have a B. S. degree in agriculture. This means that Brazil is producing one agricultural graduate for each 87,500 rural people. Compare this with the figure in the United States of one graduate for each 1700 to 1800 rural people or a total of 13,323 agriculturists graduated in the United States during the year 1949-50.²⁴

Out of these graduating from the agricultural schools, a reasonable number of qualified agriculturists appeared to fill administrative and research positions, but relatively too few are engaged in teaching, research or extension work. Therefore, there are too few to teach new students, relay the technical information to the fazendeiro or owner of the larger plantations and to the "man with the Hoe".

To give a better understanding of the agricultural schools in Brazil, the following is quoted from a letter by a member of the "Mixed Commission - Brazil and the United States", giving his report of a particular agricultural school.²⁵ Time spent by the writer at this particular school, seeing facilities which were available and talking with professors seems to corroborate this member's report.

This college, founded in 1901, has a large complex of administrative and science buildings - lecture halls, laboratories, stables, and residences for professors, assistants and workmen - which by USA standards would suggest an institution with an enrollment of 1000 to 1500 students. A State law, however, restricts the entrance of first-year students to 100, and the present enrollment consists of 81 Freshmen, 68 Sophomores, 55 Juniors and 56 Seniors - a total of 260 which makes this the largest agricultural college in Brazil. Lecture rooms are sufficient to accommodate

²⁴George W. Ware, Personal correspondence to Ambassador Bohen - Copy made available to the writer, Dec. 1951.

²⁵Ibid.

more than 1000 students simultaneously, and laboratory space is adequate for at least half this number. Some officials believe that the enrollment can be increased three or four times without serious crowding. The students pay no tuition, laboratory fees or cost of materials.

There is no dormitory (one is planned, however, to accommodate 150 students), so the students live in cooperative houses or private homes in the nearby city of Piracicaba. The four-year course is fixed with no choice of electives and little practical training in connection with classroom instruction. Most of the students have had little agricultural experience and a majority intend to work in a professional capacity for the government or state and a few for private industry. Only the equivalent of a BS degree is offered and relatively few students who join the college staff take advanced work.

The College Staff consists of 19 full professors and 52 assistant professors and professional assistants, which with the exception of two, all graduated from this college. There has been no exchange of professional staff between other Brazilians schools. The institution has a marked French-German tradition and operative pattern. During the last ten years, seven of the professional staff studied in the United States and two in Europe. North American ideas and influence are being felt in the institution and are expected to play a more dominant role in the future. In addition to the professional staff, the college employs more than 300 as clerks, foremen, gardeners, mechanics and ordinary laborers, making a total staff of approximately 400.

The primary purpose of the institution is teaching, but in recent years it has engaged rather extensively in fundamental and applied research. However, the State Experiment Station at Campinas is primarily responsible for the agricultural research program. Duplication and professional rivalry between the two institutions are evident.

The college has a 2,500 acre farm land of which about 10 percent is devoted to experimental and demonstration work. The staff does not engage in agricultural extension work, published no popular circulars or bulletins, but has a small annual Farmers' Week and a limited number of miscellaneous visitors. Its principal outside public service is artificial insemination which serves cattle breeders within range.

On the positive side, the institution is well equipped and staffed, has a high morale and appears to be in the preparation for greater activity. I feel sure that the Luiz de Querroz Agricultural College would respond effectively to positive technical assistance which could improve its administration, curricula and general educational opportunities and public services. Likewise, it is reasonable to assume that the 10 other agricultural and 9 veterinary colleges which are smaller, newer and more flexible would be receptive to any substantial assistance.

Most of these agricultural colleges are located in small towns and several in remote, isolated parts of the country, where the faculty have little opportunity for intellectual or social stimulation outside their own circle. The salaries at these institutions are usually quite low, especially by standards in the United States, and not always regularly paid. One agricultural college visited actually provided houses for its faculty members as long as they stayed on the staff. The governmental offices in the cities are usually on the look out for good agriculturists and can offer better pay as well as the other advantages found in city living. Especially during periods of inflation, the city (bureaucratic institutions) can draw these men away from the colleges, since it is usually necessary for them to find some other work to supplement their income. There is little opportunity to find this outside work in the small towns where they have been located, while outside remunerative opportunities are more easily obtained in the cities.

Some of the top agriculturists at the college do little to aid the farmer. One of the main reasons for this is that they, like so many other educated Brazilian men, feel that working with one's hands and getting out on a farm is degrading to them. So after obtaining their education and training in agriculture, with original thoughts of helping the farmer, they will often forego all this and move into an office job in the city, if the opportunity so affords itself.

Importance of the Role of Agriculturists for Agricultural Advance

The particular agricultural group from which the sample was taken are of the utmost importance to the advancement of agriculture in

Brazil. They will do the research on agricultural methods which are applicable to Brazilians rural areas. This research will include testing of seeds, new methods of fertilizing and rebuilding the soils (much of which has been abandoned after having been in coffee cultivation for the past seventy-five years), development of new crops to be grown, studying methods used in the United States and elsewhere and making these applicable to their own agriculture. There are several research institutions which have good equipment, well educated personnel and individuals with a real desire to help the farmers. However, even though they may be doing excellent research work, one of the real problems is to get this information to other agriculturists and on to the farmer more rapidly.

Poor communication and the high percentage of illiteracy in the rural areas are tied together so as to make the problem of aiding the Brazilians in the rural sections more difficult than ever. Extension meetings like those held in the United States usually are not feasible with any large number of people. The basic reason for this is the combination of poor roads and lack of means of transportation. The ordinary farmer does not own an automobile and in many cases, has to depend on an oxen-driven cart. A mass audience cannot be reached via bulletins, news notes, etc., because of the high rate of illiteracy. This means that the agricultural extension worker must visit many individual farmers and with the shortage of funds available to the worker for a jeep and gasoline, his work is severely hampered.

It is interesting to note that of the thirty agriculturists interviewed in this study who attended colleges and universities in the United States, all of them returned to the institution or position which they formerly held. If this group can remain at their respective jobs they can, in the future, do much to aid the Brazilian rural worker and the agricultural economy of Brazil.

Social and Educational Background of Interviewees

In order to have some knowledge of the general characteristics of this group of Brazilians, the interviewees were questioned concerning age, status as a student, financial aid, marital status while attending school, and length of time in the United States.

Age of interviewees while attending school in the United States. For the thirty interviewed, the age ranged from twenty-one to fifty-one years of age with an average age of thirty years while in the United States. Thus even with the wide range, most of the clustering was around the 25-35 year age group as shown in Table 2.

TABLE 2

AGE OF BRAZILIAN AGRICULTURISTS WHILE ATTENDING U. S. COLLEGES

Age Group	No. of Students
20-25	3
26-30	14
31-35	10
36-40	2
41-45	0
Over 45	1
Total	30

The average age of this group studied compares with an average age of 30.5 years for the trainees in the study made by Loomis and Schuler.

Student status of Brazilians while in the United States. Of this group of thirty agriculturists, two were undergraduates, twenty-six were graduate students and two were United States Department of Agriculture trainees working with Extension personnel at various colleges. During 1951, of all the foreign students in the United States, 49.2 percent were undergraduates, 29.7 percent were graduate students, 10.1 percent were unclassified or special, and 11 percent for which no information was obtained. This group of Brazilians did not fit the pattern of the classification of all foreign students as a whole, being more mature and having a basic college education.

Those students who were graduate students or trainees , before coming to the United States, were established in their professions as teachers, research personnel or government employees. They came to the United States for additional training in their particular field and most of them returned to carry on with the same job as they had previously held or to take a higher position within the same institution.

The positions held by these agriculturists at the time of the interview were as Assistant Professors at various agricultural schools, Government employees, research personnel working in one of the research centers, Director of an agricultural research center, Chief of a large irrigation project, and Minister of Agriculture of one of the states in Brazil.

Financial aid received by interviewees. Only two of the group of thirty were financed solely by themselves or through family aid to come to the United States to study. Of the remaining twenty-eight, eight were financed by the Brazilian government (either Federal or State), seven by the United States government, and thirteen were financed jointly by the two governments and/or a United States college or university.

The institute of International Education, in a census of all foreign students in the United States, shows that 35.4 percent received financial aid from their home government, private foundations or from the universities or colleges.²⁶ These Brazilians then were far more dependent on organized exchange programs.

The reasons why most of those interviewed had received financial aid may be accounted for by the fact that most of them came from what we would designate as middle to low income class and therefore would not have the available funds to make such a trip without assistance. Secondly, it may be because the colleges or government agencies for which this group were working were becoming more aware of the need for additional training of leaders in the field of agriculture. One agricultural school located at Vicosia, Minas Gerais is providing funds so that two of the staff members can go to the United States each year for additional study.

Length of time spent in the United States. The length of time these agriculturists spent in the United States ranged from three months to

²⁶ Education for One World, Inst. of Internatl. Educ., 1952

eleven years, with an average of 1.7 years. These low and high extremes are exceptional. The only reason individuals were interviewed who had been in the United States for very short periods was that an attempt was being made to interview all personnel at these agricultural schools who had attended a University or College in the United States. The table shown below gives the length of time the students stayed in the United States. (See Table 3.)

TABLE 3
LENGTH OF TIME SPENT IN THE UNITED STATES BY
THE AGRICULTURISTS

Length of Time	No. of Students
3 mos. or less	1
4 - 6 mos.	3
7 - 12 mos.	11
13 - 18 mos.	10
19 - 24 mos.	1
25 - 30 mos.	1
Over 30 mos.	3
Total	30

Marital status. Of the thirty agriculturists interviewed, eleven were single at the time they attended school in the United States and nineteen were married. Of those married, ten took their wives and/or families with them to the United States.

CHAPTER IV

COMPARISON OF UNITED STATES AND BRAZILIAN CULTURE AS EXPRESSED BY INTERVIEWEES

This chapter is concerned with an analysis of the opinion questionnaire dealing with the typicality of particular traits of the Brazilian and United States culture as viewed by the interviewees. It should be recalled that this questionnaire was selected from a larger number analyzed by Loomis and Schuler. Comparisons are made with the results obtained by these researchers.

Items Deemed most Typical of Brazil

The items which were considered to be most typical of Brazil are shown in Table 4. All agreed that lack of punctuality was typical of Brazil; in all but three cases they preferred the situation in the United States. The item rated almost as typical of Brazil - equal treatment of negroes and whites - had twenty-eight out of the twenty-nine respondents preferring the situation in Brazil. Because of the discussion provided by this question, it will be treated more fully later in the chapter. Other items which were considered most typical of Brazil were: (1) the observance of religious holidays, (2) lack of education of the poor people, and (3) chaperonage of young women. Only for the last of these was there a preference for the situation as it existed in Brazil, and even on this the opinions were split. It was interesting to note that only one other of the ten items rated as most typical of Brazil was preferred as it is in Brazil; thus the higher

TABLE 4

ITEMS WHICH WERE CONSIDERED MOST TYPICAL OF BRAZIL, AND
PREFERENCES FOR THESE ITEMS, IN THE UNITED
STATES OR BRAZIL

Items	Typicality			Preference		
	Brazil	U.S.	No difference	Brazil	U.S.	No difference
1. Tendency to value punctuality too little.	29			3	26	
2. Equal treatment of negroes and whites.	28	1		28	1	
3. Observance of religious holidays.	27	1	1	6	16	7
4. Lack of education of the poor people.	26		3		27	2
5. Chaperonage of young women.	26	3		16	10	3
6. Tendency to be lacking in ambition.	24		5		22	7
7. Tendency to deal with problems philosophically.	24	2	1	7	17	2
8. Acquire position through inheritance.	23	4	2	2	24	3
9. Higher valuation of hospitality than business.	22	1	5	20	1	7
10. Tendency of young men to talk about women.	21		8	3	13	12

valuation of hospitality than business, chaperonage of young women, and treatment of negroes and whites were the three typicality items preferred.

Items Most Typical of the United States

Considering those items which were viewed as most typical of the United States, ease of divorce was unanimously rated the highest. (See Table 5) This is another situation which will be discussed in more detail later. Preference on this question was almost equally divided. The next three items were considered almost as strongly typical of the United States, with only one person believing that there was no difference. These were: (1) tendency to recognize the dignity of labor, (2) worship of speed, and (3) premarital sexual freedom of women. The situation in the United States was preferred for the first two items, while in the third, the Brazilian situation was strongly preferred. For the fifth item, the tendency to be sharply aware of time, twenty-seven out of twenty-eight reporting viewed it as more typical of the United States and preferred it so.

In order to consider the items with which the interviewees were out of step with what they considered to be typical of one or the other cultural areas, Tables 6 and 7 have been prepared. Only two items are listed in Table 7 since on the whole the other eight of the top ten were preferred substantially as they were in the United States. These two tables are merely a restatement of the material discussed above, so no further discussion was needed.

TABLE 5

ITEMS WHICH WERE MOST TYPICAL OF THE UNITED STATES, AND
PREFERENCES FOR THESE ITEMS, IN THE UNITED
STATES AND BRAZIL

Items	Typicality			Preference		
	U.S.	Brazil	No. difference	U.S.	Brazil	No difference
1. Ease of divorce	29			13	15	1
2. Tendency to recognize dignity of labor.	28		1	28		1
3. Worship of speed	28		1	20	8	1
4. Sexual freedom of women before marriage.	28		1	2	25	2
5. Tendency to be sharply aware of time.	27	1		27	1	
6. Tendency of education to emphasize what is essen- tial to making a living.	26	1	2	19	7	2
7. Tendency to obey the law.	26	1	1	27		1
8. Tendency to treat prob- lems scientifically.	25	1	3	25	1	3
9. Tendency to consume soft drinks.	24		5	8	4	17
10. Tendency to be revolt- ingly informal.	24	3	1	19	7	2

TABLE 6

SITUATIONS WHICH WERE LISTED AS TYPICAL OF BRAZIL, BUT FOR WHICH THE SITUATIONS OF THE UNITED STATES WERE PREFERRED

Items	Typical of Brazil	Preferred in the U. S.
1. Tendency to value punctuality too little.	29	26
2. Observance of religious holidays.	27	16
3. Lack of education of the poor	26	27
4. Tendency to lack ambition	24	22
5. Tendency to treat problems philosophically.	24	17
6. Acquire position through inheritance	23	24
7. Tendency of young men to talk about women.	21	13

TABLE 7

SITUATIONS WHICH WERE LISTED AS TYPICAL OF THE UNITED STATES, BUT FOR WHICH THE SITUATIONS OF BRAZIL WERE PREFERRED

Items	Typical of U. S.	Preferred in Brazil
1. Ease of divorce	29	15
2. Sexual freedom of women before marriage.	28	25

Comparisons with Trainee Study

In comparing the results of this study with those of the Loomis-Schuler study, it should be recalled that while the Brazilians (twenty-two out of sixty-two) were a significant part of the total some of the differences reported may reflect differences between Brazilians and other Latin Americans.

Comparisons with regard to typicality. Table 8 compares these two studies in terms of the typicality of the native country. It was noted that the item rated most typical in this study - lack of punctuality - was no better than sixth in the earlier study or fourth if only the questions asked are considered. The situation on chaperonage of young women was listed fifth in this study and first in the earlier study. Personal observations of the situation in the major cities of Brazil and Colombia suggest that the lower rating may be the difference between Brazil and Spanish American countries, as well as the changing role of the Brazilian women over the past ten years. Despite these differences there was substantial agreement between this study and the earlier study by Loomis and Schuler on the first five items. The item of giving to unfortunates was listed ninth in the early study, while in this study the particular situation was listed as being more typical of the United States.

Turning next to the situations more typical of the United States, which are shown in Table 9, ease of divorce, worship of speed, and tendency to be sharply aware of time were prominent images of the United States in both studies. This study rated the tendency to recognize the dignity of labor and sexual freedom of women before

TABLE 8

COMPARISONS OF TYPICALITY ITEMS BETWEEN THIS STUDY AND THE STUDY
OF USDA TRAINEES - ITEMS FOUND MOST TYPICAL OF THE
NATIVE COUNTRY

Items	Ratings	
	This study	Loomis-Schuler study
Tendency to value punctuality too little.	1	6
Equal treatment of negroes and whites.	2	4
Observance of religious holidays.	3	8
Lack of education of the poor people.	4	5
Chaperonage of young women.	5	1
Tendency to be lacking in ambition.	6	
Tendency to deal with problems philosophically.	7	
Acquire position through inheritance.	8	11
Higher valuation of hospitality than business.	9	
Tendency of young men to talk about women.	10	
Tendency of lower classes to be characterized by miserable conditions.	*	2
Taking chances in the lottery.	*	3
Indulgence in sport of cock fighting.	*	7
Personal giving to unfortunates.	**	9
Tendency for country and city people to differ.	*	10

* Situations not used in this study.
** Not typical in this study.

TABLE 9

COMPARISONS OF TYPICALITY ITEMS BETWEEN THIS STUDY AND THE STUDY
OF USDA TRAINEES - ITEMS FOUND MOST TYPICAL OF THE U. S.

Items	Ratings	
	This study	Loomis-Schuler study
Ease of divorce.	1	5
Tendency to recognize the dignity of labor.	2	15
Worship of speed.	3	2
Sexual freedom of women before marriage.	4	12
Tendency to sharply aware of time.	5	9
Tendency of Education to emphasize what is essential to make a living	6	
Tendency to obey the law.	7	
Tendency to treat problems scientifically	8	11
Tendency to consume soft drinks.	9	
Tendency to be revoltingly informal.	10	
Practice of chewing gum	*	1
Freedom of women	*	3
Proficiency in handling machinery	*	4
Tendency of science to deal with practical problems	*	6
Devotion to the game of baseball	*	7
Tendency to contribute materially to the body of science.	*	8
Tendency to place high value on efficiency.	*	10

* Items not used in this study. It should be recalled that only
40 items were used in this study while the earlier study used 96 items.

marriage somewhat higher than did the earlier study. Four situations were rated high in this study but were not included among the first twenty items in the earlier study. These were: (1) the tendency of education to emphasize what is essential to make a living, (2) tendency to obey the law, (3) tendency to consume soft drinks, and (4) tendency to be revoltingly informal.(to use the words of the schedule).

Comparisons with regard to preferability. A comparison of the two studies with respect to the preferability of situations as found in the native country is shown in Table 10. The first two items were in complete agreement, and most of the other items were in the first ten in both studies. The chaperonage of young women and the respect of children for parents were rated fourth and sixth in this study, while they were not listed among the first ten in the earlier study. It would appear that young men coming to the United States would be less likely to prefer these situations than the same men eight or ten years later, with growing families in their native countries.

The appreciation of European contribution to civilization was ranked seventh in the earlier study whereas in this study it was very close to the border line of indifference. The tendency to be very idealistic ranked tenth in the earlier study, but actually was considered more typical of the United States by these Brazilians who responded to the later questionnaire. It may be that these more mature individuals looking back upon their experiences in the United States have revalued the position which they or other Latin Americans might have had at an earlier age.

In Table 11 are shown situations relating to preferability of the United States. Two items which were rated very high in this study

TABLE 10

COMPARISON OF PREFERABILITY OF SITUATION IN NATIVE COUNTRY
BETWEEN THIS STUDY AND THE TRAINEE STUDY

Items	Ratings	
	This study	Trainee study
Equal treatment of negroes and whites	1	1
Sexual freedom of women before marriage	2	2
Place hospitality before business	3	9
Chaperonage of young women	4	—
Ease of divorce	5	5
Respect of children for parents	6	—
Disinterest in poetry	7	3
Tendency to consume alcoholic drinks	8	8
Tendency of women to dominate men	9	4
Tendency to be materialistic	10	6
Appreciation of European contribution to civilization	25	7
Tendency to be very idealistic	More typical of U.S.	10

* Because this study used only 40 of the 96 items used in the earlier study, a perfect comparison cannot be made, however it is interesting to note both studies rated the same situations as number one and two.

TABLE 11

COMPARISON OF PREFERABILITY OF SITUATION IN THE UNITED STATES
BETWEEN THIS STUDY AND THE TRAINEE STUDY

Items	Ratings	
	This study	Trainee study
Tendency to recognize the dignity of labor	1	2
Tendency to obey the law	2	—
Tendency to be sharply aware of time	3	6
Lack of education of the poor	4	—
Tendency to treat problems scientifically	5	1
Tendency to value punctuality too little	6	5
Acquire position through inheritance	7	—
Tendency to lack ambition	8	—
Tendency to educate boys and girls in the same class room	9	—
Ability to relax	10	—
Importance of the middle class	11	10
Typical optimistic expectation of self-improvement	12	9
Worship of speed	14	7
Tendency to regard practical utility as the highest criterion of value	15	4
Tendency of education to emphasize what is essential to make a living	16	8
Importance of energy and ability in achieving high social position	*	3

*Not asked in this study.

were tendency to obey the law and lack of education of the poor. For the latter item this situation was considered typical of Brazil, and was rejected. These two items were not included among the first ten of the trainee study. Five items which were rated among the first ten in the early study received much lower ranks in this study. These were: (1) tendency to regard practical utility as the highest criterion of value, (2) worship of speed, (3) tendency of education to emphasize what is essential to make a living, (4) typical optimistic expectation of self-improvement, and (5) great importance of the middle class. With the exception of the worship of speed, these are situations which an older person might prefer after having tried to improve himself and to use scientific information which he had accumulated during his student years in the United States.

Of the ten situations indicated as preferred in the earlier study, all were found within the first sixteen in this study.²⁷ This suggests that there is a substantial agreement of preferences of these students after they have lived some years in Brazil with the preferences indicated by the trainees at the time they left the United States.

Situations with greatest change in opinion. In Table 12 it is possible to study more carefully the situations toward which the trainees had the greatest change in opinions during the period they were in the United States. Those items in which Loomis and Schuler found substantial changes and for which information was obtained from

²⁷ Importance of energy and ability in achieving high social position inadvertently was omitted from this study. The converse of this question was asked and the response to it strongly suggests that this question would have been ranked much as in the Loomis-Schuler study.

these Brazilians are included in this table. The first six items in this list were items for which the trainees increased their preference toward their home country (although they did not necessarily prefer the home situations in the aggregate). While it is not possible to specify scores on a basis comparable to those used by Loomis and Schuler, this study of Brazilian agriculturists has some suggestions on subsequent changes in preferences. For two items, equality of treatment of negroes and whites and the tendency of young men to talk about women, the Brazilian interviewees have a greater preference for the situation in their country than did the trainees at the time they left the United States. The first of these may very well reflect the differences in the treatment of negroes in other Latin American countries. The Brazilians are rightfully conscious and proud of the lack of racial discrimination in their country. Two items seem to have moved in the other direction, provided the tabulation in the trainee study can be considered representative of the Brazilians' attitudes. The tendency of women to dominate men shifted toward indifference in this study. Perhaps the greater experience of these men in marital status and again the changing role of the Brazilian women had some impact upon these preferences. The situation, the tendency to be sharply aware of time, shifted toward a high preference for the situation as it was in the United States. Possibly these individuals have each had a number of recent experiences in which another person was not punctual. The memory of these would certainly be more vivid than the experience of over-punctuality confronted ten years earlier in the United States.

TABLE 12

**ITEMS IN WHICH THE ATTITUDES OF TRAINEES UNDERWENT GREATEST
CHANGE - COMPARISON WITH THE BRAZILIAN STUDY**

Items	Change noted in Brazilian study
Considered more preferable in trainee country:	
Tendency of women to dominate men	Movement toward preference of situation in the U. S.
Equality of treatment of negroes and whites	Continued to move toward the native country.
Appreciation of European contributions to civilization	Little or no change noted.
Tendency of young men to talk about women.	Continued preference of native country.
Tendency to be sharply aware of time.	Movement toward preference of situation in the U. S.
Higher valuation of hospitality than business.	Continuance of preference for situation in native country.
Considered more preferable of the United States:	
Tendency of dominant religion to encourage critical thinking among the common people.	No noticeable change of attitude
Tendency to emphasize class distinction.	No noticeable change of attitude
Tendency to consume soft drinks.	This item was preferred as situation is in Brazil.
Tendency of dominant religion to be concerned with solution of serious social problems.	Little or no difference.

*The difference between Brazil's and other Latin American countries' treatment of the negro may be the primary cause of this apparent difference.

The second part of the table refers to those items in which the Loomis-Schuler study showed a shift toward preference for the situation in the United States. Of the four situations listed, only one suggested an appreciable change. In the case of tendency to consume soft drinks, preference in this study was much stronger for the situation as it occurred in Brazil.

Expressions Made Concerning Opinion Questionnaire

The writer had the opportunity to spend considerable time with the interviewees after they had answered the questionnaire. There was a great deal of discussion about the questionnaire itself, especially the opinion section. Therefore, it seemed appropriate to enumerate these expressions of opinion.

One individual, a Harvard trained rural sociologist, refused to answer this part of the study, but was very willing to respond to the open-ended questions. The reasons given for this refusal were that :

- (1) It was impossible for an individual to answer this type of questionnaire honestly unless the statements were qualified, as applying to a certain social or economic group or to a specific case.
- (2) The interviewee felt that it would be impossible for a foreign student, who had contacts usually within an isolated area to know if the situation applied to the United States as a whole.

Numerous interviewees asked if these questions should be answered within the framework of their social level (middle or upper class). They felt that the responses would differ depending upon which social or economic level was being considered.

After responding to the opinion questionnaire and later during discussions with them, many of the interviewees would want to change their answers. It was noted that there were numerous changes before the questionnaire was returned.

Several of the interviewees made the statement that they would like to qualify the statements more specifically so they would be more meaningful or so they could be answered more accurately.

It was generally found that those who had spent the longer period of time in the United States and had continued to have contact with Americans in Brazil had greater difficulty in answering this part of the study. In addition they usually wanted to discuss some of the situations and explain why they had so marked the item after returning the questionnaire.

An interesting side-light developed during a discussion with another rural sociologist at one of the agricultural schools. This individual knew that some of his colleagues were answering this opinion questionnaire and he asked if he could mark one, only out of curiosity. It was answered rapidly and without hesitation. He couldn't understand why some of those being interviewed were taking so long to decide where to make their check mark. This person had not been in the United States, but had very clear cut images of both his country and of the United States, possibly showing lack of knowledge by absence of doubt..

Situations Which Provoked the Most Discussion

Equal treatment of negroes and whites. Out of twenty-nine persons responding, twenty-eight stated the situation was more typical

of Brazil and the same number stated they preferred the situation in Brazil. One, however, felt this to be more true of the United States and likewise preferred the situation in the United States. In general, there were many qualifications of this statement when discussing the situation. Many of the interviewees stated that there was discrimination in Brazil by class rather than by race. This same statement was made in the study by Beak of the Mexican students.²⁸ Some expressed the idea that the difference between Brazil and the United States as regards this situation was that in the United States there was segregation in the South as stated by law, while in Brazil there was segregation, but not by law. Actually within the last few years a law was passed in Brazil, which stated that there was not to be segregation in Brazil and that the negroes could go into any restaurant, hotel, theater, etc. The entire historical pattern of Brazil which saw the inter-marriage of negroes and whites is very different than that of the United States.

A discussion with an American consul in the state of Baia located in the northern part of Brazil and an area in which many negroes live stressed a difficult problem for this region. A negro from this area went to the United States to school and attended a college in the South. There he was permitted to attend school and live in the dormitory, but outside the college, he was definitely affected by the "Jim Crow" law. He left the United States before completing his studies and returned to Brazil a very bitter young man. His bitterness has continued, even after several years. The consul stated that this situation should never have

²⁸Ralph Beak, op. cit.

been allowed to occur and would not have occurred if more care had been taken when assigning this young man to a college. Lack of knowledge about Brazil and particularly this area of Baia was probably responsible for this grave mistake.

Ease of divorce. This situation was listed by twenty-nine interviewees as being more typical of the United States, however, when checking preferability, fifteen preferred the situation as it is in Brazil, thirteen preferred the situation in the United States and one stated he had no preference. Most of the interviewees wanted to be certain that this situation was more completely understood. First of all, there is a law which does not permit divorce in Brazil and secondly, the country is primarily Catholic. Therefore, there is reason why this situation is more typical of the United States, but it was interesting to note that thirteen of the group preferred the situation in the United States. It is now becoming possible for some Brazilians to go to Uruguay to obtain a divorce. While this may satisfy the law of the country, it does not affect the attitude of the Catholic Church toward divorce.

Sexual freedom of women before marriage. Twenty-eight listed this item as more typical of the United States and one stated that there was no difference. In marking preferences twenty-five said they preferred the situation in Brazil, two preferred the situation in the United States, and two said there was no preference. This situation is one which needs to be qualified and the answering of this would be dependent upon social and economic levels considered. Prostitution seems to have its place in the culture of Brazil. These women are of low economic and social class and would not be considered as meriting concern when answering on this particular situation.

CHAPTER V

EXPERIENCES OF BRAZILIAN INTERVIEWEES WITH PEOPLE AND INSTITUTIONS OF THE UNITED STATES

The second instrument used in this study was designed for a different sort of response. It combined a probing for the sort of personal experiences which these agriculturists had with United States citizens both in the United States and Brazil, with an attempt to obtain suggestions for improvements in the reception of foreign students. Consequently many of the questions were open-ended with the interviewer probing for depth where possible. The summary of this questionnaire follows.

Schools Attended in the United States

The interviewees were questioned as to where they had attended school in the United States. Seventeen colleges or universities were represented by this group, ranging from small to large colleges, and located in almost all sections of the United States. Two of this group were United States Department of Agriculture trainees and they spent their time in Washington, D. C. working with Department of Agriculture personnel. However, the two did travel in a number of states, visiting various Land Grant colleges, Extension directors, and county agents.

Eleven or just a little over one-third of those interviewed had studied at Iowa State College, four at the University of Florida, and two at Cornell. A wide variety of colleges had only one of these students.

An interesting question was why so many had attended Iowa State College? After much discussion with the interviewees and with directors of agricultural research centers and heads of various schools in Brazil, the following conclusions were reached: (1) Several members of the staff of Iowa State College had been in Brazil and visited the agricultural schools and had encouraged personnel to go to the United States to school. Since these men had been in Brazil, the Brazilians felt that they had a better understanding of the agriculture of that country and were acquainted with some of the problems, thus were better able to advise and train those Brazilians going to the United States. (2) After several Brazilians had attended Iowa State College, they returned to their institutions and advised their colleagues to attend the same school. (3) In the offices of staff members and government workers, there were numerous text books written by Iowa State College professors. (4) Too little information is available for those contemplating study in the United States so they are likely to attend the same school that a friend chose, even though this school might not be the best in the particular field in which the other person was interested. This makes it difficult for these Brazilians to make a rational choice of which college to attend. (5) There is not the mobility of personnel in Brazil that exists in the United States. For example, at the Escola Superior da Agricultura (Luis de Querros) at Piracicaba, the largest agricultural school in Brazil, there are nineteen full professors and fifty-two assistant professors, all of whom had graduated from that college with the exception of two. This meant that they had taken identical courses as under-graduates.

(6) All except two of those interviewed had United States or Brazilian financial aid. With some of the grants which were made available, the Brazilian did not have the freedom of choice, but was automatically assigned to a particular college or university. (7) Many Americans working in Brazil with the Information and Cultural Centers do not have adequate information concerning colleges and universities and the courses offered by these institutions to give satisfactory advice to persons desiring to study in the United States.

Contacts with People in the United States

Table 13 shows the frequency of contact with people in the United States. Of this group, twenty stated that they had much contact with students outside of the classroom. Most of these were graduate students and as is true in many colleges these students do have considerable contact with one another.

TABLE 13
FREQUENCY OF CONTACT WITH VARIOUS GROUPS
IN THE UNITED STATES

Groups	Frequency of contact			
	Much	Little	None	No answer
Students	20	8	—	2
Professors	20	8	—	2
Town people	8	14	3	5
Others	8	8	4	10

Contact with professors was much also and this is true many times with graduate students, but probably was more so with this group, since many of those interviewed were professors, research personnel, or government workers in Brazil. Because of the age and social and economic position in Brazil, they felt more at ease with the professors.

The contacts with town people were primarily with those particularly interested in foreign students. Also several of the interviewees gave talks to various civic groups, schools, and church groups. Many stated that it was very difficult to really get to know persons outside the college community.

However, this table shows that this group did have contacts with other groups. Since these respondents were agriculturists, they were interested in travelling around the state in which the college was located and also many did considerable travelling throughout the United States. They had the opportunity to visit farmers and their families, county agents, research personnel, and officials of the United States Department of Agriculture. They had the chance to look at the practical side of agriculture, which is, of course, of utmost importance to this group of people.

One student who attended Michigan State College commented very favorably on the manner in which the college made available the opportunity to take trips around the state and to spend several days with a rural family. This was the highlight of his trip to the United States.

All commented on the fact that they were entertained by some family in the United States at Christmas time and they were very

much impressed by this expression of kindness. Having the opportunity to visit home of the faculty, students, and town people meant a great deal to these students. Twenty-eight of the thirty had been invited into homes and of the group twenty-six had more than five invitations. An understanding of the Brazilian culture is necessary to grasp the full meaning and importance of the above statement. While Brazilians are very friendly, they are more likely to entertain visitors outside of the home. This group, however, is moving rapidly toward entertaining in their homes and especially visitors from the United States.

Questions Concerning Situations at United States Colleges and Universities

The interviewees were asked a group of hypothetical questions concerning situations at the colleges and universities in the United States. They were asked to give their preferences for several situations and the reasons for these preferences.

Large college versus small college. On the questionnaire when asked if they preferred a large college (5000 students or over) or a small college (under 5000 students), five stated that it really depended upon the professors or the college best fitted to their particular field. Thirteen stated they preferred the large college and the same number, thirteen, preferred a small college. Most of the remarks showed that they were not interested in the very small schools. Needless to say, this group of agriculturists were in accord in preferring the Land Grant Colleges and especially those in the mid-west. This particular group of colleges would primarily fall into the category of the large college.

College in a large city versus one in a small city or community.

All except two of the interviewees preferred a college in a small city of community. This would be a deciding factor in choosing between two colleges. This group of agriculturists felt that there was a better opportunity to meet town people and to find out more about the life and families in a United States community. Usually they felt that it was easier for them to get out and visit the rural areas if they were located in a small city.

College with many Latin American students versus one with few Latins Americans. Only one of this group wanted a college which had many Latin American students, all of the remainder preferred a college with few Latin Americans. The reasons for this response were that these students wanted to have close association with American students, did not want to be categorized as Latin Americans, but as individuals from a specific country, and they wanted contacts with those students outside of Latin Americans. Beals, in his study of the Mexican students, states that, "Mexican students probably differ markedly from other Latin American students; certainly many Mexican students believe this to be the case."²⁹

College with many foreign students other than Latin Americans versus one with few foreign students. The preference for this type of situation ranged from seventeen preferring a college with many foreign students, other than Latin Americans, to eleven preferring few foreign students and one stating that it made no difference. Those who favored many foreign students gave the reason that they liked to find out how other people lived and what they were thinking. They

²⁹ Ralph Beals, op. cit.

felt this was a healthy situation for international understanding. In addition, in studying Brazilian culture, one finds a great emphasis on the general cultural background of other countries, especially the European countries. Those interviewees who were opposed to a college having many foreign students said that they were interested in learning more about the United States and the students there rather than about foreign students. Also in colleges where there are many foreign students it was too easy for the foreign students to be classified in one category and the opportunity for mixing with Americans seemed much less likely.

Living accommodations. All of this group stated that regardless of whether they lived in a dormitory, boarding house or a private home with only a few students, they wanted to room with United States students. This group was definitely against international houses and especially those houses which have been established solely for Latin American students. The reasons for the above reaction were that the group felt the need and desire to understand the United States and to learn some of the techniques, so they could better use them in Brazil. Of the group interviewed, the housing for those single students and the married ones who did not bring their wives was as follows; one roomed with another Brazilian, two with families in the community, one with other foreign students, and sixteen roomed only with students from the United States. This showed that the majority practiced what they felt to be the ideal situation for a Brazilian attending college in the United States.

These agriculturists stated that they wanted to live with American students, but one of the problems was that they were older than the average college students and also older than many of the graduate students, and thus do have many different interests. Some schools are conscientiously trying to place these students with Americans who have mutual interests. However, there probably is a need for real thought to be given to this situation and when possible to find roommates of approximately the same age and those who do have an interest in the foreign students. With citizens of the United States now travelling all over the world and the availability of job opportunities in other countries, there might be a possibility of placing American students with students from foreign countries in which these Americans have a real interest and possibly where they would like to work.

How to spend one year in the United States. Of those interviewed, twenty-five said that a student who has the opportunity to spend one year in the United States should use nine months of the time studying at a college and the other three months he should travel in various sections of the United States. Four of those interviewed thought the student should stay at a college for only six months and spend the same length of time travelling. All felt that some travelling was very important to the student, since this would give them a better perspective of the United States and much could be gained by seeing how specialists and technicians work. The field of work in which the students is interested should be the deciding factor as to how he

utilizes his time while away from Brazil. For example, a man interested in agricultural extension work would probably learn the most by being at a college part of the time to become acquainted with research personnel and to learn how the extension system operates from the administrative level. Then this individual would have the necessary background before going into the rural areas to study the practical side of extension through county agents, specialists, and farmers.

Should the student obtain a degree from a college while in the United States? If possible, eighteen stated that the student should obtain a degree, while eight thought it would be better to take courses which would be useful and implement their previous training. Remarks added by this group help to better understand their responses. First, it would depend upon what the field of interest is and what position the individual holds in Brazil. Second, a degree from the United States is not valid in Brazil. This primarily applies to a B. S. degree, since this would make the American schools in competition with the Brazilian schools. Since practically no graduate work is available in Brazil, especially in the field of agriculture, part of the group stated that an advanced degree would help them improve their positions when returning to their respective schools or government jobs. Third, several stated that unless the student worked for a degree he would not work very hard on his studies.

Length of time in the United States which would be preferable. One year was the length of time given by eighteen of the interviewees. Thus, the student would not get too homesick during this period of time. Also because governmental funds are limited, more people would have the chance to leave Brazil for additional study, if limited to one year.

Two year period was preferred by twelve of the agriculturists. This longer length of time would give the student a chance to obtain a more thorough training in his particular field and the possibility of obtaining a degree. Also the student would have a better command of the language and probably would do a more commendable job.

All of the group stated that six months was too short a time for the individual to get a real understanding of his field. This short of period would mean that the individual would not have adequate time for travel.

Other situations which should be considered. The over-all consensus was that a Brazilian contemplating studying in the United States would profit if he had several years of experience in his field in Brazil. He would then know the needs and could then study and view new developments which would be pertinent to his work in Brazil. There are cases where the Brazilian is an expert in his own field, but needs to talk with other experts and to coordinate his ideas with others. Some of the group felt that actual work or experience, well oriented, had more educational power than many college courses.

Trips should be made available away from the college so that the student could talk and work with specialists in his field. With special reference to agriculturists, they want to visit rural families to observe how they work and live.

The student should have an adequate knowledge of the United States colleges and know which school he wants to attend, what to do, where to live, and why he is going to the United States. The student, when

possible, should plan to be on the college campus for a short time before registration begins. During this time he can become oriented to his new surroundings and possibly have some contact with his new professors. Considerable attention should be given to the language problem so that the student will be able comprehend the lectures. Students should have a good scholarship and available funds for travel.

Some felt said there should be sufficient time to obtain a Ph.D. degree. This as in several other instances depended upon the individual, his field of work, and what he expects to do when returning to Brazil.

Disagreeable Experiences Encountered in the United States

The question was asked if the individual had encountered any particularly disagreeable experience, because he was a Brazilian, while in the United States. Twenty responded no and nine reported yes. Most of the interviewees stated that they had to think of unpleasant experiences since they tended to forget those very quickly. Of those saying yes, the following were given as reasons for this response:

(1) Many foolish questions were asked about Brazil, which showed general lack of knowledge of the people concerning Brazil. Such questions were; "Can you teach me Spanish?" (Portuguese is the language of Brazil.) "Are there snakes in the streets of the cities and towns?", and "Is the tropical heat very annoying?"

(2) Several were disappointed in the opinion that the Americans had of the Latin American group, as a whole. Middle class people and professors had low opinion of Latin Americans - they stated that this group was not working very hard (either at the colleges or in their own countries to better conditions). Several commented on the fact

that landladies were reluctant to rent rooms or apartments to them because they were foreigners. The Americans showed lack of discrimination between Brazilians and other Latin Americans. This feeling was very strong and many Brazilians added that they were above those students from numerous Latin American countries.

(3) Some commented that immigration authorities treated them like criminals. This criticism is usual of many people who travel, regardless of which country is concerned.

(4) Americans are likely to make remarks about Brazil or Brazilians in front of Brazilians and then add, "Oh, you're different and not like those I was talking about."

Pleasant Experiences Encountered in the United States

When asked if this group had any particularly pleasant experiences while in the United States, the response was yes by twenty-two of them and no by eight of them. Of those answering yes, the following were cited as examples of pleasant experiences: (1) Americans were willing to help when needed. The Brazilians were invited to the homes and special attention was given to them when they were sick. All had been invited to share Christmas with families in the United States. One individual studying in Florida told that he was invited by a fellow student to spend Christmas vacation with his family. This was a Protestant family, but the mother had obtained information about the Catholic Church services and relayed this information to the student, since the family wanted him to celebrate Christmas in the way he was

accustomed to doing. The nicest thing about this was that the student friend accompanied the Brazilian to the Catholic Church.

(2) Fellow graduate students and faculty advisors gave special attention to them. This group of students said that they felt welcomed and very much at home and did not, on the whole, feel that they were in a strange country.

(3) Those interviewed stated that they were enjoying the results of the Good Neighbor Policy. They had numerous opportunities to make Brazil better known to Americans and felt that Brazil was the best known and best regarded of the South American countries. They were received especially well by those Americans who had been in Brazil.

Favorable Characteristics of American Cultural Environment

The Brazilian agriculturists interviewed were asked to give the most favorable characteristics of the American cultural environment. There was a diversity of answers to this particular question. However, an attempt was made to group these characteristics into various categories and those stated most frequently are given below. On the average each person listed three or four characteristics.

(1) The over-all opinion was that the most favorable characteristic was the large number of universities and colleges and the high level of the work of the professors at these institutions. Along with the higher education, they were impressed by the high level of education and the diffusion of knowledge to so many people.

(2) The group cooperation, as shown by community interests in civic projects, joint authorship of books by college professors, team

work in sports and everyday living, rated very high. In general they were favorably impressed by the cooperation of community, organizations and family. It would appear that one of the prominent differences between the American and Brazilian culture is that the Brazilian family is more loyal and interested in the extended family relationships, whereas in the United States, many of the interests outside the immediate family are channelled into school, community and local affairs.

(3) The fact that everybody works, including the wealthy, and that they work with their hands was an impressive image of the American culture. Along with this was the fact that it was not a disgrace to work.

(4) They were favorably impressed by the very high standard of living, as shown by the homes, household equipment, transportation and entertainment.

(5) Friendship for foreign people as shown by the hospitality of the American people pleased the Brazilians. This was shown quite well by the pleasant experiences which these Brazilians had in the United States. This group did not remark that the friendship was superficial as was found in the case of several of the studies mentioned in the chapter on review of literature.

(6) The Brazilians liked the practical life of the Americans, the efficiency of their work, and the tendency to specialize. Also they were impressed by the seriousness of purpose (especially of the college professors), and the conscientiousness and honesty of the people as a whole.

(7) Brazilians liked the freedom and respect for other's freedom and thinking regarding religious preferences, equality of women, and job preference.

(8) The lack of class distinction (or least the smaller differential between classes) and especially the upward mobility of the classes was another favorable aspect of the culture. Along with this, they liked the ability to earn a job on merit and not on family background.

Least Favorable Characteristics of American Cultural Environment

Those characteristics of the American cultural environment which the Brazilian agriculturists listed as the least favorable are shown below:

(1) Race discrimination was first on all of the lists - a discussion of this characteristic was made in the preceding chapter.

(2) The lack of general knowledge about other cultures by the Americans proved to be very annoying to the Brazilian students. They said that the Americans tended to have a very specialized study program along with little regard for foreign languages.

(3) There was too much student guidance, even at the graduate level. This same objection was raised by other foreign student groups mentioned in the chapter on review of literature.

(4) The Americans were always in a hurry, with business coming above everything else and in addition to this, the drive for money was very prevalent. These students said that the Americans were impressed by the superficial things - such as materialistic objects and "keeping up with the Joneses".

(5) Some classed the Americans as superior and egotistical, and thought that this came from the high economic level of the people. The Americans wanted to educate all of the people and to this the Brazilians questioned, "Who will do the menial tasks?".

(6) These Brazilians agreed that the Americans had little regard for the knowledge, possibilities and capacities of others.

One must note that some items which were listed as most favorable characteristics of American cultural environment by some were in turn listed as least favorable characteristics of others.

Experiences in Brazil with United States Citizens

There are, at the present time, quite a large number of Americans in Brazil, as well as in other countries of the world. It seemed fitting to question these agriculturists about their contacts with the Americans in Brazil and to find out what groups they were seeing and the frequency of contact. (See Table 14).

As has been stated earlier, those interviewed were a group of agriculturists working at colleges or research centers and in government offices; therefore, it is not surprising that the groups with whom they had had the most contact fall into the categories of Americans representing the United States government and professional people. The biggest proportion of those interviewed lived in smaller, more isolated communities so they did not have the opportunity for contacts with tourists and commercial people.

TABLE 14

AMERICANS WITH WHOM INTERVIEWEES HAD CONTACT AND
FREQUENCY OF THIS CONTACT

Groups	Frequency of contact		
	Much	Little	None
Americans representing the U. S. Government	10	11	3
Professional persons	14	14	1
Commercial	2	7	12
Tourists		8	12
Representatives of religious groups.	2		

The interviewees were then questioned as to whether they had entertained any of the Americans who were in Brazil. To this query, twenty-four responded yes and six answered no. To further clarify this question, they were asked if they had entertained the Americans in their homes or outside. To this, eighteen said they had entertained the visitors in their homes, and twenty had entertained outside the home. Some had used both means of entertaining the Americans.

In reference to those Americans, with whom they had the most contact, they were asked if those groups were creating a better understanding of the United States by the Brazilians. Those groups in the order of frequency of the number of times they were mentioned were: (1) Professional groups, (2) United States Government representatives.,

(3) Americans working for the Rockefeller foundation, (4) Americans associated with the Institute Brazil-United States, and (5) Religious groups (with special reference to the Mormon missionaries). Twenty-two of those interviewed said that on the whole the Americans in Brazil were creating friendly relationships.

The groups of Americans which created problems and caused the Brazilians to dislike the United States and its people were the tourists and commercial interests. These two groups seemed to have a superiority complex, criticized what the Brazilians were doing, and were not willing to accept the Brazilian customs.

Characteristics Which are Worth Considering When Sending Americans to Brazil to Work

The interviewees were asked to choose between certain characteristics which an individual going to Brazil to work should have. As regard to religion, only five stated that the person should be a Catholic (the major religion of Brazil), and the remainder or twenty-five said that it was not important what the religious background of the individual was. When questioned as to whether they would prefer an individual of the Causasian race or a Negro, fifteen stated that they preferred the first choice, one preferred a Negro and fourteen said that it didn't make any difference to them. To follow-up on this question, they were asked if they would like to have a Negro as a technical assistant assigned to work with them, providing this individual had the same qualifications of a white person. All responded that they did not want a Negro to work with them especially since they feared that if a Negro were sent to Brazil, he would have poorer training than a white person might.

Of the respondents, twelve said they would like to have a person who had very specialized training and seventeen preferred an individual with considerable practical training. However eight of those questioned stated that it would depend primarily upon the job which the person would be handling in Brazil. They preferred an American who did not have real definite ideas and insist upon them, but one who was willing to compromise even though the results of the work might be less perfect. Even though the individual could not speak Portuguese, but had the desire and willingness to learn the language, they would be perfectly satisfied.

Other characteristics which were felt to be important when considering an individual for a job in Brazil were: (1) He should have a real interest in Brazil and Brazilians and have considerable knowledge about the country. (2) He should be able to adapt his ideas to fit the circumstances in Brazil, and to be able to accept many things in Brazil, such as tradition. (3) He should be sociable, friendly, patient, and modest. (4) He should recognize that Brazil is different from other Latin American countries. (5) He should have previous foreign experience, if possible.

The interviewees then enumerated the chief weaknesses of the Americans who were in Brazil. These were; (1) superiority complex, (2) lack of knowledge of Brazil and its problems, (3) language deficiency, (4) refusing to adjust to customs of Brazil and thinking that Brazil can be transformed to be like the United States, (5) tendency to criticize, and (6) Americans don't act the same in Brazil as they do in the United States.

Opinions on How the United States can aid Brazil

Since the Brazilians who were interviewed all held responsible positions in Brazil, they were asked how they felt the United States could aid Brazil. It is not possible to list all of the suggestions; those highest in their estimation and most frequently mentioned have been grouped and listed below.

(1) Through technical and professional people working in Brazil, the United States can help increase the capacity of production, increase the standard of living, teach "know how" to the Brazilians and help them to apply these techniques. The Americans should stay a sufficient length of time to be of real help; too many, especially technicians, go to Brazil for only a short period of time and don't stay long enough to see that the job is completed. These technicians must understand Brazil's problems and know how to help Brazil. The procedures, which are effective in the United States, do not always work in Brazil so the technicians should know something about the customs and traditions of the Brazilians.

(2) The Brazilians would like the Americans to help better the educational program of Brazil. Those Brazilians in research are often experts in their fields but need the moral support of the United States research personnel. The Americans could help to convince the administration in Brazil that research is necessary for Brazilian development. The United States could help to improve the university staffs in Brazil, since too many professors in the universities are practicing lawyers, engineers, doctors, etc. and only teach part time.

There is a real need to send Brazilian women to the United States to study the grade school system and also a need for Americans to help in this field in Brazil. With the help of the United States, through financial aid, Brazilians should be sent to visit various industrial, health and educational centers in the United States, and along with this develop an exchange program whenever possible.

(3) There is a need for more private capital from the United States to develop natural resources, to encourage and increase heavy industries, transportation and health programs. When giving financial aid, there is a desire that technicians be sent to show how to use the money most advantageously.

(4) The United States can provide ideas of discipline and organization. With help from the United States, Brazil may be able to develop something in the way of the community spirit which is so prevalent in the United States.

(5) There is a real interest in tourists going to Brazil, especially as regards the money which the tourists would spend there. The Brazilians would be willing to take the tourists' money in spite of a general disliking of the American tourists. The complaints are similar to those we hear of tourists in Europe

CHAPTER VI

SUMMARY AND IMPLICATIONS

Summary

In relation to the typicality items, there was an indication that, in general, a close relationship existed between this study and the Loomis-Schuler study of trainees. However, for a number of items, typicality increased while others disappeared from the ten most important.

The items which were rated most typical of Brazil in this study were: (1) tendency to value punctuality too little, (2) equal treatment of negroes and whites, (3) observance of religious holidays, (4) chaperonage of young women, and (5) lack of education of the poor people.

Several items appeared to have become more typically Brazilian in the minds of the agriculturists, as compared with the trainees in the earlier mentioned study. These were; the tendency to value punctuality too little, equal treatment of negroes and whites, and the observance of religious holidays.

In this study the items which were rated most typical of the United States were: (1) ease of divorce, (2) tendency to recognize the dignity of labor, (3) worship of speed, (4) sexual freedom of women before marriage, and (5) tendency to be sharply aware of time.

Of these five items, the tendency to recognize the dignity of labor rated much higher in this study than in the earlier study with which comparisons were made.

There was a much closer relation between the two studies with regard to preference of the situation in the native country. Both studies listed equal treatment of the negroes and whites and sexual freedom of women before marriage at the top in preference for the native country. Two items, which were rated high in this study, were chaperonage of young women and respect of the children for parents, while these ranked much lower in the earlier study. The older age of these agriculturists, when interviewed, and the age of their families probably were important factors in accounting for this difference.

With regard to the preference of the situation in the United States, actually all of the first ten of the previous study were among the first sixteen of this study. The most important items according to this study were: (1) tendency to recognize the dignity of labor, (2) tendency to obey the law, and (3) tendency to be sharply aware of time. The three most important in the earlier study were: (1) tendency to treat problems scientifically, (2) tendency to recognize the dignity of labor, and (3) importance of energy and ability in achieving high social position.

The fact that there is no great disagreement between the two studies as regard to the opinion questionnaire is interesting. This study was made of only Brazilian agriculturists, while the earlier study was of a group of Latin American agricultural trainees. Some of the differences, which were found, might be because this study was made of a particular group from one country. It appeared that the opinions have not changed to any marked degree after the students

have been back in their native country for a period of time, even with the opportunity to again reflect upon these particular situations in comparison with situations in their own country.

There are certain problems which do arise when using this particular type of opinion questionnaire, such as; Within which social and economic level should these questions be answered, particularly when relating them to a highly stratified society? The statements are very general and a qualifying statement might well change the way they are marked. Foreign students contacts in the United States are generally limited, both as to groups of people and areas of the country. Therefore it is difficult to generalize about what they have experienced or seen.

There appears to be a tendency for new students to go to the institution where older colleagues have studied. This provides for a warmer reception and an understanding of what may be expected of the student. At the same time it places too much emphasis upon one intellectual approach.

The agriculturists had contact primarily with students and professors in the United States, while contacts with non-academic people were more limited. Most students had considerable visitation with such people students and especially professors. Similarly their contacts with Americans in Brazil tended to be more with professional people and government representatives. This no doubt was more true for this group of interviewees than for other Brazilians because of the somewhat isolated location of the several colleges and research stations.

These students were about equally divided as to their preferences for a college with more than or less than 5000 students. Given competence in the chosen field, there is little basis for choosing colleges on the basis of student population. There was, however, a decided preference for an institution in a small city or community.

There was an overwhelming preference for a college situation with relatively few Latin Americans and foreign students. They wished to have the opportunity for close association with American students, preferably graduate and other somewhat older students. Living accommodations which would facilitate this kind of association were favored; thus they disliked international houses and especially those limited only to Latin American students.

The interviewees believed that most of the time should be spent in academic work, leading to a graduate degree, but that some traveling was important in providing perspective. They believed that one year was the minimum time for a useful program, while a substantial minority thought that two years would be preferable.

Only one-third of these agriculturists encountered disagreeable experiences while in the United States. The most important of these was the protest about the lack of knowledge of Brazilian conditions on the part of the North Americans and the association or lumping together of Brazilian with other Latin Americans. The latter was important because the Brazilians believed that they were stronger students and more capable individuals than the image which Americans had of Latin American students as a whole.

Twenty-two of the thirty students reported particularly pleasant experiences and were most anxious to tell of these experiences. These primarily centered around helpful and friendly relations with individuals, who went out of their way to be of assistance. For nearly all of the interviewees, the pleasant experiences were far more vivid in their memory than were the unpleasant experiences.

The most favorable characteristics of the American cultural environment mentioned were the adequacy of the universities as to facilities and staff members and the diffusion of knowledge to so many people. The cooperation of Americans as exemplified by the various activities of the schools, community and local affairs was listed as a very favorable characteristic. They liked the way everyone worked and the fact that doing so was no disgrace. They recognized that it was through this effort that a high standard of living had been achieved. Hospitality toward foreigners, especially as shown by this group by their pleasant experiences while in the United States rated as a favorable characteristic of the American culture.

The least favorable characteristics mentioned by this group was headed by racial discrimination and the lack of general knowledge about other cultures. These were followed by the belief that Americans were always in a hurry, very materialistic. They felt that the latter led to a superiority feeling and a high degree of egotism.

In considering the contributions which the United States can make to Brazil, these interviewees believed that the most important was the sending of technical and professional people to Brazil.

Secondly, the Brazilians would like assistance in their educational program. Financial assistance was another major way in which the United States would aid Brazil - this assistance to be used to develop natural resources, encourage heavy industries, transportation and health programs.

Implications

It would appear that too much emphasis is being placed upon foreign student adjustment to the institutions and culture of the United States. While such studies are easier to make and of some importance in educational guidance, they are likely to miss the most importance point, mainly ~~that~~ have these students gained out of their experiences in the United States. Are they better able to function in their native culture and do they retain friendly attitudes toward individual people and the culture of the United States? There is little significance to be attached to the ability to use and understand American slang, to understand and accept American slogans, or to in other ways think and act like Americans. It is far more important that upon their return to their native country, they are able to apply new insight into the problems of their country and thus to demonstrate that their experience in the United States was valuable. The ability to readjust to their home environment while retaining a high appreciation of the contribution of the United States is far more important than their ability to adjust to the American environment.

The kind of studies which are suggested by this point of view would appraise how different patterns of training (organized course

work, course work plus special orientation programs, course work plus travelling, or travel and practical experience) affected the students ability to perform more effectively in his home environment.

More consideration should be given to distributing students from a particular country, or institution within a country, to several institutions in the United States. No one institution has a monopoly on intellectual ideas. If all, or nearly all, students come to one American institution, the result is likely to be intellectual narrowness, although partially offset by closer institutional relationships.

Rather than having numerous college catalogs sent to the various foreign countries and the students following the path of least resistance to colleges where their friends are known, an efficient brochure should be made up to tell of various schools, the training that is provided, and a listing of several competent and outstanding schools in each of the various fields of study.

There seems to be a need for some type of orientation center (or centers) to which the foreign students would be sent upon arrival in the United States. There, through tests and discussions, a mutual decision could be arrived at as to which institution would best fit the needs of the particular student, keeping in mind the desirability of distributing students from one country over time among a number of different intellectual atmospheres. While at this center, students could be tested and trained in their ability to understand and use the English language. In addition they could become partially oriented to the American university system. After two weeks or perhaps as much

as six months, they might be recommended and sent to the appropriate university.

An effort should be made in the United States to stress the importance of international relations starting with the grade and high schools. Then perhaps, if foreign students are well distributed in dormitories and rooming houses, the Americans students would be more receptive to their ideas. Moreover, a foreign student might not be encouraged to concentrate his major contacts with other students from his culture and language area.

By the same token, in choosing Americans to work in foreign countries, there should be more opportunity to find people with an interest and knowledge of foreign countries. An orientation for Americans going abroad (also of flexible length) would seem equally appropriate. Any American in a foreign country should be a good will ambassador.

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APPENDIX

Nome: _____ Data: _____

De leituras, contactos e experiências você tem algumas concepções a respeito das semelhanças e diferenças entre o Brasil e os Estados Unidos da America.

Os itens seguintes oferecem a você oportunidade de registrar as suas opiniões. A respeito dessas diferenças você possui certas atitudes. Em alguns casos, você preferirá mais as condições do Brasil e em outros preferirá as condições que encontrou nos Estados Unidos da America. Tenha a bondade de registrar a sua verdadeira impressão.

Í T E M S	Preencha uma dessas treis colunas			Preencha uma des- sas treis colunas		
	O item é mais típi- co do Brasil, ou mais típico dos Estados Unidos; ou não há diferença.			A respeito de ca- da item, qual a situação que você prefere; a do Bra- sil ou a dos Es- tados Unidos, ou acha que não há diferença?		
	Brasil	Est. Unidos	N/há dif.	Brasil	Est. Unidos	N/há dif.
1. O respeito das crianças para com os pais.						
2. Tendência para reconhecer a dignidade do trabalho.						
3. Habilidade para descansar.						
4. Ajuda aos desprotegidos da sorte.						
5. Apreciação sobre a contribuição da Europa.						
6. Tendência para tratar dos problemas, filosoficamente.						
7. Tendência para encarar a prática como o mais alto critério do valor.						
8. Tendência para considerar a curiosidade insaciável.						
9. Desinteresse pela poesia.						
10. Tendência à pontualidade.						
11. Culto da rapidez.						

- 2 -

	Brasil	Est. Unidos	N/há dif.	Brasil	Est. Unidos	N/há dif.
12. Mais alta preocupação <u>pe</u> la hospitalidade do <u>que</u> pelos negócios.						
13. Posição social em virtu- de da influência da fa- mília.						
14. Tendência para o consu- mo de bebidas alcoólicas						
15. Liberdade sexual da mu- lher antes do casamento.						
16. Tendência da mulher em dominar o homem.						
17. Tendência para o consumo de bebidas refrigerantes						
18. Tendência para ser idea- lista.						
19. Tendência para dar pouca importância à pontualida- de.						
20. Igualdade no tratamento de pretos e brancos.						
21. Expectativa otimista tí- pica de melhoramento pes- soal.						
22. Tendência da educação pa- ra pôr em primeiro plano o que é essencial para ganhar a vida.						
23. Facilidade de divórcio.						
24. Tendência para o materia- lismo.						
25. Tendência para a distin- ção de classes.						
26. Tendência da religião do minante em estimular o pensamento crítico.						

- 3 -

	Brasil	Est. Unidos	N/há dif.	Brasil	Est. Unidos	N/há dif.
27. Tendência para tratar os problemas cientificamente						
28. Grande importância da classe média.						
29. Grande importância para a continência do homem, antes do casamento.						
30. Tendência por parte da religião dominante pela solução dos problemas sociais.						
31. Importância da família como unidade social.						
32. Observância dos dias santos.						
33. Tendência para a educação de rapazes e moças na mesma sala de aula.						
34. Acompanhamento ^{de la família} para as moças.						
35. Tendência para a falta de ambição.						
36. Tendência a obedecer a lei.						
37. Falta de educação nas famílias pobres.						
38. Tendência à corrupção política.						
39. Ausência de cerimônia nos atos.						
40. Tendência entre os rapazes para <u>conversar</u> de assuntos sobre mulheres.						

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The following table shows the results of the experiment. The first column is the time in minutes, the second column is the distance in meters, and the third column is the speed in meters per second.

Time (min)	Distance (m)	Speed (m/s)
0	0	0
10	100	1.67
20	200	3.33
30	300	5.00
40	400	6.67
50	500	8.33
60	600	10.00
70	700	11.67
80	800	13.33
90	900	15.00
100	1000	16.67

Questionnaire - Part II

Name _____ Age _____

Residence _____

Residence as a youngster _____

Your occupation _____

Occupation of your father _____

Where did you attend school in the U.S.? _____

Age when you were in the U.S. the first time _____

Status as a student: Undergraduate _____ Graduate _____ Other _____

Who sent you to the U. S.? Brazilian government _____ Other government agency _____

Personal finances _____ Family finances _____

Marital status at the time you attended school in the U.S.: Single _____ Married _____

If married did your wife and children accompany you? Yes _____ No _____

Where did you live? Dormitory _____ Rooming house _____ Private home _____ Apt. _____

Did you live primarily with U.S. students? _____ or with other non U.S. students _____

How long were you in the U. S.?

EXPERIENCES WITH THE PEOPLE IN THE U.S.

A. College community

1. What were you contacts with the people in the U.S. outside of the classroom?

Groups	Frequency of contact		
	Much	Little	None
a. Students			
b. Professors			
c. Town people			
d. Others (specify)			

2. Did you travel to other cities or parts of the state in which the college was located? If so, where did you visit and for what purpose?

3. Were you a guest in the homes of the people in the community (including professors)
 Yes _____ No _____ Give the number of times: One or two _____ three to five _____
 more than five _____.
4. Did you make any real friends in the college community? Yes _____ No _____ How
 many _____. Or were they merely acquaintances? _____ Have you corresponded
 with any during the last twelve months? _____
5. Did you participate in extra-curricular activities at the college? Yes _____ No _____
 Social activities _____
 Sports (even as a spectator) _____
 Clubs(specify) _____
 Others (specify) _____

B. Experiences outside of the college community.

1. Did you travel only from the port of entry to the U.S. to the college _____
 or did you actually spend some time along the way? _____

2. In what parts of the U.S. did you travel? _____

 For what purposes? _____

A. With whom did you travel? Alone _____ Other Latin Americans _____
 North Americans _____ Others _____

C. General experiences with people in the United States.

1. Did you encounter any disagreeable experience in the U. S. because of the fact
 that you were a Brazilian? Yes _____ No _____ Describe the situation or
 situations. _____

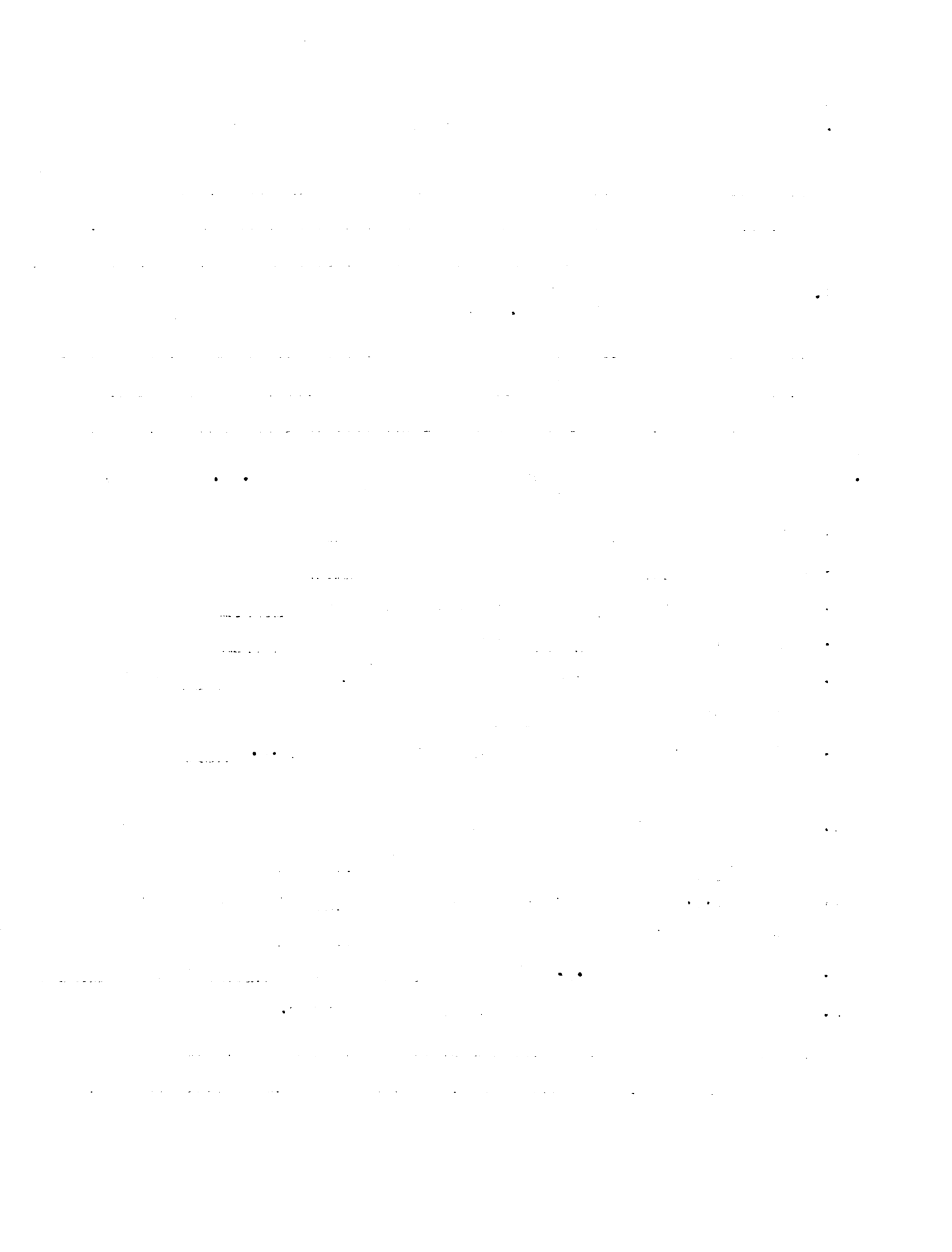
2. Did you encounter any particularly agreeable experience because of the fact
 that you were a Brazilian? Yes _____ No _____. Describe the situation.

3. What are the characteristics of the American cultural environment that impressed you most favorably? Enumerate

4. What are the characteristics of the American cultural environment that impressed you least favorably. Enumerate

- D. If you were to advise another Brazilian about going to the U. S. to school, which situations would you prefer at the college?

1. Large college _____ or small college _____
2. Large city _____ or small city or community _____
3. Many Latin Americans _____ or few Latin Americans _____
4. Many foreign students _____ or few foreign students _____
5. Living in a dormitory or rooming house with U.S. students _____ or with Latin American students _____
6. Living in a private house with only 2 or 4 students (U.S.) _____ or with Latin Americans _____
7. Nine months studying and two to three months travelling _____ or three to six months studying and six months travelling _____
8. Obtain a U.S. college degree, if possible _____ or to take a variety of courses which will be useful and interesting _____
9. Length of time in the U.S. Six months _____ one year _____ two years _____
10. Enumerate any other situations which you would prefer.



EXPERIENCES IN BRAZIL WITH PEOPLE FROM THE U. S.

1. What contacts have you had with people from the U.S. in Brazil?

Groups	Frequency of contact		
	Much	Little	None
a. Those representing the U.S. government			
b. Professional people			
c. Commercial people			
d. Tourists			

2. Are these people with whom you have had contact creating a better understanding of the U.S. by the Brazilians? Yes _____ No _____ Specify by groups and discuss.

3. Are any particular groups creating problems with cause the Brazilians to dislike the U.S. and its people. Specify by groups and tell why.

4. Have you entertained any Americans here in Brazil? Yes _____ No _____

In your home _____ outside your home _____

5. Which of the following characteristics are important for the United States to consider when sending people to Brazil?

a. Religion: Catholic _____ Protestant _____ No importance _____

b. Color: White _____ Colored(Negro) _____ No importance _____

c. Marital status: Single _____ Married _____ No importance _____

1. If married, should the man's family accompany him? Yes _____ No _____

d. Training:(educational background) Very specialized _____ Practical _____

e. Opinions: A person with very definite ideas and insist upon them _____

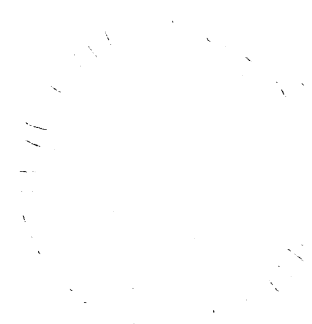
or a person willing to compromise even though the result may be less perfect _____

f. Language: Ability to speak Portuguese _____ Spanish _____ desire and
willingness to learn Portuguese _____ No importance _____

g. List any other similar characteristics which you think are important.

6. What are the chief weaknesses of the U.S. people who come to Brazil? Enumerate

7. Do you personally think that the people from the United States can be helpful
in the solution of some of the Brazilian problems? Discuss briefly why or why not.



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