

PRELIMINARY PROPOSAL
FOR
THE DEVELOPMENT OF AN INTERNATIONAL CENTER AT
KANSAS STATE UNIVERSITY

by

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PREFACE

An International House might be an essential part of the answer (not as a means of solving our racial problems) but as a possibility for experiencing community--a place where American and foreign students might live together in an "international community", where sociability and interpersonal involvement would be a natural and spontaneous kind of experience--one answer to the very real fact that many foreign students now experience isolation and alienation as the primary ingredient of their student days in this community of ours. If you think that these statements are exaggerated or untrue, I can prove to you that they are not at all overdrawn.

Dr. Warren Rempel
Feast of Nations Address
April 15, 1969

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CHAPTER I

INTRODUCTION

For any person dealing with a sizable American campus today, there is a growing sense of "alienation" which disturbs many internationally minded people in the United States; it can be more acute for the foreign student who naturally has a special set of adjustment problems.

As a graduate student in Community and Regional Planning from Iran, the author was always interested in meeting students from various countries in order to share their cultural, educational and personal experiences.

In the school year of 1972-1973, as elected president of International Coordinating Council of Kansas State University, the author had an opportunity to listen to many foreign students talking about their difficulties in adjusting to the cultural, social, physical and educational life in this country. The intensity and magnitude of adjustment problems of foreign students have scarcely been critically examined in the light of their resulting implications towards recognizing more innovative aspects of administrative, physical and academic planning on the campuses. Many campuses still lack the real understanding and realization of problems of foreign students either simply due to non-availability of sufficient funds to carry out effective research in this area or due to their lack of concern about foreign student affairs. This is true of Kansas State University in many respects. However, regard-

less of the existing problems of international students living and learning at Kansas State University, there are some people at Kansas State who are concerned about international affairs. The University has received \$250,000 from a donor to build an international center.

The present paper is a preliminary proposal for the development of such a center at Kansas State University. The author's own experience, two questionnaires by Nagamia¹ in 1971 and Rosenkranz² in 1972, as well as information from numerous other international centers in the United States, formed the background of the present proposal. The major goals and objectives of an international student community such as can be found at Kansas State were identified and translated diagrammatically in (Fig. 1.). These multiple objectives, when implemented, become the means of actualizing the goals of the international center. An understanding of these objectives and their relationships is facilitated by diagrammatic presentation. Moreover, this diagrammatic form will also serve to define space needs and functional needs of the physical center.

The center is first of all the home of all foreign students at Kansas State University. It is the link between the foreign and other foreign students; it is the link between foreign and American students--in order to be free from isolation and get together to learn from each other, in order to come to appreciate and respect each other, in order to ex-

change ideas and share cultural ways--toward a better and harmonious unity. Secondly, the center provides a nucleus about which to develop an international program which would be of benefit to the entire university community. It would promote intercultural communication and understanding via international living, opportunities for students to conceptualize and express their own identity as unique individuals and as representatives of their cultures, their nations, their races, and their traditions. Finally, the center will allow members of the community to think together with students having greatly different traditions and values.

CHAPTER II

HISTORY OF INTERNATIONAL AFFAIRS AT
KANSAS STATE UNIVERSITY

The history of enrollment of foreign students at Kansas State University is nearly a century old. The first foreign student (from England) was enrolled at Kansas State University in 1881. The foreign student enrollment increased considerably in the 1920's, however, and the idea of international activities on the campus was not initiated until the late 1950's.

Kansas State University's international contributions and programs of research, service and education abroad were some of the main factors which contributed to the expansion and growth of the present international activities on this campus. Kansas State University has been involved in the following international programs:

1. An academic program in South Asian Studies incorporating history, political science, economics, literature and language, headed by the former United Consul at Madras, India, himself a linguistic scholar.
2. Programs of international technical and educational assistance supported by the Agency for International Development (AID) and dating from 1956 in India, Egypt, and Nigeria that have involved a total of over 150 faculty members.

3. One of the largest fully funded student exchange programs with West Germany and some of the Latin American Countries.
4. Regular programs of study abroad, such as the summer session at the Sorbonne.
5. Study tours--humanities abroad in Europe.
6. Summer study programs in Italy and Austria.
7. International research board for students from Eastern Europe and the Soviet Union.
8. International farm youth exchange programs.
9. A worldwide consultation program in relation to problems of grain production based upon Kansas State University's unique expertise in all aspects of grain science.

The involvement of Kansas State University in the above mentioned international programs and others, attracted many foreign students from nearly all over the world and as a result led to the development of an international community on this campus. Because of increased enrollment of foreign students, a student organization was established called the "International Coordinating Council" (ICC). This organization consists of leaders of the various international associations represented on the KSU campus and together provide the opportunity for various international activities mediated through funds from the Student Governing Association (SGA). The enrollment of foreign students has increased even more and has

resulted in a well-developed international community and program.

The idea of an international center was first proposed by President McCain in 1955. In 1963, Dr. Weber and President McCain started working on plans for the development of an international center. However, due to the lack of funds, their plans did not materialize. In 1968, an effort was made to appoint a committee composed of the Director of International Programs, the Dean of the Graduate School, the Director of AID Programs, the Foreign Student Advisor, International Student Leaders, a returned Peace Corps Volunteer and others, in drawing up a plan outlining "Essential Features of an International Center". The report of this committee was completed and approved by the President of the University in 1969.

The increasing demands of the international community on the campus based on the report of the committee made it possible to convince University administrators to lease a building, Wesley Foundation, for international activities in the year 1970. International center activities continued in this building until it was sold to the Manhattan Christian College in July 1972. In late 1972, the prime limiting factor (financial support) for the development of an international center was eliminated through the donation of \$250,000 by a U. S. citizen and in addition \$20,000 was allocated by S.G.A. At this time the tremendous growth of the international community at Kansas State University, the lack of a center for activities,

the keen interest of some internationally minded Americans, the efforts of President McCain, and the pressure of the international student leaders from the International Coordinating Council and others, all contributed to making the international center a reality on this campus. The author of this report who as president of the ICC felt more responsible and became interested in developing a plan for the international center. Further, the author believes that without the interest and concern of President McCain the reality of an international center would not be possible.

CHAPTER III

REVIEW OF LITERATURE

In the more than three decades since World War II, an enormous number of foreign students have been enrolled in institutions of higher education across the United States. Weaver³ reported that 6,100 foreign students from 1939-1940 and 34,000 foreign students in 1953-54 were enrolled in institutions of higher education over the United States. There were 75,000 foreign students in 1964 and the current reports show 130,000 foreign students enrolled over the various campuses across the United States.

At the opening meeting of the Annual Conference of the National Association for Foreign Student Affairs, Weaver⁴ emphasized that there are 130,000 foreign students on the various campuses of this country and if Americans try to make higher education more meaningful, the people of this country have a tremendous opportunity for the betterment of the rest of the world. Markham⁵, Professor of International Communications, carried out a "Five Year Study of Foreign Students 1959-64" at the University of Iowa School of Journalism and suggested that "the presence of foreign students on American campuses is no longer a novelty, and more knowledge about the net effect of their American experience is needed. Because foreign students constitute a small minority their potential significance is often overlooked in the total university programs.

The difficulties and problems which foreign students encounter during their study in this country are manifold. Several studies have been conducted at various institutions of higher education to isolate and understand adjustment problems, their intensity, their adverse effect on the educational and social life of foreign students. Sewell and Davidsen⁶ suggest that the patterns of students' adjustment seem to originate from the students' motivations, role of perception and return expectations, while the patterns of adjustment problems seem to emerge from the four main areas of student involvement in the university environment such as physical, economical, social and academic. Although the problems may vary depending on the exact profile of a foreign student population on a particular institute, the intensity with which such problems were experienced by the students and the areas under which such problems developed were similar. The main problems as shown by many researchers most often are of socio-economic, physical and academic origin. However, more often cross-cultural, social-psychological and environmental factors played a significant role in the development of these problems.

Some institutions dealt very effectively with the needs and problems of foreign students. As noted by Lambert and Bressler⁷ some of these organizations were the Institute for International Education, the International Student Center, the Committee on Friendly Relations Among Foreign Students, the World Affairs Councils, the Federated Women's Club, the League

of Women Voters and various other organizations. These organizations have contributed a tremendous amount of effort to solving the foreign students' critical problems in institutions. On the other hand there are many institutions in this country which lack plans and organizations for helping foreign students solve their problems. Kansas State University is one of those fortunate ones having many organizations, but still has not solved the major problem, and that is, the international center.

CHAPTER IV

ANALYSIS OF OTHER INTERNATIONAL CENTERS

NEW YORK NEW YORK INTERNATIONAL CENTER

International Center New York, was built in 1924 and has 500 foreign and American students. Their objective is to provide educational assistance, to develop an understanding of the United States and to foster the concept of brotherhood. An international center helped them to reach this educational goal. Americans from all states and international students from all over the world come together in an international center. This "togetherness" creates an atmosphere which is conducive to the exchange of ideas and techniques and is likely to be of increased value. The International Center provides a number of areas that student meetings may casually and comfortably take place; the lounge, the snack bar, cafeteria and floor social rooms all serve to facilitate these student meetings and discussions.

The International Center in New York did a questionnaire analysis and selected 1,476 residents for the study. Of these 697 returned their completed questionnaires, which constitutes a 53.0 percentage of return⁸. The purpose of this study was to investigate certain factors of the foreign students and their residence in International Center which might have contributed to, or limited the achievement of the objectives of the Center.

THE EFFECT OF LIVING IN THE INTERNATIONAL CENTER
WITH REGARD TO THE STUDENTS' CAREERS

Those who had already left the International Center were asked to recall how they felt about their educational training upon first leaving. "Close to 95% of these former residents indicated that they felt satisfied at that time with training they had received in this country. About one out of two checked that they were very satisfied."⁹ "Nearly 90% of former residents feel that their training helped to advance their career."¹⁰ "A small minority (under 5%) indicated that what they learned in the United States has little or no value in their life today."¹¹

COMMENTS

Comments of the students who have lived in an International Center in New York are as follows:

Life at International House provided an opportunity to meet people from practically all over the world and to be exposed to their way of thinking. I think these contacts made me less culture-bound and, therefore, broader in my outlook.

My discussions and contacts with young people from diverse cultures were extremely helpful in widening the limited horizons that I was exposed to prior to my arrival in this country.

The stay at International House and the opportunity it gave me to come in close contact with students from all over the world broadened my outlook a great deal.

Close contacts with students from different cultures helped me to minimize a number of prejudices I had.

The gym and the music room, the floor parties and the picnics brought me nearer to my fellow residents and

impressed on me the remarkable similarity among people of different countries in their basic humanness whatever the superficial differences might be outwardly.

I think the International House offers a wonderful opportunity to get near the people from all over the world which awakens a real interest in these people as well as in the country they are from. I think this is the seed for gaining better understanding and a real brotherhood between nations.

The opportunity to make friends with people of various countries is to my mind, the most important function of International House.

Today, over ten years since I left the International House, I still bear the deep impression of that outlook, and approach foreign visitors to my country and town with greater ease and little suspicion or distrust.

A general strengthening of professional interest groups sponsored by the International Center would appear to render academic assistance provided by International Center more effective and widespread. The majority of former residents also indicated that they did return home with a feeling of achievement and enthusiasm about their experiences in the United States. Further, this enthusiasm evidently survived both the test of time and the transferability of knowledge from one culture to another. "John D. Rockefeller donated the site of land on Riverside Drive on which International Center presently stands and provided three million dollars to build and furnish the first such international institution in the world".¹²

BERKELEY, CALIFORNIA INTERNATIONAL CENTER

"The International House, located adjacent to the campus, is a coeducation residence and program center housing for 545

foreign and American students at the University of California."¹³ Half of the students accepted for residence are Americans and the other half are students from abroad representing 68 countries. It is primarily a graduate residence and foreign visiting faculty or research personnel, but senior and junior students, particularly those from abroad, are accepted when space is available. There are no accommodations for married couples, but they may join as nonresident members. The purpose of International House is:

1. To assist students and visitors in realizing the educational and personal goals which they hope to achieve at the University.
2. To create a congenial, educational environment in which persons from diverse backgrounds and cultures may have the fullest opportunity to form friendships, enjoy stimulating conversations, and engage in the exchange of ideas.
3. To advance each member's knowledge of other cultures and nations.
4. To promote international understanding and goodwill.¹⁴

It also has a special program objective to assist foreign students newly arrived in the United States in overcoming problems of social, intellectual, and cultural adjustment, and in developing their awareness of the diversity of American life.

A private, nonprofit, self-supporting charitable corporation, International House is administered by a Board of Directors composed of community leaders and faculty members. The house derives its support from fees for room and board contracts and for special services rendered its members, and occasional gifts.

The International House, unlike college dormitories, is open 365 days of the year. Because it serves students from abroad who have no place to stay between quarter breaks or during the summer, the house has maintained its year-round open door policy.

"A breakdown of areas of the World showed a strong concentration of students from the Far East, primarily India, China and Japan. The average age of men is 24 years and of women, 22 years. A review of the residents' fields of study indicated that nearly a third of the foreign students were enrolled in engineering departments whereas the American residents were most heavily enrolled in the humanities."¹⁵

The facilities and services of the International House are the following: library, dining room, bazaar, social rooms, hi-fi music room, shortwave radio room, study rooms, television room, photographic darkroom, conference rooms, auditorium, coffee shop, cleaning and pressing service, mail box and telephone service, athletic equipment, ping pong tables, parking space rentals for automobiles, coin-operated laundry machines, coin-operated typewriters.

Residential accommodations include single and double rooms, completely furnished and supplied with blankets, linens and towels. Ample bath and lavatory facilities are conveniently located on each floor. Graduate students receive preference for single rooms. Whenever possible double rooms are shared by undergraduate foreign and American students.

The Community Programs Office plans events in cooperation with professional groups, business firms, labor organizations, public agencies, and cultural and educational institutions throughout northern California. The program jointly sponsored by International Center and the University includes: field trips to major industries, labor unions, banking institutions, local and state governments and cultural exhibits; community visits to small towns and rural areas; invitations from American families for dinners, weekends and holidays in American homes; tours to places of special scenic and historic interests; and seminars to supplement the academic interests of the students.

The house programs, designed for intercultural exchange through informal and formal activities, include: Sunday suppers, informal coffee hours, serious discussions on topics of current interest, nationality programs, intramural sports, music programs and various activities such as social and folk dancing, dramatic presentations and films during the year.

In 1930 a gift of \$1,800,000 to The University of California from John D. Rockefeller, Jr.¹⁶ designated land and

building to be used as a residence and program center for foreign and American students. For the same purpose a gift from John D. Rockefeller, Jr. of \$3,000,000 was used to build International Center in Chicago¹⁷, Illinois.

The aim of all, the International Center (New York, New York; Chicago, Illinois, Berkeley, California) is the same--brotherhood.

CHAPTER V

THE SIGNIFICANCE OF GOALS AND OBJECTIVES

Planning is defined as a means of directing change toward the ultimate objective of orderly and harmonious community processes. The processes by which a community or communities are organized should be expressed as the interaction among participants of the community through the sharing of ideas, feelings, and desires about oneself and others. The processes can be expected to facilitate the development of mutual understanding and concern for one another, and this should be considered a major function of planning itself. Planning may be considered also as methods and techniques for coordinating and organizing the means of meeting and satisfying human needs. These needs and these processes can only be understood through the establishment of goals and objectives related to the proposed project.

This means that in the planning and development of an international center, it is of prime importance to make a thorough study of goals and objectives. Planning based on realistic goals and clearly understood objectives is the only means of avoiding misdirected approaches which might otherwise result in creating more problems than are being solved.

For example, an international center that is premised on the assumption that it will "solve the problem of racial discrimination in Manhattan", will very likely end up becoming an

isolated "international ghetto" and thus actually intensify the problem of racial discrimination in Manhattan by temporarily sweeping the problem under the rug.

Likewise, an international center that is premised only upon the assumptions of white middle-class Americans, and excludes the goals, or problems, or values of non-American or international students, might end up being a limited, American-oriented private club.

Hence, the development of the goals and objectives for such an international center and international residence must have the widest and most comprehensive perspective possible in defining what its real purposes are. This requires the efforts of involved persons from many varied national and cultural backgrounds, with a wide range of experience, as well as a careful study of the mistakes and miscalculations that have been made in other similar projects which were perhaps well-intended but sometimes misdirected.

The process of goal-specification and goal-orientation is the first stage of the planning process. Goals primarily function to promote general directional aims and to promote both a more effective utilization of existing resources and the development of new resources for the enabling of those goals.

An objective, on the other hand, is a statement related to a specific goal statement describing the point or end to be reached and/or criteria under which goal attainment will take place. Whereas goals are related to distant aspirations,

objectives are short range and more specific as to the course of action to be taken. Objectives can also set forth standards to guide the process of goal attainment.

Goals and objectives are thus, in their combined intent and impact, statements of intended direction or aim, and the explicit and more specific means of their achievement. They thus provide a sound basis for planning and decision-making, not only for the immediate development of the project but also for a long-range review of how effectively that project is fulfilling its intended functions.

CHAPTER VI

GOALS OF AN INTERNATIONAL CENTER

From the foregoing statement and historical summary, the basic goals of a combined International Center and residence unit can be succinctly stated as follows:

1) To provide an easily accessible campus location in which an international program could be expanded and developed to benefit the entire community. The term "community" must be considered as to campus-and-town community, so that international students may be related not only to the academic environment but to the larger community as well. The idea of an international center must be considered integral to the larger cultural framework, so that it does not become an isolated or exclusive entity.

2) To symbolize in a highly visible way the importance of the international element in all of the University's activities. The importance of this "visible symbol" cannot be underestimated, for it provides a concretion of the idea of internationalism and of international/intercultural understanding. This kind of visible embodiment will provide geographical location and physical space to all that transpires within the area of international and intercultural activities and relationships.

3) To provide a social support system of relationships, whereby group and territorial identities can be sustained while ethnic and cultural values are recognized and shared. Social

support systems are essential to the personal integrity and psychological survival of persons who otherwise find themselves in an alien or strange environment, and must have the means of sustaining their own ethnic identities and their own value systems.

4) To promote intercultural understanding by means of international living. The living environment provides opportunity for more than superficial kinds of contact between persons. It also provides a more intimate sharing of cultural values, and provides a more intensive kind of growth experience for those involved in this kind of experience.

5) To provide a focal point for a program reaching out to the campus and to the Manhattan community, offering opportunities for all to participate in discussions, social events, entertainment, learning, and international fellowship. Variety and diversity are primary clues to the richness of international/intercultural experiences--not only what people think about things, but how they play and have fun and enjoy life with one another.

6) To offer residence opportunities for a modest number of both foreign and U.S. students for whom international living would open additional avenues of close personal exchange and understanding. While the problem of "adequate housing" is important, there is much more involved in "international living" and it is this dimension which an international residence would provide.

Objectives of an International Center

While the goals outlined above are of a more philosophical, general, conceptual character, it is necessary to translate those general and embracing goals into a set of related and relational objectives. Translated into objectives, they can be seen as behavior oriented, with greater specificity and explicitness. These multiple objectives, when implemented, become the means of actualizing the aforementioned goals of the International Center and House. It will be helpful to understand these objectives and their relationships in a diagrammatic form as shown in Fig. 1. This diagrammatic form will also serve to define space needs and functional needs of the proposed center.

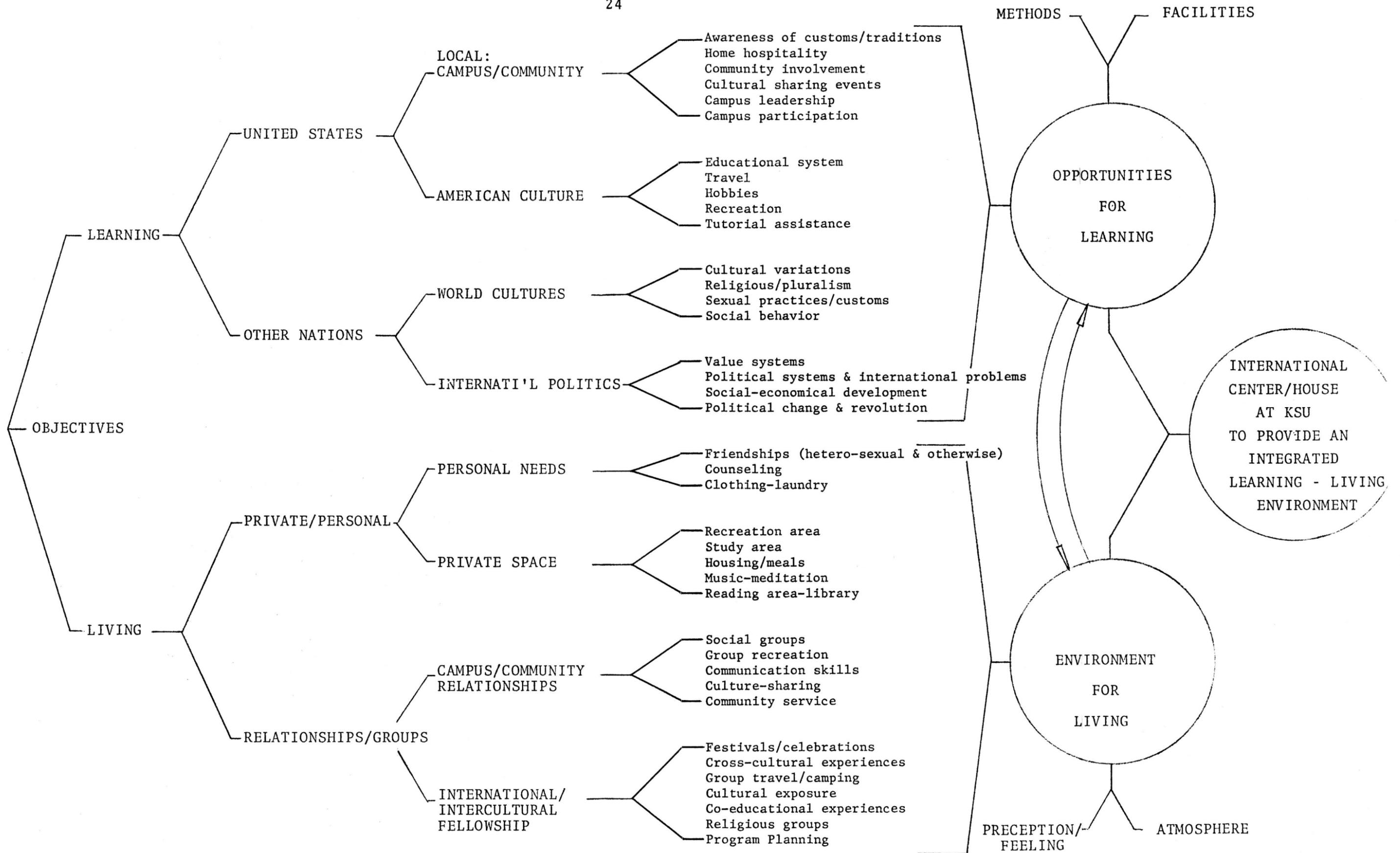


CHART OF BASIC OBJECTIVES

Fig. 1.

Objective: Opportunities for Learning

The learning environment of the Center takes into account both the local cultural configuration and the "mix" of world cultures that are represented in the several hundreds of international students and faculty (and in many cases wives and children). Program and activities will accordingly constitute not only a "two-way traffic" of cultural exchange between Americans and other nationals, but a much larger dimension of "cultural pluralism"--that is, the pluralistic and varied cultures that are represented in the wide spectrum of the international community at K.S.U. and in the Manhattan community.

The learning environment will encompass many dimensions of the learning experience, not only intellectual but even more importantly the many kinds of behavioral learning and experiential learning through relationships and interactions with other persons. The following is a discussion of objectives illustrated in Fig. 1. These dimensions include the corollary objectives of:

- 1) Awareness of Customs/Traditions. Awareness and understanding of varying customs and traditions of other cultures include a wide variety of lectures, forums, discussions, and other types of culture-sharing, bringing people into contact with and an appreciation of the vast diversity of world cultures, customs, and traditions.

- 2) Home hospitality and host family experiences which offer a sharing of American life with visitors from abroad.

"Host family" programs provide interaction and "home-sharing" with international students in the Manhattan community. "Home hospitality visit" takes international students out into the Kansas area, or elsewhere, to share vacation visits with farm families, business people, and to see first-hand the culture and life of other communities.

3) Community Involvement. Involvement in community life, community organizations, and community celebrations and events. This prevents the isolation that many international students experience in the academic community by involving them in local community events, social and dramatic groups, and local organizations. They may either share part of their own culture or simply participate as interested persons in what is going on in the community.

4) Culture-sharing events which provide individual-personal enrichment experiences across cultural lines. Numerous possibilities exist, such as community programs, community cultural festivals and fairs, visits by international students to local public schools, etc.

5) Campus Leadership. Contributing campus leadership and extending the international influence into campus leadership positions and expanding the international consciousness of the campus community. Significant leadership roles should be expanded for international students to lend their talents and resources to campus life. Such development would enhance the whole academic community and enrich the learning experience

of both American and foreign students.

6) Campus Participation. Participation in campus politics and social organizations on a wider basis. The "exclusiveness" of campus social organizations would thus give way to a more "inclusive" kind of international campus community. Foreign students, who have been minimally encouraged to become involved in campus politics, could be more deeply involved in such leaderships.

7) Educational System. Study and evaluation of comparative educational systems and broadening of the intercultural-international base of American educational systems. Perusal of local educational institutions reveals a great amount of ethnocentrism, as well as certain distortions or misunderstandings of other cultures--some of which could be minimized or eliminated with experimental "educational exchange" programs with local schools.

8) Travel. Many kinds of educational travel: local, regional, across the U. S. and to Mexico and Canada. Low-cost intercultural travel programs and intercultural exposure would offer expanded learning experiences for foreign students.

9) Hobbies. Sharing hobbies and learning new hobbies, arts, crafts, skills. Learning develops in large measure with leisure time and recreational activities. Hobbies and skills provide excellent learning experiences--particularly in an intercultural group because verbal skills are minimized and relationships are maximized.

10) Recreational. Exploring recreational avenues and discovering new ways of enjoying life e.g. hiking and cycling programs and other low-cost forms. Various kinds of interpersonal recreational activities are possible, particularly geared to low-income student budgets.

11) Tutorial Assistance. Tutorial assistance could be provided for those who need it, as well as special-need group programs (in language or whatever). Language deficiencies are sometimes acute for students from other linguistic backgrounds, as well as special problems encountered in the classroom. Tutoring programs offer the additional benefits of friendships and intercultural relationships.

12) Cultural Variations. Special cultural programs featuring particular cultures. These could be developed around various national holidays, cultural festivals, and the like.

13) Religious Pluralism. Understanding of religious pluralism in the U.S. and the pluralistic world religions. Discussion groups, lectures, forums, and other kinds of events offer the possibility of both learning and sharing. Religious pluralism in the American cultural scene is incomprehensible to many foreigners, and world faiths and world religions are likewise an enriching possibility for learning and personal growth.

14) Sexual Practices/Customs. Understanding of sexual practices and customs in varying cultures. Human sexuality (i.e. human beings as psycho-sexual beings) is a most complex phenomena, and a delicate and difficult matter to deal with on

an intercultural or cross-cultural basis. Misunderstandings in this area of human behavior can be very traumatic to the individual person, and it is essential to create the most sensitive understanding possible in this aspect of human interaction.

15) Social behavior and ways of human interaction through cross-cultural communication and relationships. Cross cultural workshops would provide excellent opportunities for dealing with interpersonal communications problems, verbal and non-verbal types of communication, and with the developing of all kinds of personal communications skills.

16) Value Systems. Study of value systems and how they differ. Value systems throughout the world's cultures are complex, varied, fascinating, and enriching. Foreigners living in different cultures need a continued re-affirming of their own cultural values. At the same time an international center helps foreign students to obtain their educational goals. Americans from all states and international students from all over the world come together in an international center. The "togetherness" created by an atmosphere which is conducive to the exchange of ideas and techniques is likely to be of increased value.

17) Political Systems & International Problems. Understanding of world political systems and international problems. Since humans everywhere now live in a "Global Village", nearly everyone's politics is everyone else's political problem in

some form or other. Political crises, political tensions, political problems in one part of the world send repercussions in many directions. Opportunities for understanding other human beings on a personal level--while trying to understand and appreciate their complex political problems--are the best means of developing a sense of "world community" in what is geographically now a "global village".

18) Social-Economical Development. Concern for socio-economical development of various areas of the world. Many experimental programs could be developed to help persons understand different kinds of social behavior and why people behave the way they do. Programming "social contexts" in which people of diverse cultures can express their freedom and their individuality and their cultural values, is a creative way of overcoming the divisive political forces that tend to keep persons away from each other.

19) Political Change & Revolution. Study and discussion of political change and revolutionary change, as they are occurring in many places of the world. A particular aspect of our contemporary world is the multiplicity of "crisis areas" around the world. Many countries are in a condition of revolutionary change--many engaged in non-violent revolutionary change and others facing the imminence of violence and chaos. These issues may be seen as more real to the extent that Americans and others are able to confront persons who have a first-hand perspective on these issues and problems.

Objective: Environment for Living.

The living environment of the International Center must concern itself with two major questions: (a) personal needs and private space, and (b) interpersonal relationships and groups. These questions embrace not only the international-intercultural center and its functions-activities, but also the residence unit which will house both American and foreign students.

There is obviously much overlapping between the living experience and the learning experience envisioned in the international center/house complex. That is to say, the two aspects are closely interrelated, and in addition, the concern for living conditions and living environment for international students goes far beyond the immediate living space of the persons housed directly in the international house. Persons living on campus or in private housing are still a concern of the International Center staff and Governing Board, whose task will be to care for the needs of the whole international community. These concerns would include the corollary objectives:

- 1) Friendships (Hetero-Sexual & otherwise). Provide opportunities for friendships--both hetero-sexual and otherwise. Social mixing is a necessity, and it is important to develop "social contexts" (i.e. recreational and social events) in which social mixing of both sexes can take place naturally and comfortably.

2) Counseling. Provide counseling opportunities both from professional persons as well as peer group persons and resources. Often the most acute problems of foreign students is the social isolation or alienation that she/he feels--such loneliness may best be helped by non-professional kinds of counseling.

3) Clothing & Laundry. Personal Needs such as clothing and laundry. Basic kinds of personal services such as these are important for day to day living and minimize the foreign student's need to invest "survival energy" for these basic needs.

4) Recreational Area. Recreational needs are of primary importance to relieve academic pressures as well as the pressures that build up from just the daily stress of survival in an alien culture. Ping pong, pool, cards, games, provide simple outlets for emotional pressure and offer the possibility for social interaction.

5) Study areas are vital to the student's academic performance. This need may be answered for some students within their dormitory or living complex, but for others who live around the city without an adequate study area, a common study area would be useful.

6) Housing/Meals. Housing and meals may require different options for students. Most students seem to prefer fixing their own meals most of the time and desire minimal kitchen facilities for this purpose. However, something like

a weekly "Common Meal" or occasional "International Pot Luck" dinner would help develop a sense of international community and fellowship which is integral to the whole concept of an international center.

7) Music-Meditation. A music listening and/or meditation room would be a valuable asset. Opportunity for privacy, and for "private space" for meditating or thinking, and/or listening to music is essential for human existence.

8) Reading Area Library. Reading Area and Library, furnished with a variety of major world newspapers and magazines, would offer an additional stimulus for learning, plus an opportunity for individuals to practice special languages which they might be working on.

9) Social Groups. Various kinds of programming would encourage social groups and situations which enhance the foreign student's opportunities for socializing. Preferably these would include group experiences with continuity and "depth" rather than just single-shot meetings which would tend to keep persons at a psychological distance from one another.

10) Group Recreation. Opportunities for group recreation, in addition to ping-pong and individual games, would be necessary for socialization and interpersonal relationships to develop.

11) Communication Skills. Workshops and classes to improve communication skills, verbal and non-verbal, would greatly facilitate the living environment and provide indivi-

duals with increased ease of social interaction.

12) Culture Sharing. Opportunities for intimate culture-sharing would be provided, not so much on a formal basis but rather an informal kind of culture-sharing. Lounges, coffee-bar, informal settings provide this kind of sharing context.

13) Community Service. Projects and opportunities for community service would provide the foreign student the chance to give himself/herself in a variety of ways to the community. Talking to local public school classes, speaking to local clubs and organizations, or even doing occasional (not-too-time-consuming) constructive projects in the community or on the campus--all offer ways by which the foreign students might feel that they are giving something to the community in which they live and study, and not merely taking something.

14) Festival/Celebration. Planning and carrying out national and international festivals and celebrations. It is not merely the learning aspect of this which is important, but the working together on a common task--the doing of something together, which brings persons closer together in understanding.

15) Cross-Cultural Experiences. Experiments in cross-cultural relationships, such as involvement in an international volunteer work camp, provide experiences where persons are required to live cooperatively, share the cooking and expenses, volunteer their labor on a project of social significance, and explore recreational and leisure-time activities together.

16) Group Travel/Camping. Group travel and camping experiences are informal, low-cost ways of having fun, living together cooperatively, visiting geographical and cultural areas of special interest, and sharing an intercultural experience together.

17) Cultural exposure and cultural sensitizing require an experimental approach, devising many and varied ways of bringing people together, facing them with tasks or challenges, sensitizing them to each other's limitations and possibilities, opening them up to new values and experiences of personal growth.

18) Coeducational experiences must be provided to broaden the range of personal awareness, and to develop confidence in relationships. Male-female relationships are difficult generally, but with the added dimension of cultural differences in the relationship, the possibilities of stress and misunderstanding are increased. These relationships need ways of being reinforced.

19) Religious Groups. Opportunities may be made available for participation in religious groups and for sharing religious insights, traditions, and understandings. These opportunities should provide for a two-way traffic of ideas and beliefs, with an open climate of acceptance which is not mere tolerance.

20) Program Planning. Participation in program planning and program leadership. Foreign students and "inter-

nationalized" American students should be involved integrally in the planning and designing of varied types of programs and activities. By this means is it possible to keep in touch with what they want, and to design program possibilities that genuinely reflect those needs and desires.

In short, the above living-learning objectives combine to suggest the idea of an International Center and House at Kansas State University which will provide an integrated learning-living environment for students, faculty, and townspeople from a wide diversity of cultures and backgrounds. Providing this environment will require a careful integrating of:

- a) space and physical facilities;
- b) methods and planning;
- c) perceptions and feelings;
- d) the total atmosphere of the Center.

CHAPTER VII

DATA FOR PLANNING AND PROGRAMMING OF AN
INTERNATIONAL CENTER

In determining the facilities needed and the type of housing to be provided in an International Center complex, special attention must be given not only to the quality and types of programming but also to the type of living accommodations preferred by foreign students. Numerous studies have been conducted throughout the United States, some explicitly, dealing with preferences of foreign students at Kansas State University. A very recent study in 1972 reveals some important data concerning the needs and preferences of foreign students at K.S.U.

The major results of this study deals with the personal, social, and housing needs of foreign students, and may be summarized under the following points:

1. Regarding "interest in living in an international house", 42% said they were "very interested" and 32% said they were "mildly interested"¹⁸.

2. Preferred location of an international house: 53% preferred "off-campus but near campus", and 43% preferred "on-campus".¹⁹

3. Foreign students indicated the preferred percentage of U.S. students living in the house between 25% to 50%.²⁰

4. Ninety-eight percent of the respondents believed that an international house should be coeducational.²¹

5. Forty-three percent of respondents preferred living with an American student, and 15% preferred "another international student."²²

6. Thirty-five percent suggested that the capacity be between 100 and 200 students, while 34% suggested "over 200 students".²³

7. Regarding preference of living arrangement in the house, 77% preferred "apartment complex with community services" (laundry facilities, coffee shop, etc.) while 19% preferred a "dormitory complex with community services".²⁴

International students prefer to live in an apartment for economic reasons. It is less expensive, they have more privacy, there is less noise and more privacy than in the dormitories, and they can prepare their own food. In private rooms the rent is cheap but in the majority of cases the student cannot prepare his own food. Many students live in private rooms because in Manhattan it is very difficult to get an apartment at a reasonable price near campus. This point is very important because many international students do not have automobiles.

8. In order of priority, students believed that the following would most encourage social relationships and friendships: cafeteria or dining-room, coffee room, lounges and recreational areas, and neighbors room.²⁵

9. Under present living conditions foreign students indicated that their primary lines of friendship were with

students from their own country (32%) or with students from other countries (26%). Only 19% indicated that the primary friendships were with students from the U.S. and 19% indicated that primary friendships were "mixed".

10. The amount of money the international student can pay monthly in the international center is as follows: 45% responded between \$76 and \$100; 28% between \$30 and \$50; and 19% between \$51 and \$75. These are the major percentages. The others are: 6% could pay between \$101 and \$150 and 2% could pay between \$151 and \$200.

These figures show that the majority of international students cannot afford expensive living arrangements. Therefore they recommended that the future international center be designed and constructed in an economical manner realizing that the goal of the international center is not to make a profit but to provide a service for international and American students.

The above study would seem to indicate some clear lines of preference to be considered in the planning of an international center complex. The preference for apartment-type living with a kitchenette and dining space for preparing their own food was strongly indicated. There was strong preference for a "commune-type" or intimate community idea, where the students can preserve their privacy and yet have an opportunity to live as a "family" by taking care of the house and sharing in social activities. The respondents believed that

this type of arrangement would be more economical for both foreign and American students, and would provide optimal social interaction and international fellowship.

CHAPTER VIII

GENERAL CONCEPTS FOR INTERNATIONAL CENTER FOR
KANSAS STATE UNIVERSITY

The following are concepts for an international center, based on experiences of already existing international centers in the United States and on the questionnaires given at Kansas State University by Nagamia in 1971 and Rosenkranz in 1972, as well as the recommendations of the International Coordinating Council Building Committee in 1972-73.

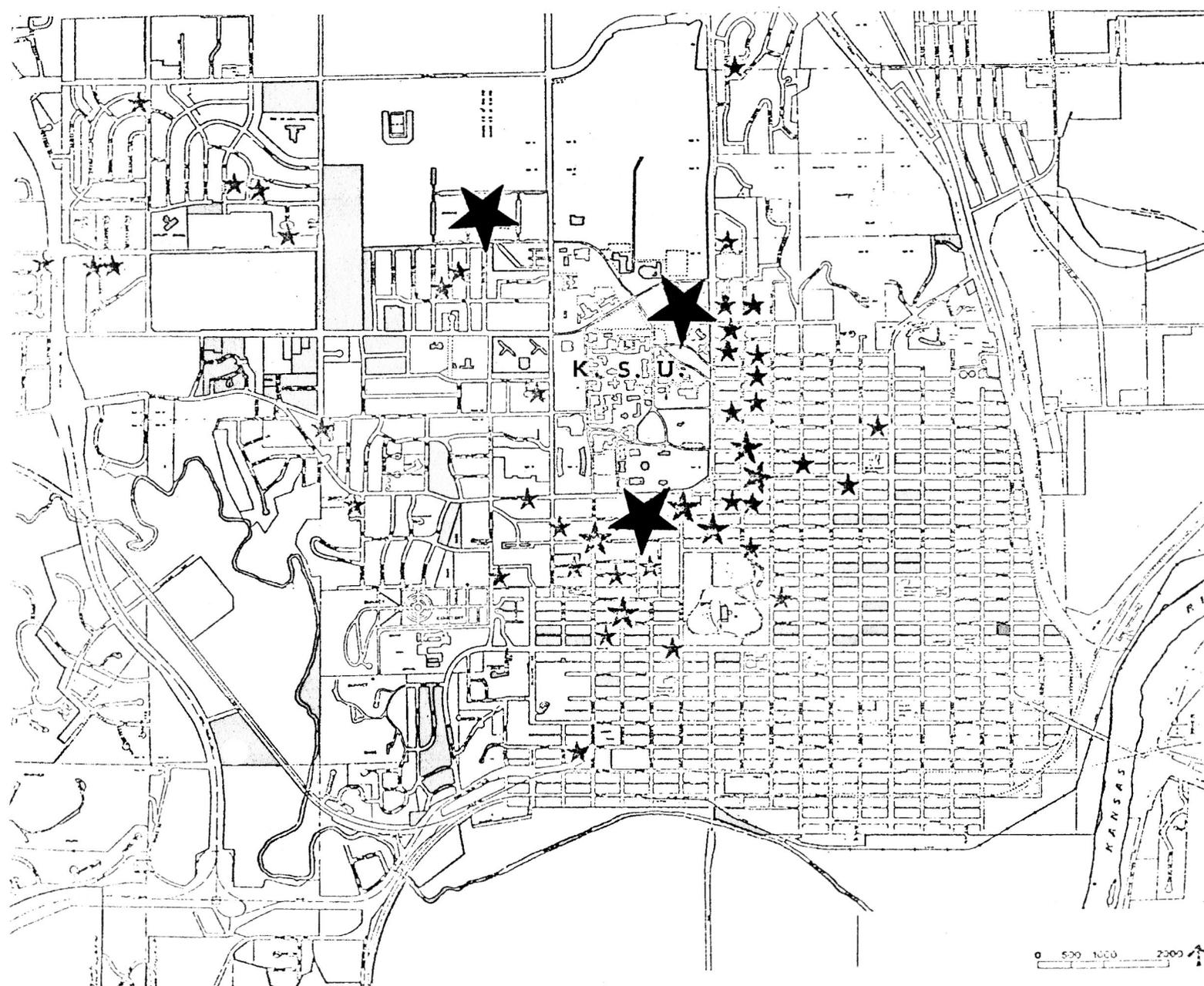
1. Encourage pedestrian movement to the commercial, academic and social areas by locating the international center in close proximity to these places.
2. No more large-scale dormitory housing should be built. Instead, develop a real community with a variety of housing types mixed with the international center near to the academic and commercial areas.
3. Develop a place for this community where informal as well as formal activities can take place.
4. Design the community so that it can grow and develop to reflect any change or refinement of the basic university needs.
5. Assure a close relationship with all parts of the academic university as well as the surrounding community. Include academic classes and faculty offices, thus assuring a total university concept.
6. Encourage student independence by renting instead of assigning rooms to students. Let groups of students decide upon the type and size of apartment, furnished or unfurnished, that they wish to rent.
7. Place the international house in the center of the community, since it will serve as the nucleus of the international community and an essential catalyst for the university community.

8. Insure privacy by designing for smaller groupings and individual rooms, as well as by using good building construction techniques.
9. Open the residence to many kinds of university life styles: those of international students, single students, American students, the faculty and staff, with the idea of integrating the university community instead of segregating it into many isolated segments.

The map shows that a considerable number of foreign students live away from main learning and activity centers on campus. They are spread out and isolated from each other. An international center in the proposed location will provide a place where all international students may congregate.

The author strongly believes that if the future center is meaningfully planned and programmed, which could be done by students and a talented, intelligent, honest and experienced director of an international center, it will draw the students from divers living areas together.

EXHIBIT I

HOUSING LOCALIZATION
OF THE INTERNATIONAL
STUDENTS AT KANSAS
STATE UNIVERSITY

FREQUENCY

51 - 70



31 - 50



11 - 30



1 - 10



Kansas State University Campus Map
Manhattan Kansas

(Fig. 2)

Source: International
Center - K.S.U.
Foreign Students
Enrollment List
Spring 1973

CHAPTER IX

PROPOSED SITES FOR AN INTERNATIONAL
CENTER AT KANSAS STATE UNIVERSITY

The international center must avoid the problems found in dormitory life. It seems obvious that a new approach to student living is needed. Neither a new version of old dormitories, nor scattered apartment blocks provide the answer.

Many sites have been proposed by the committee which was appointed by President McCain in 1972 in such a way as to involve the foreign students in more campus life. The relative location in Manhattan of the four following sites (A, B, C, and D) that are discussed can be found on the map of Manhattan, Kansas. (Fig. 3)

SITE A.

The first, situated on the corner of Anderson & Manhattan Avenues, is the present location of the University Parking Lots. The University already suffers from limited parking space and it is a very low area where water collects when it rains. The advantages of this site are that it is very near to the campus, with good walking distance to the academic activities, and that it is very near to Aggieville, a commercial and recreational area.

SITE B.

The second available site is behind Waters Hall. The advantages of this site are: that it is located on campus

within easy walking distance to the academic activities; it is near Jardine Terrace, the married student apartments where many international students live; it is also near the big dormitory complex. One disadvantage is that this site is a long distance from many services such as the shops, theaters, restaurants, supermarkets, etc. that are located in Aggieville.

SITE C.

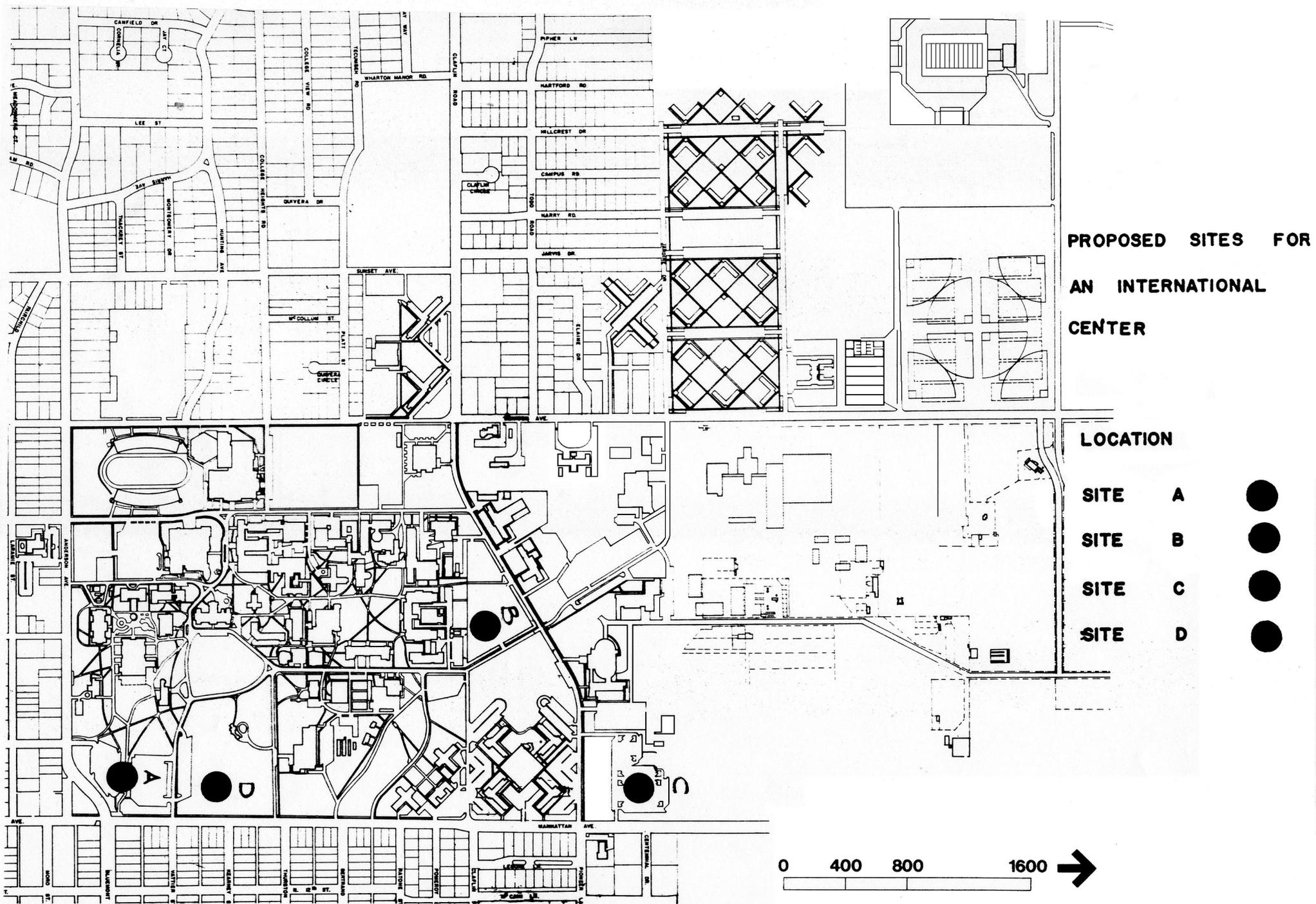
The site beside Haymaker Hall is far away from the University itself. It is a long distance from many services, commercial activities and recreational areas. This site, however, will allow for the possible expansion of the center at some future time.

SITE D.

The fourth site is located in the southeast part of the campus between Lover's Lane on the North and Vattier Drive on the South and between Manhattan Avenue on the East and the President's residence on the West. This site is a very suitable site because it has little slope. It is close to the new auditorium and within two minutes' walking time from the Danforth Chapel. It also has easy access from the off-campus area across Oak Drive. It has access to the large parking lots to the south across Vattier Drive. This site is ideal for an International/Interculture Center since it is encircled by the new Auditorium, the Chapel to the south, and the Department of Fine Arts in Justin Hall north of Lover's Lane. It is also located near convenience center in Aggieville and recrea-

tional areas.

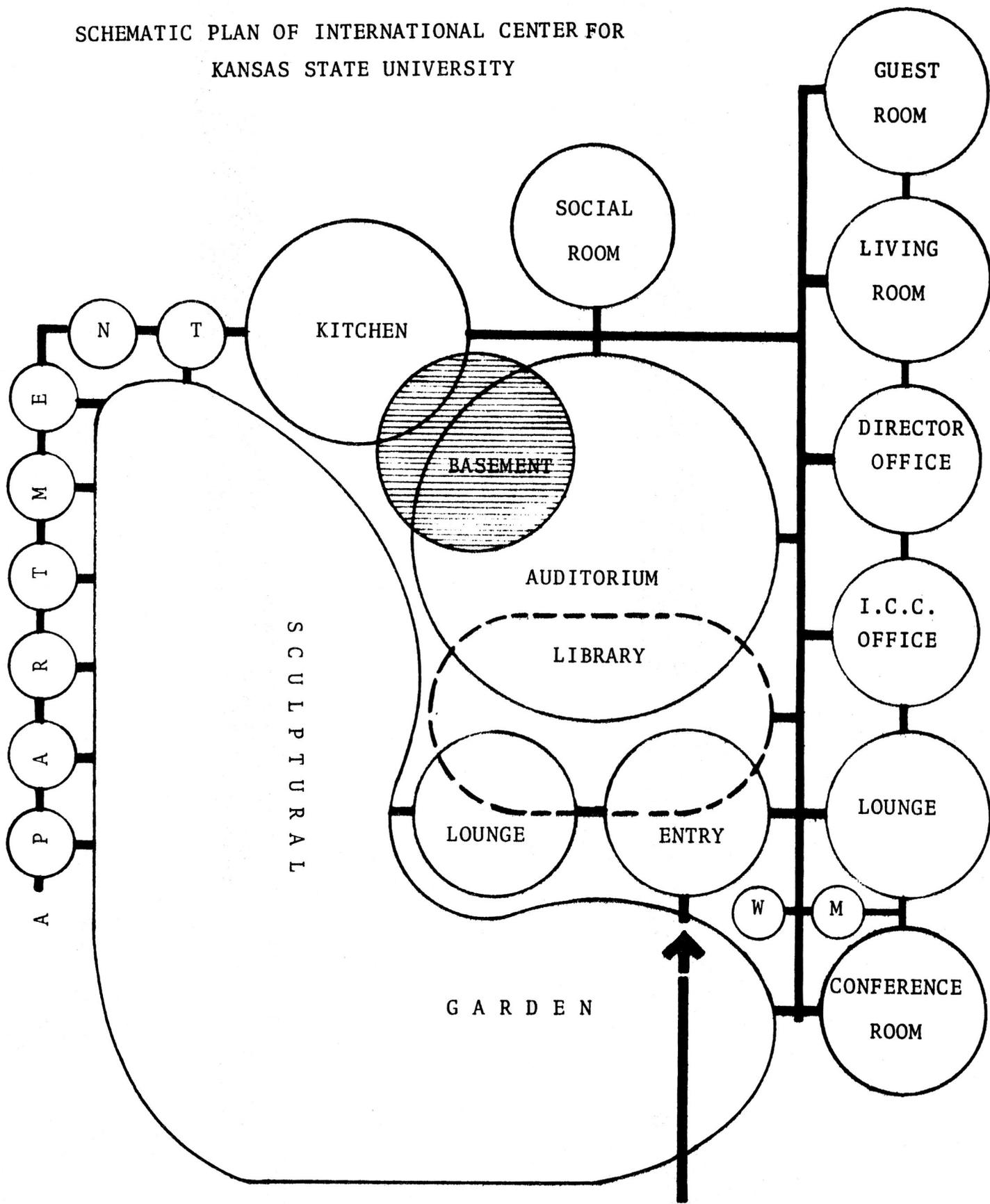
This site has approximately 6.3 acres. There are existing trees and shrubs to enhance the landscape and to provide a sound barrier. Because this site is located in front of Anderson Hall in the center of campus, it will provide a good visual effect from Anderson Hall. The noise from Manhattan Avenue can be controlled by dense trees and shrubs planted along the street and by the use of good insulation in the exterior walls.



Kansas State University Campus Map
Manhattan Kansas

(Fig. 3)

SCHEMATIC PLAN OF INTERNATIONAL CENTER FOR KANSAS STATE UNIVERSITY



Kansas State University
Manhattan Kansas

(Fig. 4)

CHAPTER X

SCHEMATIC PLAN AND PROGRAM REQUIREMENT OF
AN INTERNATIONAL CENTER

This schematic sketch will serve to define space needs and functional needs and their relationship to the proposed center. See (Fig. 4) As it shows in the sketch the auditorium should be located in the center of all activities, adjacent to the public kitchen and social room because the auditorium could be used as a dining room for occasional festivals such as The Feast of Nations.

The social room should be raised 18 inches from the auditorium so that it could serve as a stage for different types of entertainment such as the International Talent Show and celebrating Independence Day for the different nationalities. In order to separate the social room from the auditorium a room divider is the answer. When the divider is in use the social room can be used for small group activities such as chess, cards and snacks. The auditorium also containing room dividers could serve for small group activities.

The library which is planned on the upper floor of the lounge also could serve as a balcony overlooking the auditorium.

The courtyard adjacent to the auditorium and apartments should be designed for outdoor activities and to integrate the living and learning spaces as one unit.

The two lounges should be designed to facilitate the

faculty and students using the conference room, the I.C.C. office and the director's office. Regular weekly meetings and small gatherings of 5 to 25 persons may avail themselves of these facilities.

PRELIMINARY PROGRAM

1. Auditorium-space adequate for program needs for social, cultural functions, etc. At least 250 removable seats required. Removable seating and room dividers would provide a more intimate atmosphere or could be used when several meetings and activities are scheduled simultaneously.

2. Public-Kitchen-should be close to the auditorium and auditorium could be used as a dining area. Food sharing is an integral part of the international program and a basic form of international exchange.

3. Office Complex-for the International Coordinating Council and its member organizations.

4. Conference Room-for the International Coordinating Council. Also meeting room for Program Director and secretarial space.

5. Library-an area where national and international publications, books and newspapers can be kept and read and to provide a convenient alternative study place for residents of the center and other students.

6. Television Room-should be in a common place with the house, for use by house residents and students from the International Community. Stereo facilities-sharing music is

an added aid in communication between international students.

7. General Lounge-lobby area adjacent to recreational, auditorium, dining area, office area and library. This area, from which the courtyard is visible, provides a place of relaxation. The lounge may be used for listening to music, chatting and entertaining friends.

8. Guest Rooms- for visitors and dignitaries taking part in the program.

9. Other facilities that would be needed are a bathroom for men and women, a laundry, post office, and mechanical area.

10. Automobile & Bicycle parking should be provided for residents and visitors.

11. Basement-other facilities that would be needed are laundry, mechanical, storage, pool room and space for a few beds should be designed for international student visitor to stay for a few nights.

12. The courtyard occupies a special position as it is located between the living and learning areas. It will be a place of much traffic, not only for those coming from the living area, but also for anyone who enters the learning area. The courtyard should therefore be pleasant to look at, pleasant to be in, and most of all, reflect international living. For these reasons the yard should be generously planted with flowers, shrubbery, trees, and other outdoor textural components. This will complement the already existing environment were the site of the center located at Site D.

The courtyard, however, should not simply add local decor but rather should introduce something of an international flavor. An international sculptural garden will serve this purpose. If members of the building committee, foreign students, or others concerned were to write to different countries (or to their home countries or embassies as the case may be), perhaps contributions of outdoor sculpture pieces from different nations can be obtained. Cast amidst the environment of the yard, the sculpture pieces will enhance international feeling; will allow people emotionally to relate to the message these sculpture pieces may convey.

13. Apartment Units for one or two-persons with individual bedroom/study area to allow privacy, with members of each unit sharing kitchen, living/dining area, bath and storage area included in the unit. See (Figs. 5 & 6)

AREA THAT OFFERS INSPIRATION, STIMULATION, AND
ENCOURAGES SOCIAL ACTIVITY IN THE INTERNATIONAL
CENTER

The areas that would offer inspiration, stimulation, and encourage social activity are: social room, floor lounges and activities room. The role of the international center is to give brotherhood and to help to make the contacts between the nationality and language grouping of the international and American students. A prime factor in the development of broadened attitudes and activities is the contact with fellow students who live in the house. Out of these contacts apparently

come an awareness of basic similarities between residents despite their outward differences, and from this often emerges a bond with the countries and cultures these students represent. It seems clear such a process would be facilitated if the international center were to become a truly mixed society -- one where the existence of nationality groups posed no barrier to easy and frequent contacts between members of all backgrounds. Such a range of contacts may be more essential to the development of broadened attitudes than is the formation of a few close friendships. There is some indication that such attitudes, where they develop, may endure even after specific friendships formed with international center members are no longer maintained. The responsibility of the international center to facilitate such widespread contact among its members seems evident.

A proper planning in the international center is very important because the development of social areas will help these friendship contacts. For example, the social room is an important area in the international center. This room, adjacent to kitchen, could provide opportunities for the students to prepare special foods either in groups or alone; it could be very flexible for different arrangements.

Floor lounges are important areas for the students to rest or have social activity.

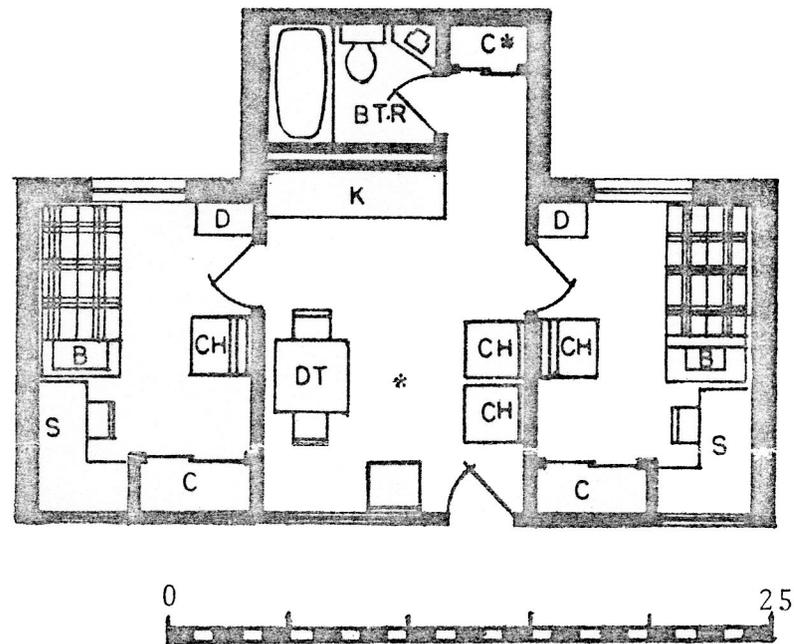
The author believes that the friendships of the international students with people from other countries is to a high degree helped by the activity programs of the Inter-

national Center at Kansas State University. Eighty-one percent of the respondents feel that living in the international center will help the relations with American students, and students from other countries and will create a better understanding among nationalities.

A good, well-programmed and designed center will bring a new environment for both foreign and American students. It will be a social and cultural center to meet new friends and talk about their own cultures, professional interests, academic major, hobbies, etc. and many other interesting subjects. It will give foreign students a chance to exhibit their own cultures and exchange ideas on an intellectual level. The social and cultural activities would be helpful for a better international understanding and friendship.

LEGEND

| | |
|-------|-------------------|
| B | BED |
| BT. R | BATH ROOM |
| C | CLOSET |
| C* | CLOSET & STORAGE |
| CH | CHAIR |
| D | DRAWERS |
| DT | DINING TABLE |
| K | KITCHENETTE |
| S | STUDY DESK |
| * | CONVERSATION AREA |



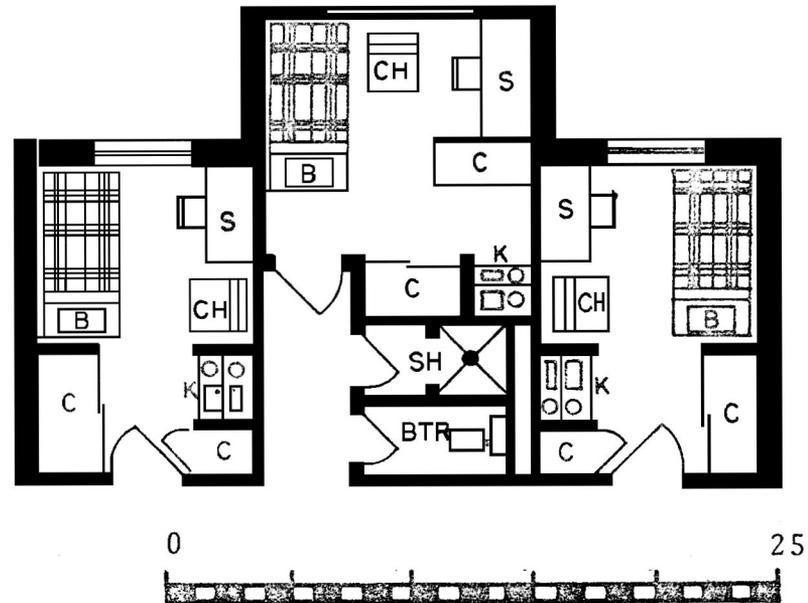
TYPICAL FLOOR PLAN OF APARTMENT FOR TWO STUDENTS

The apartment is the type of living arrangement the International students indicate they prefer. It is very important to consider apartment arrangements for the design of the future International Center.

(Fig. 5)

LEGEND

| | |
|------|-------------|
| B | BED |
| BT.R | BATH ROOM |
| C | CLOSET |
| CH | CHAIR |
| K | KITCHENETTE |
| S | STUDY DESK |
| SH | SHOWER |



TYPICAL FLOOR PLAN OF APARTMENT FOR THREE STUDENTS

The accommodations shown in Figures 5 and 6 have the advantage of more privacy than dormitory living arrangements. These arrangements should be considered for the future International Center.

(Fig. 6)

CHAPTER XI

OPERATION AND PERSONNEL

Responsibility for the operation of the International Center and House lies with the Governing Board that is tied in directly with the office of the Vice President for Student Affairs of the University. Overall direction and accountability for operation of the Center is in their hands. However, in the planning and execution of programs and plans, the Governing Board should hire a Director and staff to carry out the multiplicity of goals and objectives of the Center.

Thus, the Director of the Center is a key figure in the operation, and the selection of such a person is of primary importance. The following job description for the International Center Program Director helps to define the relationship of that position to the long-range goals and objectives of the Center.

Job Description for Director of International Center

The basic task of the Program Director is to coordinate and integrate academic and community resources and services on behalf of the international community and to nurture the International Center toward becoming a focal point of international/intercultural growth and awareness.

- I. International House: A residential "intentional community". While the House will be essentially self-governing, (with perhaps a salaried Graduate Student serving as House Manager to deal with a

number of practical problems), the Program Director will be mainly concerned with the House as an "international community". This means that he/she will have a concern for the interpersonal/intercultural aspects of life in this kind of setting; a concern for group morale, or esprit de corps; and problems which will emerge all require the skills and understanding of group behavior. Thus, counseling and group work skills are essential to this task. Most important of all is the need for personal experience and background in dealing with cultural differences between persons, and a sensitivity to the special kinds of problems that will emerge in a multicultural context of this sort.

II. International Center

The Program Director will serve as the executive arm of the Governing Board. This means that he/she is responsible for carrying out decisions of the Board in regard to program emphasis and policies regarding the Center and its activities. He is responsible for initiating new programs consistent with the international/intercultural purposes of the Center. These include:

1. General oversight of the House and Center and general responsibility for its functioning.

2. Hiring of auxiliary personnel needed in operating the House and Center -- e.g. House Manager (Graduate Student), or part-time cook for occasional "Community Meals" or other gatherings. (This will be done in consultation with the appropriate members of the Governing Board and within the provisions of the By-Laws.)
3. Initiating Programs of international/intercultural nature.
 - a. To bring the live-in "residential community" together in specific ways.
 - b. To develop intercultural programs open to the larger community, for the purpose of bringing new persons into the international community.
 - c. To facilitate recreational opportunities for international students, and to develop low-cost travel and hospitality programs to help foreign students get acquainted with the U.S. and its people.
 - d. To aid the growth of Cosmopolitan Club as a good opportunity for international fellowship. (People-to-People nationally abandoned the college campus program about 5 or 6 years ago -- perhaps it should be dropped at K-State, with the emphasis placed instead on building a strong Cosmopolitan Club which has existed on this campus for a great many years.)
 - e. To develop a tutorial program to aid in teaching English to new students.
 - f. To nurture community resources (such as service clubs and womens groups) for special programing assistance, e.g. the Kiwanis Club recently sponsored a bus tour of Topeka, "A Day at the Capitol". Many other community resources, both local and across the state, could be solicited for various kinds of international/intercultural programs.

4. To work directly with the International Coordinating Council as a resource person to assist that group in its work, and to aid it in the development of student leadership.
5. To utilize the skills and talents of persons in International House as resources for developing strong intercultural programs--not only in the Center but in the community at large.
6. To work cooperatively with the Foreign Student Advisor and to work jointly for improvement of academic and social conditions under which the foreign students learning takes place. Also, to aid in preparation and orientation of American students who are anticipating study abroad.

The International Program Director and the Foreign Student Advisor are seen as co-existent but institutionally separable roles and functions--which, because of their close relationship to the needs of foreign students and to the task of internationalizing education, must work closely together, but with differing channels of authority and responsibility (e.g. International Center Governing Board vs direct channel to Director of Student Development.)

Personal Qualifications

As indicated by the above designation of tasks and expectations, the criteria for the Program Director are more "qualitative" than "quantitative." That is to say, the quality of the person concerned has priority over the number of degrees he/she has earned, or the sheer duration of time on a given number of jobs (usually called "experience").

The important thing is the right combination of skills and cultural sensitivity which a person brings to this position. (For example, a person who is heavily involved in sensitivity training, but without cultural sensitivity, can do much damage in an international cross-cultural setting.)

In addition to cultural sensitivity and skills (group work and counseling) -- it is also important that the Director be able to work with the wider community and to initiate various kinds of volunteer groups for various kinds of tasks. Only this kind of leadership and role in the community will prevent the International Center/House from becoming an ingrown kind of thing -- an international ghetto -- rather than a creative and forceful reality in the midst of the university community.

CHAPTER XII

CONCLUSIONS

Adjustment to campus life and to the stresses of academic work are difficult for most students, and these problems are compounded for the average student from a foreign country who is handicapped by language difficulties, unfamiliar customs, and financial problems. The principal problems for the foreign student fall generally into four major areas: physical (housing, meals and personal needs); social and interpersonal; economic; and academic.

These problems vary tremendously from student to student, depending on many variables such as country of origin, age, academic status and background, language facility, income level, personal status and social facility. These factors and their accompanying needs on the part of foreign students, would help to determine in a large measure the kinds of programs, resources and policies which would extend additional help to these students. The resources of an International Center and House at Kansas State University would go far in answering these needs.

The development of an international center would provide, beyond the explicit needs of foreign students themselves, a contact where each K-State student could benefit from a true intercultural sharing and learning experience. Such a living-learning environment, internationally and interculturally oriented, will contribute much to the student's self-concept, his

opportunity for involvement in rewarding activities, his language skills, and his ability to interact with and understand a broad spectrum of peoples, values, and ideas. The valuable experience which such a center can provide will not only enrich the educational background of the individual student but will send better ambassadors to Kansas State University to every corner of the globe and create a source of world citizens here at home.

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APPENDIX A

SUMMARY OF FOREIGN STUDENT ENROLLMENT
AT KANSAS STATE UNIVERSITY

SUMMARY OF FOREIGN STUDENT ENROLLMENT
AT KANSAS STATE UNIVERSITY

| <u>Academic Year</u> | <u>No. of Foreign Students Enrolled *</u> | <u>No. of Countries Represented</u> | <u>Total KSU Enrollment</u> |
|----------------------|---|-------------------------------------|-----------------------------|
| 1972-73 | 450 | 51 | 15158 |
| 1971-72 | 477 | 48 | 14789 |
| 1970-71 | 463 | 53 | 13847 |
| 1969-70 | 488 | 49 | 15562 |
| 1968-69 | 453 | 45 | 15152 |
| 1967-68 | 412 | 50 | 14184 |
| 1966-67 | 425 | 55 | 13597 |
| 1965-66 | 479 | 57 | 13008 |
| 1964-65 | 461 | 59 | 11771 |
| 1963-64 | 584 | 68 | 10698 |
| 1962-63 | 618 | 65 | 10258 |
| 1961-62 | 506 | 57 | 9235 |
| 1960-61 | 404 | 55 | 8740 |
| 1959-60 | No summary given | | 8065 |
| 1958-59 | 211 | 47 | 7928 |
| 1957-58 | 249 | 50 | 8046 |
| 1956-57 | 180 | 34 | 7736 |
| 1955-56 | 167 | 35 | 7125 |
| 1954-55 | No summary given | | 6376 |
| 1953-54 | No summary given | | 5930 |
| 1952-53 | 119 | 38 | 5731 |
| 1951-52 | 124 | 36 | 5598 |
| 1950-51 | 126 | 31 | 6867 |
| 1949-50 | 99 | 26 | 7834 |
| 1948-49 | 86 | 26 | 8366 |
| 1947-48 | 63 | 18 | 8166 |
| 1946-47 | No summary given | | 7814 |
| 1945-46 | No summary given | | 5052 |
| 1944-45 | No summary given | | 2161 |
| 1943-44 | 14 | 6 | 3786 |
| 1942-43 | 12 | 4 | 3861 |
| 1941-42 | 14 | 4 | 4479 |
| 1940-41 | 16 | 6 | 4902 |
| 1939-40 | 15 | 8 | 4910 |
| 1938-39 | 13 | 7 | 4800 |
| 1937-38 | 12 | 7 | 4695 |
| 1936-37 | 21 | 10 | 4457 |
| 1935-36 | 15 | 10 | 4261 |
| 1934-35 | 10 | 8 | 3436 |

Summary of Foreign Student Enrollment -- Contd.

| <u>Academic Year</u> | <u>No. of Foreign Students Enrolled</u> | <u>No. of Countries Represented</u> | <u>Total KSU Enrollment</u> |
|----------------------|---|-------------------------------------|-----------------------------|
| 1933-34 | 15 | 12 | 2928 |
| 1932-33 | 16 | 10 | 3359 |
| 1931-32 | 14 | 11 | 3928 |
| 1930-31 | 13 | 10 | 4045 |
| 1929-30 | 12 | 7 | 3987 |
| 1928-29 | 13 | 11 | 3879 |
| 1927-28 | No summary given | | 3878 |
| 1926-27 | 11 | 8 | 4083 |
| 1925-26 | 17 | 11 | 4019 |
| 1924-25 | No summary given | | 4031 |
| 1923-24 | 22 | 11 | 3812 |
| 1922-23 | 24 | 13 | 3626 |
| 1921-22 | 28 | 12 | 3560 |
| 1920-21 | 24 | 7 | 3395 |
| 1919-20 | 22 | 11 | 3376 |
| 1918-19 | 8 | 7 | 2991 |
| 1917-18 | 5 | 3 | 2406 |
| 1916-17 | 6 | 4 | 3399 |
| 1915-16 | 7 | 6 | 3314 |
| 1914-15 | 3 | 3 | 3089 |
| 1913-14 | 7 | 5 | 3027 |
| 1912-13 | 8 | 5 | 2928 |
| 1911-12 | 11 | 4 | 2523 |
| 1910-11 | 3 | 2 | 2407 |
| 1909-10 | 1 | 1 | 2305 |
| 1908-09 | 7 | 1 | 2308 |
| 1907-08 | 8 | 1 | 2192 |
| 1906-07 | 8 | 1 | 1937 |
| 1905-06 | 7 | 2 | 1690 |
| 1904-05 | 0 | 0 | 1462 |
| 1903-04 | 0 | 0 | 1605 |
| 1902-03 | | 0 | 1574 |
| 1901-02 | 0 | 0 | 1396 |
| 1900-01 | 0 | 0 | 1321 |
| 1899-1900 | 4 | 3 | 1094 |
| 1898-99 | 3 | 3 | 871 |
| 1863-1897 | According to the General Catalog, no foreign student enrolled during this period. | | |