

1980

A Handbook for Foreign Graduate Students at Rutgers University: A Statistical Assessment of Their Problems and Needs

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A Handbook for

FOREIGN GRADUATE STUDENTS AT RUTGERS UNIVERSITY
A Statistical Assessment of Their Problems and Needs

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MAT X

September 1980

Submitted in partial fulfillment
of the requirements for the Master
of Arts in Teaching degree at the
School for International Training,
Brattleboro, Vermont.

This project by Habib Hosseiny is accepted in its present form.

Date Aug. 11, 1981

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ACKNOWLEDGEMENTS

My hearty appreciations are offered to the founder of the Experiment because of his august aspiration "to a peaceful world where all people live in creative harmony." The unique spirit which is upheld at SIT is a deep source of security; my thanks to all individuals who have a share in creating that spirit through their understanding and cooperation. I submit that here is "a peaceful world where all people live in creative harmony"; though small in size, it is very great indeed, in deed.

ABSTRACT

Foreign graduate students have specific needs and problems. They should be provided with adequate information before and at the time of arrival in the United States. This information has been gathered from the foreign graduate students at Rutgers University and has been put together by the author who is a foreign student himself.

The statistics in this handbook, which are gathered by both in-depth interview and random sampling, clarify the needs and problems of the students in question. They deal with cultural, educational, financial, political, religious, and other general problems; and tell us the degree of assistance different sources provide in response to the problems.

Since the content and even the procedure of the survey done in this paper have been initiated by the author, they can be considered as a valid case for further study and research in this area. This paper is intended to benefit foreign graduate students especially those at Rutgers University and whoever has some contact with foreign students.

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INTRODUCTION

Before coming to the United States in June 1967, I had a two-week orientation program which was sponsored by an American agency in my country, Iran. I then spent a full summer in this country. After eleven years, I decided to come back for a longer period of time--this time with my family. Since I had had many American friends, had lived with them for months, had traveled with them and had exchanged a lot of cultural information with them, I thought I knew a lot about life in the United States and would have virtually no problem here. Besides, my English was not bad. After returning to this country and living here for some time, I realized that what I had known was not enough and in some cases was not even true.

There are many things to know in order to be able to find one's way in the United States without frustration, to make the most of what is available in this country and to adapt to the new environment more comfortably. There are some general facts that everybody should know; and, in addition, individuals have their own needs and priorities to consider and to try to find the easiest possible way to deal with.

Since August 1978 I have been living in this country as a graduate student. I have repeatedly faced situations where I should have been better prepared. As a matter of fact, in some cases my whole lifestyle could have changed if I had been aware of some specific facts.

What I would like to offer in the following pages is the result of my own experience in the United States and research on the foreign graduate students at Rutgers University. It is my hope that they as well as those who somehow deal with them, like counselors, advisers and professors, will appreciate the content of this mini-survey.

OUR NEEDS

To be able to recognize one's own needs, i.e., to know what one really wants, is a considerable psychological achievement (Maslow 1970).

There are certain needs that almost everybody has in common, no matter what their profession or status. Any information about food, hotels, apartments, transportation, immigration procedures, jobs, schools, medical care, etc., which I consider as basic, will be important for everybody to have. Other needs, which I call peripheral, are not shared by everybody. Some of them are: obtaining a driver's license and getting information on birth control, welfare, and babysitting.

After identifying needs, one should simply seek sources of assistance, get the necessary information and follow the directions where appropriate. As soon as one of the needs has been met one surely gains a feeling of relief and relaxation. (Maslow 1970). Afterwards, one will develop confidence in oneself and, more comfortably fulfill one's future needs. Therefore, my recommendation to foreign students is not to be hesitant at all, but to be decisive and firm in pursuing what they want. They have a definite right to ask when they need something. There is always a solution to any problem, and there are many people who know the answer and are willing and waiting to help. This does not mean that the first person is always the right person to provide assistance. One should

not be disappointed or frustrated by initial failure, but instead, keep on trying.

In this booklet, I will discuss some of the needs that are very common to every newcomer to the United States. The data I have collected reveals these needs and the degree of their importance. After discussing the needs, I will talk a little about the sources of assistance. And at the end, I will present some of the students' reactions to their initial problems.

STATISTICAL RESEARCH

In the process of writing this handbook and interviewing foreign students at Rutgers, I came up with the idea of doing a survey based on a scientific approach through which I could obtain more detailed information. With a special letter of recommendation from my project adviser, I obtained the list of the names of foreign students at Rutgers registered with the International Center as of October 10, 1979.

According to the list, there were 609 foreign students at Rutgers, 433 of whom were graduate students. Through my interviews I had noticed a great difference between the attitudes of undergraduate and graduate students towards their needs and problems. Therefore, I decided to confine my survey to graduate students only, this being the group of which I was a member.

The 433 graduate students were from 69 different countries. It was exciting for me to see the diversity of foreign students at Rutgers. Appendix A shows their distribution according to their nationalities.

I decided to ask ten percent of the population to fill out a questionnaire reflecting their overall problems in the United States as foreign students. I did this in two stages. First, I met with my friends and neighbors who were all foreign students, talked about my project, clarified the questions in

the questionnaire,* and asked them to fill it out. I asked them to introduce me to their friends and neighbors, and this way I made more interviews. I collected 28 replies from 11 different nationalities. For the second stage I mailed the questionnaires with a cover letter explaining the project and a self-addressed stamped envelope to 45 students. Through this procedure I received an additional 14 replies from 12 nationalities.

*See Appendix B

Result of a problem assessment questionnaire
by 28 foreign graduate students at Rutgers University (hand-delivered)

Area	Problem	Caused the most difficulty		the least difficulty
Culture:	a. conflict between me and U.S. culture	12	5	11
	b. my misunderstanding of American way of life	6	9	13
	c. misinformation I had	9	8	12
	d. overgeneralizations I made	8	8	12
	e. teacher-student relations in the U.S.	8	5	13
	f. American students' behavior	10	9	9
	g. male-female relationships	4	7	15
Education:	a. my previous education	8	2	18
	b. my knowledge of English	16	4	9
	c. my unfamiliarity with the U.S. educational system	9	4	15
Finance:	a. unexpected expenses	13	7	7
	b. unforeseen financial problems	14	7	6
	c. getting a work permit	12	4	10
	d. finding a job	11	4	10
Politics:	a. my participation in political activities	1	5	15
	b. my non-participation in political activities	3	2	15
	c. U.S. rules and regulations in general	3	10	13
Religion	a. My religious activities	2	4	20
	b. others' religions	0	5	21
General:	a. enrolling my child(ren) in schools	3	4	5
	b. finding a physician	10	8	8
	c. finding an apartment	19	2	5
	d. knowing about immigration procedures	11	7	10
	e. knowing about taxi fares	10	5	10
	f. knowing about transportation	15	6	7
	g. getting a driver's license	4	2	20
	h. buying a car	10	5	10
	i. knowing about evening entertainments	10	5	10
	j. knowing about dating	3	5	10

<u>WHO HELPED YOU</u>		<u>the most</u>		<u>the least?</u>
Assistance:	a. the police	1	8	14
	b. people I did not know	8	3	14
	c. relatives	13	4	6
	d. American students	7	9	8
	e. students from my country	14	3	10
	f. other foreign students	8	7	12
	g. my academic adviser	8	5	10
	h. foreign student adviser	9	5	14
	i. Yellow Pages of telephone directory	7	8	13
	j. college orientation guide/handbook	3	8	14
	k. classified ads	5	9	12

Result of a problem assessment questionnaire
by 14 foreign graduate students at Rutgers University (mail-delivered)

Area	Problem	Caused the most difficulty		the least difficulty
Culture:	a. conflict between me and U.S. culture	3	3	8
	b. my misunderstanding of American way of life	4	2	8
	c. misinformation I had	1	3	8
	d. overgeneralizations I made	3	4	6
	e. teacher-student relations in the U.S.	2	5	6
	f. American students' behavior	2	3	9
	g. male-female relationships	1	2	10
Education:	a. my previous education	0	2	11
	b. my knowledge of English	2	1	10
	c. my unfamiliarity with the U.S. educational system	2	1	10
Finance:	a. unexpected expenses	5	2	7
	b. unforeseen financial problems	5	2	6
	c. getting work permit	3	2	8
	d. finding a job	2	3	7
Politics:	a. my participation in political activities	0	2	10
	b. my non-participation in political activities	0	3	10
	c. U.S. rules and regulations in general	3	1	10
Religion	a. my religious activities	0	0	11
	b. others' religions	0	0	11
General:	a. enrolling my child(ren) in schools	0	1	7
	b. finding a physician	1	2	10
	c. finding an apartment	4	3	6
	d. knowing about immigration procedures	5	4	5
	e. knowing about taxi fares	3	4	7
	f. knowing about transportation	6	2	5
	g. getting a driver's license	2	2	10
	h. buying a car	4	3	6
	i. knowing about evening entertainments	3	1	9
	j. knowing about dating	2	1	10
<u>WHO HELPED YOU</u>			<u>the most</u>	<u>the least?</u>
Assistance:				
	a. the police	0	4	6
	b. people I did not know	5	3	4
	c. relatives	2	1	7
	d. American students	5	2	4
	e. Students from my country	5	1	5
	f. other foreign students	1	5	4
	g. my academic adviser	0	3	9
	h. foreign student adviser	0	4	7
	i. Yellow Pages of telephone directory	7	2	4
	j. college orientation guide/handbook	3	3	7
	k. classified ads	4	4	4

It is interesting that in some instances, some problems are considered the most difficult for one group and the least for the other. The reason for this difference, I suppose, is that the first group, through our contact and communication, had gotten the same or almost the same meaning from the questions as I had meant, but the other had different interpretations of the questions or even the guidelines for filling out the questionnaire. For example, one of the students I was interviewing started to circle the responses in the opposite sequence--circling (1) for the least difficulty and (5) for the most. For the second group, I do not know whether this happened or not.

The amount of attention each student had paid to the questionnaire is another factor of the occurrence of the difference. One may have gotten it during a serious educational, family, ... problem; the other, being bored with getting so many questionnaires through the year, wanted to get rid of it as quickly as possible. As an example I should mention that the majority of the second group--31 out of 45--did not even bother to reply even though they were provided with a stamped and self-addressed envelope.

At any rate, I believe that each response is a valid piece of data to be considered. Although the first group of responses was written under clearer and more homogenous understanding environment and may seem more reliable, I cannot ignore or invalidate the second group. Both groups of data are presented on the next page. (Total nationalities represented are 20.)

Result of a problem assessment questionnaire
by 42 foreign graduate students at Rutgers University

Area	Problem	Caused the most difficulty	the least difficulty	the least difficulty
Culture:	a. conflict between me and U.S. culture	15	8	19
	b. my misunderstanding of American way of life	10	11	21
	c. misinformation I had	10	11	20
	d. overgeneralizations I made	11	12	18
	e. teacher-student relation in the U.S.	10	10	19
	f. American students' behavior	12	12	18
	g. male-female relationships	5	9	25
Education:	a. my previous education	8	4	28
	b. my knowledge of English	18	5	19
	c. my unfamiliarity with the U.S. educational system	11	5	25
Finance:	a. unexpected expenses	18	9	14
	b. unforeseen financial problems	19	9	12
	c. getting work permit	15	6	18
	d. finding a job	13	7	17
Politics:	a. my participation in political activities	1	7	25
	b. my non-participation in political activities	3	5	25
	c. U.S. rules and regulations in general	6	11	23
Religion:	a. my religious activities	2	4	31
	b. others' religions	0	5	32
General:	a. enrolling my child(ren) in schools	3	5	12
	b. finding a physician	11	10	18
	c. finding an apartment	23	5	11
	d. knowing about immigration procedures	16	11	15
	e. knowing about taxi fare	13	9	17
	f. knowing about transportation	21	8	12
	g. getting a driver's license	6	4	30
	h. buying a car	14	8	16
	i. knowing about evening entertainment	13	6	19
	j. knowing about dating	5	6	20
Assistance:	<u>WHO HELPED YOU</u>		<u>the most</u>	<u>the least?</u>
	a. the police	1	12	20
	b. people I did not know	13	6	18
	c. relatives	15	5	13
	d. American students	12	11	12
	e. students from my country	19	4	15
	f. other foreign students	9	12	16
	g. my academic adviser	8	8	19
	h. foreign student adviser	9	9	21
	i. Yellow Pages of telephone directory	14	10	17
	j. college orientation guide/handbook	6	11	21
	k. classified ads	9	13	16

Almost all of the items of the data presented in the previous page have to some degree affected each foreign student without exception. This indicates that all of the problems are real problems and foreign students must face them. In the area of culture, for example, only 35.7% (15 out of 42, the total number of respondents) stated that cultural conflicts were one of their most difficult problems while 45.2% considered this problem as the least important. While it is true that the majority of foreign students have not had this problem, it is still a critical point of concern for both the students and the administrators. The former should be aware of the problem from the beginning and the latter should try to create an atmosphere of better understanding among all students and faculty. Foreign students should know about and be sensitive to American students' problems, too.

In the following pages I will discuss some of the basic needs and major problems that the majority of the students have pointed out and share my experiences. Next, I will talk about some of the sources of assistance which have proven to be very helpful.

BASIC NEEDS

1. FOOD: As soon as we enter a new place, it is quite normal to think about where to eat. If we have the money, it is not much of a problem. There are sixty-eight restaurants in New Brunswick and six in Piscataway¹, and many more in other close-by towns each of which is 2-10 miles away. Therefore, it is very easy to find one.

The first person we may talk to in the restaurant will probably be a waiter or a waitress. It is, therefore, useful to know some facts about the status of the waiters and waitresses in the seventy-four restaurants in the above-mentioned towns.

The total number of waiters and waitresses working in these restaurants is approximately 641, 247 of whom are high school students, 197 college students, and the rest of them are full-time, professionals.² This means that 69% of the waiters/waitresses are students. They work in restaurants because they need the money either for their personal expenses or their education. What I would like to say is that we should understand that most of them are students like us, and may even come from affluent families. Therefore, we should not look down upon them--if it is the case in our countries--, but rather, treat them respectfully. The following is an example.

I started my internship for my Master's degree as a teacher of English as a Second Language at a college. There was another teacher who had already finished her Master's courses and was

employed by the college. After three or four weeks, the college, facing financial problems, was closed and the teachers were out of their jobs. That teacher immediately found a job in a restaurant as a waitress. In my culture waiters and waitresses are looked down upon, and no college graduate would want to do this kind of work. I wanted to show my regret that she had to work in a restaurant, but she seemed to be very happy with it. To me, working as a waitress with a Master's degree was considerably inferior to her previous position. This experience helped me to understand another cultural aspect in American society. From then on I tried not to judge people by their present positions or appearances.

It is rather encouraging to point out that 100% of the restaurant managers said that they had not had any problems with the foreign students, and that they had been much more polite than their American customers. The point that I brought up which was agreed to by them was that the foreign students were probably scared in using the appropriate language to comment on the food. The other fact was that the foreign students wanted to conceal their unfamiliarity with U.S. customs in a restaurant. What the managers recommended then was to advise the foreign students to ask about whatever they did not understand or bothered them, and that they would be happy to answer their questions.

The cost range of a full dinner depends, of course, on where and what one eats. In New Brunswick and Piscataway restaurants, the cost of a full dinner, without alcoholic

drinks, varies from \$3.00-\$4.00 at a coffee shop to \$10.00-\$20.00 at a fancy restaurant.

Before leaving the table, one is supposed to leave some money as a tip which is normally 15% of the amount of the bill. The waiters' income depends a lot on their tips. Some restaurant managers pay the waiters/waitresses more than their contract wages if their total income--their wage and their tips--does not match the minimum wage which, at present, is \$3.25 per hour. This means that they are employed at less than the minimum wage and expect to earn more through tips. Actually, tipping is a part of eating in a restaurant unless one is completely dissatisfied with the service--which is rarely the case. It is considered impolite to leave pennies for a tip.

In case one wants to be cautious about one's expenses from the first day of arrival, one should look for a sandwich shop like McDonald's or Burger King where one simply goes to the counter, stands on the line, looks at the big menu signs high up on the front wall, chooses what one wants and is served in a couple of minutes. Then one takes the food to the eating area. The average cost of eating in such places is \$2.00-\$3.00. There is no tipping involved because it is self-service, and everybody is supposed to clean his or her table after finishing the meal.

As soon as practically possible, one should start preparing one's own meals. This way one will be able to have what one wants without incurring the expense of eating out.

2. HOUSING: A foreign student should consider that 1/4 to 1/5 of his total living expense will be for housing. If the rent is higher, it will be too much and if the rent is much less, the place might be unsafe to live in.³

Before taking the first step to find a place, the newcomer has to have temporary quarters. The International Center at Rutgers helps with that. The YMCA is the cheapest place--about \$40.00 per week--or one can choose to stay in a hotel at the rate of \$25.00 to \$35.00 per day.

54.8% of foreign students at Rutgers have stated that housing has caused them the most difficulty. 11.9% have mentioned that it has been the second most important issue and 26% of them have had nothing to do with it probably because they had solved the problem before coming to the United States. Therefore, if a student has not arranged his housing before arriving, he may consider it to be a great concern. The following recommendations might be of interest and value to him.

The first step for the student is to inform all those who might help him that he is in need of a place to live. This way he will not be alone in looking for a place. He should frankly explain his need, especially to the Foreign Student Adviser, and if he notices that it is getting very hard to find a place, he should insist on getting an apartment in the university. In case there is no chance of obtaining a place on campus, which is much more reasonable and comfortable than off-campus housing, the student should mobilize himself and others to find an apartment.

Real-estate agencies, "for rent" columns of the local papers, the school bulletin boards, which are located all over the different campuses in such places as libraries, the student centers, dormitories, cafeterias, bookstores, etc. are possible sources of assistance for this purpose.

The second step takes place when an apartment is found and the student wants to rent it. Before signing any contract/lease or paying any money, he should consult with his friends or adviser. After he feels quite comfortable about the place and understands all the rules and regulations thereof thoroughly, he should go on with the renting/leasing procedures. Moving from one apartment to another is not at all an easy job, and it takes a lot of time, money and energy. Therefore, it is advisable to try to find the most desirable place and not have the plan of changing residences more than necessary.

The third step is when the student has gotten an apartment. The Yellow Pages of the telephone directory are a great means of assistance. The directory is supplied free of charge to those who have telephones. To get a telephone, one should simply go to the telephone company and apply for one, which will be given to him almost immediately. Sometimes it might take a couple of days for the company to connect it.

Now the student can call as many places as he wants and find out about the prices of what he needs in his new home. Besides the Yellow Pages, the classified ads in the local papers are also good sources of information for getting household goods at reasonable prices. The majority of people do not

care if the foreign student does not speak fluent English, especially when they feel that they might sell him their goods. Therefore, it is to his benefit to try more places and kill two birds with one shot-buy the most reasonable goods and improve his English!

Sororities and Fraternities: There are many student residences in the New Brunswick campus known as Sororities (for girls) and Fraternities (for boys). These are closely-knit, private social organizations of students who share certain beliefs, have common interests, as well as similar preferences for a particular lifestyle, including various social, recreational, and athletic activities. Usually such organizations have from 40 to 60 members and own large houses that provide living, dining, and social accommodations. Membership in a fraternity, sorority, or other student club may be by invitation ("rushing") only; however, some fraternities and sororities regularly provide living accommodations to foreign students who are nonmembers. The cost of living (room and board) in a fraternity or sorority house compares favorably with that of living in a dormitory.⁴

The majority of the students who live in fraternities or sororities are young undergraduates, but it is quite possible that a graduate student may also find a place to live there.

In general, fraternities and sororities are assumed to be places for parties and other entertainment that most graduate students may not like to get involved in. Besides, by living in a fraternity or sorority house, they may not be able to study as much as they intend to.

3. TRANSPORTATION: Travelling in the United States is very convenient, well organized, and a lot of fun. Highways are plentiful and safe. Traffic regulations are strict and the signs which give directions are very clear. Even if one is travelling for the first time by himself, he will find his way and get to his destination without any problems if he pays attention to the signs.

"Virtually all Americans from the age of about 17 to 18 own cars!"⁵ For everyday transportation, people use their own cars, and therefore, there are not cheap and plentiful means of public transportation available. Having a car is a necessity. That is why the majority of the students who answered my questionnaire stated that transportation had caused the most difficulty for them at the beginning of their stay in this area despite the fact that campus buses, which are free, run almost all the time without much delay. Other means of transportation are also available like taxis, buses and trains, but it will be costly for a student to use them very often. However, sometimes it is cheaper to use a bus or train than to drive one's own car. For example, a round-trip bus ticket from New Brunswick to New York is less than five dollars, while if one drives one's own car, one may end up spending much more for gas, parking fees and tolls.

Prices in the United States are usually fixed; one exception is the price of a used car. On buying a used car one must consider the extremely high cost of mechanical repairs. If the student is good with cars and thinks that he will have

enough time to do the repairs, he can buy a car from \$500.00 to \$1,500.00. Otherwise, I recommend buying one which costs more but should not need much repair.

To find a used car, one can go to car dealers where one may pay more than buying from an individual, but, this way, one may have a sort of warranty for serious problems for a limited period of time. One may not be able to find the individual who has sold him his car in case of a serious problem. Therefore, a car dealer is more reliable to purchase a car from unless one has a friend or a trustworthy person from whom one can buy a car. The Auto-Sale column of the classified ads in the daily papers is another source where one can find a used car. The bulletin boards at various locations on campus are also full of announcements for car sales. They are mostly from students who have finished their studies and are leaving for their homes. Most often a car purchase from another student is a good bargain.

After buying a car, the buyer must get liability insurance, which is mandatory; it costs around \$200.00 per year. A driver's license is, of course, a must. Some foreign students have international driver's licenses which are acceptable temporarily. Within two months, the student must apply for a New Jersey driver's license. One should call the Department of Motor Vehicles and make an appointment. Before going for the test, one should get the driver's manual from the department to find out about the traffic rules and regulations, and be prepared for the written and road tests.

There are several taxi services in this area, too. When one needs a cab, one should call the taxi office, and, usually in a very short time, a cab will pick him up. In order not to be shocked by the charge at the end of the journey, one had better ask the approximate cost of it at the time he calls for a cab. Cabs are equipped with meters which show the amount of the fare one has to pay at the end of the journey. In some cases there is a set fare for a certain trip, like from the airport to downtown, and the meter does not work. In any case, the driver should be tipped at the amount of 15 to 20% of the fare.

Hitch-hiking is another possible way of getting rides from place to place. If one does not want to pay for his transportation or is in a situation where public transportation is not available, one should stand by the road and raise his thumb upwards--it indicates that one wants a free ride. When a driver stops for him, he should state his destination. The driver may or may not take him, but if he is invited to get into the car, he can make sure that he will be taken to or close to his destination. Some hitch-hikers may have to change several cars and spend hours, depending on the distance of their journey, to get to their destination. Some people travel across the country by hitch-hiking. It should be remembered that hitch-hikers are not expected to pay any money.

In the past, some hitch-hikers have caused problems for the drivers, and consequently, many drivers are reluctant to give them rides. In some states, hitch-hiking is illegal.

There are cases when one must hitch-hike because of a car break-down, running out of gas, being too late for the last bus, etc. In any case, one should use one's common sense to decide whom to give a ride to and from whom to accept a ride. One the whole, hitch-hiking is not one hundred percent safe, and one is taking the risk of letting a stranger into one's car or getting into a stranger's car.

4. MEDICAL CARE: Medical care is very expensive in the United States. To avoid costly medical expenses, one has to purchase an expensive health insurance policy! Rutgers' full-time students, however, are covered by a basic medical insurance for which they have been charged at the time of enrollment. This basic insurance does not cover the students' family. By paying the required premium, the student can buy a major medical plan for him-/herself, spouse and child(ren). Neither the basic nor the major plan covers visits to a doctor's office, a dentist's office or to an eye doctor.⁶

For out-patient care, there is a family health planning clinic in both the Middlesex and St. Peter's hospitals for those who have a low income. For a doctor's visit, one has to pay \$12.00 and should buy the medicine. In an emergency case caused by an accident, the major medical plan will cover the cost.

Those graduate students who have a teaching assistantship (TA) are eligible to use Rutgers Community Health Plan (RCHP) by paying a small fee; they will be covered for full medical care. For other graduate students and their families, as I mentioned above, there is separate basic and major medical insurance which is available through the university. Although applying for it is not required by the university, I feel it is very important and necessary for all students especially those with children. The premium is a little over two hundred dollars for a year. Without it one may end up paying much more for accidents and other medical problems. For example, my

five-year-old son swallowed a coin when he was playing, and I took him to the hospital. After a couple of X-rays, he was given two pieces of bread and a glass of water. No other medication was prescribed. The bill I got after a week was over one hundred and thirty dollars, which I mailed to the insurance company to pay. In case of a serious accident or illness, the cost of hospitalization is incredibly high, and therefore, purchasing medical insurance must be the first task for a foreign student to do.

5. ENGLISH PROFICIENCY: All foreign students must take the Rutgers English Proficiency test to see whether they need more knowledge of English to be able to understand the courses. If they do need it, they have to take English courses at the Program in American Language Studies (PALS) while attending regular degree courses. Many of the foreign graduate students have stated that their knowledge of English has caused the most difficulty for them even though most of them had TOEFL scores over 600 and did have satisfactory scores on the Rutgers English Proficiency test.

In general, unless one is a native speaker of English or has been raised in an environment where one has been exposed to English to a large extent since childhood, he may expect to have problems with the language in the U. S. Even some native speakers of English have found it difficult to adjust their English to American English. It goes without saying that language and culture go hand in hand and should be learned together. Therefore, it is very important to improve language proficiency and learn about American culture at the same time.

At this point, I am reminded of one aspect of American culture which relates to English. Whatever accent one has, however he pronounces the words, however different the stress and intonation he uses, he hears some American say, "What a sweet foreign accent!" or "Isn't that a wonderful foreign accent!", or other expressions of praise. There are numerous American immigrants who have strong foreign accents themselves even though they have been in this country for years. There-

fore, the foreign student should not worry unduly about his way of speaking English.

What should be emphasized is the improvement of one's academic English rather than colloquial English. The latter is not a serious problem. One will get along with social life anyway. The important task is being able to understand the academic lectures and texts. The shortest way to solve this problem is to consider all classes as English classes. The foreign student should work on assignments twice as hard as an American student does. He may take a tape-recorder to all his classes and tape everything there. This way he will be able to play the tapes back at home and listen to the proper stress, intonation, and pronunciation of the language as well as the content of the professor's lectures.

Another very important factor in learning the language, as well as coping with the new culture, is to try to have the least possible contact with fellow-countrymen. When the foreign student lives with his national friends, he loses the opportunity of adjusting to the U. S. culture and learning the language, and consequently, after some time, he finds that he cannot cope with the new place. Most of these types of students get depressed, withdraw from the school and return to their home countries.

Having a good command of English gives the foreign student the confidence he needs to approach Americans for closer relationships and feeling at home. A young woman from West Germany studying in the United States believes that foreign

students should try to find good American friends, and they often need more courage to take the first step into deeper relationships (Hull 1978).

University Housing Office usually makes arrangements so that students from the same nationality do not share the same room. This is one way of helping foreign students practice their English. There are other ways that they can adopt in order to get closer to the American life and culture. For example, Rutgers has a homestay program which is established through the International Center. It has the names and addresses of the community families who have offered to host foreign students for a weekend or more, and it arranges homestays. Interested foreign students will be invited to the homes of these families free of charge. The students stay there not as guests but as members of the family which means that they have to help with cleaning, washing the dishes, and other household needs. It is an exchange of cultural values for both the host and the students. These hosts have most often become the closest friends and references for the foreign students they have hosted. The more contact and friendship from both parties, the more cultural awareness and language practice.

6. FINANCIAL PROBLEMS: My research, as discussed in the previous pages, shows that many foreign graduate students at Rutgers have faced unexpected expenses in the United States, quite a few of them have had to deal with unforeseen financial problems, some have had a hard time finding a job, and almost half of them have had difficulty getting a work permit from the Immigration and Naturalization Service.

Another study (Hull 1978) indicates that 14% of foreign students had to work during the academic year, 15% during vacations, and of these 39% worked as teaching/research assistants. Only 19% of foreign students had savings from the home country, 34% got money from family, and 9% from other sources.

The same survey states that financial problems are the single most frequently mentioned problem area. It ranks this problem as the first on top of all other problems. For many, expenses are unexpectedly high, and foreign students, especially because of many factors such as international political turmoil, may face unforeseen financial problems.

In case this problem arises for a foreign student, he should discuss it with the foreign students adviser and apply for permission to work from the Immigration Office through the International Center. The Immigration Office usually grants work permits to those who really are in need of a job. For students who have teaching assistantship, it is not necessary to obtain a work permit.

When one has gotten a work permit, now a more difficult step is ahead of him--finding a job. The unemployment rate

in the United States is very high. Therefore, the foreign student should be willing to accept jobs like dishwashing, maintenance, security guard or gas station attendant. It is possible that one might find a job related to his field of study, but this is not very common.

There are two Career Development and Placement Services offices at Rutgers which help students find jobs. They hold workshops to expand the students' career awareness, to facilitate decision-making, and to improve job hunting skills. They also provide career and employer information. According to the brochure they have published they "believe in counseling and educating students so that they are better equipped to establish career goals, develop alternatives and options, make career decisions, and do an effective job search throughout life." Many foreign graduate students will probably not seek the services they offer because they already have their careers and jobs at home.

7. CULTURAL PROBLEMS: While learning to cope in the new culture, foreign students should bear in mind that they are not the only new and unacquainted students at a higher education institution in the United States. It is a fact that the melting pot of the American nation contains a combination of various groups with diverse ethnic backgrounds. Some American students have the same problems as foreign students have concerning culture. For them, too, the new environment, the new school, the new state with different rules and regulations, new people with different dialects, are all strange, and they have to make an effort to adjust to them. Very often foreign students have helped American students to cope with the new place.

How one starts one's educational life in the U.S. is very important. Foreign students should try to stay in close contact with the real American life. They should try hard from the beginning to grasp the new atmosphere and cope with it. The initial period of encounter with the collegiate educational environment is of great importance (Hull 1978).

Besides the academic goal which every foreign student has-- to get a university diploma or degree from the United States,-- acquiring experience in American culture could be another major goal. After all, living in a new culture for some years leads to the increase of one's perspective of life in general. The United States, being a refuge for all nationalities of the world, is the best place to investigate and learn about other cultures. I can foresee how regretful I will feel when I am

away from this country and confined to the limited cultural atmosphere of my own country or another and long for another opportunity to come back to the United States just for the purpose of experiencing other cultures. With a little exaggeration, I should say that all countries have their own specific cultures, but the United States has the cultures of all countries. This is a great opportunity for a foreign student that should not be ignored. Typical of many students, a man from Malaysia included as a goal "gaining international experience and outlook from coming to the U.S." (Hull 1978).

In general, according to my survey, the majority of the foreign graduate students at Rutgers have not had much of a problem with the cultural aspect of their lives in this country. But there is no doubt that contrast exists between different cultures, and that we have to make a real effort to adjust ourselves to a new culture.

There are many approaches to apply to acquire the ability to understand and cope with a new culture. Clubs, organized activities, sports and other sponsored activities make a difference in the adjustment of the foreign students in this study. Throughout the academic year, it is clear that friendships are established through activities. Both the friendships and the activities themselves are clearly positive factors in the coping procedures of foreign students (Hull 1978).

FOREIGN GRADUATE STUDENTS'
EXPRESSIONS OF PROBLEMS

Some general hints as extracted from the foreign graduate students' written explanations follow as an expressive support to the figures in the previous pages.

1. A thirty-nine year old male student from Mexico, who has been in the U.S. for about two years, expresses his concern about his English proficiency and the U.S. medical system as two main problems, as follows:

"Not enough knowledge of English is a very tough thing, particularly in the courses; it is very important to understand the lectures." "The U.S. medical system is complicated and expensive; even now I don't know it very well."

2. A thirty-four year old male from Iraq, who has been in the U.S. for about four years studying sociology, very briefly writes "Arrival at the airport and housing" were the two major problems.

3. A thirty-four year old male from Bangladesh, who has been in the U.S. with his wife and two children for about two years, points out his two major problems as follows:

"Physician: Medication is costly and cumbersome, especially for those with family." "Financial: Apart from finding an apartment at a suitable place at a suitable rent, one has the unavoidable security deposits--for the apartment, one or more month's rent in advance, telephone deposit, etc. These are not big amounts...but they do pinch everybody's feet initially."

4. A female political science student of thirty-eight from Sweden, who has been here since August 1979, writes about the advisers' assistance: "As a foreigner, you really should have an appointment with an adviser before the term starts, so he tells you anything worth learning about the geography of the university. I missed my first information gathering because nobody I asked knew where the Woodlawn Hall was! Also, the adviser (a counselor, or maybe an older student) should take you around campus, maybe introduce you to ... the students within your field before classes start."

5. A thirty-five year old married student from Cyprus, who has been in the U.S. since July 1978 gives a more detailed explanation of his major problems as follows:

"My first major difficulty was with housing. I had to stay in the International Center for some time before getting the university housing. Therefore, previous housing arrangements are very important and must be done prior to entering the U.S., if possible. Otherwise, it may be costly and time consuming. My foreign student adviser was very helpful in this respect and I was lucky to have many concerned friends.

"The second one is transportation problem. In this country, personal means of transportation is a must. But, later I found out that you need a car to purchase a used car and it is a very difficult process if no friendly help is available. I believe that it is good to get a driving license as soon as you enter this country.

"The international center is the best place to start for any foreign student with or without any problems since you can meet other foreign students and maybe the ones from your own country which help you join your efforts and share your problems in many respects.

"I hope your new booklet becomes a handy source for the newcomers."

6. A male Computer Science student of thirty from Australia with about four years of living in the U.S. mentions that his major problem was "Keeping all U.S. immigration forms current, (Visa, DSP 66, I-94)".

7. Another Computer Science male student from India with three years of living experience as a bachelor of 27 is concerned about male-female relationships and dating in the United States. He points out:

"Male-female relationships: Lack of understanding of American behavior caused problems in developing any kind of friendship with students of opposite sex. Dating was not very successful--caused lots of frustration."

8. A female student of Anthropology from the Bahamas, twenty-two years of age, with about four years of living experience in the U.S. writes:

"I frequently become frustrated at how ignorant Americans are about other cultures and people and disinterested in wanting to learn and appreciate these. It seems to me that the unspoken attitude is at best a patronizing and condescending attitude toward foreign students. To associate with mainly

Americans you (the foreign student) are forced to adopt American ways while the Americans never try to even appreciate yours. My solution--I associate almost exclusively with other foreign students because they can really understand my problems.

"It never ceases to amaze me how carefree American students seem to be about their studies. It is as if they come to college to waste a few more years before going out to work. Foreign students who fit this description are certainly the exception and not the rule."

A brief look at the above cases shows that the major concern of the foreign graduate students includes some of the problems I have already discussed. The most frustrating problem that had not been mentioned before and would have been pointed out by the majority of the students if I had posed the question, was the moment of arrival at the airport followed by the terrible experience of being cheated by a taxi driver or the like to go to a residence. But apparently, nothing can be done to solve this problem once the students are already in the country.

SOURCES OF ASSISTANCE

As a foreign graduate student in the United States, I considered the following as some of the sources of assistance to foreign students. Based on this assumption, I asked other foreign graduate students to reflect on the degree of assistance these sources provided for them. The percentages shown in this table are based on the number of questions that have been answered by the students.

Source	# of replies for the most helpful	%	# of replies for median	%	# of replies for the least helpful	%	not applicable	%
National students	19	50%	4	11%	15	39%	4	10%
Relatives	15	45%	5	15%	13	39%	9	21%
People you don't know	13	35%	6	16%	18	49%	5	12%
American students	12	34%	11	31%	12	34%	7	17%
Yellow Pages of telephone directory	14	34%	10	24%	17	42%	1	2%
Other foreign students	9	24%	12	32%	16	43%	5	12%
Classified ads	9	24%	13	34%	16	42%	4	10%
Academic adviser	8	23%	8	23%	19	54%	7	17%
Foreign student adviser	9	23%	9	23%	21	54%	3	7%
College orientation guide/handbooks	6	16%	11	29%	21	55%	4	10%
The police	1	3%	12	36%	20	61%	9	21%

In the following pages I will describe these sources of assistance in the order of their effectiveness.

1. National friends: Foreign students have proven to be the most effective source of assistance to their fellow-countrymen who come to the United States after them. By looking at the chart we notice that 50% of foreign graduate students have enjoyed the assistance of their national friends more than any other source. The nationalities who have enjoyed this assistance the most are Chinese, Indian and Iranian--the ones who have a large student population. Even when there has been only one national friend in the university, her or his assistance has been of great value. Therefore, my recommendation to new foreign students is to look for their national friends on the first day of arrival to get initial help and guidance.

2. Relatives: Having relatives in the United States for a foreign student is indeed a blessing even if they live far away. I assume the 39% of the students who have stated that relatives have had the least role in assisting them do not have any relatives in the United States or they have not been able to find them to ask for help.

3. People you don't know: 35% of students saying that people they did not know had helped them the most means to me that as soon as one faces a problem, one should ask someone for help without hesitation. The first person at this time may or may not be the right person, but one should try anyway because one may not get assistance if one misses the first opportunity. Foreign students very soon find out that people in the United States seem to be too busy to spend any time

helping others. This might be true in many cases, but still, most of them prefer to help a foreign student even if they are really busy.

4. American students: While people one does not know can be of great assistance, American students, by all means, can help a lot especially in acquainting the new students with the different parts of the campus, educational system in the U.S., facilities available for students, evening programs, newspaper ads, campus transportation, and many others. The important point is that they should be asked for a favor, otherwise they will not come to a foreign student and offer assistance.

In a research project, (Hull 1978) it has been proven that foreign students were quite clear in pointing out disappointments with establishing American friends. Unsure of themselves, they were conscious of needing ways to meet Americans. Many foreign students reacted to what they often termed the 'superficiality' of relations with Americans. In general, American students are very helpful, but this does not mean that all of them want to make very close friends.

5. Yellow Pages of telephone directory: To a foreign student this source of assistance may seem sort of peculiar. At the beginning of my stay in the United States, I did not have any idea how amazingly important and helpful the Yellow Pages were. They include many of the services one needs in the area. When one needs something, let's say some used or new furniture, and does not know where to go, one turns to the Yellow Pages and finds the proper pages. Without having to

spend time and gas driving around, one can find the place for what one needs just by calling. The prices can also be checked beforehand by phone.

34% is a considerable percentage of the students who have mentioned the importance and effectiveness of this source of assistance.

6. Other foreign students: Since foreign students have a lot of problems in common, they understand and are willing to help each other. They have already gone through some of the problems and have some sort of solution for them. As a matter of fact, without the help of foreign students this handbook would not have materialized.

It is very easy to meet foreign students. They can be reached in the student centers, on the bus, in the dining halls, at parties and many other places. Besides, there are foreign student clubs and associations that interested students can become members of. In all cases, the first step must be taken by the new foreign student.

7. Classified ads: Local newspapers have classified ads sections which include up-to-date information about many services available in the area such as job openings, new/used cars, employment agencies, technical services, community events, clubs, lost and founds, garage/yard sales where people sell their unwanted objects at very low prices, houses/apartments for rent, and many others.

8. Academic adviser: Some advisers are extremely helpful to their advisees especially if they are foreign students.

Others are very busy, but still, they are willing to listen to the students' educational and personal problems and, to a certain extent, help them. It is up to the students to ask for an appointment with their advisers. If the objective of the meeting is clear, they can meet with them regularly and discuss their problems.

9. Foreign student adviser: The first place a foreign student usually goes to in an American university is the foreign students' office. (It is called the International Center at Rutgers.) There she/he is given the initial orientation about the school and instruction about what to do and where to go next. There she/he will meet the foreign student adviser and/or other members who work with her/him. This is the office which issues the I-20 forms that make foreign students eligible to enter the United States.

All the immigration affairs are done through this office. When foreign students need official letters certifying that they are attending this school, they should go to the International Center. Foreign students are urged to contact this office regularly and bring their problems and needs.

10. Handbooks for foreign students: The first reading assignment which should be regarded as very important in student life in a new place is the orientation handbook and other written information such as campus maps, health brochures, parking regulations, student activities programs, bus schedules, etc. Not only should the students read all of these useful materials right away, but also they should keep them handy to use as a reference later on.

These written materials do not contain all the information a new student and especially a foreign student needs. But for any question there is an answer. If these booklets, pamphlets or guidebooks do not have all the answers, there are people who do have them. It is the students' problem and responsibility to, confidently, reach different people in different offices, first by phone and then personally, to find the answers.

There are other effective sources of assistance that I had not mentioned in my questionnaires, but were pointed out by those who filled them out. Some of them are as follows:

11. Libraries: Rutgers students are very fortunate to have access to the libraries in Princeton, New York and Pennsylvania besides the ones on Rutgers campuses. They are located about one hour distance from New Brunswick. The staff in all libraries is usually very helpful and does its best to provide the students with materials that will answer their questions.

12. Graduate Students Association: Every graduate student is a member of the Graduate Students Association. It provides special programs such as trips, social gatherings, movie nights, etc. for graduate students and their spouses. The graduate students lounge is a convenient place to see friends, relax, find new friends, study, watch TV, listen to music, have coffee, etc. This lounge is located by the Rutgers Students Center where all students can go to and use the facilities there.

13. Students' Activities Office: To get information about extra-curriculum activities and student clubs and organizations, the Students' Activities Office will let one know what is available.

14. Clubs and Associations: There are over a score of clubs and groups at Rutgers which provide different kinds of assistance to their members. Students can find out about these organizations and their services through the Students' Activities Office. Some of them are as follows:

- i. Association of Indians at Rutgers
- ii. Baha'i Association of Cook College
- iii. Black Students Association
- iv. China Study Society
- v. Chinese Students Club
- vi. Cuban Students Society
- vii. French Club
- viii. Friends of India
- ix. German Club
- x. Graduate Students Association
- xi. Hellenic Club
- xii. Hillel Foundation
- xiii. Hispanic Society
- xiv. International Students Association
- xv. Islamic Society
- xvi. Italian Club
- xvii. Korean Students Association
- xviii. Luso-Brazilian Club
- xix. Organization of Arab Students
- xx. Polish Students
- xxi. Ukranian Students

CONCLUSION

The issue of foreign students in the United States has been of great concern for years. Many different organizations have been formed to solve their problems and help to provide their needs. Regular conventions and conferences have been held to discuss the issue and find better ways to serve them. Many research studies have been conducted and surveys made. But still we notice that foreign students have a lot of problems.

The focus of the research so far has mainly been on undergraduates because their problems have been greater than the graduates'. In general, graduate students have proven to be more sympathetic to American culture, more satisfactory in their academic performance, more purposeful in their coming to the United States, and more adaptive to the requirements of their colleges and to different demands of the college environment (Gezi 1956; A Study of Arab Students).

The number of foreign graduate students on American campuses in 1969 totaled 54,034: 45% of all foreign students (Hull 1978). Hull maintains that the need of American institutions to foreign graduate students is not because of concern for the human resource needs of developing countries but because they do not have enough American applicants for various departments. (Certain departments at some universities have as many as 80% foreign student enrollment.) They also need foreign graduates as teaching assistants and lab tech-

nicians, since the supply of United States candidates for these low-paying positions is inadequate.

Therefore, United States educational institutions need foreign students, and foreign students, no doubt, need the institutions. Whatever has been done to solve the foreign students' problems has definitely been useful, and has improved the situation, but according to my survey, there are still difficulties that face the students.

The solution, I propose, is basically in the hands of foreign students themselves. As soon as they realize that they are going to be in a totally new environment, new culture, new system of education, and so forth, they should expect difficulties. Then their problems will not disturb them very much. On the other hand, if they take it for granted that everything is taken care of for them, and that other people have responsibilities and obligations to do certain things for them, their imaginations may not come true, and consequently, they will suffer greatly. Adaptability to the new environment and culture is the key to success.

NOTES

1. Five Rutgers campuses are located in these two towns.
2. The information and figures shown here are based on my telephone interviews with twenty-five randomly selected restaurant managers of the area.
3. This information is copied from Orientation Handbook published by Asis Foundation. (See Bibliography)
4. Ibid.
5. Taken from Foreign Students in the United States of America by Frank Hull. (See Bibliography)
6. From the handbook Welcome to Rutgers prepared by the Counselor to Foreign Students, International Center, Rutgers University.

APPENDIX A

DISTRIBUTION OF FOREIGN GRADUATE STUDENTS AT RUTGERS

<u>Country</u>	<u>No. of Grad. Students</u>	<u>% of Grad. Students</u>	<u>Country</u>	<u>No. of Grad. Students</u>	<u>% of Grad. Students</u>
1. Taiwan	103	23.79	36. Iraq	2	.46
2. India	62	14.32	37. Lebanon	2	.46
3. Korea	26	6.00	38. Le Sotho	2	.46
4. Nigeria	21	4.85	39. Mexico	2	.46
5. Canada	20	4.62	40. Peru	2	.46
6. Brazil	13	3.00	41. Portugal	2	.46
7. Iran	13	3.00	42. Rhodesia	2	.46
8. Israel	9	2.08	43. Switzerland	2	.46
9. Ghana	8	1.85	44. Uganda	2	.46
10. Greece	8	1.85	45. Vietnam	2	.46
11. Thailand	7	1.62	46. Austria	1	.23
12. U.K.	7	1.62	47. Bahamas	1	.23
13. Hong Kong	6	1.39	48. Bermuda	1	.23
14. Jamaica	6	1.39	49. Bolivia	1	.23
15. S. Africa	6	1.39	50. Chile	1	.23
16. Argentina	5	1.15	51. Costa Rica	1	.23
17. Egypt	5	1.15	52. El Salvador	1	.23
18. France	5	1.15	53. Finland	1	.23
19. Japan	5	1.15	54. Guyana	1	.23
20. Philippines	5	1.15	55. Ireland	1	.23
21. Turkey	5	1.15	56. Libya	1	.23
22. Columbia	4	.92	57. Morocco	1	.23
23. Jordan	4	.92	58. Nepal	1	.23
24. Kenya	4	.92	59. Netherlands	1	.23
25. Malaysia	4	.92	60. New Zealand	1	.23
26. Sweden	4	.92	61. Panama	1	.23
27. W. Germany	4	.92	62. Saudi	1	.23
28. Australia	3	.69	63. Spain	1	.23
29. Bangladesh	3	.69	64. Tanzania	1	.23
30. Italy	3	.69	65. Trinidad	1	.23
31. Sri Lanka	3	.69	66. Uruguay	1	.23
32. Cameroon	2	.46	67. Venezuela	1	.23
33. Cyprus	2	.46	68. Yugoslavia	1	.23
34. Denmark	2	.46	69. Zambia	1	.23
35. Iceland	2	.46			
			Total	433	100

A Problem Assessment Questionnaire

Area of study: _____ Sex: ___ Age: ___ Nationality: _____ Arrival Date: _____

Direction: PLEASE CIRCLE THE APPROPRIATE NUMBER. (1) stands for HIGHEST and (5) for LOWEST. Use reverse side for your explanation of two major problems.

<u>Area</u>	<u>Problem</u>	<u>Caused the most difficulty</u>					<u>the least difficulty</u>
Cultural:	a. conflicts between me and U.S. culture	1	2	3	4	5	
	b. my misunderstanding of the American way of life	1	2	3	4	5	
	c. misinformation I had	1	2	3	4	5	
	d. overgeneralizations I made	1	2	3	4	5	
	e. teacher-student relation in U.S.	1	2	3	4	5	
	f. American students' behavior	1	2	3	4	5	
	g. male-female relations	1	2	3	4	5	
	h. other (specify)						
Educational:	a. my previous education	1	2	3	4	5	
	b. my knowledge of English	1	2	3	4	5	
	c. my unfamiliarity with the U.S. educational system	1	2	3	4	5	
	d. other (specify)						
Financial:	a. unexpected expenses	1	2	3	4	5	
	b. unforeseen financial problems	1	2	3	4	5	
	c. getting work permit	1	2	3	4	5	
	d. finding a job	1	2	3	4	5	
	e. other (specify)						
Political:	a. my participation in political activities	1	2	3	4	5	
	b. my non-participation in political activities	1	2	3	4	5	
	c. U.S. rules and regulations in general	1	2	3	4	5	
	d. other						
Religious:	a. my religious activities	1	2	3	4	5	
	b. others' religions	1	2	3	4	5	
	c. other (specify)						
General:	a. enrolling my child(ren) in school	1	2	3	4	5	
	b. finding a physician	1	2	3	4	5	
	c. finding an apartment	1	2	3	4	5	
	d. knowing about immigration procedures	1	2	3	4	5	
	e. knowing about taxi fare	1	2	3	4	5	
	f. knowing about transportation	1	2	3	4	5	
	g. getting a driver's license	1	2	3	4	5	
	h. buying a car	1	2	3	4	5	
	i. evening entertainments	1	2	3	4	5	
	j. knowing about dating	1	2	3	4	5	
	k. other (specify)						

Assistance:	<u>WHO HELPED YOU</u>	<u>the most</u>			<u>the least</u>	
		1	2	3	4	5
	a. the police	1	2	3	4	5
	b. people I did not know	1	2	3	4	5
	c. relatives	1	2	3	4	5
	d. American students	1	2	3	4	5
	e. students from my country	1	2	3	4	5
	f. other foreign students	1	2	3	4	5
	g. my academic advisor	1	2	3	4	5
	h. foreign student advisor	1	2	3	4	5
	i. Yellow Pages of telephone directory	1	2	3	4	5
	j. college orientation guide/ handbook	1	2	3	4	5
	k. classified ads	1	2	3	4	5
	l. other (specify)	1	2	3	4	5

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