

INTERNATIONAL STUDENT HOUSE FOR

KANSAS STATE UNIVERSITY

by

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B. Architecture, National University of Colombia, 1967

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A NON-THESIS PROJECT

submitted in partial fulfillment of the

requirements for the degree

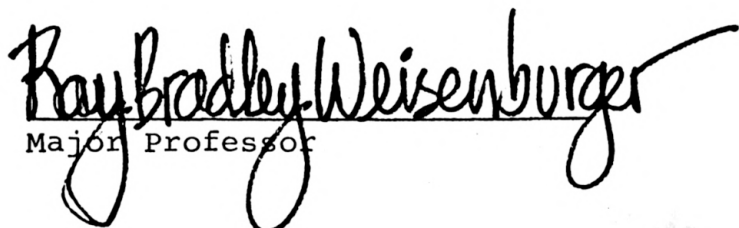
MASTER OF REGIONAL AND COMMUNITY PLANNING

KANSAS STATE UNIVERSITY

Manhattan, Kansas

1972

Approved by:

  
Major Professor

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## INTRODUCTION

Kansas State University has contributed a great deal in the direction of increasing better international understanding through its "exchange students program" with various developing and underdeveloped countries, and by admitting many more international students seeking advancement in specialized fields.

Kansas State University is not only a source of pride to many Americans but also to many international students. It has always been included in the list of America's most promising and advancing institutions of higher learning.

\* (As a foreign student from Colombia, I was always interested in meeting students from various other countries in order to share their cultural, educational and personal experiences. On several occasions I had an opportunity to listen to many foreign students talking about their difficulties in adjusting to a new setting of cultural, social, physical and educational life in this country. Housing is one of the big problems for many students at Kansas State University and for the foreign students the problem is bigger for economic and social reasons. I became interested in the problem because I wanted to contribute this source information for the future International Student House at Kansas State University.)

Basically, this research is an exploratory attempt to examine and identify the major physical, economic, social and academic adjustment problems and the opinions of foreign students on the desirability of an international house and an indication of preferences for its organization.

(Of the 405 international students at Kansas State University enrolled in the spring semester of 1971, 100 students were selected for the research.) This selection was made in priority of country, academic major and single students. Of the 100 questionnaires sent to the foreign students, 53 were returned.

In addition to the student sample questionnaire, the experiences and results of other international student houses in the United States were used in this research and investigation.

(Based on the analysis of the questionnaires, the author made recommendations for the future International House at Kansas State University. Some of the recommendations are based on past research studies carried out at various institutions on foreign students and experiences in organizing international student houses in the United States.)

## REVIEW OF LITERATURE

Over the past three decades, in the years following World War II, an ever increasing number of foreign students have entered institutions of higher education throughout the United States. In 1939-1940, there were 6,100 students from abroad and by 1953-1954, there were nearly 34,000<sup>1</sup>. During 1964 the number had increased to 75,000. The current official reports on the population of foreign students in the United States accounted for a total of well over 130,000 on various campuses across the country.

In his address to the opening Plenary Session of the Annual Conference of the National Association for Foreign Student Affairs, John C. Weaver<sup>1</sup> had emphasized "Nonetheless, 130,000 foreign students now study on our campuses, and if we are capable of making higher education in this country truly personalized and meaningful, we still have an enormous opportunity for world betterment in our hands"<sup>2</sup>. In "A Five Year Study of Foreign Students - 1959-64" carried out at the University of Iowa School of Journalism, James Markham, Professor of International Communications, has noted, "The presence of foreign students on American campuses is no longer a novelty and studies . . . have not been lacking. But 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 program"<sup>3</sup>.

The difficulties and problems which foreign students encounter in adjusting to the campus communities in the United States have been manifold. Several studies have been made in the past at various academic institutions in order to recognize such adjustment problems, their intensity, their adverse effect on students' educational progress, and their implication on the other aspects of social life. These students have revealed various patterns of students' adjustment and also the patterns of adjustment problems. As noted by Sewell and Davidsen<sup>4</sup>, the former type seemed to have emerged from the students' sojourn motivations, role perception, and return expectations, whereas the latter type seemed to have developed under the four major areas of student involvement in the university situation, namely physical, economical, social and academic. However, such patterns varied greatly depending on the exact profile of foreign students population existing on a particular campus, programs and facilities offered at the institution, intensity and magnitude with which such problems were experienced and felt by the students, and, of course, the areas under which such problems had developed. The causes and inception of such adjustment have been, most of the time,

attributed by many researchers to the bare factors of socio-economic, physical and academic origin. However, many cross-cultural, environmental and social-psychological factors have always played a great role in the initial development of such problems.

Some institutions have effectively dealt with their foreign student population and their adjustment problems. Very often they have been sensitive to the needs and interest of this segment. Also noted, by Lambert and Bressler,<sup>5</sup> for their excellent work were the organizations such as the Institute for International Education, the international student houses, and the Committee on Friendly Relations Among Foreign Students, the World Affairs Councils, the Federated Women's Club, the League of Women Voters and various fraternal and church organizations. They further argued that the work carried out by these organizations is an ample testimony of the interest which foreign students excite in many circles in America.

The reason for their success and the desired achievement along these lines may be attributed to the fact that these institutions have carefully considered and studied, with greater emphasis and enthusiasm, the entire segment as an integral part of their unique formation. But, on the other hand, many campuses still lack the real understanding and

realization of such problems of foreign students either due simply to non-availability of sufficient funds to carry out effective research, or to their lack of concern about foreign student affairs.

## PURPOSE OF AN INTERNATIONAL HOUSE

The purpose of the present study is to determine the extent to which the goals of international house could be realized. These goals of an international house are as follows:

1. To help students achieve their professional study goals at Kansas State University so that they will return home with a feeling of achievement and enthusiasm about their experiences here.
2. To provide students with the broadest opportunities to experience the many facets of American life and give them a deeper understanding of the United States.
3. To give students an opportunity to broaden their horizons through friendships and close associations with people from diverse backgrounds and cultures.
4. To promote intercultural communication and understanding via international living.
5. Help eliminate discrimination in housing and provide adequate housing.
6. Provide an opportunity for international students to learn about American culture.

7. Help eliminate "cultural isolation". The different international groups do not mix naturally and freely with other nationalities by staying by themselves.
8. Improve the international students' command of the English language by living with Americans.
9. Provide a chance for the foreign students to practice their ethnic, religious and daily habits and allow more Americans to become acquainted with the customs of other nationalities.
10. Help the foreign students to integrate more fully into the social life of the university and the community.
11. Help for directing the foreign students toward more active participation in the international, national and professional organizations on and off campus.

( As education is the primary objective of the foreign student, the first objective of international house is to help students achieve their professional study goals at Kansas State University so that they will return home with a feeling of achievement and enthusiasm about their experiences here.)

## CHAPTER I

### ANALYSIS OF THE QUESTIONNAIRE

#### INTRODUCTION

The purpose of the questionnaire is to ascertain the opinions of the foreign students at Kansas State University as to the desirability of an International House at Kansas State University and an indication of the foreign students' preference for the organization of such a house. The questionnaire consists of three principal parts:

1. Background information pertaining to the questionnaire respondents,
  - a. Respondent's characteristics
  - b. Respondent's time in United States
  - c. Nature of respondent's financial support
  - d. Housing the respondent currently occupies
  - e. Respondent's age, sex, marital status, nationality and academic major (16 questions)
2. Respondent's opinion on an International House at Kansas State University. Some of the questions asked were:
  - a. Need for International House
  - b. On or off campus location

- c. Co-educational or not
- d. Only foreign students or include American students
- e. Graduate students only or include undergraduate students
- f. Age limit of residents
- g. Number of roommates
- h. Married students in house
- i. House capacity
- j. Type of contract arrangement to live in house
- k. Amount of rent
- l. Facilities available in the house, etc.

(19 questions)

- 3. Comment section open to respondent's desire to express themselves.

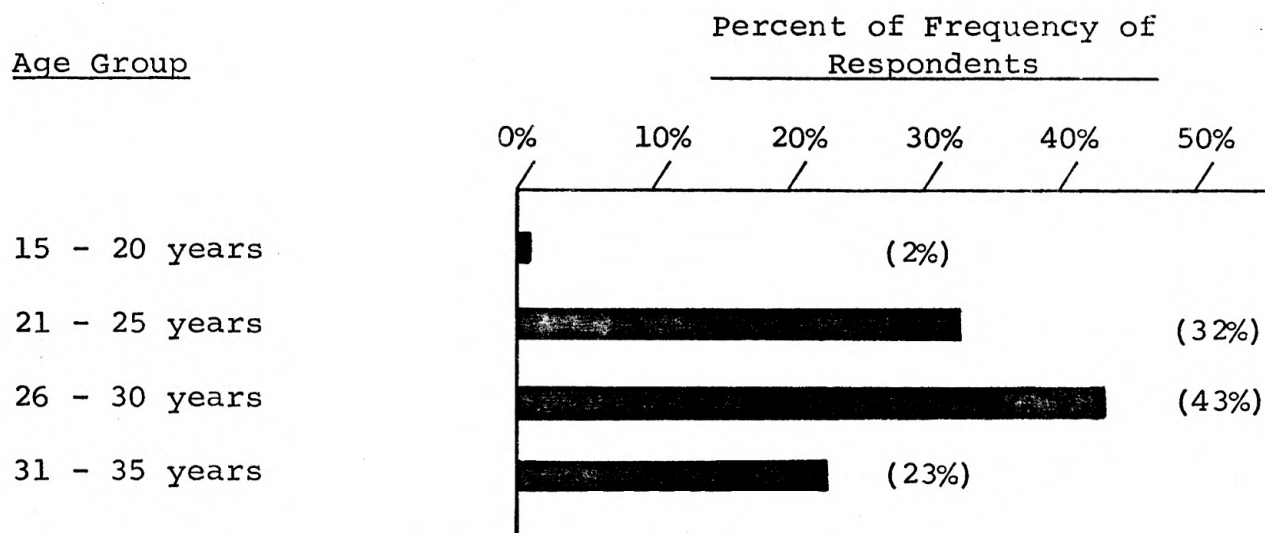
(The tabulated results of the 1971 spring semester enrollment show what one might expect in a residence for graduate students. Of the 405 foreign students 341 (84%) are graduate students; 61 (15%) are undergraduate students and 3(1%) are special students. The majority of the international students came to the United States to earn a graduate degree.) While relatively few pursued undergraduate degrees, a certain minority followed programs that are not designed to lead to a degree. Such courses include courses of independent study and research.

## AGE

DISTRIBUTION OF INTERNATIONAL STUDENT SAMPLE ACCORDING TO  
AGE GROUP AT KANSAS STATE UNIVERSITY

TABLE 1

<u>Description</u>	<u>Frequency</u>	<u>Percent</u>
15 - 20 years	1	2%
21 - 25 years	17	32%
26 - 30 years	23	43%
31 - 35 years	12	23%

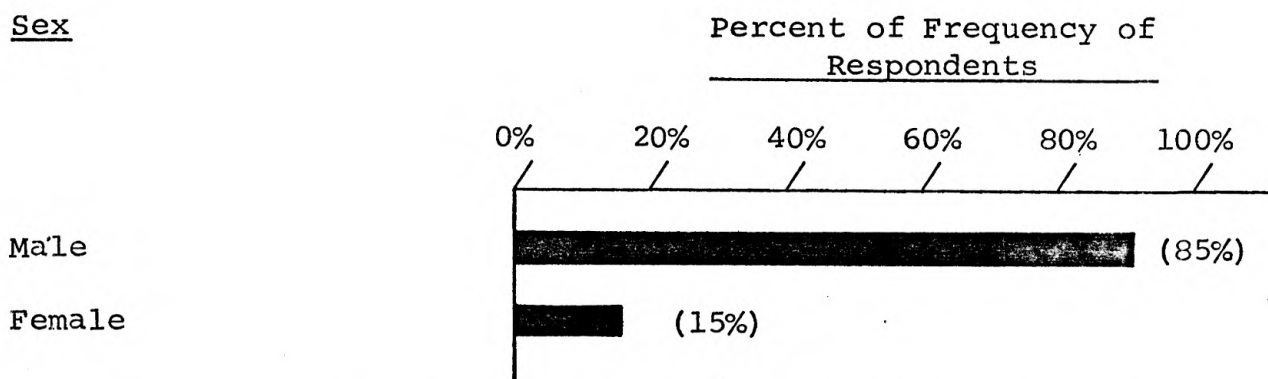
GRAPHIC 1

The age of the majority of foreign students at Kansas State University ranges between 26 and 30 years (43%). Secondly, the number of foreign students between the ages of 21 and 25 was 32%. The median age is 26 years.

## SEX

DISTRIBUTION OF INTERNATIONAL STUDENT SAMPLE ACCORDING TO  
SEX AT KANSAS STATE UNIVERSITYTABLE 2

<u>Description</u>	<u>Frequency</u>	<u>Percent</u>
Male	45	85%
Female	8	15%

GRAPHIC 2

A percentage breakdown by sex has been presented above. Of the 53 international students sampled, forty five (85%) were male and only eight (15%) were female. In comparison with the total spring 1971 foreign student enrollment the percentages are as follows: 343 (85%) were male and 62 (15%) were female. It is interesting to note that the percentages in the student sample and total enrollment are the same.

## ( COUNTRY OF ORIGIN )

DISTRIBUTION OF INTERNATIONAL STUDENTS ACCORDING TO COUNTRY  
OF ORIGIN - SPRING 1971, KANSAS STATE UNIVERSITYTABLE 3

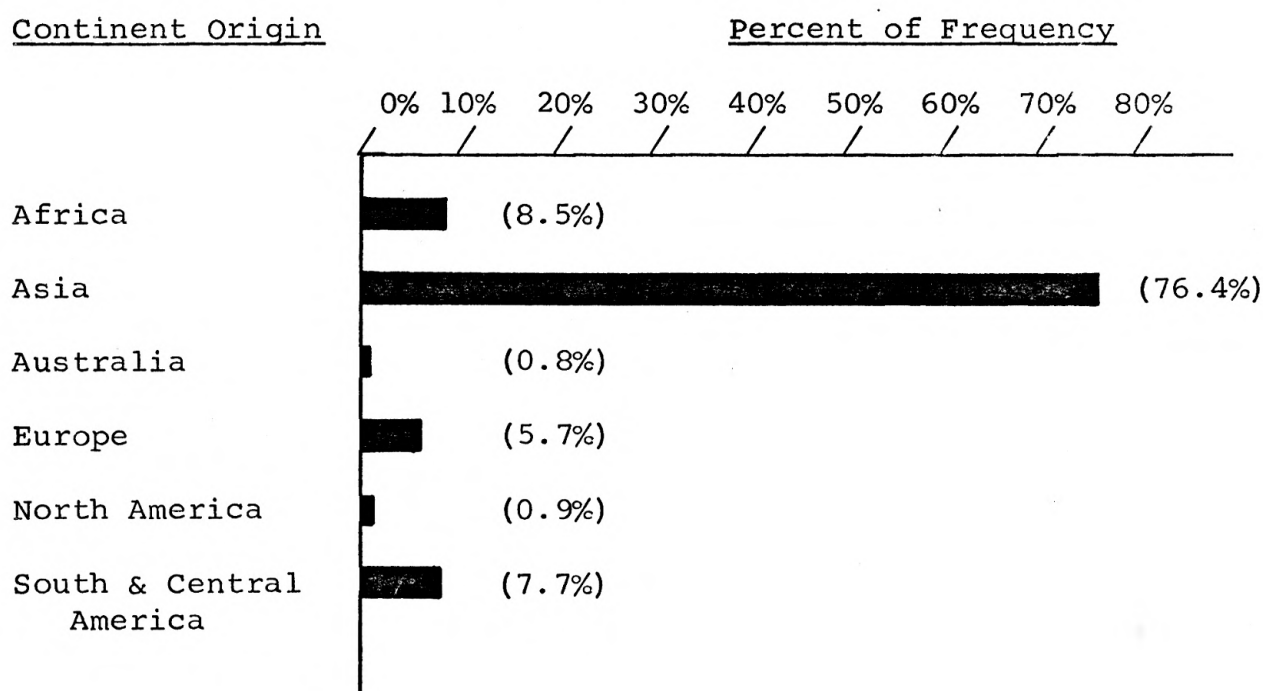
<u>Country</u>	<u>Frequency</u>	<u>Percent</u>
Australia	1	0.3%
Argentina	2	0.5%
Afghanistan	1	0.3%
Bolivia	1	0.3%
Brazil	2	0.5%
Canada	4	0.9%
Chile	1	0.3%
China	98	24.2%
Colombia	10	2.5%
Denmark	1	0.3%
Dominican Republic	1	0.3%
Egypt	10	2.5%
England	3	0.7%
Ethiopia	4	0.9%
Finland	1	0.3%
Germany	9	2.2%
Ghana	4	0.9%
Greece	2	0.5%

<u>Country</u>	<u>Frequency</u>	<u>Percent</u>
Holland	1	0.3%
Hong Kong	6	1.4%
India	99	24.4%
Indonesia	2	0.5%
Iran	24	5.9%
Iraq	8	1.9%
Israel	2	0.5%
Japan	5	1.2%
Jordan	2	0.5%
Kenya	3	0.7%
Korea	13	3.2%
Lebanon	2	0.5%
Libya	1	0.3%
Malaysia	1	0.3%
Mexico	2	0.5%
Nigeria	11	2.7%
Norway	1	0.3%
Okinawa	1	0.3%
Pakistan	7	1.6%
Peru	1	0.3%
Philippines	7	1.6%
Romania	2	0.5%
Saudi Arabia	2	0.5%

<u>Country</u>	<u>Frequency</u>	<u>Percent</u>
Sikkim	1	0.3%
Switzerland	1	0.3%
Thailand	18	4.4%
Trinidad	1	0.3%
Turkey	5	1.2%
Uganda	2	0.5%
Venezuela	9	2.2%
Vietnam	9	2.2%
Yugoslavia	<u>1</u>	<u>0.3%</u>
TOTAL	405	100.0%

DISTRIBUTION OF INTERNATIONAL STUDENTS ACCORDING TO CONTINENT  
ORIGIN

GRAPHIC 3



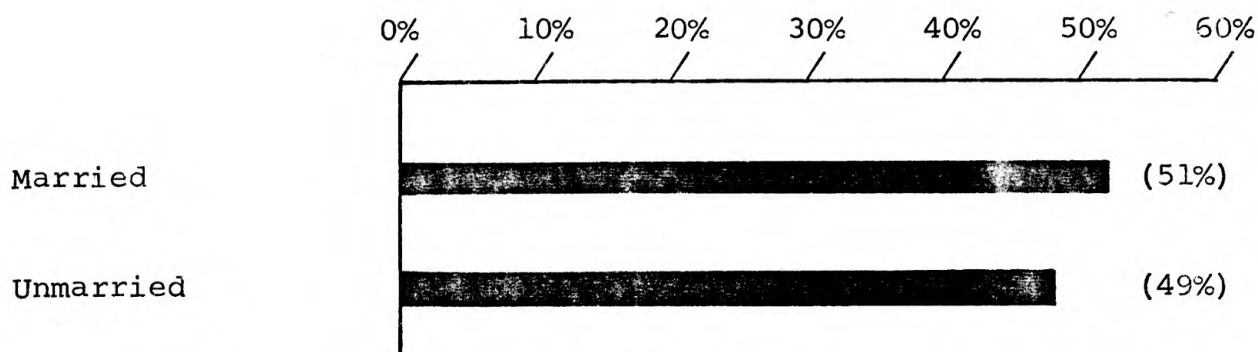
The countries providing the largest foreign student enrollment at Kansas State University are India (24.4%) and China (24.2%). These two countries provide 48.6% of the foreign students. The next percentages in decreasing order are the following: Iran (5.9%), Thailand (4.4%), Korea (3.2%), Nigeria (2.7%), Colombia (2.5%), Egypt (2.5%), Germany (2.2%), Venezuela (2.2%), Vietnam (2.2%), Iraq (1.9%), Pakistan (1.6%), Philippines (1.6%), Hong Kong (1.4%), Japan (1.2%), Turkey (1.2%). The other 33 countries have percentages below 1%. The foreign students from Asia (76.4%) constitute the largest percentage of foreign students at Kansas State University.

#### MARITAL STATUS

#### DISTRIBUTION OF INTERNATIONAL STUDENTS SAMPLE ACCORDING TO MARITAL STATUS AT KANSAS STATE UNIVERSITY

TABLE 4

<u>Description</u>	<u>Frequency</u>	<u>Percent</u>
Married	27	51%
Unmarried	26	49%

GRAPHIC 4Percent of Frequency of Respondents

As shown in Table 4 and Graphic 4 the foreign student sample was broken down by percentage into two groups according to individuals marital status. (The number of married students (51%) and unmarried students (49%) are about equal.)

Some of the married students came to the United States without their wives for one or two semesters in order that they might have time to adapt to a different system of life and study and find a suitable place to live with their families. In other cases a student who is finishing his studies often sends his wife home one semester early; the reason being that his thesis or report takes more time than he had planned and for economic reasons the wife returns to their home country.

(Most of the married students are in graduate school while the majority of undergraduate foreign students are single.)

## MAJOR FIELD

DISTRIBUTION OF INTERNATIONAL STUDENTS ACCORDING TO MAJOR  
FIELDS OF STUDY AT KANSAS STATE UNIVERSITY

TABLE 5

<u>Engineering</u>	<u>Frequency</u>	<u>Percent</u>
Agricultural Engineering	0	
Chemical	21	
Civil Engineering	19	
Electrical	19	
Industrial	37	
Mechanical	25	
Nuclear Engineering	11	
General	<u>1</u>	
TOTAL	133	33%
 <u>Architecture and Planning</u>		
Architecture	19	
Regional & Community Planning	<u>16</u>	
TOTAL	35	8.4%
 <u>Agriculture</u>		
Entomology	1	
Biochemistry	6	
Dairy Production	1	

<u>Agriculture (Continued)</u>	<u>Frequency</u>	<u>Percent</u>
Agriculture	23	
Poultry Science	1	
Bakery Science & Management	1	
Biochemistry	0	
Feed Science & Management	0	
Milling Science & Management	2	
Agronomy	12	
Grain Science	16	
Horticulture	10	
Plant Pathology	7	
Entomology	<u>4</u>	
TOTAL	84	21%

Arts and Sciences

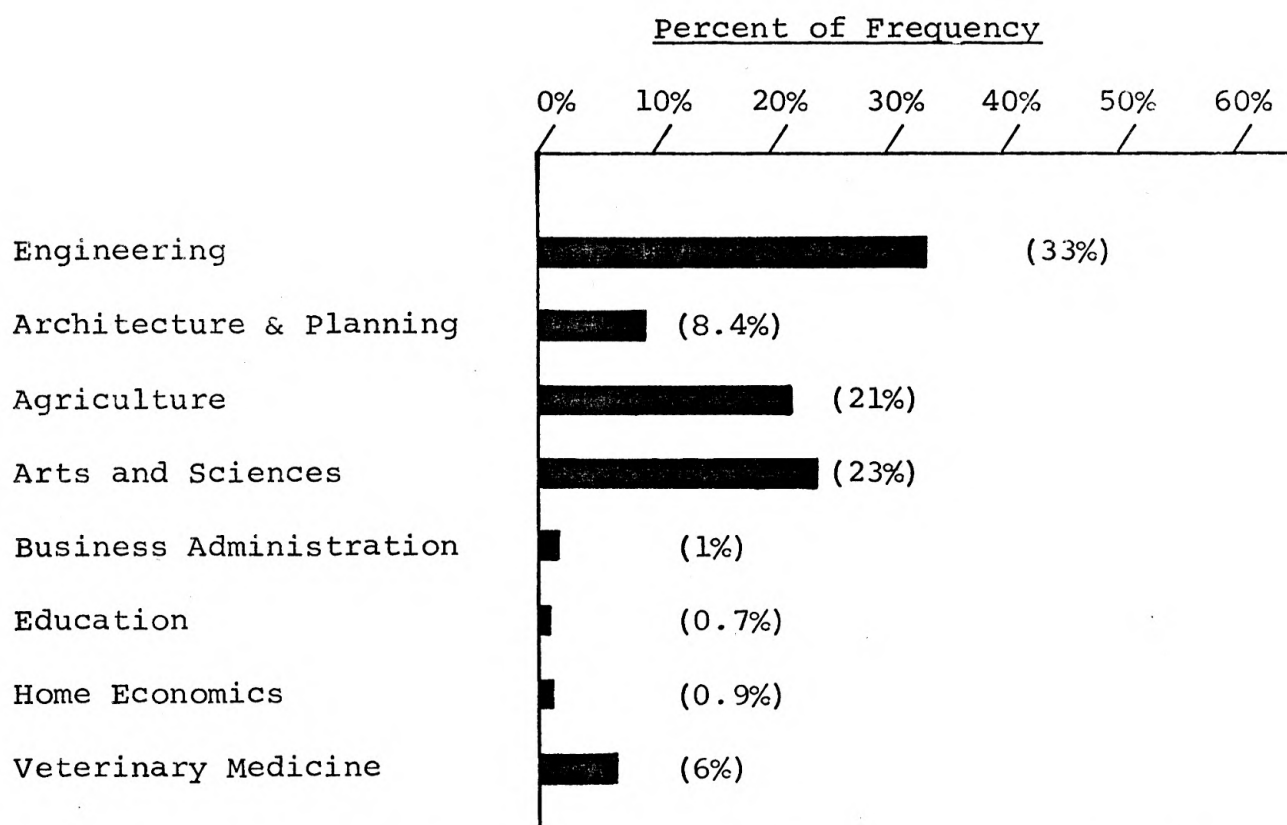
Arts	2
Computer Science	7
Genetics	2
Economics	10
Physical Education	3
Statistics	14
Sociology	4
Microbiology	3
Food Science	20

<u>Arts and Sciences (Continued)</u>	<u>Frequency</u>	<u>Percent</u>
Biology	5	
Political Science	3	
Physics	5	
Modern Language	5	
Speech	3	
History	2	
Mathematics	6	
Music	2	
Chemistry	14	
Geology	4	
Geography	2	
General	<u>1</u>	
TOTAL	117	29%
<u>Business Administration</u>		
Business Administration	4	
Accounting	<u>1</u>	
TOTAL	5	1%
<u>Education</u>		
Elementary Education	<u>3</u>	
TOTAL	3	0.7%
<u>Home Economics</u>		
Home Economics	<u>4</u>	
TOTAL	4	0.9%

<u>Veterinary Medicine</u>	<u>Frequency</u>	<u>Percent</u>
Animal Nutrition	9	
Physiology	5	
Pathology	6	
Surgery and Medicine	<u>4</u>	
TOTAL	24	6%

## MAJOR FIELD

DISTRIBUTION TOTAL OF THE INTERNATIONAL STUDENTS ACCORDING TO  
MAJOR FIELDS AT KANSAS STATE UNIVERSITY

GRAPHIC 5

Source: International Center, Foreign Student Advisor, Kansas  
State University, Manhattan, Kansas

Graphic 5 shows the percentages of enrollment (Spring 1971) of all 405 foreign students according to the major field of study. The detailed percentage figures have been given in Table 5. The graph indicates a very high enrollment in the field of Engineering (33%). The second highest, Arts and Sciences, has the larger number of major fields of study (see Table 5) and the third is Agriculture (21%). The other percentages are smaller and they are in order of priority: Architecture and Planning (8.4%), Veterinary Medicine (6%), Business Administration (1%), Home Economics (0.9%) and Education (0.7%)

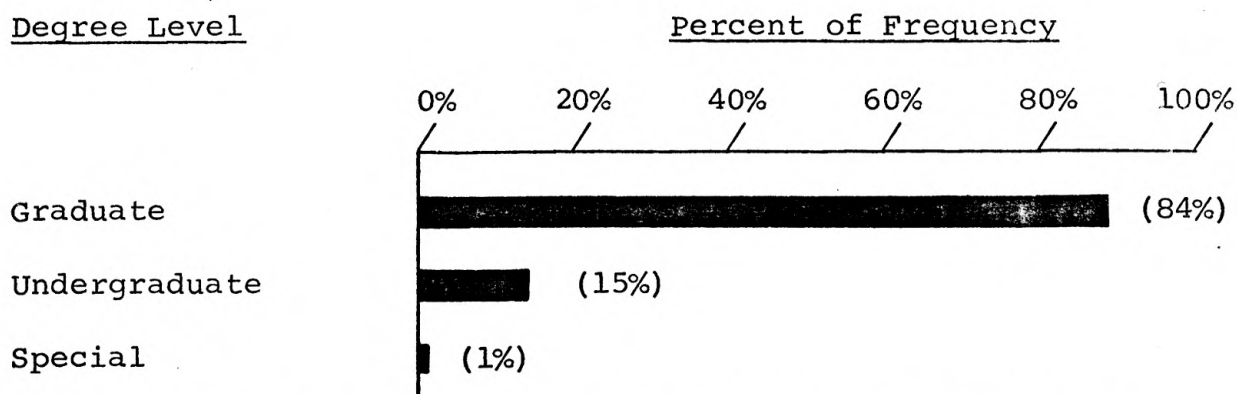
From the above analysis it is concluded that the field of Engineering was the most demanded field of study by the international students.

#### ( DEGREE LEVEL )

#### DISTRIBUTION OF INTERNATIONAL STUDENTS ACCORDING TO DEGREE LEVEL AT KANSAS STATE UNIVERSITY

TABLE 6

<u>Description</u>	<u>Frequency</u>	<u>Percent</u>
Graduate	341	84%
Undergraduate	61	15%
Special	3	1%

GRAPHIC 6

The majority (84%) of the foreign students were found enrolled in the graduate school. Only a small percentage are in undergraduate level (15%) and very small percentage are special students (1%).

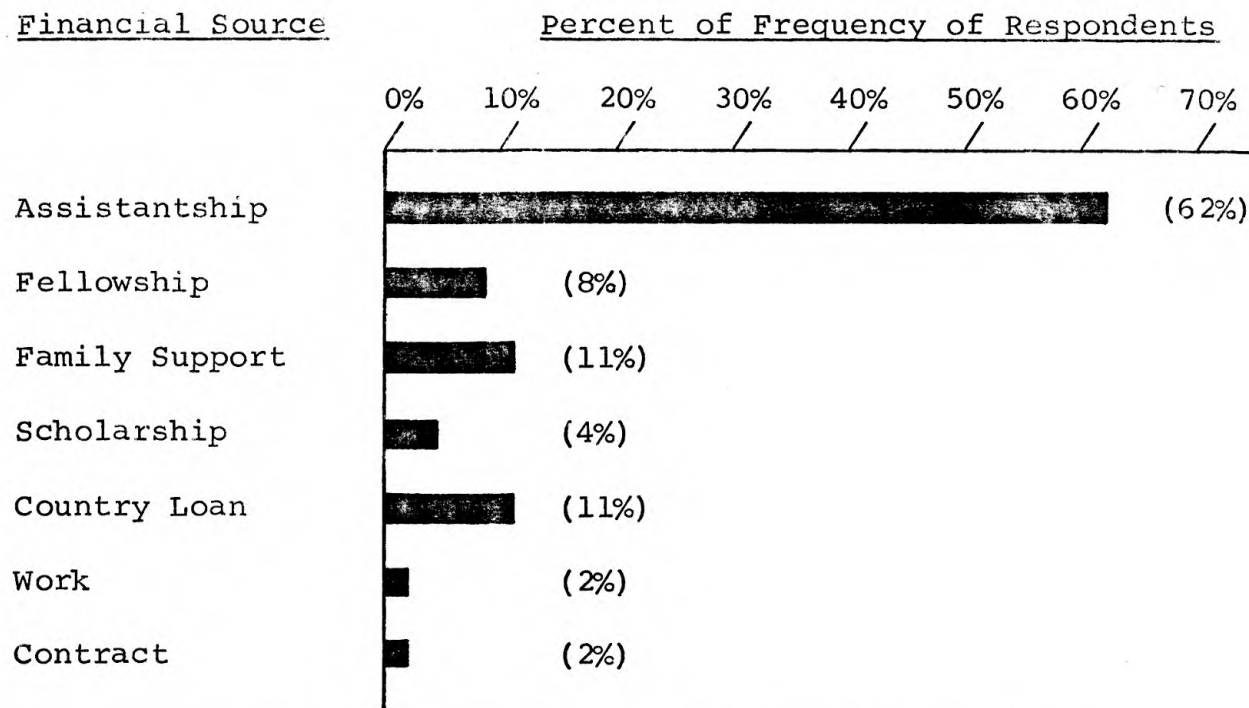
#### FINANCIAL SOURCE

DISTRIBUTION OF INTERNATIONAL STUDENTS SAMPLE ACCORDING TO FINANCIAL SOURCE AT KANSAS STATE UNIVERSITY.

TABLE 7

<u>Description</u>	<u>Frequency</u>	<u>Percent</u>
Assistantship	33	62%
Fellowship	4	8%
Family Support	6	11%
Scholarship	2	4%
Country Loan	6	11%
Work	1	2%
Contract	1	2%

GRAPHIC 7



The majority of foreign students have assistantships (62%). The next two percentages are country of origin loans and family support (both 11%). Many of the foreign students come from underdeveloped countries and the price of the dollar is very high at the exchange rate of their country's money. For example, the Colombians pay 25 times as much for a student to attend college in the United States than in their own country. This explains why the economic cost for a foreign student to study in the United States is very expensive. Many prefer to pay this expensive price because in their own country they cannot find the graduate studies they want, and because the level of education is higher in the United States.

Governments of foreign countries finance studies here because they need trained people to improve their educational level to work in industry in all different major fields of business within their own country. The United States Government has exchange programs with foreign countries through the Agency of International Development (AID) and other international organizations to give economic help to foreign students to receive higher education in the American universities.

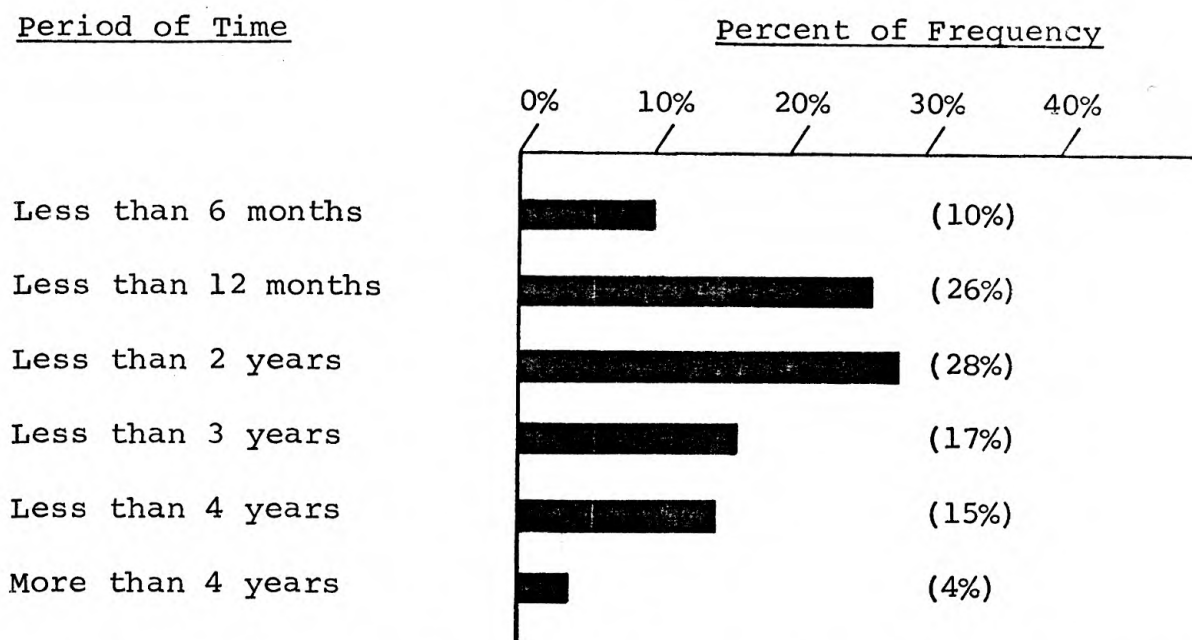
It was concluded that the major source of income of the foreign students was through assistantships.

PERIOD OF TIME AT KANSAS STATE UNIVERSITY ACCORDING TO  
QUESTIONNAIRE SAMPLE GIVEN TO INTERNATIONAL STUDENTS AT  
KANSAS STATE UNIVERSITY

TABLE 8

<u>Description</u>	<u>Frequency</u>	<u>Percent</u>
Less than 6 months	5	10%
Less than 12 months	14	26%
Less than 2 years	15	28%
Less than 3 years	9	17%
Less than 4 years	8	15%
More than 4 years	2	4%

GRAPHIC 8



The majority of the international students have been at Kansas State University for 1 to 2 years (28%). The following close percentage is between 6 to 12 months (26%). This explains again that the majority of the foreign students come to Kansas State University for graduate studies. The other percentages are more than 2 years (17%), more than 3 years (15%), less than 6 months (10%), and more than 4 years (4%).

#### PERIOD OF TIME IN U.S.A.

The majority of the respondents (26%) have been in the United States for a period of 2 to 3 years. This is a result of the fact that the majority of foreign students came for graduate studies. The following close percentages are between

1 to 2 years (25%), and 7 to 11 months (21%). The lowest percentage is less than 6 months (9%). There are big differences between the percentage of students that have been in the United States between 7 to 11 months. This is because a small percentage of international students came directly to Kansas State University to start graduate or undergraduate courses.

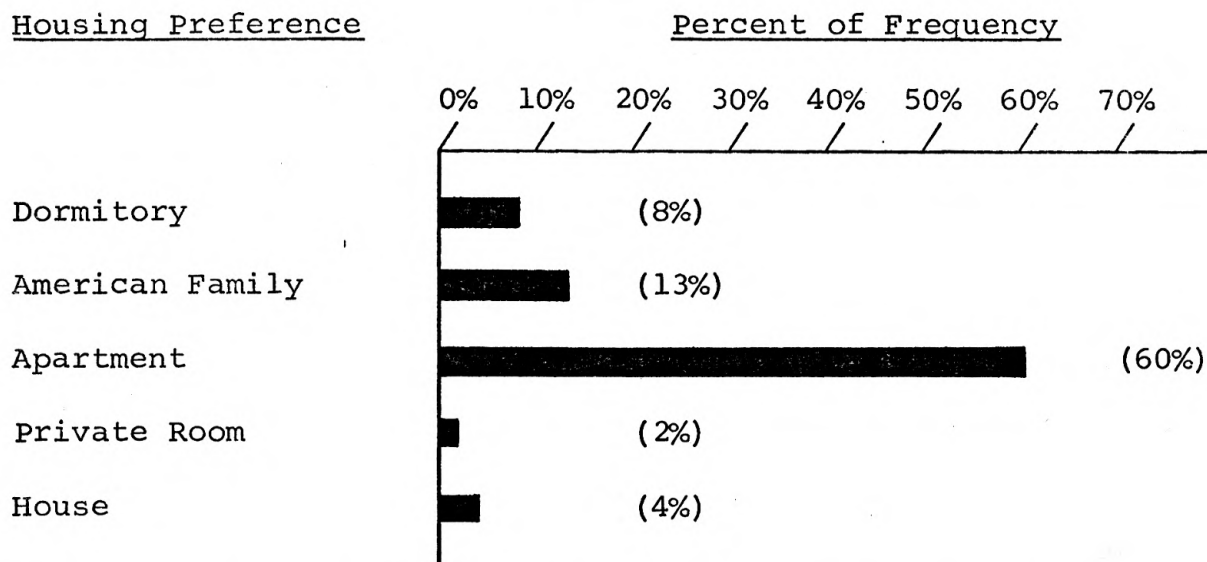
Many international students come first to other universities where they can take special courses or one semester of intensive English for foreign students. After this special study they come to Kansas State University to start the courses in their academic major.

The other percentages are between 3 to 4 years (8%); more than 4 years (11%). This group contains the students who are working in the Ph.D. program, and some small percentage of undergraduate students.

HOUSING PREFERENCE ACCORDING TO QUESTIONNAIRE SAMPLE GIVEN  
TO INTERNATIONAL STUDENTS AT KANSAS STATE UNIVERSITY

TABLE 9

<u>Description</u>	<u>Frequency</u>	<u>Percent</u>
Dormitory	4	8%
American Family	7	13%
Apartment	32	60%
Private Room	1	2%
House	7	13%
No Answer	2	4%

GRAPHIC 9

In answering the question "Under present conditions, if you had your choice, would you prefer living in . . .", it was

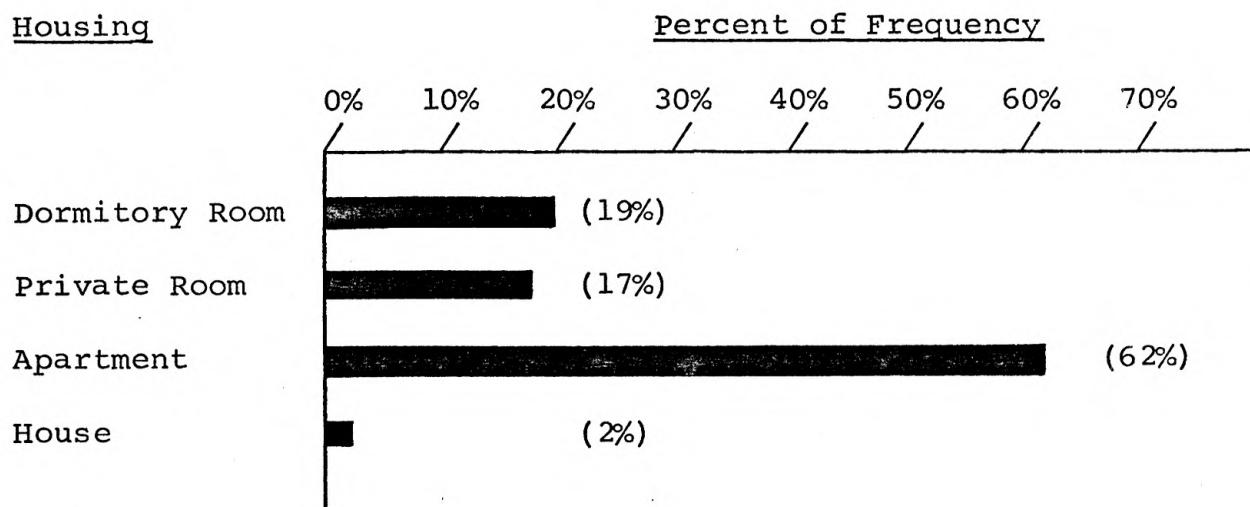
found that 60% had mentioned apartment as their choice of accommodation. The next preference was American family (13%) and House (13%) followed by Dormitory (8%), Private Room (2%) and No Answer (4%).

(HOUSING, PRESENT STATUS) ACCORDING TO QUESTIONNAIRE SAMPLE  
GIVEN TO INTERNATIONAL STUDENTS AT KANSAS STATE UNIVERSITY

TABLE 10

<u>Description</u>	<u>Frequency</u>	<u>Percent</u>
Dormitory Room	10	19%
Private Room	9	17%
Apartment	33	62%
House	1	2%
Mobile Home	0	0%

GRAPHIC 10



The majority of the international students are living in apartments (62%), followed by dormitory rooms (19%), private rooms (17%) and houses (2%). The international students prefer to live in apartments for economic reasons (it is cheaper), 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 cheaper but in the majority of cases they cannot prepare their own food. Many students live in private rooms because in Manhattan it is very difficult to get an apartment at a reasonable price near to the campus. This part is very important because many of the international students do not have cars.

# HOUSING LOCALIZATION OF THE INTERNATIONAL STUDENTS AT KANSAS STATE UNIVERSITY - SPRING 1971

TABLE 11

<u>Localization</u>	<u>Frequency</u>
Jardine Terrace Apartments	70
Dormitories	67
Laramie	54
Bluemont	29
Vattier	28
North 14th	20

<u>Localization</u>	<u>Frequency</u>
Fairchild	13
North 16th	13
North Manhattan	11
Fremont	7
Anderson	7
Osage	7
Fairview	6
Claflin Road	5
North Campus Court	4
Sunset	4
Bertrand	4
Blue Hill Road	4
Kearney	4
Thurston	4
North 10th	3
Poyntz	3
Leavenworth	3
Quivera Circle	2
Oxford	2
Fort Riley Boulevard	2
Virginia	2
Legore Lane	2

<u>Localization</u>	<u>Frequency</u>
Cambridge Point	2
College Heights	2
North 12th	2
Humboldt	2
Moro	2
Stewart Court	1
Hillcrest Drive	1
McCain Lane	1
North 8th	1
Winne Drive	1
Denison	1
Pomeroy	1
Straube House	1
Ranser Road	1
Conrow Drive	1
North 15th	1
Ratone	1
West 13th	1
Centenial Drive	1
Glenwood Lane	<u>1</u>
TOTAL	405

Source: International Center - Foreign Student Advisor,  
 Kansas State University - Foreign Student Enrollment  
 List - Spring, 1971.

# EXHIBIT I

## HOUSING LOCALIZATION OF THE INTERNATIONAL STUDENTS AT KANSAS STATE UNIVERSITY SPRING 1971

### FREQUENCY

51 - 70



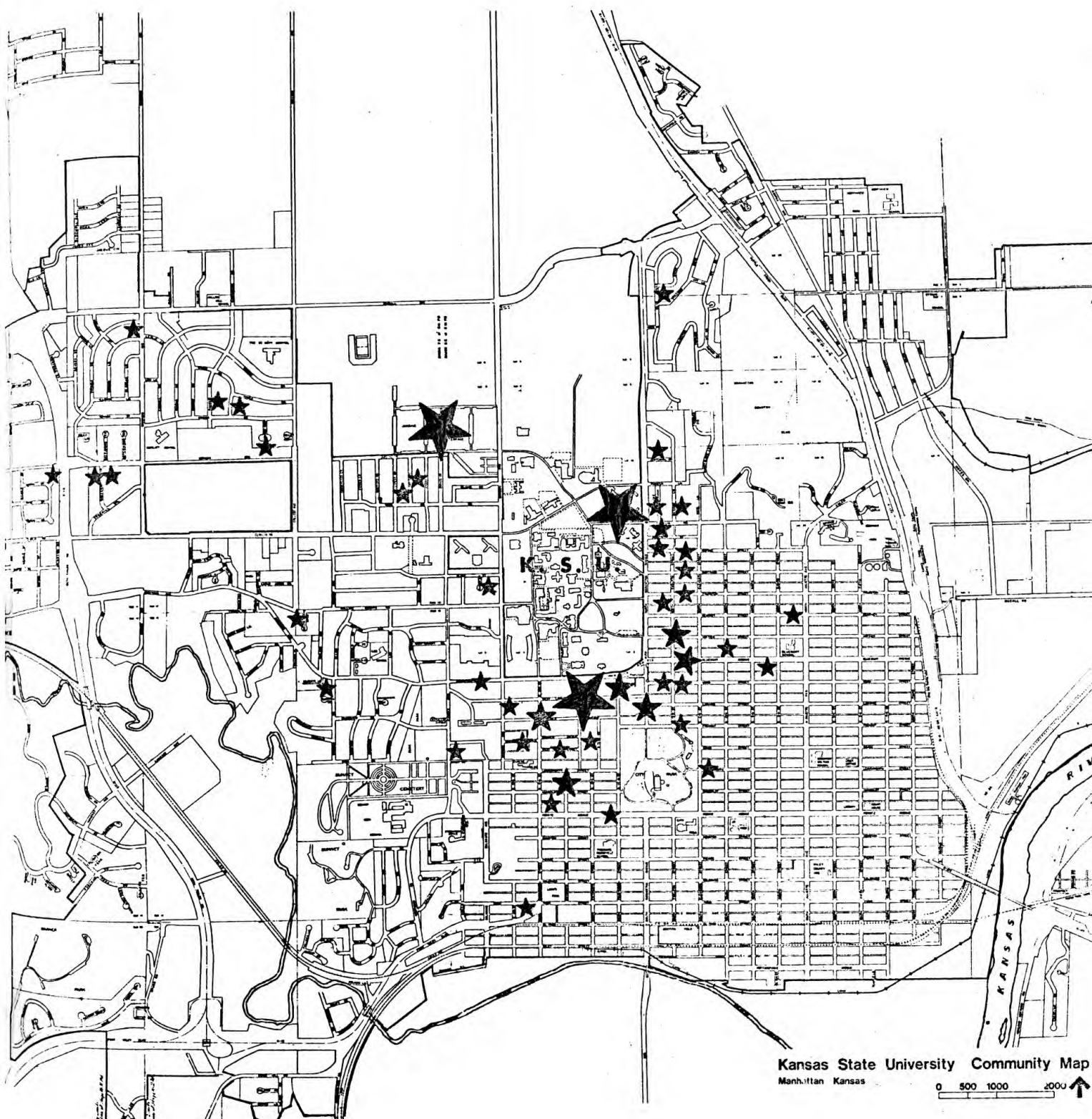
31 - 50



11 - 30



1 - 10

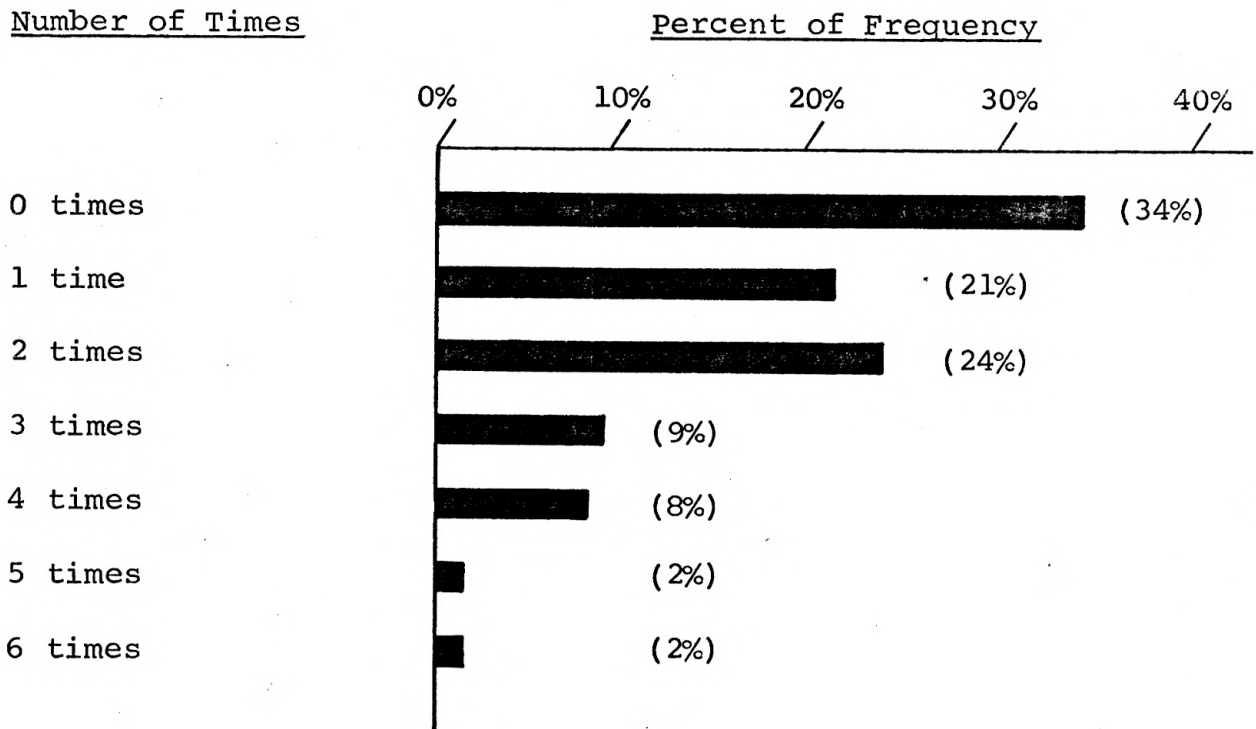


Source: International  
Center - K.S.U.  
Foreign Students  
Enrollment List  
Spring 1971

CHANGE OF HOUSING IN MANHATTAN ACCORDING TO QUESTIONNAIRE  
 SAMPLE GIVEN TO FOREIGN STUDENTS AT KANSAS STATE UNIVERSITY

TABLE 12

<u>Description</u>	<u>Frequency</u>	<u>Percent</u>
0 times	18	34%
1 time	11	21%
2 times	13	24%
3 times	5	9%
4 times	4	8%
5 times	1	2%
6 times	1	2%

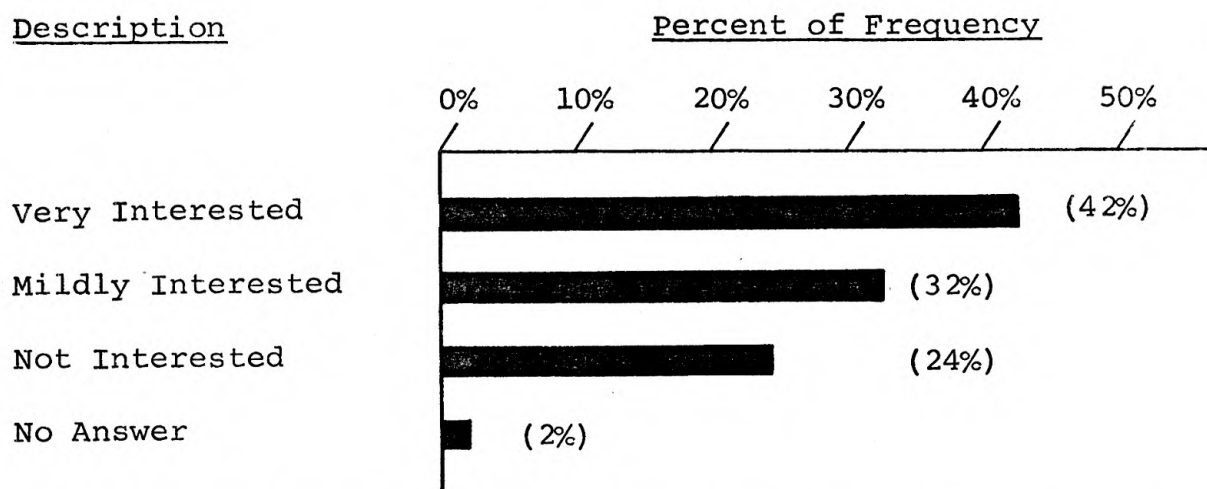
GRAPHIC 12

With respect to the question "How many times have you changed your housing in Manhattan?", 34% answered 0 times; 21% have changed 1 time; 24% have changed 2 times. These three percentages include the married students who live in Jardine Terrace Apartments, which are very cheap and convenient apartments because they are close to the university. When the married student gets one of these apartments, he will stay all the period of time of his studies in the same apartment. Other students come first to live in the dormitory for one or two semesters and later move to an apartment because it is more economical, more private, and they can cook their own food. In general, the "0 times of change" is represented by the students who are living in Jardine Terrace. The "1 to 2 times of change" represents the students who first live in the dormitory or live in a rooming house and later find an apartment near the campus.

INTEREST IN LIVING IN AN INTERNATIONAL HOUSE ACCORDING TO  
QUESTIONNAIRE SAMPLE GIVEN TO FOREIGN STUDENTS AT KANSAS  
STATE UNIVERSITY

TABLE 13

<u>Description</u>	<u>Frequency</u>	<u>Percent</u>
Very Interested	22	42%
Mildly Interested	17	32%
Not Interested	13	24%
No Answer	1	2%

GRAPHIC 13

NECESSITY OF THE INTERNATIONAL HOUSE AT KANSAS STATE UNIVERSITY

That there should be an international house at Kansas State University is clear from the questionnaire response; 96% of the respondents gave an affirmative answer. As for the question of living in the international house, 42% of the

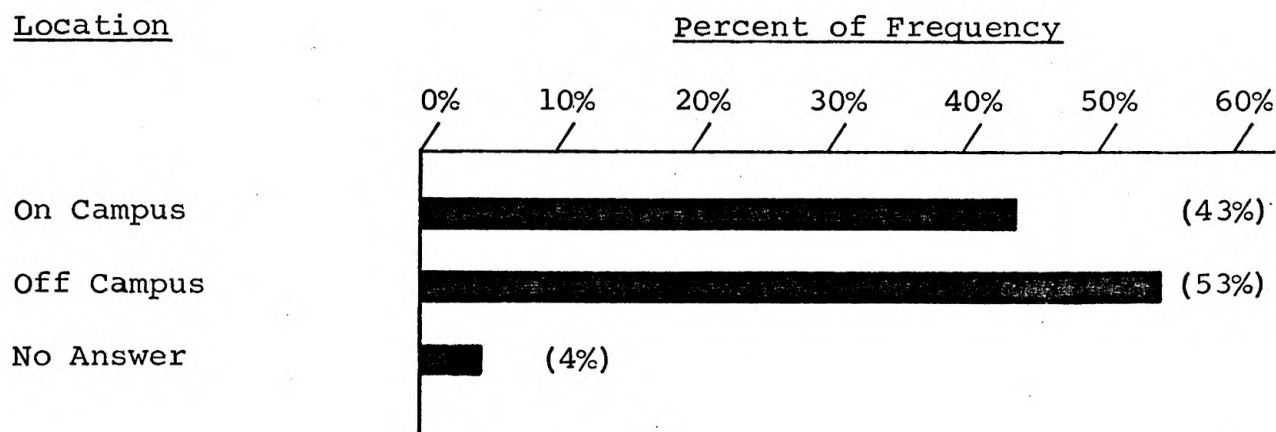
international students would be very interested in living in the international house; 32% would be mildly interested and 24% would not be interested in living in the international house. In this last percentage the majority of them were answered by the married students who are living in Jardine Terrace, in good housing, and many of them having one or two children.

LOCATION OF THE INTERNATIONAL HOUSE ACCORDING TO QUESTIONNAIRE  
SAMPLE GIVEN TO FOREIGN STUDENTS AT KANSAS STATE UNIVERSITY

TABLE 14

<u>Description</u>	<u>Frequency</u>	<u>Percent</u>
On Campus	23	43%
Off Campus	28	53%
No Answer	2	4%

GRAPHIC 14



The questionnaire asked the question as to preference of location. The response to off campus housing received the highest percentage (53%). On campus preference had 43% response and 4% did not answer. The location of the international house will be recommended off campus so the students can have a different environment than in the classroom. It is more pleasant and restful to change visual and environmental surroundings when the person finishes the academic activity of the day.

It is necessary that the location of the international house be on or near the campus because it will be more convenient for the international students as many of them do not have cars. It is the work of the designing architect to create a place or space which has a strong transition between the academic activity and the living activity. For the selection of the site location of the proposed international house there are many different factors that have a strong influence. Some of these are:

- a. Close to academic activities;
- b. Near to commercial and recreational activities
- c. In a place where the distances are proportionate to the different main activities of the inter-

national students. These activities will be in order of priority.

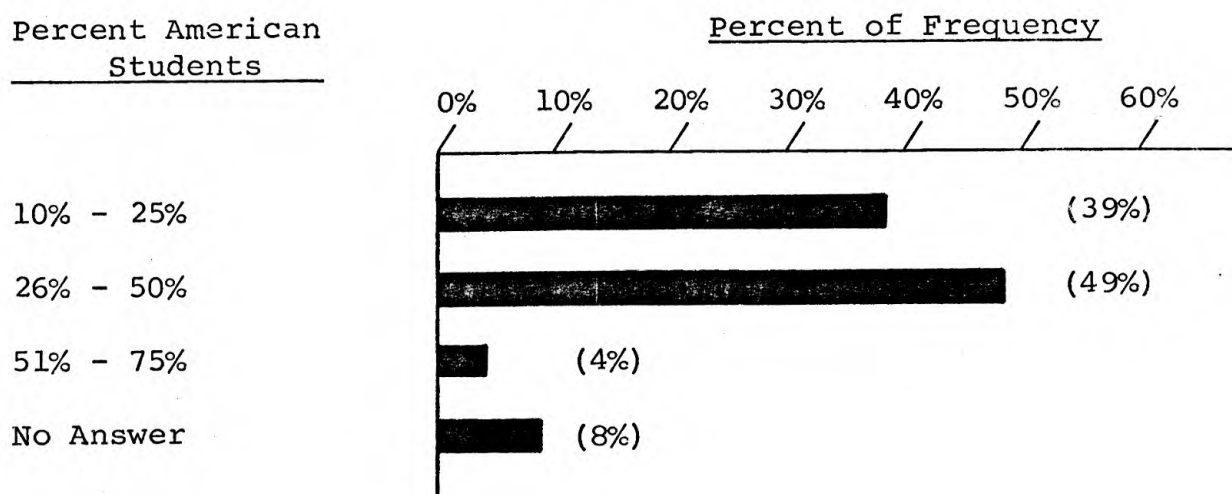
- d. Near to residential activities of the community (because we want to integrate the international students with the community life in order for them to better experience American life);
- e. Create in the design a location that gives a strong transition between academic and living activities (change of view and environment);
- f. On or near the campus for the encouragement of pedestrian traffic to the academic activities and help to alleviate the traffic and parking congestion on campus.

PERCENTAGE OF AMERICAN STUDENTS IN THE INTERNATIONAL HOUSE  
ACCORDING TO QUESTIONNAIRE SAMPLE GIVEN TO FOREIGN STUDENTS  
AT KANSAS STATE UNIVERSITY

TABLE 15

<u>Description</u>	<u>Frequency</u>	<u>Percent</u>
10% - 25% American students	21	39%
26% - 50% American students	26	49%
51% - 75% American students	2	4%
No Answer	4	8%

GRAPHIC 15



## COMPOSITION OF THE INTERNATIONAL HOUSE

Ninety-eight percent of the respondents felt that the international house should be coeducational; and only two percent responded to men only. At the present time the necessity of an international house is for both men and women. Ninety-six percent of the respondents agreed that the international house should be for American and international students. Forty-nine percent of the respondents answered that the percentage of American students living in the international house should be 50%. Next, 39% of the respondents answered that 25% of the residents of the international house should be Americans. It is important for the international students to share their rooms with the American students. The objective of the international house is not simply to have its residents experience American life; it seeks actively to provide students with the

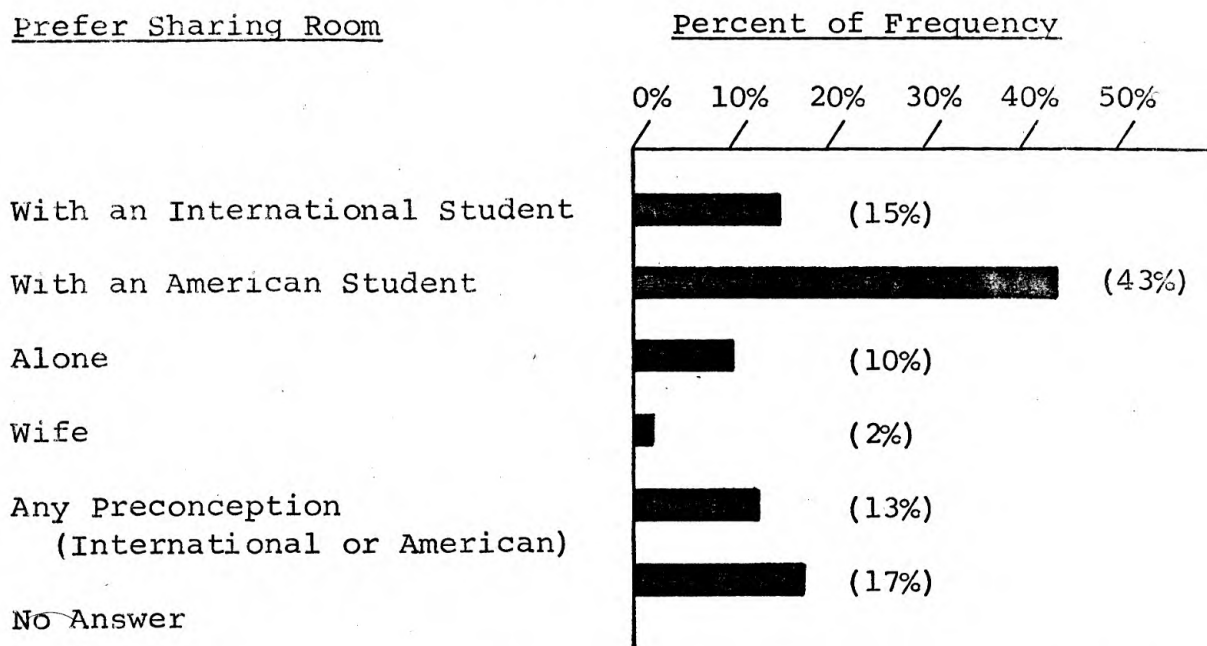
broadest opportunities to do so. International house might instead concentrate its efforts upon enabling its foreign residents to derive maximum benefit from the unique opportunity to come into close and continuing contact with American residents that live at the house. Indeed, it is a process by which international understanding develops from individual contacts to an awareness of basic similarities to the formation of a bond with a whole community of people. Then the role of international house in fostering brotherhood among its residents becomes clear to facilitate such individual contacts.

PREFERENCE FOR SHARING A ROOM IN THE INTERNATIONAL HOUSE ACCORDING TO QUESTIONNAIRE SAMPLE GIVEN TO INTERNATIONAL STUDENTS

TABLE 16

<u>Description</u>	<u>Frequency</u>	<u>Percent</u>
With an International Student	8	15%
With an American Student	23	43%
Alone	5	10%
Wife	1	2%
Any Preconception (International or American)	7	13%
No Answer	9	17%

GRAPHIC 16



As for the question of residents age restrictions, 74% answered that they do not want restrictions on age, and 26% wanted the residents of the international house restricted to 21 years of age and over. Forty-three percent of the respondents prefer to share a room with American students, 17% did not answer the question; 15% prefer sharing a room with an international student; 10% prefer to be alone; and 2% want to be with his wife. It is an important goal for the international house to work toward the cohesive tendencies of the nationality groups. The creation of a society; one in which members from all cultures have easy access to and frequent occasion for contact with fellow members, does appear to be

a prime requisite for the achievement of international understanding among the house residents.

#### NUMBER AND NATURE OF ROOMMATES

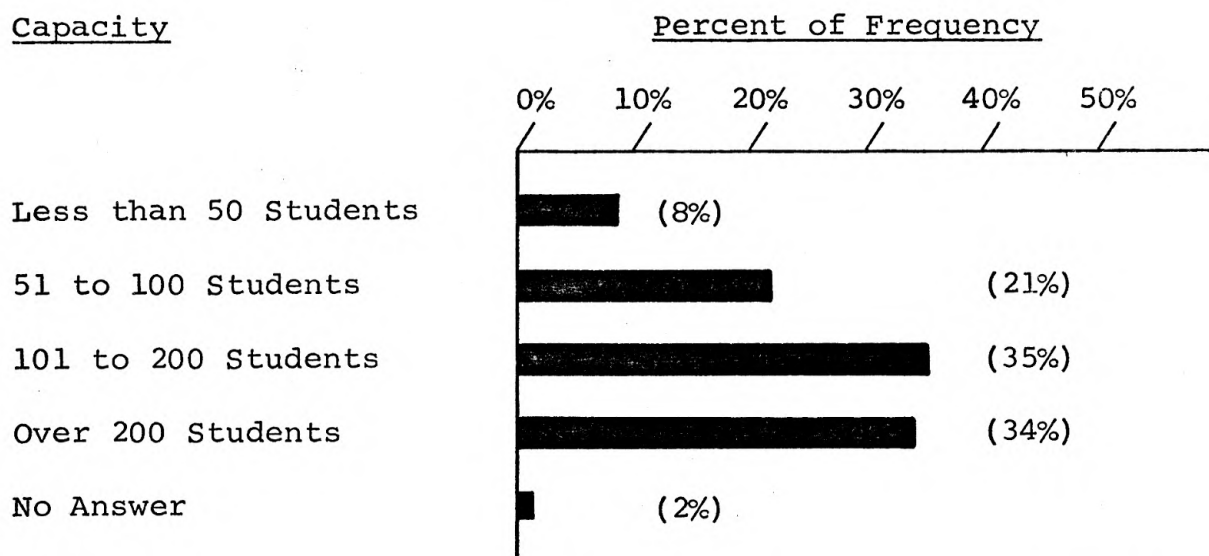
Forty-five percent of the respondents prefer to share accommodations with one roommate. Next, 38% prefer having accommodations alone. The other percentages are no answer (9%); share accommodations with wife (6%); and with two roommates (2%). The first two preferences, with one roommate and alone, explain the type of room the students prefer. Two persons per room is enough for sharing accommodations for the following reasons: it helps the international student to feel less homesick; to practice English (if he or she has an American roommate) and the rent would be less expensive than a room or apartment.

These accommodations alone have the advantage of more privacy. These major two preferences of the students show the type of room accommodations that would be recommended for the international house.

CAPACITY OF THE INTERNATIONAL HOUSE ACCORDING TO QUESTIONNAIRE  
 SAMPLE GIVEN TO INTERNATIONAL STUDENTS AT KANSAS STATE  
 UNIVERSITY.

TABLE 17

<u>Description</u>	<u>Frequency</u>	<u>Percent</u>
Less than 50 Students	4	8%
51 to 100 Students	11	21%
101 to 200 Students	19	35%
Over 200 Students	18	34%
No Answer	1	2%

GRAPHIC 17

Thirty-five percent of the respondents answered that they wished to have the international house with the capacity between 100 to 200 students; 34% think the capacity should be over 200;

21% think the capacity should be 50 to 100 students. These are the major percentages. The low percentages are as follows: 8% think that not more than 50 students, and 2% did not answer the question. These answers show the wish and necessity to have an international house at Kansas State University because at the present time it is hard to get housing accommodations at a reasonable rate near the campus.

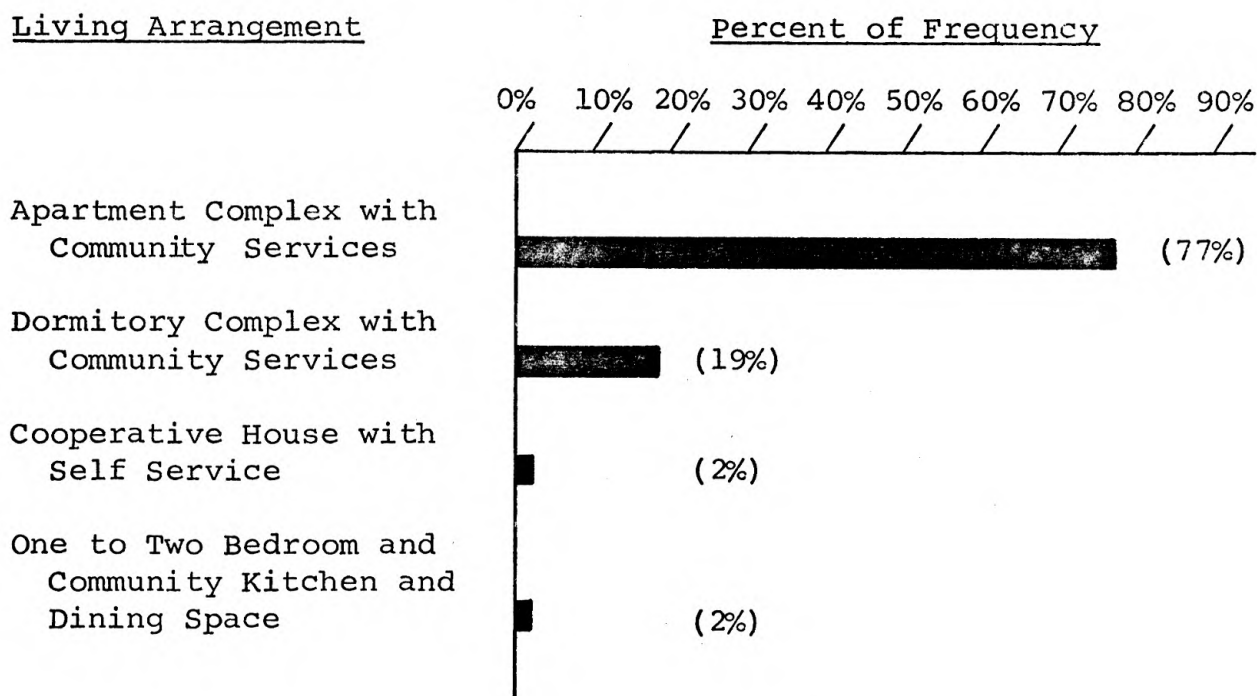
Regarding the accommodations of married students in the international house, 49% of the respondents felt that married students should not be housed in the international house, while 47% think the opposite; 4% did not answer the question. This question, the author believes, needed to be more explicit about married students without children. The author believes married students without children can be housed in the international house, but at the present time the necessity of accommodation is mainly for single students because married students have economical and convenient accommodations in Jardine Terrace Apartments, which are near the campus and have many services.

PREFERENCE OF LIVING ARRANGEMENT IN THE INTERNATIONAL HOUSE  
 ACCORDING TO QUESTIONNAIRE SAMPLE GIVEN TO INTERNATIONAL  
 STUDENTS AT KANSAS STATE UNIVERSITY

TABLE 18

<u>Description</u>	<u>Frequency</u>	<u>Percent</u>
Apartment Complex with Community Services	41	77%
Dormitory Complex with Community Services	10	19%
Cooperative House with Self Service	1	2%
One to Two Bedroom and Community Kitchen and Dining Space	1	2%

GRAPHIC 18



An apartment complex with community services was the answer of 77% of the respondents; 19% would prefer dormitory complex with community services; 2% would prefer cooperative house with self service; and 2% prefer one to two bedrooms and community kitchen and dining space. The apartment complex is the type of living arrangement the international students prefer. This arrangement gives more privacy. It is very important to consider this type of living arrangement for the design of the future international house because it is necessary to consider the wish of the students as they are the persons who are going to live in this type of arrangement.

Regarding the type of contract for living arrangement the majority of the international students (51%) prefer the international house to provide a contract for apartment and services. The next percentage (23%) prefer a contract for room, meals and services; 19% prefer a contract for room with kitchenette; and 2% prefer a contract for room only and 5% did not answer the question.

Again, the majority (51%) prefer a contract for apartment and services which shows very well the type of living arrangements preferred by the international students.

Concerning the room arrangement, 56% would like double rooms, which are more economical. Single rooms give more privacy but would be more expensive.

In answering the question about the amount of money the international students can pay monthly in the international house 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 are in relationship to living expenses (or cost of living) in 1971. In the future the cost of living expenses will increase every year, and at the time Kansas State University can have the international house these figures will be different. At the present time, however, these figures show that the majority of international students can afford only very low expenses for living arrangements and it is recommended for the future international house that it be designed and constructed in an economical manner realizing that the goal of this idea is not for profit but more of a service for international and American students.

## AREAS IN THE INTERNATIONAL HOUSE THAT OFFER AND ENCOURAGE SOCIAL ACTIVITY

In order of priority, the areas that would offer and encourage social activity are: cafeteria, coffee room, floor lounges and neighbors room. The role of the international house 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 house 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 house

members are no longer maintained. The responsibility of the international house to facilitate such widespread contact among its members seems evident.

A good design in the international house is very important because the development of social areas will help these friendship contacts. For example, the coffee or snack room is an important area in the international house. This room can have a kitchenette for the students to prepare special foods either in groups or alone. It could be very flexible for different arrangements. A cafeteria would present one problem for the reason that the different nationalities have preferences for foods that are different and it would be expensive for the individual nationalities to have a cafeteria that would offer foods characteristic of the different nationalities all the time. Having foods characteristic of the different countries might be possible if this cafeteria were open to the public as is done in the International House of Philadelphia, which has a capacity of 450 students and is located in the downtown area.

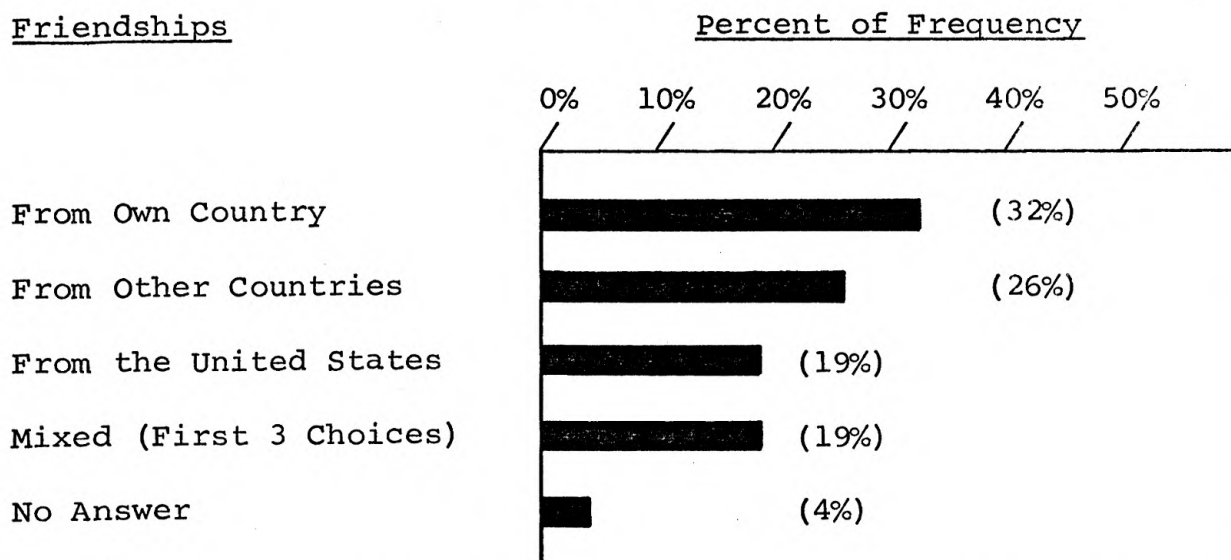
Floor lounges are important areas for the students to rest or have social activity.

FRIENDSHIPS OF THE INTERNATIONAL STUDENTS ACCORDING TO  
QUESTIONNAIRE SAMPLE GIVEN TO FOREIGN STUDENTS AT KANSAS  
STATE UNIVERSITY

TABLE 19

<u>Description</u>	<u>Frequency</u>	<u>Percent</u>
From Own Country	17	32%
From Other Countries	14	26%
From the United States	10	19%
Mixed (First 2 Choices)	10	19%
No Answer	2	4%

GRAPHIC 19



The international house is a place where the students make friendships and close associations with people from diverse backgrounds and cultures.

In the analysis of the questionnaire, in answering the question "Were most of the friends you made in Manhattan . . .?", 19% of the respondents indicated that most of their friends are from the United States; another 19% indicated that their friends are mixed (United States, other countries and their own country). This indicates that 38% of the foreign students have most of their friends from the United States and other countries. Thirty-two percent indicated that most of their friends are from their own country and 26% have most of their friends from other countries.

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 International Center at Kansas State University. Eighty-one percent of the respondents feel that living in the international house would help the relations with American students.

It is the specific intent of the international house to provide foreign students opportunities to experience American life. Clearly, the International Center at Kansas State University has provided the major portion of visits to families and trips outside of Manhattan. There is much that the international house can do, through maximizing opportunities for

and benefits from contacts with American residents, to assist the foreign residents to form more positive impressions of the students and citizens of the United States.

#### COMMENTS

In the questionnaire sample 53% made suggestions. The major emphasis was the wish of the apartment-type of living arrangement for the future international house. They wish to have a kitchenette and dining space on each floor for them to prepare their own food. They suggested a commune-type where the students can preserve their privacy and yet have an opportunity to live as a family by taking care of the house and have social activities. This type of arrangement will help to be more economical for the international and American students. They realize that the percentage of American students should be 50% and that the house should be limited to single students because the married students have the opportunity of living in Jardine Terrace Apartments. They want the international house to have certain community services such as a laundry room, coffee room, etc.

The second emphasis is friendship with American students. The foreign students believe that the international house will give them the opportunity of having more friendships with the

American students and students from other countries and will create a better understanding among nationalities. One student suggested that the residents should not be separated according to nationalities. This is a very important suggestion, and it will be the responsibility of the organization or administration of the international house to avoid these national cliques, because the goal of the international house is brotherhood, a true mixed society.

A good, well-programmed and designed international house 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. The housing problem in Manhattan each year is more critical, and the foreign students realize that the international house will be a great solution.

## CHAPTER II

### ANALYSIS OF OTHER INTERNATIONAL HOUSES

#### NEW YORK, NEW YORK, INTERNATIONAL HOUSE

International House, New York, is the pioneer house which opened its doors to 500 foreign and American graduate students in 1924. At the present time it houses 300 foreign students.<sup>6</sup> The objective is to provide educational assistance, to develop an understanding of the United States and to foster the concept of brotherhood. "John D. Rockefeller donated the site of land on Riverside Drive on which International House presently stands and provided \$3 million to build and furnish the first such institution in the world."<sup>7</sup> Mr. Rockefeller has donated funds that have made possible the erection of similar international houses on the campuses of the University of California in Berkeley (1930), the University of Chicago (1932) and the Cite Universitaire in Paris (1936).<sup>8</sup>

"The International House 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 return."<sup>9</sup> The purpose of this study was to investigate certain factors related to the foreign students

and their residence in International House which might have contributed to, or limited the achievement of the objectives of the House. Questionnaires of two types were constructed and mailed to all citizens of countries other than the United States who had lived in the International House for a minimum of two consecutive academic semesters during the decade from September 1951 to June 1961. "A total of 1,476 foreign students met these twin criteria of date and duration of house residence. Of these 10% were mailed the essay-type questionnaire; to the rest went the checklist style of questionnaire."<sup>10</sup>

The students who were still living in the international house at the time of the mailing (February 1962) received a special modified questionnaire of either variety.

#### ATTAINMENT OF GOAL

To the question "Did you reach this education goal?" more than 92% of former residents answered affirmatively.<sup>11</sup>

There was general agreement, also as to the effect of life in International House upon achieving this education goal. Three respondents out of four felt they were helped by their residence in the international house. The majority spoke of receiving real assistance, either of a direct academic nature or through the beneficial effects of the activities and

atmosphere of the house. Those who responded to the essay questionnaire made it clear how International House helped them to reach their education goal. The type of aid most frequently mentioned was the stimulation that came from meeting others in the same academic field. The respondents pointed out several specific advantages of residence in International House.

1. Students came to these meetings not only from several different universities in New York, but from many different countries of the world. Thus, the perspectives brought to bear on an academic field are bound to be varied and the exchange of ideas and techniques is likely to be of increased value.

2. The House provides a number of areas where such 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.

3. Finally, the planned professional interest group programs of International House offer additional opportunity for those who share goals and interests to come together to exchange views and to learn from experts in their field. Those who spoke of receiving direct assistance toward their educational

goal from the International House were often in the fine arts of the fields of political science of international relations. Others referred to such helpful "fringe benefits" as financial aid or a comfortable atmosphere for study. However, residents in the fields of engineering, science and medicine tended to find that their residence in the International House had no effect on their academic progress. Such statements suggest a reason why few students in these fields take up residence in International House.

#### THE INTERNATIONAL HOUSE AND THE EDUCATIONAL MISSION

As one might expect from a responding group that had, to such a large degree, stated that they had fulfilled their educational mission in this country, only a minority expressed a desire for change in the forms and quantities of educational support offered by the International House. Those who had already left the International House 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 the training they had received in this country. About one out of two checked that they were 'Very Satisfied'".<sup>12</sup> The vast majority of respondents reported feelings of satisfaction with their study and training in this country and such feelings.

## ADVANCEMENT OF CAREER

While nearly 90% of former residents feel that their training in the United States has helped to advance their career,<sup>13</sup> only a bare majority believe that such training has been more advantageous to their career than would the training available at home. A sizeable minority (three out of ten) indicated that their career would have been about at the same point in either case.

When asked about the relevance of their training in this country for their present life, the former residents responded in a pattern that now seems familiar. More than one half of the group felt that their training here prepared them well; just over a third found such training somewhat useful today and a "small minority (under 5%) indicated that what they learned in the United States has little or no value in their life today".<sup>14</sup>

It seems clear that the great majority of respondents did achieve their professional study goals in this country. From their responses it appears that most feel that they were assisted toward their goal by their residence in the International House. However, students in the fields of engineering, science and medicine tended to write that their residence in International House had no effect on their academic progress.

A general strengthening of the professional interest groups sponsored by the International House would appear to render the academic assistance provided by International House 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.

#### OPPORTUNITIES TO EXPERIENCE AMERICAN LIFE

One way in which students from other lands can experience American life is for them to visit American homes. A second means by which foreign students may learn about life in this country is through travel. From the examination of life impressions of the United States that have been "formed for export" among the foreign students living in the International House during the decade under study, the following conclusions appear warranted:

1. The overall impression of the United States held by foreign house residents is predominantly positive.
2. Their feelings toward the citizens of this country are mixed. A substantial minority view the materialism

or geographic ignorance of Americans as paramount.

These negative impressions are, if anything, more widely held among the present residents.

3. Their opinion of American students is generally favorable. However, one out of eight characterizes them as "Hard to know well".<sup>15</sup>

The majority of respondents have American friends and have made frequent trips outside Manhattan and repeated visits to a single American home, valid signs that they did experience American life. Essay respondents point out both the advantages of the special relationships that foreign students can develop with Americans through residents at International House and the need to make such relationships more frequent and widespread. Primary emphasis is to be placed on the American student; his selection, commitment and training for his vital role in the House. The other group representing the United States in International House, the members of the staff, can also serve, through daily contact, to assist foreign students to become familiar with Americans and American life.

#### BROTHERHOOD

Residence in the International House gave students an opportunity to broaden their horizons through friendships

and close associations with people from diverse backgrounds and cultures.

When asked about their closest friend in New York City, three house residents out of five reported that this friend was either a resident or a non-resident member of International House.<sup>16</sup> Among the former residents the proportion forming their closest association with someone from the house was almost two thirds.<sup>17</sup> Among present residents less than one half indicated their closest friend to be a house member. With regard to the national origin of the close friend, just one resident in four reported him to be from his home country. This ratio holds true for present as well as former residents, a sign that members of International House are continuing to form "close associations with people from diverse backgrounds and cultures".

In regard to maintaining friendships formed at the International House, the respondents seem to agree that the essential ingredient in maintaining them is common interests, usually academic or professional. When asked how they would feel upon meeting another former member of the house, three out of four who have already left the house indicated that they would be "conscious of having something in common".<sup>18</sup>

The great majority of residents develop an affinity for those who shared their experience of belonging to International House, but this feeling seems to become more widespread after leaving the house.

If this former member whom they met were of a different nationality or religion, the overwhelming majority of both present and former residents felt that their interest would in no way diminish. In fact, one in three would feel an even greater interest.

#### ACTIVITIES PROMOTING INTERNATIONAL UNDERSTANDING

Shifting from attitudes to an examination of the actions of former residents, the question now became "Is your participation in activities promoting international understanding greater now than it was before you entered International House?" To this, close to three out of four responded affirmatively. Looking more closely at the three former residents out of four who reported an increase, one finds their gains to be substantial. Over one half checked the middle choice showing "some" increase in activities promoting international understanding since leaving the house, while less than one in ten reported his gain in this area to be "little".<sup>19</sup>

These same former residents were then asked how much of this reported increase "do you believe to be the result of your life and activities at International House". Almost one half of the group attributed "most" or "almost all" of their increased participation to their residence in the house.

The group of the present residents who predicted a future increase in such participation attributed it in even larger measure to their "life and activities" at the International House.

With regard to activities designed to promote international understanding, three out of four of the former residents indicated that they have, indeed, left the International House with their horizons broadened.<sup>20</sup> Not only do they report an increase in these international activities, but for nine out of ten such an increase is more than a "little". Moreover, the great majority reporting an increase attribute at least half of it to their residence in the International House.

Just as with understanding American life it is the constant contact with fellow residents that the essay respondents mention most frequently as the means by which their international understanding developed in the International House. Their responses repeatedly emphasize that the growth of such understanding is essential. Respondents place their emphasis upon

meeting many people, learning from a wide variety of foreign students, and having contact with people of various countries as the basis for their change in attitude. The foreign residents of International House appear to be generally successful in forming friendships and close associations with people from diverse backgrounds and cultures.

The respondents to the essay questionnaires suggested that sometimes house members are limited in their associations with each other because of inclusion in, or exclusion from, the nationality or language groups that form in the house.

Several respondents spoke of the need for a base of shared interests, personal, academic or professional, as essential to lasting friendships. Others told of the difficulty of maintaining friendships against the inroads of time, distance and duties. Both factors suggest roles for the International House in helping its residents to maintain their friendships, encouraging professional interest groups and other associations, bringing together members with common interests and in establishing an active alumni association to help former residents maintain contact.

The great majority of former residents indicated that they leave International House with both their attitudes and activities broadened in the direction of greater international understanding.

Not only do residents develop a feeling of having shared an experience with other house members, but this common bond does not appear to weaken either because of separation from the house or because of differences in background. Such attitudes suggest that there is fertile ground for an association that would reinforce the ties of such alumni to International House and to each other.

Three out of four former residents report that their participation in activities promoting international understanding became greater after leaving the house than it was before they entered. Less than one in ten reporting such an increase considered it to be "little". Further, the vast majority attributed at least one half of this increase to their residence in International House.<sup>21</sup>

## FACTORS RELATED TO RESIDENCE

### AGE UPON ENTRANCE

The older the age at which respondents began their residence in International House the longer the proportion who report being helded greatly toward their education goal by their house residence.

## MALE AND FEMALE

The incidence of women among the foreign residents of International House is twice as great as it is in the total foreign student population of the United States. Female alumni tend to stay in contact with a greater number of people they met through their residence in International House than do males.

The sex of the former house residents does not appear to be related to either the value he or she subsequently places on the training received in this country or to the amount of participation in international activities after residence.

## COUNTRY OF ORIGIN

Respondents from India typically view the United States as a land of opportunity. Only one third of the residents of such industrialized countries as Japan and the United Kingdom held this view. "Three out of four respondents from Japan express favorable opinions of American citizens. The same portion of students from the Philippines hold negative opinions of American citizens although they express the most favorable attitudes toward students from the United States. Respondents from Japan and Turkey also hold uniformly favorable attitudes toward United States students."<sup>22</sup>

House residents from Canada, India and Japan are the most likely to select an American as their best friend. Students from Greece most frequently choose both their best friend and the majority of their friends here from among their own countrymen.

#### GEOGRAPHIC AREA

A greater proportion of respondents from Latin America indicated that their residence in International House helped them very much toward their academic goal than from any other section of the world. At the same time a higher proportion of Latin American students find students from the United States hard to know well. Also, Latin Americans are the most likely to select both their best friends and the majority of their friends from among nationals of countries other than the United States or their own.

Alumni from the Near East maintain the fewest contacts with people they met at International House.

Geographic area does not seem to be a factor in either the value to the former house residents of the training he receives in the United States or in the opinion he expresses of this country.

## FIELD OF STUDY

Engineering and physical sciences, first and third leading choices of both the total foreign student and graduate foreign student populations in this country, are each absent from the list of the five most frequently selected academic fields among respondents.

Respondents pursuing engineering, the physical sciences and business administration, all predominantly masculine fields of study, indicate that they receive less adequate academic assistance from their residence in International House than do those who study other fields while in residence.

Students majoring in education report their house residence to be of greatest academic benefit. Also, every former resident who studied education indicated that his training in this country has proven to be of value in his present life.

## COMMENTS

Comments of the students who have lived in an International House 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.

## BERKELEY, CALIFORNIA INTERNATIONAL HOUSE

In 1930 a gift of \$1,800,000 to the University of California from John D. Rockefeller, Jr.<sup>23</sup> designated land and building to be used as a residence and program center for foreign and American students. "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."<sup>24</sup> 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.<sup>25</sup>

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."<sup>26</sup>

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 education institutions throughout northern California. The program jointly sponsored

by International House and the University includes: field trips to major industries, labor unions, banking institutions, local and state government 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.

## PHILADELPHIA, PENNSYLVANIA INTERNATIONAL HOUSE

The purpose of International House is to augment the student's campus life with broad and meaningful experiences in international living while he is in Philadelphia and the United States.

The International House of Philadelphia is a private, nonprofit organization dedicated to the development of better international understanding through the mutual friendship and respect of people from around the world. It is an international center for programs and activities in the Delaware Valley, situated in the heart of Philadelphia's University City, near the University of Pennsylvania and Drexel University, and conveniently located for access to other institutions of higher learning.

Construction of the new International House was made possible by a \$5 million grant from the Haas Community Fund, \$1 million in subscriptions from private citizens and local business firms, and through a loan from the Federal Department of Housing and Urban Development.

The International House is a graduate residence where 450 internationally minded men and women from all nations and the United States live in comfortable private rooms and in apartments for married couples.

The residents are selected on the basis of individual merit and interest in the purposes of International House. The age of the residents is between 21 and 40 years.

The resident community is comprised of approximately 60% to 70% foreign students and approximately 30% to 40% American students. An effort is made to maintain this ratio, as well as to maintain a nationality balance, within the living quarters of the house.

The building was completed in the fall of 1970, and was the first new International House to be built in the United States in 32 years.

The facilities are as follows:

Basement Level:

- Building Services
- Coin Laundry
- Hobby Room
- Printing Room
- Rathskeller
- Barber Shop
- Storage
- Thrift Shop
- Parking Garage (rear of building)

First Floor:

- Dining Room
- Lounge
- Admissions Office
- Bazaar
- Snack Bar
- General Purpose Meeting Room
- Gallery

Second Floor:

- Staff Offices
- Lounge
- Game Room
- Private Dining Room
- Meeting Rooms
- Library
- Meditation Room

Third, Fourth and Fifth Floors:

33 Apartments for Married Couples

Sixth Floor:

40 Single Rooms for Transients, Guests  
and Visiting Faculty, etc.

Seventh through Fourteenth Floors:

344 Single Study Bedrooms Housed in  
Groups of Ten, Centered Around a Common  
Living Room and House Lounge.

## PARIS, FRANCE, INTERNATIONAL HOUSE

The Cite Universitarie, a student residential colony of nineteen buildings (later twenty-two buildings), was inaugurated by the University of Paris in the 1920's. Each of the dormitories was dedicated to students of a different nationality. The Paris International House -- Maison Internationale of the Cite Universitarie, as dedicated in 1936, met the need.

## CHICAGO, ILLINOIS, INTERNATIONAL HOUSE

The Chicago International House was opened in 1932. A gift from Mr. John D. Rockefeller, Jr. of \$3 million was used to build this symbol of brotherhood in the neo-gothic style of the university of which it is a part.

The aim of all the international houses (New York, New York; Chicago, Illinois; Berkeley, California; Philadelphia, Pennsylvania; and Paris France) is the same -- brotherhood.

CHAPTER III  
CONCEPTS FOR A FUTURE INTERNATIONAL STUDENT HOUSE  
AT KANSAS STATE UNIVERSITY

GENERAL CONCEPTS

× The following are concepts for an international house, based on experiences of already existing international houses in the United States and an analysis of the questionnaire given at Kansas State University. ×

1. 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 and near location to the academic and commercial activities.

2. Encourage pedestrian movement to the commercial, academic and social places by locating the international house in close proximity to these activities.

3. Develop a place for this community where informal as well as formal activities can take place.

4. Open the residence to many kinds of university life styles, international students, single students, American students and faculty staff, with the idea of integrating the university community instead of segregating it into many isolated segments.

5. 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.

6. Ensure privacy by designing for smaller grouping and individual rooms, as well as by using good building construction techniques.

7. Design the community so that it can grow and develop to reflect any change or refinement of the basic university needs.

8. 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.

9. 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.

#### LOCALIZATION

The international house must avoid the problems found in the 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 can be selected 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, on Page 83A.

#### SITE A

One site can be in the Jardine Terrace area to put together the international house with the married student apartments where many international students live. This site has the advantage that the international house building could be expanded, if necessary, in the future. The disadvantage is that it is a long distance from many services; for example, shopping, theaters, restaurants, supermarkets, etc. that are located in Aggieville.

#### SITE B

Another site could be the northeast side of the campus in front of the big dormitory complex and food center; i.e. the land surrounding Legore Lane between Pioneer Land and Claflin Road. This site was selected by Greig Tilsch and has the disadvantage that the land at this moment is occupied and

it would be very expensive to buy the houses. This site is near to the campus and Aggieville.

#### SITE C

Another site could be in the place next to the present International Center. This place has the advantage that it is a good walking distance from the campus and Aggieville, and the international house design could be integrated with the International Center. The disadvantage is that the lot is small and the building could not be expanded very much in the future. Recently the land was sold to the Manhattan Christian College with the sale effective July 1, 1972. Shortly after the sale negotiations became public the Christian College made it clear to the International Center for Student Development that it (Christian College) did not intend to ask the International Center to vacate the premises as of July 1, 1972. An offer has been made by the new owner to rent for one year the International Center, office and lounge space in the present building (auditorium and kitchen space would no longer be available). As of this date the University intends to accept this offer.

## SITE D

This site is located at the west side of 16th Street between Anderson Avenue and Laramie Street. The dimensions of the lot are 299' x 88' or 26,312 square feet. This lot is owned by the Kansas State University Endowment Association and at the present time there are three houses on this lot that are in dilapidated condition. This site was suggested by the Kansas State University Endowment Association for building the future international house and center for Kansas State University. Preliminary investigation has shown that this property would be suitable for the building with parking space adjoining.

A committee was appointed by President McCain early in 1972 to look at all possible housing available that might be suitable for use as an international house and center. The committee explored every avenue, both rental and purchase, and it soon became evident that nothing was available that would begin to meet the needs a center with facilities adequate for meaningful programs and services. It is therefore the opinion of the committee that the only solution is the construction of the international center and house for Kansas State University.

The assets of this location are as follows:

1. It is very near to the campus, with good walking distance to the academic activities.
2. It is very near to Aggieville, a commercial and recreational area.
3. The lot is located off the campus, but is across the street from the campus.
4. Next to the lot there is a building with student apartments. This gives the possibility that in the future if the international house needs to be expanded this complex of apartments could be integrated.
5. The present structures in the block are the University Ramada Inn and the student apartment complex which was mentioned above. These structures give the block a university environment.

A disadvantage to this site is that the lot is small and the building could not be expanded horizontally; however, it could be expanded vertically, if necessary, in the future.

# EXHIBIT 2

PROPOSED SITES FOR  
AN INTERNATIONAL  
HOUSE AND CENTER  
AT KANSAS STATE  
UNIVERSITY

## LOCATION

SITE A



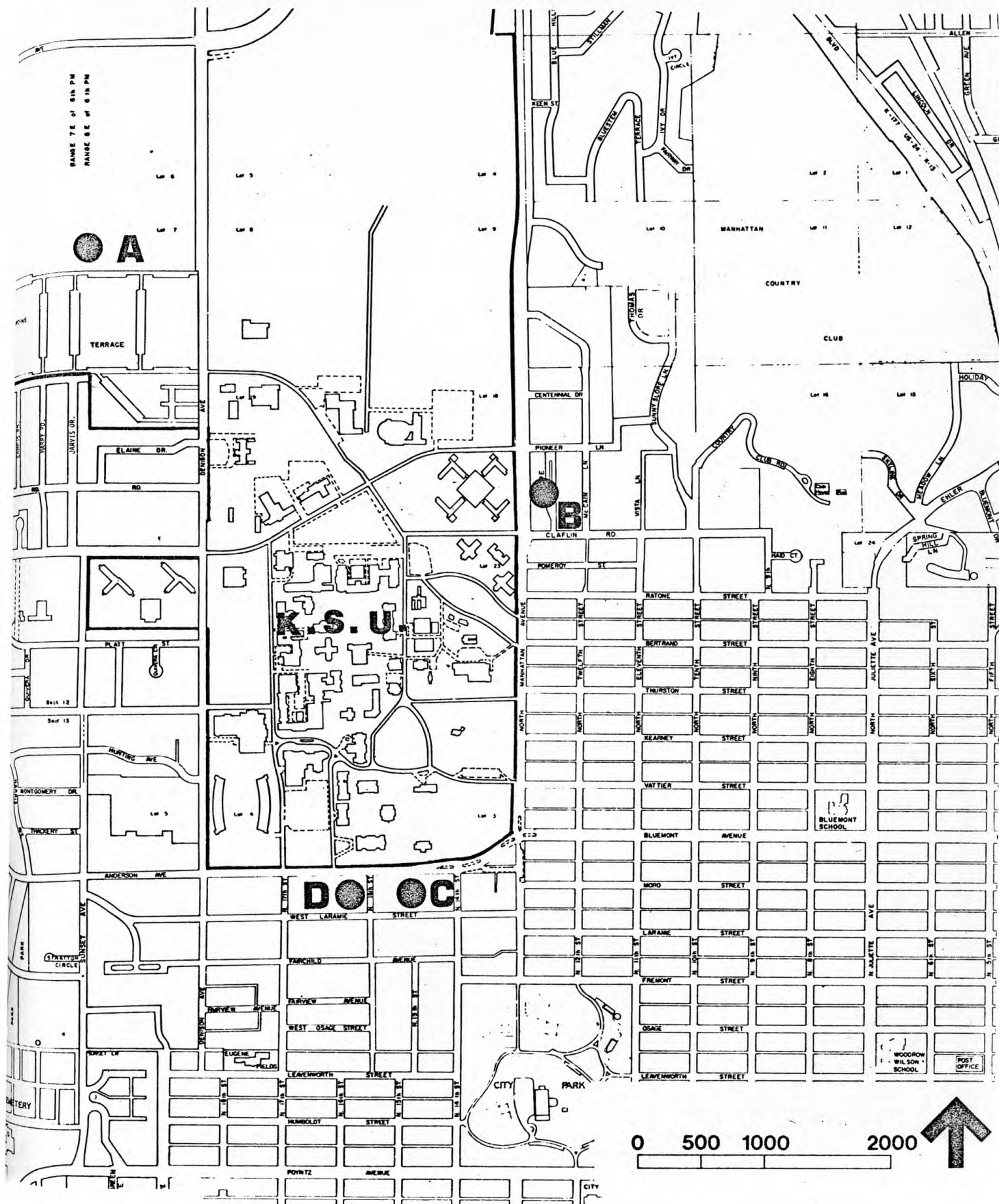
SITE B



SITE C



SITE D



## ARCHITECTURAL IMAGE

### CHARACTER OF THE INTERNATIONAL HOUSE

The most important consideration in the design of the international house is the avoidance of institutional or hotel characteristics.

The scale should be kept small and the emphasis should be placed on the individual and on small groups. A variety of accommodations should be provided, i.e. single rooms, double rooms and apartments.

### PLAN

The proposed international house should be small scale, non-institutional in appearance, have variety and adaptability in addition to being quiet and private for the occupants. Also, large corridors should be eliminated and a small study lounge should be provided on each upper floor.

## PROGRAM

### CAPACITY

The international house should have residence space for 100 to 200 students maximum and a ratio of 50% American and 50% international students. These percentages provide an opportunity to have equal proportion of foreign and American residents for an optimum mixture. At the same time these

percentages can have small changes, based on the necessity of having full housing to provide maximum rent from the international house. With respect to marital status, the international house should be mainly for single students with the exception of married students who come alone. Married couples may join the international house as nonresident members.

#### BUILDING HEIGHT

It is recommended that the maximum height be 5 floors because with more than this it would be necessary to install elevators, which is very expensive.

#### APARTMENTS

Apartments should be designed for a group of 6 to 10 students mainly with a small percentage of apartments for groups of 2 to 4 students. The ideal student apartment would be for 2 persons; however, the financial problem of a majority of the international students and the present financial problems of the International Center to get enough funding to build the International Center and House complex is such that it is recommended apartments be built mainly for groups of 6 to 10 students. At the same time it is recommended a few apartments be built for 2 to 4 students to give varying densities in the design and also increase and develop student independence by increasing the number of choices available.

## ROOMS

It is recommended that two types of rooms be built--single study bedrooms and double rooms. Commune baths should be provided in the apartments for groups of 2, 4, 6 or 10 students. Each apartment should also have a commune kitchen, dining room, living room and utility room. Apartments should begin on the second and higher floors.

## MEETING ROOM

A general purpose meeting room would offer space for cultural and social activities. A movable stage, removable seating and room dividers would provide a more intimate atmosphere or could be used when several meetings and activities are scheduled simultaneously. It should be easily accessible from the main building entrance and large enough to accommodate comfortably all members of the unit.

## COFFEE ROOM AND SNACK BAR

A coffee room and snack bar would be open to the public. This area could be in direct relationship with the general purpose meeting room.

## KITCHENS

Kitchens would provide students and nationality groups an opportunity to show their culinary talents and offer something from their culture. A small kitchen with a connecting

private dining room (could be in connection with the coffee room) would be available for this purpose and would also be used for meetings or small intimate dinners.

#### OTHER FACILITIES

Other facilities that would be needed are a bathroom for men and women on the first floor, a laundry, post office, mechanical area, reception desk and business office. The reception desk would serve as the information desk and could be located on the first floor by the main entrance. The business office would be the central planning office for servicing and maintaining the house.

#### PARKING

Automobile parking should be provided for 33% of the residents. Bicycle parking should also be provided.

#### RECREATION ROOM

A recreation room would invite residents to ping pong table, chess, etc. and in adjoining spaces, conversation nooks, TV, record player, etc. This space could be in direct relationship with the general purpose meeting room and coffee room.

## ADMINISTRATION

Administration of the international house would be solely the responsibility of the inhabitants who would have their own government. The house would have a Foreign Student Advisor and secretary, and a Faculty Advisor's Office which could be localized in the international center if this is part of the same complex of buildings. Also included would be student staff offices; i.e. International Coordinating Council, Minority Representative, Counselor. These offices would be located next to the Faculty Advisor's Office or on the first floor of the international house. The international center and house would provide staff and resources for the maintenance and operation of the offices. Government overall administration of the center and house would rest with a committee composed of the Foreign Student Advisor as a representative of the center and house, the International Coordinating Council and representatives of the students residing in the center.

## SOME RECOMMENDED MEASUREMENTS

The following outlines briefly the principal measurements for single rooms, double rooms, bookshelves, closets, common bath and toilets, laundry and an apartment for 6 students.

## SINGLE ROOM

Approximately 40 square feet of space is required for mere placement of furniture in a single room, based on the following usual dimensions:

Bed (3' x 6½'), Dresser (1½' x 3'), Desk (2' x 3' minimum), Bookcase (3/4' x 3'), Chair (desk) (1½' x 1½'), Chair (easy) (2' x 2')

Provision for arrangement and use of these articles requires a total space allowance of at least 80 square feet. Additional provision for marginal and living space sets a total single room standard of 108 square feet of clear space, minimum, with 120 to 140 square feet desirable. Width of a single room should never be less than 8 feet; 9 or 10 feet is preferable.<sup>27</sup>

## DOUBLE ROOM

A double room should have 200 square feet of clear space, minimum; more where possible. Twelve foot minimum width is desirable to provide each student with his own bed, dresser, desk, study and easy chairs, and at least part of a bookcase, suitably arranged in relation to convenience, comfort and light.

## BOOKSHELVES

Twelve feet of bookshelf space is required for graduate students; 6 feet for undergraduates. Built-in shelves are recommended.<sup>28</sup>

## CLOSETS

Space should not be taken off room area for closets. Closets should be for individual use with 32 inches by 40 inches the absolute minimum allowance; more is particularly desirable for women.<sup>29</sup>

## COMMON BATH AND TOILET ROOMS

Separate but adjoining rooms, one for toilets and basins (one for lavatories) and one for showers is the preferred arrangement. Currently acceptable ratios of fixtures to users are as follows: 1 toilet for 5-6 students; 1 shower for 6-7 students; 1 basin for 3-4 students. In women's section tubs, in addition to showers, must be provided at a ratio of 1 tub for 15-20 students. Minimum space allowances are as follows: 3' x 4' for toilet compartment; 5½' x 6' for tub; 3' by 4' for shower compartment; 3' by 4' towelling space for shower; 3' x 4' for lavatory compartment. Additional space must be provided for access.<sup>30</sup>

## LAUNDRY

A 600 square foot area should be provided for a laundry (8 washing machines and 4 dryers) and an ironing room.

## APARTMENT FOR 6 STUDENTS

The following is an example of the measurements for an apartment to house 6 students:

Bedroom	- 120 sq.ft. x 6 students =	720 sq.ft.
Bathroom	- 30 sq.ft. x 6 students =	180 sq.ft.
Living and Dining Space-	150 sq.ft.	150 sq.ft.
Kitchen	- 120 sq.ft.	<u>120 sq.ft.</u>
TOTAL		1,170 sq.ft.

Approximately 1,170 square feet is necessary for each apartment.

## FINANCE

"It is estimated that a minimum of \$250,000 would be necessary to construct an International Center and House for Kansas State University"<sup>31</sup> on Site D (16th Street west side between Anderson Avenue and Laramie Street).

It is considered possible that the residence area of the center would be self-sustaining and in fact would provide considerable income (after expenses) to assist in retiring the debt on the building at a more rapid rate than would be otherwise possible once the center was constructed. The Student Governing Association can provide the impetus for the realization of such an International Center and House. "The present International Center must raise \$80,000 to pay for the

non-income area."<sup>32</sup> International students and others involved in the international student program area have pledged to go all out in an effort to raise funds through speeches, talent shows, dinners, etc. Through an intensive public relations program it is possible to raise additional funds through donations. Therefore, "the International Center requests that the Kansas State University Student Governing Association consider allotting the sum of \$20,000 from the 1971-1972 budget to aid in the construction"<sup>33</sup> of an International Center and House. This money would act as "seed" money and would demonstrate the concern of the student body for a viable and realistic international, intercultural program at Kansas State University.

An appeal has been made to the Wesley Foundation of the Methodist Church for a contribution as a demonstration of that organization's international, intercultural concern. Given the provision of land by the Endowment Association, a seed commitment by the Student Governing Association and the possibility of an additional contribution by the Wesley Foundation, other groups and individuals, the Kansas State University International Center and House could become a reality.

It would be a good idea to suggest financial collaboration from the Federal, state and local governments for the construction of the International House. This idea would bring better international relationships between nations and is a very good idea in the educational interchange between nations. With the international houses in the United States and abroad, it would expand the interchange of students and professions and help to provide more peaceful relationships between nations.

## CHAPTER IV

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### SUMMARY

(Adjustment to the campus life is a common problem to all students entering the university, but it is more difficult for a student from a foreign country who is handicapped by language difficulties, unfamiliar customs, and financial problems. The principal problems and difficulties of the foreign students can be centered around four basic areas: physical, social, economic and academic.) However, the patterns of such adjustment problems differ from campus to campus. Such variations chiefly depend on several basic factors, such as the type and size of institution and its setting (size of a town or city) programs and facilities offered by such institution and characteristics of the foreign student population present on the campus. There are other independent variables such as the student's country of origin, age, academic, social, physical, financial and personal status (i.e. degree level, income level, marital status, et.) that had some bearing on the patterns of such adjustment problems.

\* (The studies of these problems would not only help in minimizing the problems of the international students but they would also be useful in framing up new programs and policies to extend additional help to these students.)

The realization of the International House at Kansas State University will be a great help for the foreign students. (It will be a big solution for the physical, social and financial problems because the housing problem in Manhattan is critical, more so for the foreign students since it is difficult to find inexpensive living quarters near the campus.) The other reason for the housing problems for foreign students is social in that there are landlords who discriminate by refusing to rent to foreign or negro students. (With the creation of the International House it will help American and foreign students and increase better international understanding and help in progressing toward a more meaningful cross-cultural education.)

## CONCLUSIONS

### SOCIAL PROBLEMS

(A comparison between the preference status and the present status of living accommodations of the foreign students revealed that the majority are living in apartments and they

would prefer the international house in the type of apartment complex with community services.)

Many of the foreign students did not seem to take any active interest in an international organization, only belonging to his own national organization.

(In general, the international students do not prefer dormitory living because of the food limitations, noise and lack of privacy.)

(An average number of foreign students seemed to be making most of their friendships with their co-nationals), followed by the percentage of other countries and from the United States.

The most important and often described in the comments of the questionnaire sample at Kansas State University and in the International House in New York, is the lack of communications and the difficulties expressed by a majority of these students in achieving a true friendship with Americans. (In general, the mutual contacts between the native American students and foreign students is rather slighted.)

#### ECONOMIC PROBLEMS

(The financial situation is one of the major problems of the majority of the foreign students. The price he paid to study here in the United States is very high (in comparison

with the change to dollars from his own country's money). The cost of living expenses and essential expenditures such as tuition fees, board, lodging, books, etc. are expensive for him. For this reason he has to look for inexpensive living arrangements near the campus.)

In the responses to the questionnaire sample 62% had assistantships but at the present time this percentage is reduced because of the economic situation of the University making the assistantships available more limited. Some of the foreign students tried for some part-time work off campus, but no permission is available except during the summer. The responses of the questionnaire sample showed that 45% can pay monthly in the International House between \$75 to \$100. The next three percentages are below \$75. This shows the financial source for the international students is very limited. Higher rents and a high standard of living were the most frequent economic problems expressed by the foreign students.)

#### PHYSICAL PROBLEMS

Housing is one of the major problems of the international student for economic and social reasons. He cannot afford to pay for expensive living quarters. The housing he can rent needs to be near to the campus, and in general, this housing

has inadequate living space and services and the rents are unreasonably high. He cannot even choose to go far away from the campus for cheaper rent because the majority of them do not own a car.

#### RECOMMENDATIONS

From the entire study carried out on this research project emerged the following recommendations.

(The housing problems for the international students need very careful attention and should be given top consideration. Reasonable apartment-type living units were in demand by most of the foreign students. The International House at Kansas State University was considered a most appropriate solution to social, physical and economic problems of foreign and American students.) The following statements are the most important reasons:

1. Help the foreign students to integrate more fully into the social life of the university and the community;
2. Help for directing the foreign students toward more active participation in the international, national and professional organizations on and off campus;

3. To promote intercultural communication and understanding via international living;
4. Help eliminate discrimination in housing and provide adequate housing;
5. Provide an opportunity for international students to learn about American culture;
6. Help eliminate "cultural isolation". The different international groups do not mix naturally or freely with other nationalities by themselves;
7. Improve the international students command of the English language by living with Americans; and
8. To provide a chance for the foreign students to practice his ethnic, religious and daily habits and allow more Americans to become acquainted with the customs of other nationalities.

It is considered that the most appropriate location for the International House and Center is Site D because:

1. There are off-campus regulations and it is very near to the academic activities;
2. It is near to Aggieville where the students are near commercial and social activities;

3. It will be more economical to build the International House in the same complex with the International Center because many of the social areas can be integrated and the space utilized with more efficiency;
4. Apartments for 6 to 10 students mainly with a kitchenette, small dining room, bathroom and single and double rooms will be an economic type of living arrangement that the foreign students prefer; and
5. The International House and Center would have the community services such as coffee room, general purpose meeting rooms, laundry room, etc.

## ACKNOWLEDGMENT

During the entire period leading to completion of this report Professor Ray Weisenburger, my Major Advisor on my committee, provided steady assistance and guidance. I am deeply grateful to him and will always appreciate our association. I am also greatly indebted to Dr. Joseph Hajda, Director of the International Activities at Kansas State University, and a member of my committee, who provided essential guidance. Thanks is also due to Dr. George Peters of the Department of Sociology and Anthropology, who served as special advisor in the elaboration of the questionnaire sample for the international students. My thanks also goes to Professor Eugene McGraw who served as the Committee Chairman, and extended valuable suggestions to this research project.

My appreciation to Miss Susan Rose for her patience and skill with which she typed the copy of this report. Miss Nancy A. Hoag assisted me with the preparation of the final draft by reading through the original manuscript.

A major contribution was made by the foreign students themselves. I am especially thankful to these students for telling me their problems and also their opinions with

respect to the proposed International House for Kansas State University.

Finally, many thanks to my husband for, with his encouragement, guidance, valuable suggestions and help with the English corrections, he gave me much assistance.

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**APPENDIX A**

**QUESTIONNAIRE**

Manhattan, Kansas  
April 4, 1971

Dear International Student:

Accompanying this letter is a questionnaire prepared by Maria V. Rosenkranz, an international student in the Department of Regional and Community Planning, who is doing a Masters report on the feasibility and possibility of an International House at Kansas State University. The purpose of this questionnaire is to ascertain the opinions of foreign students on the desirability of an International House at Kansas State University, and an indication of preferences for its organization.

Your cooperation in filling out this questionnaire will be helpful in planning for such a House. Please answer all questions as frankly and as completely as you can either by checking the answer which best expresses your opinion or by writing it in the space provided. If you have additional suggestions please write them on the questionnaire. All information collected will be treated as strictly confidential and presented in group form only. Please return the completed questionnaire to the Union (first floor) at the information desk in the box provided, or at the International Center, Dean Brettell's office, by April 15, 1971.

Thank you for your cooperation.

  
Maria Vivina Rosenkranz

## QUESTIONNAIRE

## I. BACKGROUND INFORMATION

## A. Respondents characteristics

1. Age \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Marital Status \_\_\_\_\_
4. Nationality \_\_\_\_\_
5. Academic Major \_\_\_\_\_

## Additional questions

1. How long have you been in the United States? \_\_\_\_\_
2. What type of support do you have:
  - a. Assistantship \_\_\_\_\_
  - b. Fellowship \_\_\_\_\_
  - c. Family support \_\_\_\_\_
  - d. Other (specify) \_\_\_\_\_
3. Do you intend to remain in the United States after graduation? \_\_\_\_\_

## B. Housing you currently occupy

1. Dormitory room \_\_\_\_\_
2. Private room \_\_\_\_\_
3. Apartment \_\_\_\_\_
4. Mobile home \_\_\_\_\_
5. Other (specify) \_\_\_\_\_
6. How long have you lived in Manhattan? \_\_\_\_\_
7. How many times have you changed your housing in Manhattan? \_\_\_\_\_
8. Under present conditions, if you had your choice, would you prefer living in:
  - a. Dormitory \_\_\_\_\_
  - b. American family \_\_\_\_\_
  - c. Other (specify) \_\_\_\_\_

## II. OPINIONS ON AN INTERNATIONAL HOUSE AT KANSAS STATE UNIVERSITY

1. Do you think Kansas State University should have an International House?
  - a. Yes \_\_\_\_\_
  - b. No \_\_\_\_\_

2. Check the response which most accurately represents your thinking about an International House.
  - a. I would be very interested in living in an International House \_\_\_\_\_
  - b. I would be mildly interested in living in an International House \_\_\_\_\_
  - c. I would not be interested in living in an International House \_\_\_\_\_
3. Do you feel such a house would be under "on campus" or "off campus" regulations?
  - a. On campus \_\_\_\_\_
  - b. Off campus \_\_\_\_\_
4. Should the International House have:
  - a. Men and women (co-educational) \_\_\_\_\_
  - b. Men only \_\_\_\_\_
  - c. Women only \_\_\_\_\_
5. Do you believe that the International House should have:
  - a. Only international students \_\_\_\_\_
  - b. Both international and American students \_\_\_\_\_
6. If your response to question 5 is b, what percentage of the residents should be American?
  - a. 10 - 25% \_\_\_\_\_
  - b. 26 - 50% \_\_\_\_\_
  - c. 51 - 75% \_\_\_\_\_
7. Do you believe that the International House should have:
  - a. Only graduate students \_\_\_\_\_
  - b. Graduate and undergraduate students \_\_\_\_\_
8. Do you feel that the age limit of residents should be:
  - a. Restricted to 21 and over \_\_\_\_\_
  - b. No restrictions \_\_\_\_\_
9. Would you prefer sharing a room with:
  - a. International student \_\_\_\_\_
  - b. American student \_\_\_\_\_

10. Do you prefer to share your accommodations with:
  - a. One roommate \_\_\_\_\_
  - b. Two roommates \_\_\_\_\_
  - c. Three roommates \_\_\_\_\_
  - d. Four roommates \_\_\_\_\_
  - e. Alone \_\_\_\_\_
  
11. Should married students be housed in the International House?
  - a. Yes \_\_\_\_\_
  - b. No \_\_\_\_\_
  
12. What capacity do you think the International House should have?
  - a. Not more than 50 \_\_\_\_\_
  - b. 51 to 100 \_\_\_\_\_
  - c. 101 to 200 \_\_\_\_\_
  - d. Over 200 \_\_\_\_\_
  
13. What type of living arrangement would you prefer for the International House?
  - a. Apartment complex with community services \_\_\_\_\_
  - b. Dormitory complex with community services \_\_\_\_\_
  - c. Other (explain) \_\_\_\_\_
  
14. Would you prefer the International House to provide:
  - a. A contract for room only \_\_\_\_\_
  - b. A contract for room, meals and services \_\_\_\_\_
  - c. A contract for room with kitchenette \_\_\_\_\_
  - d. A contract for apartment and services \_\_\_\_\_
  - e. Other (explain) \_\_\_\_\_
  
15. What type of room would you prefer in an International House?
  - a. Single room \_\_\_\_\_
  - b. Double room \_\_\_\_\_
  - c. Other (explain) \_\_\_\_\_
  
16. How much could you pay monthly in the International House in relation with your answer to questions 12, 13 and 14?
  - a. \$30 to \$50 \_\_\_\_\_
  - b. \$51 to \$75 \_\_\_\_\_
  - c. \$76 to \$100 \_\_\_\_\_
  - d. \$101 to \$150 \_\_\_\_\_
  - e. \$151 to \$200 \_\_\_\_\_

17. Number in order the importance to you, the three areas in an International House that you believe you would find best for making friends:
- a. Cafeteria \_\_\_\_\_
  - b. Coffee room \_\_\_\_\_
  - c. Elevators \_\_\_\_\_
  - d. Floor lounges \_\_\_\_\_
  - e. Neighbor's room \_\_\_\_\_
  - f. Laundry room \_\_\_\_\_
  - g. Main lounge \_\_\_\_\_
  - h. Wash room \_\_\_\_\_
  - i. Others (please name) \_\_\_\_\_
18. Do you feel that living in an International House would hinder your relations with American students?
- a. Yes \_\_\_\_\_
  - b. No \_\_\_\_\_
19. Were most of the friends you made while in Manhattan:
- a. From your own country \_\_\_\_\_
  - b. From other countries \_\_\_\_\_
  - c. From the United States \_\_\_\_\_
20. In the space below make any comments or suggestions that you feel appropriate and helpful.

## APPENDIX B

INTERNATIONAL HOUSE FOR KANSAS STATE UNIVERSITY

QUESTIONNAIRE ANALYSIS

## INTERNATIONAL HOUSE FOR KANSAS STATE UNIVERSITY

## QUESTIONNAIRE ANALYSIS

PURPOSE: The purpose of this questionnaire is to ascertain the opinions of foreign students on the desirability of an International House at Kansas State University, and an indication of preferences for its organization.

Of the 405 international students at Kansas State University 100 students were selected for the present research. This selection was made in priority of country, academic major and single students. Of the 100 questionnaires sent to the foreign students, 53 were returned.

The questionnaire was sent to the students of all 51 countries that are represented by the international students enrolled in the spring semester of 1971 at Kansas State University.

The respondents are from 30 different countries. The others representing 21 countries, did not return the questionnaire. The reason for this is that in the majority of cases there were only 1 or 2 students representing each of these 21 countries.

The foreign student enrollment list and addresses were obtained at the International Center at Kansas State University. The following is a summary of the nationality of the respondents.

#### NATIONALITY OF THE RESPONDENTS

<u>Country</u>	<u>Number Responding</u>
Argentina	1
Australia	1
Brazil	1
Colombia	4
Chile	1
China	5
Cuba	1
Ethiopia	1
Egypt	6
Finland	1
Germany	1
Greece	1
India	5
Iraq	2
Iran	1
Japan	2

<u>Country</u>	<u>Number Responding</u>
Korea	3
Lebanon	1
Libia	1
Mexico	1
Nigeria	2
Norway	1
Philippines	1
Puerto Rico	1
Peru	1
Turkey	2
Thailand	1
Venezuela	2
Yugoslavia	1
Pakistan	1

#### ACADEMIC MAJOR OF THE RESPONDENTS

Architecture	3
Applied Mechanics	2
Animal Nutrition	2
Arts and Sciences	1
Adult Education	1

Agronomy	1
Agriculture Mechanized	2
Civil Engineering	2
Computer Science	1
Chemical Engineering	3
Economics	2
Electrical Engineering	6
Grain Science	2
Genetics	1
Industrial Engineering	1
Linguistic	1
Mechanical Engineering	8
Nuclear Engineering	2
Nutrition	1
Physiology	1
Physical Education	1
Regional and Community Planning	5
Statistics	1
Sociology	2
Veterinary Medicine	1

The following is a question by question breakdown

# I. BACKGROUND INFORMATION

## A. Respondents Characteristics

### 1. AGE:

<u>Age</u>	<u>Total</u>	<u>Percent</u>
15-20	1	2%
21-25	17	32%
26-30	23	43%
31-35	12	23%

### 2. SEX:

<u>Sex</u>	<u>Total</u>	<u>Percent</u>
Female	8	15%
Male	45	85%

### 3. MARITAL STATUS

	<u>Total</u>	<u>Percent</u>
Single	26	49%
Married	27	51%

### 4. NATIONALITY: 30 Countries

### 5. ACADEMIC MAJOR: 25 Areas

## ADDITIONAL QUESTIONS

## 1. How long have you been in the United States?

<u>Length of Time</u>	<u>Total</u>	<u>Percent</u>
0 to less than 6 mon.	5	9%
7 to 11 months	11	21%
1 to 2 years	13	25%
2 to 3 years	14	26%
3 to 4 years	4	8%
4 years and over	6	11%

## 2. What type of support do you have?

	<u>Total</u>	<u>Percent</u>
Assistantship	33	62%
Fellowship	4	8%
Family Support	6	11%
Scholarship	2	4%
Country Loan	6	11%
Work	1	2%
Contract	1	2%

## 3. Do you intend to remain in the United States after graduation?

	<u>Total</u>	<u>Percent</u>
Yes	14	26%
No	39	74%

## B. HOUSING YOU CURRENTLY OCCUPY

1. - 5.	<u>Total</u>	<u>Percent</u>
Dormitory Room	10	19%
Private Room	9	17%
Apartment	33	62%
House	1	2%
Mobile Home	0	0%

## 6. How long have you lived in Manhattan?

	<u>Total</u>	<u>Percent</u>
0 to less than 6 mon.	5	10%
6 to less than 12 mon.	14	26%
1 to less than 2 years	15	28%
2 to less than 3 years	9	17%
3 to less than 4 years	8	15%
4 years and over	2	4%

## 7. How many times have you changed your housing in Manhattan?

<u>Number of Times</u>	<u>Total</u>	<u>Percent</u>
0	18	34%
1	11	21%
2	13	24%
3	5	9%
4	4	8%
5	1	2%
6	1	2%

## 8. Under present conditions, if you had your choice, would you prefer living in:

	<u>Total</u>	<u>Percent</u>
Dormitory	4	8%
American Family	7	13%
Apartment	32	60%
Private Room	1	2%
House	7	13%
No Answer	2	4%

## II. OPINIONS OF AN INTERNATIONAL HOUSE AT KANSAS STATE UNIVERSITY

1. Do you think Kansas State University should have an International House?

	<u>Total</u>	<u>Percent</u>
Yes	51	96%
No	2	4%

2. Check the response which most accurately represents your thinking about an International House.

	<u>Total</u>	<u>Percent</u>
I would be very interested in living in an International House	22	42%
I would be mildly interested in living in an International House	17	32%
I would not be interested in living in an International House	13	24%
No Answer	1	2%

3. Do you feel such a house should be under "on campus" or "off campus" regulations?

	<u>Total</u>	<u>Percent</u>
On Campus	23	43%
Off Campus	28	53%
No Answer	2	4%

## 4. Should the International House have:

	<u>Total</u>	<u>Percent</u>
Men and Women (Coeducational)	52	98%
Men Only	1	2%
Women Only	0	0%

## 5. Do you believe that the International House should have:

	<u>Total</u>	<u>Percent</u>
Only international students	2	4%
Both international & American	51	96%

## 6. If your response to question 5. was "Both international and American", what percentage of the residents should be American?

	<u>Total</u>	<u>Percent</u>
10% to 25%	21	39%
26% to 50%	26	49%
51% to 75%	2	4%
No Answer	4	8%

## 7. Do you believe that the International House should have:

	<u>Total</u>	<u>Percent</u>
Only graduate students	14	26%
Graduate and undergraduate	39	74%

## 8. Do you feel that the age limit of residents should be:

	<u>Total</u>	<u>Percent</u>
Restricted to 21 and over	14	26%
No restrictions	39	74%

## 9. Would you prefer sharing a room with:

	<u>Total</u>	<u>Percent</u>
International student	8	15%
American student	23	43%
Alone	5	10%
Wife	1	2%
Any pre-conception (inter- national or American)	7	13%
No Answer	9	17%

## 10. Do you prefer to share your accommodations with:

	<u>Total</u>	<u>Percent</u>
One roommate	24	45%
Two roommates	1	2%
Three roommates	0	0%
Four roommates	0	0%
Alone	20	38%
Wife	3	6%
No Answer	5	9%

## 11. Should married students be housed in the International House?

	<u>Total</u>	<u>Percent</u>
Yes	25	47%
No	26	49%
No Answer	2	4%

## 12. What capacity do you think the International House should have?

	<u>Total</u>	<u>Percent</u>
Not more than 50	4	8%
51 to 100	11	21%
101 to 200	19	35%
Over 200	18	34%
No Answer	1	2%

13. What type of living arrangement would you prefer for the International House?

	<u>Total</u>	<u>Percent</u>
Apartment complex with community services	41	77%
Dormitory complex with community services	10	19%
Cooperative house with self-service	1	2%
One to two bedroom and community kitchen and dining space	1	2%

14. Would you prefer the International House to provide:

	<u>Total</u>	<u>Percent</u>
A contract for room only	1	2%
A contract for room, meals and services	12	23%
A contract for room with kitchenette	10	19%
A contract for apartment and services	27	51%
No answer	3	5%

15. What type of room would you prefer in an International House?

	<u>Total</u>	<u>Percent</u>
Single room	19	36%
Double room	30	56%
Apartment	2	4%
No answer	2	4%

16. How much could you pay monthly in the International House in relation with your answers to questions 12, 13 and 14?

	<u>Total</u>	<u>Percent</u>
\$30 to \$50	15	28%
\$51 to \$75	10	19%
\$76 to \$100	24	45%
\$101 to \$150	3	6%
\$151 to \$200	1	2%

17. Number in order of importance to you, the three areas in an International House that you believe you would find best for making friends.

	<u>Total</u>
Cafeteria	18
Coffee Room	16
Floor Lounges	8
Neighbor's Room	8

18. Do you feel that living in an International House would hinder your relations with American students?

	<u>Total</u>	<u>Percent</u>
Yes	10	19%
No	43	81%

19. Were most of the friends you made while in Manhattan:

	<u>Total</u>	<u>Percent</u>
From your own country	17	32%
From other countries	14	26%
From the United States	10	19%
Mixed (first 3 choices)	10	19%
No answer	2	4%

20. In the space below make any comments or suggestions that you feel appropriate and helpful.

	<u>Total</u>	<u>Percent</u>
Made suggestions	28	53%
No suggestions	25	47%

#### COMMENTS OR SUGGESTIONS

1. I feel the true percentage of American students should be 50% to make such a project work.
2. It would be much better if the International House provides apartments so that the foreign students can prepare their own food according to their taste. As I have observed so far, American students have not the slightest interest in mixing with foreign students to learn foreign activities and teach American culture. In fact, they show some sense of hatred, though it is not true for all. However, the idea of providing International House is noble and helpful, particularly in such a small city where people are conservative and housing is rare.
3. In the International House, residents include as many American students as the people from each country at least. I would like to know what kind of house this is.
4.
  - a. Male and female students should be in different sections or on different floors.
  - b. Graduate and undergraduate students should be in different sections or on different floors
  - c. Different types of rooms (single, double, etc.) should be provided to meet different needs.
5. Please try to do something about it if you really can.

6. A contract for room with kitchenette may be a good idea; however, if everybody uses the kitchenette at the same time, it may be overcrowded.
7. American students should learn to cooperate with international students, if they so decide to live in such a complex. American way of life should not always be emphasized. It should be a real give and take of different cultures.
8. Married students should be housed in the International House when they are not accompanied by the spouse.
9. It would be nice that the International House would provide a comfortable place for social and cultural activities. It would be helpful for a better international understanding and friendship.
10. I believe in general that the idea of International House is false, since we are coming here to the United States (if single or married) to learn cultural habits and many other things. Every foreigner needs to improve some of his bad habits or to know more about this country as a result to be more educated person, since most of our education comes through travelling and mixing with others, not from reading books only, as one might think. Concerning the food and other things that we get used to, I think we better try and learn other recipes. They are sometimes more delicious than our food and I am sure that many Americans search for more fun and interest by trying to learn how to cook our food. So why don't we learn how to make American food, since this is a wonderful opportunity to learn for every foreigner.

So I encourage every foreigner to get mixed with Americans to speak, to share foods and exchange visits, since this is the most honest way to communicate with people; otherwise, books, newspapers and magazines don't always tell the truth.

11. I think the students should not be so separated according to nationalities. It is convenient to let them know different people from different countries in a very international neighborhood. National cliques must be avoided.

12. As big as the housing problem is in Manhattan, I think it is time somebody started doing something about it besides just taking surveys.
13. I suggest an International House with apartments for married and rooms for singles.
14. In the absence of an International House, I wish there was a "paying guest" system in existence here.
15. Married students should be housed in the International House if they aren't accompanied by their spouse.
16. I feel that an International House should be more of the type of commune, where people preserve their privacy (individual rooms) yet have an opportunity to live as a "family" (by taking care of house, having social activities - living room, and cooking their group-type meals in a kitchen). A commune offers the most for the least and students are usually not prepared to spend too much money.
17. International House should be an activities center, with living area for residents. Cultural exchange should be emphasized.
18. International House should be a place with convenience atmosphere for all residents.
19. I think that an apartment complex with certain community services such as a laundry room, coffee room and student lounge would be most helpful.
20. An International House would be appropriate for single students only.
21. If and when such long-talked-of International House materializes, it should accommodate both foreign and American students, though not more than 50% of the occupants should be Americans unless it is not fully occupied. It is high time something realistic was done about this International House rather than using it as a research topic only.

22. It is gratifying to read through this interesting questionnaire. I hope the International House project will be realistic early, because the student housing problem in Manhattan each year is more critical.
23. I would share a room with American student if they are clean (no Hippie).
24. I believe the International House should be only for single students because married international students are currently residing in Jardine Terrace Apartments, and the playground of Jardine is most convenient for children.
25. I strongly believe that a well-programmed and designed International House will bring about a new environment for both foreign and American students. It will not only function as a dormitory, but a social and cultural center to meet new friends to talk about different things more than talking about cars and dates (girls), etc. It will give foreign students a chance to exhibit their own cultures and exchange ideas on an intellectual level. Since most of the foreign students are graduate students, rooms should not have more than two beds, and either private kitchenettes, or one kitchen for each floor should be provided.
- ✓ 26. Some kind of cultural entertainment should be provided in the International House in order to attract more American students; entertainment that would "entertain" both American and international students. A good percentage of American students living in the International House should be black and natives of Kansas.
- ✓ 27. I would prefer one or two bedrooms with commune kitchen on each floor and dining space. A contract may include room and necessary service fees for cooking (gas, electricity, water, etc.)
- ✓ 28. I would like an International House in the form of a cooperative house with self-service. Married students should be without the wife.

INTERNATIONAL STUDENT HOUSE FOR  
KANSAS STATE UNIVERSITY

by

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B. Architecture, National University of Colombia, 1967

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AN ABSTRACT OF A NON-THESIS PROJECT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF REGIONAL AND COMMUNITY PLANNING

Department of Regional and Community Planning

KANSAS STATE UNIVERSITY

Manhattan, Kansas

1972

## IDENTIFICATION OF THE PROBLEMS

The continued lack of student housing at Kansas State University each year is becoming more serious, especially the international students who have more problems. These problems arise from a variety of causes. The international students who live in the dormitories must accustom themselves to rules. They prefer to eat their native foods but are unable to do so under dormitory regulations. During school vacations the dormitories are closed and the international students must find temporary housing for two weeks to three month periods. Common to international students living in dormitories is the problem of racial discrimination. This discriminatory attitude is especially prevalent when international students try to rent rooms or apartments.

## ANALYSIS OF THE PROBLEM

Basically, this project was an explanatory attempt designed to present an inventory analysis of the physical, social, economic problems of the international students enrolled at Kansas State University during the spring semester of 1971. Based on these problems the author elaborated and sent a

questionnaire to a select group of foreign students to ascertain their opinions on the desirability of an international house at Kansas State University and an indication of preferences for its organization. The results were judged and the proposal of an international house is a recommendation to resolve and alleviate the majority of the problems of the foreign students at Kansas State University. The conclusions and recommendations derived from such analysis were the major contributions of this study.

The chief instrument of the study was a questionnaire, consisting mainly of background questions, present status of living, preference of living, desirability of an international house at Kansas State University, indication of preferences for its organization, and one space for comments. Of the 405 international students enrolled at Kansas State University in spring of 1971, 100 students were selected for this research. This selection was made in priority of country, academic major and single students mainly. Of the 100 questionnaires sent to the foreign students, 53 were returned, with the objective data and informal comments.

From the data that was compiled, the following information was revealed:

The average student was a male (85%), married (51%), age 26. He was a graduate student (84%), enrolled in the College of Engineering (33%), Arts and Science (23%), Agriculture (21%), Architecture and Planning (8.4%). The student has been in the United States for 2 years (26%), had lived in Manhattan for 1 year (28%). His primary source of financial assistance was assistantship (62%). The housing he currently occupies is an apartment (62%); he would prefer living in an apartment (60%). Most of his friends are from his own country (32%). Regarding the opinion of the foreign student on the desirability of an international house at Kansas State University the following are the major responses. He thinks Kansas State University should have an international house (96%). He feels the house should be "off campus" regulations (53%). The international house should be coeducational (98%), for graduate and undergraduate students (74%) and no age restrictions (74%), with 50% American residents (49%). He prefers to have one roommate (45%), an American student (43%). The capacity of the international house should be between 100 to 200

students (35%). The type of living arrangement he prefers is apartment complex with community services (77%), with a contract for apartment and services (51%). He could pay monthly between \$76 and \$100 (45%) and he would prefer to have double room arrangement in the apartment (56%).

Based on the analysis of the questionnaire the author recommended an international house for Kansas State University to help relieve the physical, social and economic problems of the foreign students. At the same time the author recommended the location of the future international house in the same complex with the International Center and on Site D, 16th Street west side between Anderson Avenue and Laramie Street, because this location is near to the academic activities, to social and commercial activities located in Aggieville and its surroundings and mainly because with the International Center it will be a unit in which many social areas will be integrated and many spaces will be better utilized, and for this reason it will be more economical to build the international house and center in the same complex.

The author also recommended the design of the international house in apartment-type mainly with double and single study

rooms. These apartments can be mainly for 6 to 10 students with a kitchenette, small dining room, bathroom and utility room.

The international house will be recommended for single students because the married students have the opportunity to be housed in Jardine Terrace Apartments. It is recommended also to have general areas for the activities of all the residents, for example: general purpose meeting room with movable furniture and room dividers; coffee room and snack bar; laundry, post office; mechanical area; steps; parking; administration office; student's staff offices; reception desk and business office.

The author developed goals and objectives of the proposed international house:

1. To promote intercultural communication and understanding via international living.
2. Help eliminate discrimination in housing and provide adequate housing.
3. Provide an opportunity for international students to learn about American culture.
4. Help eliminate "cultural isolation". The different international groups do not mix naturally and freely with other nationalities by staying by themselves.

5. Improve the international students' command of the English language by living with Americans.
6. To provide a chance for the foreign students to practice their ethnic, religious and daily habits and allow more Americans to become acquainted with the customs of other nationalities.
7. Help the foreign students to integrate more fully into the social life of the university and the community.
8. Help for directing the foreign students toward more active participation in the international, national and professional organizations on and off campus.