

ATTITUDES OF INTERNATIONAL STUDENTS TOWARD
THEIR EXPERIENCE AT IOWA STATE COLLEGE

by

Ruth Blanchard Knudson

A Thesis Submitted to the
Graduate Faculty in Partial Fulfillment of
The Requirements for the Degree of
MASTER OF SCIENCE

Major Subject: Technical Journalism

Signatures have been redacted for privacy

Iowa State College

1956

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
INTRODUCTION.	1
Background of the Problem.	1
Need for the Study	5
Objectives of the Study.	6
Definition of Terms.	8
REVIEW OF LITERATURE.	11
METHOD OF PROCEDURE	17
Selection of Method.	17
Construction of the Interview List	18
The Pre-Test	20
Composition of the Interview Population.	20
✓Interview Problems	22
Organization of Data	24
FINDINGS.	28
Orientation Problems	28
Administration	42
Vocational Problems.	46
Communications and Community Service	50
Other Findings	60
SUMMARY AND RECOMMENDATIONS	63
General.	63
Orientation.	64
Administration	65
Vocation	66
Communications and Community Service	67
Recommendations.	68
LITERATURE CITED.	73
APPENDICES.	75

ACKNOWLEDGMENTS

The author wishes to express her appreciation for aid in securing information at Iowa State College given by Millard R. Kratochvil and at the University of Iowa by Mr. and Mrs. Wallace Maner. The patient and cheering assistance of Dr. Harry Heath is gratefully acknowledged.

 INTRODUCTION

(Background of the Problem)

Since the golden age of Athens 2200 years ago, students have been journeying from distant lands to attend the great schools of their day. The far-reaching effects of the concepts thus gained are evident on the pages of history. Ghandi, and later Nehru, of India, were educated in England; Sun Yat Sen returned to his native China from schooling in Russia to lead the revolution which established the Republic of China; Romulos of the Philippines, who received his training in the United States, helped to found the United Nations. The attitudes and opinions thus acquired or altered in foreign study, as well as the fundamental knowledge gained, have played a part in the destinies of nations under these leaders. Hence, a consideration of the role of the foreign student in the American educational system is one of the utmost importance, especially during the present "cold war" period of history.

Foreign students in the U.S.

Early history. The first international student in the United States, who returned home to lead the South American

struggle for independence from Spain, was Francisco de Miranda, who entered Yale in 1784 (1, p. 6). De Miranda was a pioneer whose footsteps were not often retraced during the century which followed. During this period the flow of international students was largely to other countries, with few students choosing colleges and universities in the United States for their education. It has been estimated that in German schools alone more than 10,000 Americans studied during the 19th century (1, p. 5).

Approximately 100 years after De Miranda chose to attend Yale University, the first organized movement of a group of "exchange"* students to the U.S. took place. The imperial government of China sent 120 young men in groups of 30 to study in New England during the period 1872-1881. Reactionaries in the Chinese government forced abandonment of the plan (1, p. 7).

The first American organization to aid foreign students on a large scale was established in 1911, in cooperation with the Young Men's and Young Women's Christian Associations. It was called the Committee on Friendly Relations Among Foreign Students; with financial help over the years from the Ford Foundation, the Institute of International Education, and various church boards, the Committee has continued to function.

*See page 9 for definition of terms.

Perhaps its most important activity is its port of entry service, which sees that incoming students are met, on request, at ports and airfields on both East and West coasts (2). In addition, the Committee published an annual census of foreign students from 1915 through 1954. This census now is published jointly by the Committee and the Institute of International Education under the title Open Doors (3). The Committee also has published guides for both foreign visitors and their hosts.

▷ The first national survey of foreign students was made in 1922 at the suggestion of the Committee on Friendly Relations Among Foreign Students. A commission was formed to survey all foreign students in the United States, and the commission issued an extensive report in 1925. This has been summarized by Du Bois (4, p. 203).

By 1925, the private organizations helping exchangees numbered 115, and there were more than 6,700 foreign students in the United States (1, pp. 9-10).

Later developments. American leadership in the area of international exchange today is in the hands of the Institute of International Education (known informally as the I.I.E.), which supervises government exchangees (5, p. 17). Founded in 1919 by Nicholas Murray Butler, then president of Columbia University and a trustee of the newly-created Carnegie Endowment for International Peace, the I.I.E. in 1955 supervised

2,812 foreign students with public and private grants for study in the United States. One-hundred-thousand persons in America and abroad used the Institute's counseling services that year (5, p. 9).

The first central index of educational exchangees was compiled by the I.I.E. in 1956. It presented data on the 200,000 persons who trained in countries "not their own" from 1919 to 1956 (6).

Trends in the foreign student program

Two main trends are apparent in the 37-year period covered by the aforementioned central index. The first of these is the entry of national governments into the scholarship field on a large scale. Two small-scale agreements had set a precedent for the large exchange programs: the Boxer indemnity remissions of 1908 and 1924, and the Buenos Aires convention of 1936, which implemented the "Good Neighbor" policy with an exchange of two graduate students from each participating country annually, and one or more professors every two years (1, pp. 17-19). While the earlier programs were somewhat limited in geographical scope, more recent developments, such as the Fulbright Act of 1946 and the Smith-Mundt Act of 1948, have greatly increased the number of eligible nations.

The Fulbright Act allows travel grants which, in the case

of foreigners, may be paid in their own currencies from the sale of surplus United States government property in their home countries, if the recipient comes to the U.S. to study. The Smith-Mundt Act applies to more countries and to visitors outside the academic field. However, it depends upon annual Congressional appropriations for its continued existence (1, p. 22).

A second trend noticeable by 1956 was the establishment of foreign student advisers on large campuses. Meetings sponsored by the I.I.E. from 1942 to 1948 resulted in the organization of the National Association of Foreign Student Advisers (N.A.F.S.A.). In 1955, after 21 regional conferences sponsored by the N.A.F.S.A., 1400 foreign student advisers had received the Association's new publication on immigration regulations (7). In that year, the foreign student adviser at Iowa State College was appointed regional representative for the North Central area.

Need for the Study

In 1955 the Institute of International Education (3) reported that there were more than 34,000 foreign students from 129 countries in American colleges and universities. In 1956 at least 36,500 foreign students were expected in the United States (8). These students form part of a worldwide

movement which has expanded five-fold since the days before World War II and the organization of the United Nations.

While two national studies dealing with the needs of foreign students in the United States have been completed, relatively few studies on a local level, where they would appear to be most useful, have been completed. Approximately 100 such local-level studies are under way, but these represent less than four per cent of the colleges and universities in America. Few of these studies have been published as yet.

The writer's interest in inter-personal communication, especially stimulated by a letter from Frank Laubach, Point Four literacy worker, to the Ladies Home Journal (9) led to the development of the present study. Iowa State College officials expressed an interest in a local study of foreign student problems, and it was decided that a study broader in scope than that of inter-personal communications might be developed.

Objectives of the Study

[To better understand the purpose of the study, one must have some understanding of the factors which lead students to seek knowledge in distant places. In the pre-World War II period, the students' personal ambitions frequently provided the sole impetus. In the post-war period, however, newly-

independent home governments have sent thousands of young people abroad for training which presumably will lead to better standards of living in their homelands. In addition, the decision of the United States government to place its resources behind exchanges of foreign students, in an effort which the State Department hopes may create "a new climate of international understanding and tolerance at a people-to-people level," has been an important stimulant to the program (10).

Although U.S. government participation in exchange programs began officially in 1936, relatively few students were involved until 1946, when a period of rapid growth in the movement began. Whereas only 5,701 foreign students were enrolled in American colleges in 1934-35, the figure had increased to 14,942 in 1946-47, and by the 1951-52 school year had passed the 30,000 mark (1, p. 9). As suggested earlier, this figure is expected to increase by some 6,500 additional foreign students during the year 1956.

Thus, some students seek higher education abroad with personal funds, some with funds from their own governments, and some with travel grants from the U.S. government and/or scholarships from American colleges. In many cases, a combination of these prevails, posing a potential conflict in the student's objectives.

With this as a background, the writer established the

objectives of the investigation. Three objectives seemed fundamental. These were:

1. To learn how well each international student at Iowa State College thought his individual goals were being reached and his orientation problems solved.
2. To learn what he thought could be done to solve various problems of administration and training at Iowa State College, so that he might more efficiently reach his goals of vocational service to his home country.
3. To discover whether any conditions in Iowa community relations are a serious barrier to our government's goal of mutual understanding between Americans and their foreign student "guests."

As a corollary, the writer sought to determine the extent to which foreign students at Iowa State College are studying communications techniques, since such courses might influence the spread of their newly-gained knowledge and increase mutual understanding.

Definition of Terms

It seems appropriate that several terms used in the study be clarified at this point. The following definitions will apply throughout the thesis:

ACE Q - American Council on Education test, quantitative section. This includes a number of non-verbal concepts, requiring figure analogies and number sequences. It relies less on English language skills than the ACE L.

ACE L - The linguistic section of the freshman battery of tests, administered to all Iowa State College freshmen except those foreign students whose Lado tests in English are indicative of very low English language proficiency.

Area council - A group of persons in a college community who aid the foreign student adviser in meeting many orientation problems of foreign students, and usually plans a definite program which sometimes includes both orientation of foreign students and education of Americans in adjusting themselves to persons from other cultures and understanding them better. This council may include both faculty members of a college or university and representatives of organizations or industries in the area outside the campus.

Big Brother plan - A threshold orientation plan by which a foreign student is met at the airport, bus station or depot near the campus of the college or university to which he is coming, by a volunteer who is willing to serve as guide and "brother" during his period of early orientation.

Boxer indemnity - Payment made by the Chinese government to citizens of the United States and certain other countries who claimed injuries during the Boxer rebellion. Half of the American indemnities were not claimed by citizens of the United States, and the surplus money was remitted to the Chinese government with the suggestion by President Theodore Roosevelt that the funds be applied to finance scholarships for Chinese who wanted to study in the United States.

Cross-cultural study - A study of the effects on persons belonging to one culture when they are exposed to another culture, as they are under the foreign student exchange programs.

Disorientation - The damaging effect on personal equilibrium shown by a person who has been exposed too strongly to cross-cultural influences and is unable to adjust well to his own culture when he returns home.

Exchange student - In administrative procedure of the foreign student office of Iowa State College, "exchange" classification applies to all students coming from other countries under the Fulbright, Smith-Mundt, and other government programs, under certain privately sponsored arrangements like the Rockefeller and Kellogg grants, and under the "P 732" program which is sponsored by the College. Not all College scholarships are listed as exchanges, nor are all persons called "exchangees" actually exchanged for American students who go abroad in their places, as do the 4-H club and teacher exchangees. The term is loosely applied throughout the United States to many types of foreign students. Those sponsored by their own governments are not listed as exchangees by the Iowa State College foreign student office.

Immigrant visa - The visa which allows entry of a foreign student into the United States for permanent residence.

I.I.E. - The Institute of International Education, which provides many services to foreign students, including that of supervision of government exchange programs and certain privately sponsored exchange programs.

Internship - The practical training period in which a foreign student gets work experience in his chosen field in the United States prior to returning home and during a "terminal period" in his studies, usually defined by the immigration service as the period between getting the bachelor's or master's degree and resuming work on the degree next higher. This period of practical training may last six months and be renewed twice. Practical training may also be secured during any vacation period.

Lado test - A test for English proficiency devised by Robert Lado at the University of Michigan to be administered to foreign students in the United States. This test is accepted at I.S.C. as the most reliable test of its kind, and also is used overseas in many countries as well as in other American colleges and universities to determine whether a student from a non-English speaking country is sufficiently proficient in English to gain from study in the United States.

N.A.F.S.A. - The National Association of Foreign Student Advisers, composed of faculty members who counsel

foreign students.

Orientation - The process of adjustment to new conditions, applied in student counseling situations to the special problems of new students coming to a campus for the first time. "Freshman Week" at Iowa State College is an orientation program for all new undergraduates, when they are given a battery of entrance tests and a series of lectures on college life. Foreign students are invited to a picnic sponsored by the Y.M.C.A. and the Y.W.C.A. the first Sunday after registration for the fall quarter, and to a reception on the following Tuesday evening, sponsored by Cardinal Guild, at which orientation talks are given. Church groups see that every new foreign student has an invitation to an American home during the first two weeks of the quarter, and the Cosmopolitan Club issues invitations to a reception on the second Friday of the quarter.

Special student - Mature students who do not wish to become candidates for a diploma or degree, and are admitted as special students to pursue courses which they are prepared to undertake. As a basis for admission, evidence of adequate educational accomplishment and approval of the divisional dean concerned are required (11, p. 18).

Threshold orientation - The initial period of orientation which may include meeting the new foreign student at the station, introducing him to campus life and regulations, aiding him to meet language difficulties during the first weeks of his stay, and helping him to find some one willing to form a friendship with him.

Typologies - In this study, the types of foreign students which the cross-cultural committee of the Social Science Research Council set up for research purposes, as described by Du Bois (6, p. 111).

REVIEW OF LITERATURE

The writer's examination of the literature on foreign students in the United States revealed only one nation-wide survey covering all nationalities among foreign students in American colleges and universities since 1925.

Cieslak (1, p. 26) began the investigation with a pre-test in the fall of 1951, using one questionnaire to reach 25 colleges and universities and another to gather data from 100 foreign students. After the pre-test, 175 more institutions were circularized, as were 700 additional students. The inquiry dealt with admission, orientation, on-campus and off-campus problems. Cieslak (1, p. 25) found that, due to the autonomy of the American educational institution, and to lack of proper information regarding administrative norms, college policies toward these problems varied greatly. He stated that there had been few studies and infrequent critical examination of the area of "faith in the values of student exchange" (1, p. 144). He secured responses from 122 institutions and 392 students.

These values, developed during the foreign students' American college experience, and applied after their return home, have been explored in recent research. In studying foreign students who had returned home, Wilson (12, p. 12) employed two criteria which might be used to measure the effectiveness of a college policy toward foreign students:

1. Has the exchange succeeded in imparting, extending, or intensifying information, skills or attitudes?
2. Are returned exchangeees effective in influencing people and events back home in ways consistent with the program objectives?

Wilson's International Research Associates used a free-answer questionnaire in studying 60 exchangeees from Latin America for the U. S. Department of State (12, p. 13). This questionnaire was replaced in studies of European exchangeees of various ages and groups with a highly structured interview schedule covering both the exchangeees and their associates in their home countries. State Department sponsorship of the project was concealed to avoid bias. The sample size was increased,* and more rigorous procedures were used in matching as well as sampling. After completing research in Europe, Latin America and the Far East, Wilson reported in 1955 that adult exchangeees had been impressed by American labor relations and political organization. A typical shift of opinion occurred in the concept of race relations. Exchangeees who thought the Negro's position in America had materially improved in the last 10 years rose from 20% before their exposure to American culture to 52% afterward; among their associates at home, the change was from 13% to 21%. Latin Americans interviewed in Wilson's

*The extent of increase was not explained in this abridged report (12) and the writer was unable to obtain the complete study in the time available to her.

surveys were more willing to believe that the American system widely distributes the benefits of its productivity to all classes. Wilson's respondents also showed increased understanding of the motivations in American politics.

Another follow-up study of exchangeees who had returned to their homeland reported on "disorientation" during the American stay. The disorientation left the foreign students unable to assume leadership when they returned home. Watson and Lippitt (13) interviewed 29 German "leader visitors" who were on the University of Michigan campus for periods ranging from six months to a year during the period from 1949 through 1951. Interviews were conducted upon the visitors' arrival and departure from the campus, and again after the subjects had been home for six or eight months. Study in America apparently had not affected their pre-judgments of German superiority or American faults in certain areas of human relations. These foreign students retained many of their stereotyped concepts, but their attitudes toward the methods of democracy appeared to undergo a definite change. On their return home, some of the respondents felt frustrated by the apathy that met their attempts at democratic leadership (13, pp. 3-5).

Du Bois (4), in a cross-cultural study for the Social Science Research Council published in 1955, attempted to set up a pioneer system of typologies* for predicting reactions

*After a 10-day conference in August, 1953, 13 members of the Social Science Research Council's committee on cross-

of foreign students to a new college environment. The system was based on analysis of case histories and formed one of a series sponsored by the Carnegie Endowment for International Peace, the Ford Foundation, and the Rockefeller Foundation in an effort to formulate "a framework of generalizations as a starting point of new research."

An area for further study was suggested by Du Bois (4, p. 62): ("the friendship relation and its expectations.") This aspect of the problem is dealt with briefly in the present study's Findings.

(Footnote continued) cultural education tentatively classified foreign students into types. Du Bois (12, pp. 111-121) listed these types from which tentative predictions could be made as to foreign students' reaction to an American campus:

1. Students with high wants and expectations, both confirmed by the situation;
2. Students with high wants and low expectations, in a situation exceeding expectation;
3. Students with low wants and experiences, in a rewarding situation;
4. Students with low wants and high expectations, in a situation confirming expectations;
5. Students with high wants and low expectations, in a situation coinciding with expectations;
6. Students with low wants, and high expectations, in a situation that falls short of expectations;
7. Students with low wants and expectations, in an unrewarding situation;
8. Students with high wants and expectations, in an unfruitful situation.

Eight additional classifications were built up from similar combinations of self-esteem, and personal involvement with national status.

John and Ruth Useem (14, p. 9) studied the effective use of foreign education in the Bombay, India, area during 1953 and 1954. They gathered life histories of a sample of 110 foreign-educated men and women in eight towns or cities of three regions. The sample was limited to persons who returned from foreign study between 1935 and 1951. Two other groups were interviewed: the respondents' associates, and 50 "men of influence" in the area. Responses indicated that a "sizable percentage" of foreign-education Indians had neither found work in the specialty for which they were trained, nor had been given authority or equipment to introduce the modern practices which they had learned. More practical training in the United States was recommended, beginning with small experimental "pilot" projects (14, pp. 81, 210-213).

Research at Iowa State College has concerned the possibility of predicting scholastic achievement of foreign students from grades they have made in the Lado English proficiency tests given on entrance.

Swayampati (15, pp. 19-21) studied a group of 44 undergraduates in 1955. In this small group, foreign students held their grade point average at 2.06 during the first quarter compared with 2.07 for the American students, in spite of lower scores on the language and psychological examinations. Therefore, Swayampati stated that no satisfactory prediction of first quarter achievement could be made from the Lado,

ACE L and ACE Q tests on the basis of her findings. However, a cumulative record is being kept by the foreign student adviser and further research is planned for the future.

Students from the Middle Eastern countries achieved the highest mean grade-point average, 2.69, in the Swayampati study, while students from Asia with 1.72 and Latin America with 2.27 had the lower rankings.

Statements of Cieslak (1, p. 132) and Du Bois (4, p. 186) similarly suggest that Middle Eastern students tend to make higher grades than those from Latin American countries.

The research projects cited above suggest the complexity of the problem areas dealt with in the present study. Thus, many investigators in the field of foreign student relationships have suggested the need for evaluative studies. This thesis is an attempt to provide evaluative data which may suggest improvements in the training of foreign students at Iowa State College.

METHOD OF PROCEDURE

Selection of Method

The principal research method that applied to this study was the personal interview. One hundred ten personal interviews were conducted with foreign students at Iowa State College, based upon a one-page questionnaire (see Appendix A). Seven questions in the form were used to classify and describe the international students interviewed. Twenty-five questions were designed to ascertain their views concerning orientation, vocational training, and communications problems at the College. Two additional questions at the end of the form provided for free discussion after the interview.


Consideration was given the use of mail as a possible approach to the problem. This approach was rejected by the writer due to the greater chance of misinterpretation caused by the language barrier. It was felt that in many cases the interviewer would have to reword questions, amplifying or explaining to those experiencing difficulty with the English language.

Another approach to the problem might have been through a limited number of depth interviews and the case study method. However, the writer felt that this first limited survey of Iowa State College foreign students should be in the nature

of an exploratory project. Thus, the present study might serve as a preliminary investigation for later studies in which depth interviewing and/or case histories might play a major role.

The need for an over-all study such as the present one is emphasized by the dearth of attitude-opinion data available to College officials. While Iowa State furnished information to one researcher conducting a national study (1), no definitive picture of local conditions has yet been developed. In the data collected for the national survey, the College's administrative officers furnished one set of replies to a mail questionnaire, and two foreign students on campus responded to another set of questions.

In designing the thesis now under consideration, the following assumptions were made: that there would be a sufficient number of cases to provide meaningful interpretation; that the individuals contacted would supply information willingly and with sufficient mastery of English to make usable replies; and that in their responses to open-end questions enough homogeneity would appear to permit classification and summarization of data.



Construction of the Interview List

The interview population was based upon lists made avail-

able to the writer by College officials. The foreign student adviser furnished the names of 99 students from the Far East, Middle East, and Africa early in the Spring Quarter of 1956. This list was based upon official records in the Registrar's Office. Because this appeared to be the maximum desirable personal interview load for one term, Latin American students were not included in the first phase of the project.

One week after registration for the Summer Quarter, a list of Latin Americans was compiled from the records of the foreign student adviser and the director of residence. It provided 20 names. Later in the quarter, when it was possible to check with the final registration list released by the Registrar, the names of eight students were found to have been omitted from the interview list. Three of these were persons who had registered for the first time while the interviews were being conducted. Because of their recent arrival, it was not felt that interviews would yield valid information for the purposes of this study. However, the five other students, all of whom were registered in earlier quarters, were added to the Latin America interview list, bringing the population for the second phase of the project to 25, or an over-all total of 124 names for both phases.

The 124 names selected for inclusion in the present study represented 60% of the total foreign student enrollment (207 students) at Iowa State College, based upon Spring Quarter,

1956, figures. Students from countries where English is spoken as the native language were excluded from the study, as their adjustment problems were felt to differ markedly from those of other foreign students.

The Pre-Test

A pre-test given to 12 foreign students helped to indicate which of the original questions to revise or omit. At the suggestion of members of the statistical section in the Department of Vocational Education, a few multiple-choice questions were inserted and several questions worded to encourage one-word replies in the first section. Open-end questions were retained toward the end of the questionnaire to encourage spontaneous replies followed by discussion after the interview.

Composition of the Interview Population

Phase 1

When the Phase 1 interviews were begun, it was found that seven of the 99 persons on the interview list had already left the campus; two were not enrolled in formal course work, but were engaged in observation and practical training, and two held immigrant visas signifying their intention to remain in the United States permanently. These 11 atypical names were dropped from the list. Of the 88 students remaining, 86 were

interviewed. Two refused to cooperate, citing the language barrier as their reason. Fifty-three were from the Far East, 18 from the Middle East, including Egypt, and 15 from Africa. Eleven of the interviewees were women. Table 1 indicates the nationalities of the students included in Phase 1.

Table 1. Nationalities and sex of students interviewed in Phase 1 of the study

Homeland	Sex	
	Male	Female
Afghanistan	1	0
Burma	2	0
Ceylon	0	1
China	15	3
Egypt	5	1
Ethiopia	3	0
Gold Coast	6	2
Hong Kong	2	0
India	14	1
Iran	3	0
Iraq	2	0
Israel	2	1
Japan	6	0
Kenya	2	0
Korea	2	0
Liberia	1	0
Pakistan	1	0
Philippines	3	1
Ryukus	1	0
South Africa	1	0
Syria	1	0
Thailand	0	1
Turkey	2	0

Phase 2

Of the 25 Latin American students included in Phase 2 of the study, all but one, who had moved without leaving a forwarding address, were interviewed. Their nationalities are indicated in Table 2. Only one woman was in the interview population of Phase 2. She is a citizen of Guatemala.

Table 2. Nationalities of students interviewed in Phase 2 of the study

Homeland	Number interviewed
Argentina	2
Bolivia	2
Brazil	3
Columbia	1
Costa Rica	2
Ecuador	1
Guatemala	5
Mexico	2
Nicaragua	1
Panama	2
Peru	3

Interview Problems

Each student was interviewed approximately 18 minutes on the first 32 questions. Free discussion on Questions 33 and 34 was informal and varied in length of time. Each respondent's

statements were recorded on one copy of the questionnaire during each individual interview. On six occasions it was impossible in the free discussion to isolate the respondent from other respondents who joined in the discussion. On these occasions, the remarks of each person in the discussion were then written on his own individual questionnaire.

Tabulation of the personal interviews was not made by machine because many of the questions were of the open-end variety and because the others sometimes brought varying replies due to language difficulties. "Don't know" and conditional "If . . ." responses were listed as qualified responses in questions calling for yes-no answers.

On the topics which were to be compared with the national survey by Cieslak (1), percentages were then computed. The counting was done from tallies marked in columns on large sheets of bookkeeping paper, six for areas and their totals, one for comments classified in groups, and one for names of those interested in communications and extension work, with the courses they had mentioned.

Interviewing was focused upon the student's preparation for his future work, since the Useems' study (14) indicated a need for further research in this field.

Organization of Data

Three methods of sub-dividing responses were considered for the presentation of data: by geographical area, by graduate-undergraduate classification, and by the student's length of stay at Iowa State College. Because of the near-equal importance of these factors, it was decided to use all three in most of the tabular presentations of data.

As part of the research plan in this investigation, the subject matter of the questionnaire was tabulated in four sections: orientation problems, administrative or academic problems, vocational problems, and communications problems and community service.

Orientation

Eight questions dealt with orientation and language needs, nationality of roommate and nationality preferred, cultural experience most valued, and experiences on-campus that were enjoyable or unpleasant (Questions 27-34, Appendix A).

Administration

Six questions asked the respondent about permanent bene-

fits from study at Iowa State; research people of whom he would like to hear after his return, either in letters or from reports in journals; periodicals to which he would subscribe; international professional groups which he might join, and courses that could or could not be applied in his work at home (Questions 16-21, Appendix A).

Vocation

Four questions sought information on vocational goals, job expectation, and desire for internship, a practical training period (Questions 8, 10, 11, 26, Appendix A).

Community service and communications

Nine questions dealt with the extension service and 4-H clubs, community service groups in the respondent's country, adult education work there, communications techniques, or plans to take courses in communications, and avocational interests such as photography, writing and public speaking (Questions 7, 12-15, 22-25, Appendix A).

Other questions

Questions 7, 8, 9, and 26 were scattered away from their

groups in the questionnaire to avoid making them leading questions, or to make a transition seem reasonable to the respondent. If the question on hobbies on speaking, writing or photography had been next to the one on communications courses, or the two questions on internship had come together, one question might have served as a "leading question" for the other. The simpler questions with possible one-word answers were placed near the beginning to give the respondent confidence. Questions that might need re-wording for those with language difficulty did not begin until Question 10 and were scattered in an attempt to minimize the influence of the interviewer. (Questions 10, 12, 13, 15, 19, 22, and 26 at times required restatement.) Of the 34 questions asked, seven were for classification purposes: country of birth and citizenship, length of stay, method of support, major field, and work, travel and former college experience away from the home country (Questions 1-6, 9).

In the process of collecting data, 11 members of the College staff were asked to comment on the feasibility of suggestions made by the foreign students interviewed. Staff members who provided information for this study were: the foreign student adviser, the assistant registrar and the assistant examiner in the registrar's office, the secretary of the graduate college, a professor of modern languages and a professor of vocational education, two members of the

sociology staff, two members of the home economics staff,
and the head of the Student Counseling Service.

 FINDINGS

As indicated in the Method of Procedure section, the data collected will be presented in four major sections: orientation problems, administrative or academic problems, vocational problems, and communications problems and community service.

Orientation Problems

Guidance

Table 3 reveals attitudes of foreign students at Iowa State College concerning the need for an orientation plan which would help them adjust more readily to campus and community life. Fifty seven per cent of the 110 foreign students interviewed said they would recommend a more extensive orientation program. More students from the Far East (68%) wanted such a program than did those from Africa (53%) or Latin America (33%). Sixty one per cent of the students from Middle Eastern countries favored such a program. A comparative survey conducted by this writer among Indian students at the University of Iowa, where an orientation seminar was introduced in 1955, offers tentative evidence of the value of orientation procedures. The data for this survey, in which 96% of the S.U.I.

Table 3. Responses of international students at I.S.C. to the question: "Would you recommend . . . an orientation course which would explain the customs of this country?"

Homeland	70 Graduate*						40 Undergraduate											
	-6 mos.		6-18 mos.		18+ mos.		-6 mos.		6-18 mos.		18+ mos.							
	Y	N	Q	Y	N	Q	Y	N	Q	Y	N	Q						
Latin America	1	2	0	3	2	0	0	1	1	3	2	0	1	5	1	0	0	2
Africa	0	0	0	1	0	1	2	1	1	3	0	0	1	1	1	1	0	2
Middle East	1	0	0	2	1	1	3	1	2	1	0	0	1	0	0	3	1	1
Far East	4	0	2	11	0	2	15	3	6	2	1	0	1	0	0	3	1	2
Totals	6	2	2	17	3	4	20	6	10	9	3	0	4	6	2	7	2	7

*This category includes both graduate and special students in the table above and in all succeeding tables.

**Y - Yes, N - No, Q - Qualified reply.

students interviewed favored such a program, are reported in Appendix B.

In terms of classification, graduate students appeared to be more interested in an orientation program than were undergraduates, many of whom have participated in the regular freshman orientation week for American students. While 50% of the undergraduates wanted a special orientation course, 61% of the graduate students approved the idea. The influence of length of stay upon the responses given tended to validate the orientation recommendations of Du Bois (4, p. 89), who suggested that adjustment is good among exchange students sent to another country either for periods of less than six months or more than 18. A larger percentage (58%) of those who had been on campus more than six months and less than 18 expressed a need for orientation than respondents in the other length-of-stay categories. Forty five per cent of those who had been at I.S.C. less than six months recommended an orientation course, as did 52% of those who had been at the College more than a year and a half.

Meeting and guiding new students on arrival and introducing them to regulations of the institution were included by Cieslak (1, p. 111) under the term "threshold orientation," which he distinguished from "continuing orientation." At Iowa State College in 1956, the foreign student adviser, who also was acting adviser to the entire student body and a part-time

English instructor, usually notified compatriots of a new arrival, and when and where the incoming student could be met. Misunderstanding sometimes arose among those meeting new foreign students whether the new student was waiting at the Des Moines airport or taking a bus to Ames. This was indicated in comments given at the end of the interviews.

✓ Graduate students from the Far East said:

(Student A)

✓ I had no help to get from the Des Moines airport. I found it very difficult to come by taxi, bus and taxi again because of language difficulty.

(Student B)

✓ I couldn't find a house to stay in; I didn't know where to go. I stopped at the economics building to get help to locate myself.

(Student C)

Orientation takes time.

(Students D, E and F)

Eastern countries might need orientation, but not those of us from India.

(Student G)

It might be useful for the young and inexperienced. Not for India. In my own lab, while I worked in India, more than 20 Ph.D.'s from American colleges had thoroughly advised me.

(Student H)

I didn't take orientation, so I don't know. I have seen silly mistakes made, due to cultural differences. Orientation should probably be made compulsory to all south and east of Greece.

(Student I)

An orientation course could be modeled on the "How to Study" course of the psychology department.

A special student from the Far East said:

A department of the college, perhaps sociology, should actively teach a course in adjustment to other cultures, for both Americans and foreign students, demonstrating their ways. Americans need a cosmopolitan approach as badly as we do.

Undergraduates from the Far East said:

(Student A)

Students could be met at the bus station; I carried three suitcases from the highway Here the American students leave us to go it alone. No one ever came up and offered help. No professor ever came up after class to ask if he could help.

(Student B)

A new student gets lost; he needs help from the Y or the foreign student adviser. In my experience, I.S.C. does a good job of arranging residence and sending some of the person's own nationality to meet him.

(Student C)

My only enjoyment since leaving home has been the trip from San Francisco to here. I sent a telegram from Omaha, for I was worried what to do. When I arrived, there was nobody there. I left my baggage at the station locker and took a bus to "Dogtown." The director introduced me to a boy from China who took me around and made me feel better. It makes a great difference when you are greeted by just one person.

A graduate student from the Middle East said:

Some one from the college should meet a foreign student at the station no matter how well he is adjusted. It is especially necessary if he is coming fresh from abroad. It gives a good psychological impression Here I had to check my suitcase and had trouble to find a room. Also a new student might have a few questions bothering him which he needs to talk over with someone.

A special student from Africa said:

A suggestion would be to inform the new people of the many activities available to them. I am still surprised in my second quarter at some events that I almost miss.

Language helps

Much more variation by geographical areas was shown when respondents were asked: "Should orientation include language helps? Should English be voluntary or required?" Sixty four per cent of those from the Far East and 72% of those from the Middle East wanted language helps; but 96% of the Latin Americans were desirous of help. Cieslak (1, p. 148) has suggested that students from Hispanic-America and the Far East have particular difficulty with the English language. The College adviser to foreign students has indicated his agreement with Cieslak on the basis of data from Lado tests administered at Iowa State College.

Of the 110 Iowa State College students interviewed, 70% wanted a special English course for foreign students (Table 4), but only 37% felt that such a course should be required (Table 5). Only four students of 15 from Africa thought a special English course should be required, but 53% wanted such a course available on an optional basis.

Need for a special course in English was expressed with decreasing frequency as the respondents' length of stay at the College increased. Eighty six per cent of those who had been on the campus less than six months recommended an English course; 72% of those who had attended the College from six to 18 months, and 62% of those who had attended more than 18

Table 4. Responses of international students at I.S.C. to the question: "Should an orientation course include language helps?"

Homeland	70 Graduate				40 Undergraduate													
	-6 mos.		6-18 mos.		18+ mos.		-6 mos.		6-18 mos.		18+ mos.							
	Y	N	Q	Y	N	Q	Y	N	Q	Y	N	Q						
Latin America	3	0	0	5	0	0	2	0	0	5	0	0	6	1	0	2	0	0
Africa	0	0	0	1	0	1	3	0	1	1	2	0	2	0	1	1	0	2
Middle East	1	0	0	2	1	1	3	3	0	1	0	0	1	0	0	5	0	0
Far East	5	0	1	8	1	4	15	3	6	3	0	0	1	0	0	2	3	1
Totals	9	0	1	16	2	6	23	6	7	10	2	0	10	1	1	10	3	3

Table 5. Responses of international students at I.S.C. to the question: "Should English be . . . required?"

Homeland	70 Graduate				40 Undergraduate													
	-6 mos.		6-18 mos.		18+ mos.		18+ mos.											
	Y	N	Q	Y	N	Q	Y	N	Q									
Latin America	0	3	0	5	0	0	2	0	0	2	3	0	4	3	0	1	1	0
Africa	0	0	0	0	2	0	2	2	0	0	3	0	1	2	0	1	1	1
Middle East	1	0	0	0	4	0	1	5	0	1	0	0	0	1	0	1	4	0
Far East	2	3	1	8	3	2	6	17	1	1	2	0	1	0	0	1	5	0
Totals	3	6	1	13	9	2	11	24	1	4	8	0	6	6	0	4	11	1

months. Seventy five per cent of all undergraduates and 69% of the graduate students interviewed wanted special help with the English language.

Data presented in Table 5 suggest that during the "adjustment period" (that period in which the foreign student has been on the campus more than six but less than 18 months) the respondents tended to feel a greater need for language support than at other times. Fifty four per cent of the graduate students and 50 per cent of the undergraduate students in the six to 18 months category would require a special course in "English as a Foreign Language" as a part of the orientation program. Classification (graduate or undergraduate standing) appeared to have little effect upon the answer given.

In the free discussion period at the termination of the interviews, the need for instruction in oral English was emphasized by 10 respondents from Latin America, four from the Far East, two from the Middle East, and one from Africa.

A graduate student from Latin America said:

The English language course that ⁴we need teaches ordinary speech, the common phrases. The modern language class at the Union is too formal; it translates books from English into Spanish. A combination of Spanish-speaking students of English with English-speaking students of Spanish in a conversation course would be better.

Undergraduates from Latin America said:

⁴ (Student A)
Writing themes is a waste of time compared to letter-writing for foreign students. It would

~~be more practical for me to get a knowledge of English and American literature which I do not have (and wouldn't take as an elective). But I would prefer it to theme writing in these three required quarters.~~

(4) (Student B)

✓ We should have ~~a special course in English for foreign people: grammar and writing. English 101 is not right. We go into it unprepared, without an equal chance.~~

(Student C)

The most helpful course I ever had was Spanish 110 at the University of Panama. We learned vocabulary by studying the evolution of words from the Latin to the Spanish form, and related words in other languages.

(Student D)

✓ Teachers should recognize how much work it takes a foreign student just to make an explanation in a theme, and should grade more on expression and less on mechanics. Seven out of 10 of my themes were read in class, but I got a D plus. We should compete with other foreign students in a separate class. Americans stress competition in class too much and forget cooperation. Students are not just papers.

(Student E)

English should be required (5) But this English 101 is a waste of our time. It is not meant to teach English, but to review before writing themes. We need phonetics, the use of the tongue in pronunciation, the use of class time for practice in talking.

(Student F)

I would require 12 weeks of English study as a prerequisite for registration in regular courses. Then three quarters divided this way: the first quarter of basic grammar, to give us what underlies correctness; the second, writing (6) Teach foreign students how to write a thesis, how to make class reports and how to speak in the American idiom. In the third quarter, ~~combine an advanced class in Spanish for American students with a class in English conversation for foreign students.~~

The importance of the problem dealt with above has been stressed by Cieslak (1, p. 145). He commented:

Of a dozen qualifications which collegiate institutions consider desirable for the admission of foreign students, sufficient mastery of English to enable them to carry a full program is rated most important.

Both the foreign student adviser and an official of the Graduate College said that the language barrier is Iowa State College's "biggest problem" in its relationships with foreign students.) However, as Iowa State College is a technical school, ability to master technical learning is considered the fundamental qualification, these officials said.

Cieslak further stated:

⑥ About half of all the foreign students in our collegiate institutions seem to need remedial English. Only 59% of the institutions which replied to Cieslak's survey provide this in a manner somewhat different from that provided for American students (1, p. 149)

The foreign student adviser at Iowa State College calls a remedial English course his chief objective. Another College official said that 99% of the foreign graduate students would never get degrees if they had to pass the customary graduate examinations in English.

Social relationships

⑦ The problem of social and community relationships also was of major interest during the period of free comment at

the conclusion of the interview period. Respondents made 53 suggestions dealing with such relationships, or 33% of all non-directed observations made, which totalled 161.

Eighty three per cent of the Latin Americans interviewed, 73% of the respondents from Africa, 61% of those from the Middle East, and 55% of those from the Far East recommended having an American room-mate. (See Table 6.)

Graduate students from the Far East said:

(Student A)

Foreign students here use the Union a good deal. That is good; they should not be separated from Americans.

(Student B)

Here you don't even have time to enjoy Spring, or to have recreation. International House is not organized like the fraternities; we need recreation. It is lonesome and quiet, like the living dead; no home inside here; no TV either. One clique doesn't mix with others. I have one good friend who attends church with me; I am friendly, but I am not happy.

(Student C)

We need social adjustment when we are lonely, but to a reserved Chinese, outspoken Americans can be a shock.

(Student D)

Becoming a Christian was my greatest experience. My American room-mate took me home to visit instead of my visiting strangers at holiday time. When I first came, I had an American family whom I could just call up on the phone and they would say, "Come for the weekend."

A special student from the Far East said:

Foreign students in many American colleges lack social activities. Some houses do invite foreigners to entertain them, but Americans think it proper to invite only to a big occasion. We just want

Table 6. Responses of international students at Iowa State College to the question: "Would you recommend to your brother, if he were coming here, that he room with an American?"

Homeland	70 Graduate				40 Undergraduate													
	-6 mos.		6-18 mos.		-6 mos.		6-18 mos.											
	Y	N	Y	N	Y	N	Y	N										
Latin America	2	1	0	3	2	0	1	1	0	5	0	0	7	0	0	2	0	0
Africa	0	0	0	2	0	0	2	0	2	2	1	0	3	0	0	2	0	1
Middle East	1	0	0	4	0	0	3	2	1	0	1	0	1	0	0	2	2	1
Far East	4	1	1	5	3	5	14	7	3	2	1	0	0	0	1	4	1	1
Totals	7	2	1	14	5	5	20	10	6	9	3	0	11	0	1	10	3	3

to wander around and see what it's like, informally, not for a big meal.

Far Eastern undergraduates said:

(Student A)

My experience here was not worth it for an undergraduate. All relationships are businesslike and quick; I know nobody's ideas, feelings or family. A medium-sized city like this is the worst; I should have chosen either a huge city with more contacts with people, or a small place like Luther College. I can play pool, but only with my own race. There is nothing else.

(Student B)

q (We need social mixing to get shy students who stay with their own nationals; and many American students need it too.) We hear there are social chairmen for each area, but nobody knows Publicize one or two gatherings a month to have fun. American students don't come to the Cosmopolitan Club, which should be an international group, one-fourth to one-third American.

A graduate student from Africa said:

It has been worthwhile to learn to understand my fellow man better. I most enjoyed a trip from New Orleans to Kentucky, a trip to Connecticut sponsored by the Episcopal Church, and one to a student conference in Ohio sponsored by the Christian council.

A special student from Africa said:

I didn't expect to meet so many good people. I have met very good hospitality. My most enjoyable experience has been observing the change of customs.

An undergraduate from Africa said:

My best memory was Easter in an American home in Garner where there were three daughters and the grandchildren.

An undergraduate from the Middle East said:

My most enjoyable experience has been living weekends with farm families. There you really see people; it tells a different story from the drinking and killing on TV.

During the period of free discussion, three respondents expressed a desire for special sociology or home economics courses on American customs or family life, with half of the class American and half foreign. (They felt this would help further the goal of "mutual understanding.") This suggestion was submitted to a sociology staff member who told the writer that such an international group could be fitted into an existing course on comparative cultures. The Cosmopolitan Club could guarantee registration of the desired number of foreign students. However, if additional functions such as orientation had to be assumed by the sociology staff, added funds would be needed.

Administration

Of the 161 comments made during free discussion periods, 39 concerned tests, courses and time schedules. These criticisms, which represented 24% of all the suggestions offered, ranked second to social relationships in frequency of mention. Twenty one comments concerned the American system of objective tests.

Graduate students from the Far East said:

(Student A)

The quarter system speeds us through courses too fast. I recommend fewer courses the first quarter. Few foreign students can prepare for their first midterm. They are used to big annual tests, so don't prepare soon enough. They are expecting essay-type problem questions; true-false tests don't really measure their understanding, especially since they can have two interpretations by a good student. Writing reports at the first midterm would give a better idea of the ability of a new foreign student. When a lab instructor gives "dailies" without explanation, he takes 25 minutes out of his lab period and robs the student of explanations.

(Student B)

I missed 50 questions on my first objective test. It takes one quarter to adjust. The instructor could call in a new foreign student and explain the philosophy of this testing system and its study objectives. Few do.

(Student C)

I feel like going back to Michigan State. There, it's 100% better. They take time to be cordial to foreign students. You never find "shotgun" quizzes there. I don't see why they give them here at all, except that they take only two minutes to grade. . . . If an instructor really has the motive to teach, not just research, he will never give just true-false tests. Even then, he shouldn't double or triple the count off on a wrong answer. I've had three years of true-false and no other except an essay. Graduate students here teach without any training in education. They make you feel if you ask a question you don't know anything. Others are O.K. when you ask simple questions. If an instructor has had 10 or 15 years' experience he is more understanding of what the student needs and where he stands in his work.

Undergraduates from the Far East commented:

(Student A)

I study all night before an objective test. It takes time to learn to recognize 10 different terms for swine (like barrow, etc.). A. H. was my hardest. I was the only one who missed five kinds of dairy cows. One third of the questions are from my notes and books; the rest seem to be

based on experience that I have not had. In the Orient, more stress is placed on fundamental principles; I have had to learn to study for "How much does it cost to register a cow?" or "If one pound costs \$1.98, which is more important to produce?" It would be helpful to an Oriental student while he is learning this new emphasis to let him have an extra problem of the essay type to give him confidence and show the instructor that he is capable of doing something well.

(Student B)

I feel lonely; lost in the rush. Nobody cares how alone you are the first few days; nobody is interested except the foreign student adviser. The first quiz includes objective questions on American organizations and terms which don't mean anything to a foreign student. Worse yet, the grades are competitive, based on the "curve." Some teachers are helpful. Some offer substitute questions which you can apply to your own country. A different approach might be to send a pamphlet before the student leaves home, explaining and giving examples of objective tests.

Two undergraduates from Africa said:

(Student A)

I was elected to an honor society here last fall, but I am not accustomed to pop quizzes, and they come as a shock. Completion types are the least of three evils; true-false I don't like at all.

(Student B)

Objective testing looked simple in my first year, but I found it very difficult, especially the true-false questions, which were very new to me and which I answered only hit or miss. I was lucky to start in chemistry, where language was not a difficulty also.

Respondents tended to be less critical of course content than of testing methods. The principal criticism, except for that directed at the handling of English courses, appeared to focus upon (a) the memorization required in American

government and economics courses, (b) the "lack of application" of theoretical and applied mechanics to the purpose of some of the students, and (c) the "repetitive" work in chemistry and botany, which some international students insisted had been adequately covered in their high school courses.

An undergraduate from the Far East said: "The system in some of my courses is for the instructor to make an assignment, give a test over it, and then explain." A graduate student from the Middle East said: "I wanted teaching methods and history, but did not enroll because my prerequisites were in engineering."

Undergraduates from the Middle East said:

(Student A)

Too many teachers follow the book exactly; they give tests by the clock exactly. If they could only realize how much five or six minutes means to a student from Asia who must think first in his own language

(Student B)

This course in which I am wasting my time could be very interesting, but the examples given are 200 years old. Why can't the instructor give us up-to-date applications concerning the next depression, not one in the 1700's?

An undergraduate from Africa and three from Latin America said: "Some basic science courses are a repetition of what we had in high school."*

*A student at Iowa State College may take an examination for credit in any course taught in the College, provided he can show to the satisfaction of the head of the department and of his classifying officer that he has made the necessary preparation (16, p. 13). This regulation apparently is not generally known among foreign students.

An undergraduate from Latin America said:

Don't ask a question off the subject, because the instructor won't like it. He doesn't want his schedule interrupted, or maybe he doesn't know, off his specialty. Professors ask childish questions about other countries; they need orientation too. There is too much specialization here.

Courses named by more than one respondent as the most practical source of information which they could use in their own countries were: agronomy (eight courses), agricultural production economics, animal husbandry (five courses), bacteriology and the bacteriology of butter and cheese, biochemistry, botany, chemistry, econometrics, economics through agrarian reform, engineering drawing, experimental cookery, experimental design, farm management, genetics and the genetics of population, heat transfer and extraction, mathematics, nutrition, research methods in nutrition, sampling techniques, statistics (three courses), thermodynamics, and traffic engineering.

Vocational Problems

Problems of vocational training were termed "of vital importance" by respondents to Question 26 on internship. Because the term internship had to be defined, the question was first posed without interpretation, to see how many

would suggest the idea themselves and apply it to their personal plans. When asked (in Question 8) "What would you do if you could spend an extra six months or a year in America after you get your degree?", 61% said "Get practical experience in my field of work." Most of the other respondents chose travel instead. However, they usually explained that they wanted to see areas in the United States where they could observe projects in their vocational field. When the question was stated as it appears in Table 7, 90% expressed approval of internships.

Fifty per cent of the entire group interviewed were depending upon the promise of jobs on their return home. This percentage was 20% higher in areas outside the Far East, where the uncertain future of Formosans and the unemployment situation in India are negative factors.

According to the Useem report on the Bombay area (14, p. 8), provisions of the McCarran immigration act have combined with the economic situation of Indians to place education in the United States out of reach of many Indian students. "Fewer students from the lower group can come and work their way now," the report states (14, p. 9), "since the United States requires proof of means and restricts gainful employment on a student visa." From an educational as well as an economic standpoint, the Useems ranked work experience as of first importance.

Table 7. Responses of international students at I.S.C. to the question:
 "Do you approve of industrial internship?"

Homeland	70 Graduate						40 Undergraduate											
	-6 mos.		6-18 mos.		18+ mos.		-6 mos.		6-18 mos.		18+ mos.							
	Y	N	Q	Y	N	Q	Y	N	Q	Y	N	Q						
Latin America	2	1	0	5	0	0	2	0	0	5	0	0	6	1	0	2	0	0
Africa	0	0	0	2	0	0	4	0	0	3	0	0	2	0	1	3	0	0
Middle East	1	0	0	4	0	0	6	0	0	1	0	0	1	0	0	4	1	0
Far East	6	0	0	10	2	1	20	0	4	3	0	0	1	0	0	6	0	0
Totals	9	1	0	21	2	1	32	0	4	12	0	0	10	1	1	15	1	0

Blaisdell (17, p. 13), president of the N.A.F.S.A., told the 1952 conference of foreign student advisers that local councils could help students more with their employment problem than with any other, and that their help would be more appreciated and "of larger significance . . . than inviting them to Thanksgiving . . . dinner or dressing them in their national costumes to entertain"

The foreign student adviser of the College, commenting on the possibility of foreign student employment during summer vacations, said that he would welcome aid in securing employment. The immigration laws allow foreign students to work up to 18 months at practical training in their education field at the end of a "terminal period" or during any vacation period, he said.

To avoid the unexpected drain upon financial resources which illness or accident entail, an insurance plan is mandatory at the College for all foreign graduate students and all those under the government exchange programs, according to the foreign student adviser. The plan, which originated with the Institute of International Education in cooperation with a New York insurance company, provides coverage up to \$750 for sickness and accidents upon payment of an annual premium of \$27.50. Cieslak (1, p. 149) also mentioned this problem. He stated that 47% of the colleges and universities which he studied had insurance arrangements for foreign students, but

only 25% made the arrangement mandatory. Iowa State College does not require foreign undergraduates outside the government programs to carry this insurance.

Communications and Community Service

Like larger universities such as Cornell and Columbia, though on a more modest scale, Iowa State College each year presents degrees to a number of international students who return to their home countries as potential leaders in extension practices, communications techniques, or technological methods which will influence the prosperity of their home lands.

The material in this section is presented to reveal these students' ideas for community service, and to indicate whether they are planning to use new techniques in extension or communications.

In considering the influence of Iowa State College upon the many nations to which its foreign students will return, the writer compared the areas which the College serves with the areas represented by foreign students in other American colleges and universities. Percentages of students enrolled from different areas as reported by Cieslak (1, pp. 30-31) and by the I.I.E. in its 1952-53 census (18, p. 7) are similar to those reported in this study. Cieslak reported that 33.9%

of his respondents came from Asia or the Near East; the I.I.E. census reported that one-third of all foreign students in the United States came from Asia or the Near East, and the I.S.C. registration for the spring quarter of 1956 revealed that 32% of all foreign students at the College came from these areas. Of all the Cieslak respondents, 25.8% were Latin Americans, of the I.I.E. census 25%, and of the College enrollment for Spring Quarter, 1956, 25%. Cieslak reported that 7.1% of his respondents were from Africa; the I.I.E. census did not give a separate figure for Africa; the College African registrants were 7% of all foreign students enrolled (see p. 19).

Adult education workers were better known to respondents from Africa than from any other area, and were least familiar to those from the Middle East. This is indicated in Table 8. Fifty three per cent of the respondents from Africa, 47% from the Far East, 46% from Latin America, and 22% from the Middle East stated that they had personal acquaintance with adult education workers. Fourteen per cent more of the graduate students (49%) could name adult education workers than could the undergraduates (35%).

Among Far Eastern respondents, Formosan graduate students mentioned the Joint Committee of Rural Reconstruction, while graduate students from India indicated that they were familiar with the activities of workers in various types of adult education:

Table 8. Responses of international students at I.S.C. to the question: "Do you know any one in your country who works in adult education?"

Homeland	70 Graduate			40 Undergraduate		
	Y	N	Q	Y	N	Q
Latin America	7	1	2	4	9	1
Africa	4	2	0	4	4	1
Middle East	3	7	1	1	4	2
Far East	20	16	7	5	4	1
Totals	34	26	10	14	21	5

Government research and extension, teaching,
political parties

Student Federation debates

Many small local groups involving young people
. . . .

Rotary; Lions; "Movable Movies"

Extension from the Agricultural Institute at
Allahabad founded and directed for many years
by an Iowa State College graduate

Politics

Graduate students from Latin America said:

(Student A)

I worked for the Rockefeller Foundation in Costa Rica, and besides research in corn breeding there is the social aspect of farming, the standard of living. I am especially interested in measures for the protection of income (government and insurance plans).

(Student B)

An international organization is working with Indians in the highlands to improve life there. I am interested, and would help with this work if asked.

These were the comments of Latin American undergraduates:

(Student A)

Peru has a five-year literacy program. I intend to take a six weeks' speedup course in audio-visual methods for extension workers, in Chicago.

(Student B)

The adult education I have seen in Argentina was in the army.

(Student C)

There is some help for the blind in Panama.

(Student D)

An organization like the Farm Bureau is getting started in Peru.

Sixty three per cent of the undergraduate respondents indicated an interest in belonging to community service organizations compared with 57% of the graduate respondents. (See Table 9.) By areas, 73% of those from Africa, 62% from Latin America, 57% from the Far East and 50% of those from the Middle East named a community organization.

A graduate student from the Far East said:

I was elected secretary of a social club in the Indian village where my veterinary clinic was located. I wrote for help to our extension service and the club helped sponsor further expansion and new activities connected with the clinic.

An undergraduate from the Far East said:

American soldiers have joined our Students' Cultural Club in Seoul to discuss the problems of

Table 9. Responses of international students at I.S.C. to the question: "Is there any organization you could join at home that could let you put new ideas to work outside your job?"

Homeland	70 Graduate			40 Undergraduate		
	Y	N	Q	Y	N	Q
Latin America	7	3	0	8	6	0
Africa	5	1	0	6	3	0
Middle East	5	1	5	4	2	1
Far East	23	8	12	7	0	3
Totals	40	13	17	25	11	4

both countries once a week. Membership has increased to more than 100.

Graduate students from the Middle East commented:

(Student A)

4-H clubs were my "baby" when I worked for the Israeli Ministry of Agricultural Education. Our 4-H clubs were part of the school system in the fifth and sixth grades, and in some trade schools.

(Student B)

The American College at Cairo supports a village center where we teach the women about child care, sewing and home furnishing.

A special student from Africa said:

The American Friends Service Committee participates in many activities in my country. I would like to begin with a few schools and with youth not going to school to introduce the 4-H club idea when I return, but first I want to find out what government cooperation I can get.

Graduate students from Latin America suggested:

(Student A)

Helping the blind through our charter Lions
Service Club

(Student B)

Evangelical religious groups are trying to im-
prove the Indian situation in Ecuador

These were suggestions for community service from Latin
American undergraduates:

(Student A)

I would be interested in 4-H near our district
in Costa Rica.

(Student B)

I will work with the Cooperative Inter-American
Service of Agriculture (S.C.I.D.A.) an F.A.O.
project in cooperation with the U. S. Department
of Agriculture.

(Student C)

I would be interested in education and my political
party

(Student D)

I'm interested in S.C.I.D.A. but not in politics
. . . I helped in a Catholic school teaching Indian
boys religion.

(Student E)

I might promote organizations by writing for our
newspaper.

(Student F)

I'm interested in the S.C.I.S.P.A. in Peru. This
is like S.C.I.D.A.

(Student G)

The Lions Club in Panama

As shown in Table 10, 75% of the Latin Americans inter-
viewed expressed a need for the use of communications tech-
niques in their future work, as compared with 60% of those

Table 10. Responses of international students at I.S.C. to the question:
 "Will you need to give talks, radio talks, film or slide
 showings, or write bulletins in your future work?"

Homeland	70 Graduate						40 Undergraduate												
	-6		6-18		18+		-6		6-18		18+								
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N							
Latin America	2	1	0	4	1	0	2	0	0	4	1	0	5	1	1	1	0	1	
Africa	0	0	0	2	0	0	3	0	1	1	1	1	1	1	0	2	2	1	0
Middle East	1	0	0	3	0	1	2	2	2	0	1	0	0	0	0	1	3	1	1
Far East	4	2	0	4	8	1	5	12	7	3	0	0	0	1	0	3	2	1	
Totals	7	3	0	13	9	2	12	14	10	8	3	1	6	2	4	9	4	3	

from Africa, 50% from the Middle East and 36% from the Far East expressing such a need. Nearly 58% of the under graduates thought they would need to give talks, prepare radio programs, film or slide showings, or write bulletins, in their future work. Graduate students appeared to feel the need for using communication techniques somewhat less, with 46% responding that they would use such tools upon their return home.

Du Bois (4, p. 52) has emphasized the need for communication of new ideas upon the international student's return home. Quoting from a speech by Jeanne Watson before the Midwest Group of the Society of Applied Anthropology, Du Bois said:

Perhaps the most important area for study and improvement now is not the question of . . . how to train foreign students while they are here . . . but how to stimulate the creation within each country of a social machinery for receiving and acting upon whatever new information is available . . . utilizing and increasing the insights gained abroad.

The responses in Table 11 include both the respondents who have already taken courses in preparation for communications work, and those who named courses that they would like to take. Among those interviewed from the Far East, only two who said they felt a need for communications techniques did not name a specific communications course they would like to take. These were graduate students, who felt they

Table 11. Responses of international students at I.S.C. to the question:
 "Have you heard of any courses at I.S.C. that you might like
 to take to prepare for this work? (Communications)"

Homeland	70 Graduate				40 Undergraduate													
	-6		6-18		18+		-6		6-18		18+							
	Y	N	Q	Y	N	Q	Y	N	Q	Y	N	Q						
Latin America	2	1	0	1	2	2	1	1	0	2	3	0	3	3	1	0	1	1
Africa	0	0	0	1	1	0	1	3	0	0	2	1	1	2	0	0	2	1
Middle East	0	1	0	1	2	1	1	3	2	0	1	0	0	0	1	2	2	1
Far East	3	2	1	4	6	3	6	7	11	3	0	0	0	1	0	3	1	2
Totals	5	4	1	7	11	6	9	14	13	5	6	1	4	6	2	5	6	5

were too greatly pressed for time. Many from other areas stated no intention of taking such courses. Thirty eight per cent of the Latin Americans were interested in communications courses, 36% of those from the Far East, 22% from the Middle East, and 20% from Africa.

Exactly 25% of all foreign students interviewed named specific courses in audio-visual work or journalism which they had taken or expected to take. Of these students, 29% were majors in agronomy, the field in which one-fifth of all foreign students were enrolled. (Of the entire group of 110 interviewed, 21 named agronomy as their major field. Ten named chemistry, biochemistry, agricultural chemistry or chemical engineering; eight, civil engineering; seven, mechanical engineering; six, electrical engineering; three, agricultural engineering; three, statistics; one, industrial engineering; one, aeronautical engineering; one, nuclear science; one, architecture. Seven stated that agricultural economics was their major field; five, agriculture; four, climatology; four, vocational or agricultural education; four, dairy husbandry or dairy industry; three, bacteriology, three, botany; three, entomology; two, animal breeding; two, sociology; and two, veterinary medicine. Nine listed their majors as food technology, food and nutrition, dietetics, or home economics.)

Those who expressed an interest in journalism or in audio-visual courses were scattered among the following major

fields: eight in agronomy, three in civil engineering, two in electrical and mechanical engineering, two in animal breeding, two in dairy husbandry, two in vocational education; and one each in agriculture, agricultural chemistry, agricultural economics, agricultural education, botany, home economics, and sociology. Of these, five were interested only in radio-TV courses, 13 in journalistic writing, and 10 in photography or audio-visual techniques.

Of all 110 students, 60% said they would work to build extension services in their own countries either directly or through indirect influence. Those who wanted to see extension meetings in Iowa and who had not as yet done so represented 58% of the total. (See Table 12.)

Sixteen said they had never heard of extension before and wanted it fully explained. Two asked the interviewer to see if they could get experience in helping a county agent during the summer, and 22 said they would like to do extension work if it could be started in their home districts. Of the 110 interviewed at Iowa State College, 22 could remember being invited to an extension meeting.

Other Findings

Respondents named more than 30 scientific periodicals published in America which they expect to continue reading

Table 12. Responses of international students at I.S.C. to the question:
 "Would you accept an invitation to visit extension meetings
 (out in the state)?"

Homeland	70 Graduate				40 Undergraduate													
	-6		6-18		18+		18+											
	Y	N	Y	N	Y	N	Y	N										
Latin America	3	0	4	0	1	2	0	0	5	0	0	7	0	0	2	0	0	
Africa	0	0	0	1	0	1	2	0	2	0	3	0	3	0	0	1	1	1
Middle East	1	0	0	1	2	1	4	0	2	0	1	0	1	0	0	1	4	0
Far East	3	0	3	7	4	2	11	8	5	2	1	0	0	1	0	3	2	1
Totals	7	0	3	13	6	5	19	8	9	7	5	0	11	1	0	7	7	2

regularly after returning to their homelands. Time, Life, and Popular Mechanics were the general magazines most often named. More than 20 scientific organizations in which they expect to retain membership were listed.

SUMMARY AND RECOMMENDATIONS

General

✓ The primary purposes of this investigation were:

1. To ascertain the attitudes of foreign students enrolled at Iowa State College in the first half of 1956 concerning how well (a) their personal goals and (b) their orientation needs were being met.
2. To learn what they thought could be done to solve certain problems of academic administration which might make it difficult for some to achieve their vocational goals.
3. To discover any factors which tend to affect adversely one of the objectives of the United State government in financing exchange students:) the development of mutual understanding between free peoples of the world.

Personal interviews with 110 foreign students were based on a 34 point questionnaire (see Appendix A). The study was limited to 18 students from Formosa, two from Hong Kong, 15 from India, 18 from other Far Eastern countries, 18 from the Middle East, 15 from Africa, and 24 from Latin America. Of the total, 53% were graduate students, 11% "special", and 36% undergraduate.)

Questions were reworded orally upon request in those cases where language difficulty was evident, but in an effort to keep the interviews objective, no comment was made by the interviewer until the questions were answered and statements of approval and/or criticism of campus life had been made by the respondent.

Orientation

(Fifty-seven per cent of the 110 foreign students interviewed at Iowa State College wanted a more extensive orientation program. Latin American students (33%) felt less need for guidance in adjustment than those from the Far East (68%), from the Middle East (61%), and from Africa (53%). Forty per cent of the students from India, a nation with a background of British-sponsored education, were in favor of an orientation program.)

(Seventy per cent of all foreign students interviewed recommended a special course in English, stronger support than for orientation with guidance alone.)

(Of the 65% recommending an American roommate, most added "to learn the language" or "when a student first comes." Twenty-two more persons recommended American roommates than actually had them.)

✓ (Comments concerning social relationships indicated that

9 international students feel it is difficult to penetrate deeper than the "surface friendliness" of Americans. Only five mentioned the problem of racial discrimination. All five said they were speaking for others who would prefer not to comment on this point. One of the spokesmen was a Negro; the others were from the Middle and Far East. Two reported a long search for housing at Ames, with a feeling that discrimination was acute.)

10 Nearly every end-of-interview discussion period (stressed need for more association with American students: more parties or more projects in which the Cosmopolitan Club might send a committee to work with a committee from the Y, and from church and fraternity-sorority-dormitory groups.) The feeling of isolation from the mainstream of college life was expressed by respondents.)

Administration

Students were told orally that one purpose of the interview was to learn "whether you are getting at this college what you came here to get." No answers in regard to technical training were unfavorable, except in regard to objective tests, which respondents thought should be supplemented or replaced during the first quarter by a special project related to the foreign student's own country. After the

student's first quarter on campus, most respondents felt, the nature of the examination would be less important, since the student might then be better adjusted.

Vocation

The question of how an international student might get practical training for his future work was approached in two ways. Respondents first were asked: "What would you do if you could spend an extra six months or a year in America after you get your degree?" Sixty-one per cent said they would get work experience in their vocational field. Later they were asked: "What do you think of an industrial internship?" The term "industrial internship" was defined for respondents upon request. Ninety per cent of the students interviewed approved the internship plan, usually with such emphatic remarks as "This would be the most valuable part of my stay in America."

Excluding the Far East, 70% had jobs promised on their return; including the Far East, 50%. Four respondents said that their personal choice of vocation had been subordinated to the choice of their financial sponsor (father or government), but that they were trying to "fit in" a few courses they felt they would like.

Communications and Community Service

Of the total group, 50% said they recognized that they would need communications techniques in bringing their knowledge to the people of their country, and 25% named courses which they would take if their time schedules and prerequisites permitted.

Community service projects were named by 59% as work they had participated in or planned to participate in; 42% were acquainted with adult education workers, but in most cases they had not yet directly participated in the work.

Of the 110 international students interviewed at Iowa State College, 25% volunteered the statement that they would work directly or indirectly to build extension services at home. Fifteen per cent had never heard of extension and wanted the term explained. Fourteen per cent had heard of extension work, but were indifferent; 24% could remember being invited to observe activities of the College extension service; 58% said they wanted to observe I.S.C. extension activities but had not done so.

Recommendations

Based upon the data collected and collated in this thesis, the writer feels that certain recommendations merit careful evaluation. These recommendations are:

1. That a full-time guidance worker be appointed in the foreign student adviser's office.
2. That this worker assume the initiative in forming an area council which can carry on a year-around program in helping to meet foreign students' problems. This might well include help in locating summer jobs.
3. That the College foreign student adviser provide an opportunity for more American students to establish at least one warm personal friendship with a student from another country. College organizations might promote the acquaintance that would make this possible by fostering more activities shared by committees from both the Cosmopolitan Club and other student groups.
4. That Lado tests be given foreign students by examining officials abroad, and that the College request scores for these tests to accompany applications for entrance.
5. That difficulty with oral English be anticipated, and a special class, open to both undergraduate and

- graduate students, on a voluntary basis, be provided.
6. That graduate students, if not allowed graduate credit for such special English instruction, have an opportunity to choose instead a course in comparative cultures which might provide opportunities for oral discussion and for a certain amount of additional orientation. Informal oral communication in Spanish-to-English or French-to-English translation in advanced modern language classes might offer undergraduate credit which also would meet adjustment problems that stem from language difficulties.
 7. That student editors of College publications more often publish interviews with students who have been or give promise of being leaders in their own fields, and consider an editorial campaign to make foreign students feel welcome and respected.
 8. That a graduate dormitory to house both foreign and American graduate students be provided.
 9. That mandatory health insurance be considered for all foreign students.
 10. That a "field day" be held in the fall to give foreign students the opportunity to see demonstrations of audio-visual materials and new equipment, and to take part in seminars discussing how communications and extension methods taught here could be

adapted for use at home.

11. That a foreign student's request for a special project in addition to objective tests be given consideration during his first quarter at the College. Showing the instructor what he could do with a project related to his own country not only might help the student's morale, but also set up a purposeful and healthy relationship between his college experience and his home country.
12. That when true-false or other objective tests which magnify language difficulties are administered, the foreign student be allowed extra time for completion.
13. That arrangement for an internship period in the foreign student's field of specialization be made whenever possible.
14. That foreign students be offered a short course in making bulletins and news reports attractive reading.
15. That members of an area council should try to distribute appointments so that those with language difficulty are accompanied by those who speak fluently, and so that one "entertaining" student does not travel too much to the detriment of his studies, while other less popular foreign students never get to see at first hand a community group in democratic action.

16. That in his relationships with the community, no student should be subjected to such pressure to conform to American ideas that he is dis-oriented from his own culture and has difficulty in adjusting on his return.

LITERATURE CITED

- ✓ 1. Cieslak, Edward C. The foreign student in American Colleges. Detroit, Wayne University Press. 1955.
2. Schmoker, J. Benjamin. The unofficial ambassadors. New York, The Committee on Friendly Relations among Foreign Students. 1948-1953.
3. Institute of International Education. Open doors: I.I.E.'s annual census. Institute of International Education News Bulletin 30, no. 9 (June 1955), pp. 58-59.
4. Du Bois, Cora. Foreign students and higher education in the United States. Washington, D. C., American Council on Education. 1956.
5. Holland, Kenneth. 36th annual report: The Institute of International Education. New York, The Institute. 1955.
6. Institute of International Education. Central index of exchangees. Institute of International Education News Bulletin 31, no. 9 (June 1956), p. 47.
7. Putnam, Ivan Jr. N.A.F.S.A.'s regional plan. Institute of International Education News Bulletin 30, no. 9 (June 1955), pp. 25-28.
8. Culhane, E. K. Student visitors are VIP's. America, 95, no. 7 (May 1956), p. 199.
9. Laubach, Frank. The people who count. Ladies Home Journal, 70, no. 1 (January 1953), p. 104.
10. U. S. State Department. Education exchange under the Fulbright Act in 1954. Washington, D.C., U. S. Government Printing Office. Publication 5958. August 1955.
11. Iowa State College. Admission of undergraduates and special students. Iowa State College General Catalog 54, no. 32 (January 4, 1956).
- ✓ 12. Wilson, Elmo C. Evaluating the exchange experience. Institute of International Education News Bulletin 31, no. 1 (October 1955), pp. 12-15, 44.

- ✓ 13. Watson, Jeanne and Lippitt, Ronald. Cross-culture learning. Institute of International Education News Bulletin 30, no. 9 (June 1955), pp. 2-5, 19.
- ✓ 14. Useem, John and Ruth H. The Western-educated man in India. New York, The Dryden Press, Inc. 1955.
15. Swayampati, Persis D. Prediction of achievement of undergraduate foreign students at Iowa State College. Unpublished M.S. Thesis. Ames, Iowa, Iowa State College Library. 1955.
16. Iowa State College. Official rules governing student conduct. Ames, Iowa, Iowa State College Press. 1952.
17. Blaisdell, Allen C. The problem of remunerative employment. N.A.F.S.A. News Letter 4, no. 2 (December 1952).
18. Institute of International Education. Education for one world: annual census of foreign students in institutions of higher education in the United States, 1952-1953. New York, The Institute. 1953.
19. Davis, James M., editor. Report of the conference on international educational exchanges and annual meeting of the National Association of Foreign Student Advisers. New York, The Association. 1953.

APPENDICES

APPENDIX A

ATTITUDES OF INTERNATIONAL STUDENTS
TOWARD THEIR EXPERIENCE AT I.S.C.

1. What is your country (of birth, of present citizenship)?
2. How long do you plan to stay at I.S.C.?
3. Is this your first experience as a student away from your own country?
4. Do you have a scholarship? (Government encouragement? Exchange visa?)
5. What is your major field?
6. In what countries have you traveled at any time in your life?
7. What special interests and hobbies do you have?
8. What would you do if you could spend an extra six months or a year in America after you get your degree?
9. ✓ Had you held a job before coming here? (Since? What kind?)
10. What would you like to do eventually in your vocation? (Your highest ambition?)
11. Do you have a job promised on your return? (What is it?)
12. Is there any organization you could join at home that could let you put new ideas to work outside your job? (Community service, or political or religious organizations, action groups, not the church itself. Can you name it?)
13. Do you know any one in your country who works in adult education? (Who tries to take ideas to the people who are not very well educated?) (Have you seen samples of the literature used to popularize new ideas among the people? Are you very much interested in this sort of work?)
14. Will you need to give talks, radio talks, film or slide showings, or write bulletins, in your future work? (Which?)

15. Have you heard of any courses at I.S.C. that you might like to take to prepare for this work? (Which? What might prevent you from taking communications courses?)
16. Have you met any research people in your field whose work you would like to keep in touch with after you leave? (Would you keep in touch by letter or by reading journals?)
17. Who are these research people? (Can you name two?)
18. What periodicals or American popular magazines might you subscribe to?
19. Is there any professional association with international membership or any group of American college alumni in your own country which you might join?
20. Can you name two courses that seem to you to be most practical of those you have taken here? (Those that gave you ideas that can be put to use when you return home.) 21. Are there any that did not? (That were a waste of time?)
22. What have you heard about the I.S.C. extension service?
23. 4-H?
24. Would you accept an invitation to visit extension meetings? (Out in the state.) 25. Have you done so? (Would you go out of your way to ask for an invitation to do this, or don't you have time?)
26. Do you approve of an industrial internship? (Defined on request.)
27. What is the nationality of your roommate?
28. Would you recommend to your brother, if he were coming here, that he room with an American? (Or with someone from his own country, or another nationality?)
29. Would you recommend that he take an orientation course which would explain the customs of this country? 30. Should it include language helps? 31. Should English be required? (Or voluntary?)
32. What cultural contacts have you valued most highly? (4 choices)

33. What has been your most enjoyable experience in the in the United States?
34. Do you have any suggestions or criticisms about Iowa State College campus life?

APPENDIX B*

Table 13. Comparison of attitudes of Indian students at Iowa State College and the State University of Iowa

	I.S.C. students from India (N = 15)		S.U.I. students from India (N = 25)		Total from India** (N = 40)	
	Y	Q	Y	Q	Y	Q
Is there any organization you could join at home that could let you put new ideas to work outside your job? (Community services)	9	2	4	10	19	12
Do you know any one in your country who works in adult education?	9	5	1	9	18	17
						5

*Using the questionnaire developed by this writer for interviews at Iowa State College, all foreign students from India at the State University of Iowa during May, 1956, were interviewed. The population list was supplied by the S.U.I. foreign student adviser; personal interviews were arranged by telephoning from the International Center. Not all foreign students at the University were interviewed, as this was planned as a survey of limited scope, primarily to indicate whether the new orientation program at the University would produce a different attitude on orientation from the viewpoint of a group of the same nationality at Iowa State College. Of the two largest foreign groups on the campus, India was felt to be more representative than Formosa, which presents special problems not common to all foreign students.

**Undergraduates constituted 20% of the total at each institution.

Table 13. (Continued)

	I.S.C. students from India (N = 15)		S.U.I. students from India (N = 25)		Total from India (N = 40)	
	Y	Q	Y	Q	Y	Q
Will you need to give talks, radio talks, film or slide showings, or write bulletins in your future work?	8	5	11	10	19	15
Have you heard of any . . . courses that you might like to take to prepare for this work?	7	6	8	8	15	14
Would you accept an invitation to visit extension meetings?	8	3	8	5	16	8
Would you recommend an orientation course which would explain the customs of this country?	6	7	24	1	30	8
						80

APPENDIX C

SUMMARY OF TYPICAL ORIENTATION ACTIVITIES
AT THE STATE UNIVERSITY OF IOWA

From mimeographed material prepared at the foreign student adviser's office at the University of Iowa, this summary of typical orientation activities was made.

The year's calendar provides for:

Sept. 10 - International Center (a recreation center for international students, a residence only for the foreign student adviser) opens officially.

Sept. 15 - American student orientation leaders are entertained by foreign student Big-Brother-Sister committee. Coffee hour.

Sept. 17 - University Club (faculty wives) sponsors welcome party at Union, for foreign students.

Sept. 21 - New students attend President's reception with Big Brother or Sister.

Sept. 25 - Open House, 8:30-11 p.m. at International Center, honoring new students.

Sept. 26 - Hosts of second welcome party pick up students, at International Center at 3:00 p.m.

Oct. 10 - Students from one nation prepare a favorite menu for all international students, each person paying 50¢.

Oct. 16 - New students meet at International Center at 9:00 a.m. for trip to Amana and \$1 lunch at Amana Inn.

SERIES OF LECTURES

1. For women, on American customs.
2. For men.
3. For a combined group, on university life and regulations.

Later in October - International Club meeting, planned by International Center Board chosen in spring by outgoing board members.

Homecoming - International Club enters float.

International Club Banquet - Prizes offered for float ideas.

Christmas - International Festival in conjunction with University Women's Association.

Summer - Board meets to plan next year's orientation program.

Seminars - College professors come to the International House to conduct weekly seminars on American life throughout the year.

The University of Iowa, with about 15 fewer foreign students than Iowa State College, has a full-time foreign student adviser, Wallace Maner, who in the summer of 1956 was renovating a large house in the block south of Currier Hall, the main women's formitory, for use as an International Center. He and his family have for some time been living in a house that serves as a residence only for the director, but as a center for social activities for the campus International Club. Every Sunday evening, for example, all international students are invited to share the cost of a supper planned and cooked by students from one country. The next Sunday the cooks and the menu are wholly changed. An orientation program including a series of lectures and trips to Amana, Cedar Rapids and sights around Iowa City was introduced in the fall of 1955. Orientation is now provided through a "big brother"